

SENIOR SECONDARY INTERVENTION PROGRAMME 2013



education

Department: Education

GAUTENG PROVINCE

GRADE 12

HISTORY

LEARNER NOTES

The SSIP is supported by



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LEARNER NOTES

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SESSION 1: TOPIC1: UHURU – INDEPENDENT AFRICAN STATES**KEY QUESTION:**

HOW DID *UHURU* AND AFRICAN NATIONALISM CONTRIBUTE TOWARD AFRICAN INDEPENDENCE?



Learner Note: The Key Question will appear at the beginning of every section in the exam paper. This question tells you what the OVERALL content to be tested will be. In this case, the Key Question tells us the section will test the outcome of the Cuban Missile Crisis. NB: You DO NOT answer this question!

Study the sources and use your own knowledge to answer the following questions.



Learner Note: Remember to answer all questions in FULL SENTENCES, as bullet points are not acceptable in an exam situation. Also, you must be specific as to which source and which part of the source you are speaking about in your answer.

SECTION A: TYPICAL EXAM QUESTIONS

QUESTION 1: 10 minutes

SOURCE A

“Western colonial powers invested millions of rand into their colonies, and a beginning was made with the construction of roads, railroads, industries and mines. Diseases such as malaria and sleeping sickness, which had been prevalent in Africa, were combated by Western medical science. Tribal wars were stamped out, while education and training opened new frontiers to the illiterate masses. Colonialism held both advantages and disadvantages for the inhabitants of Africa. On one hand, Africans had lost their freedom and independence, but on the other Africa was now set upon the road to development.”

- Source: *SP Jordaan and HA Mocke, Exploring History – Standard 10, via Afrika Ltd, 1991*

- 1.1 Imagine that you are (a) a white colonialist and (b) a black nationalist. (2 x 2) (4)
What would your reactions be to the term *Uhuru*?
- 1.2 How would these two reactions differ? (2 x 1) (2)
- 1.3 Does the extract above support colonialism or independence? (2 x 2) (4)
Justify your answer. [10]

QUESTION 2: 35 minutes**SOURCE B**

Expeditions have been sent in every direction forcing natives to make rubber and to bring it to the (State trading) stations. War has been waged all through the district of the Equator, and thousands of people have been killed and villages destroyed. Many women and children were taken and twenty-one heads were brought to Stanley Falls, and have been used by Captain Rom as a decoration round a flower bed in front of his house. Most white officers out in the Congo are averse to the India-rubber policy of the State, but the laws command it. If the Arabs had been masters, it would be styled iniquitous trafficking in human flesh and blood, but being under the administration of the Congo Free State, it is merely a part of the philanthropic system of liberating the natives.

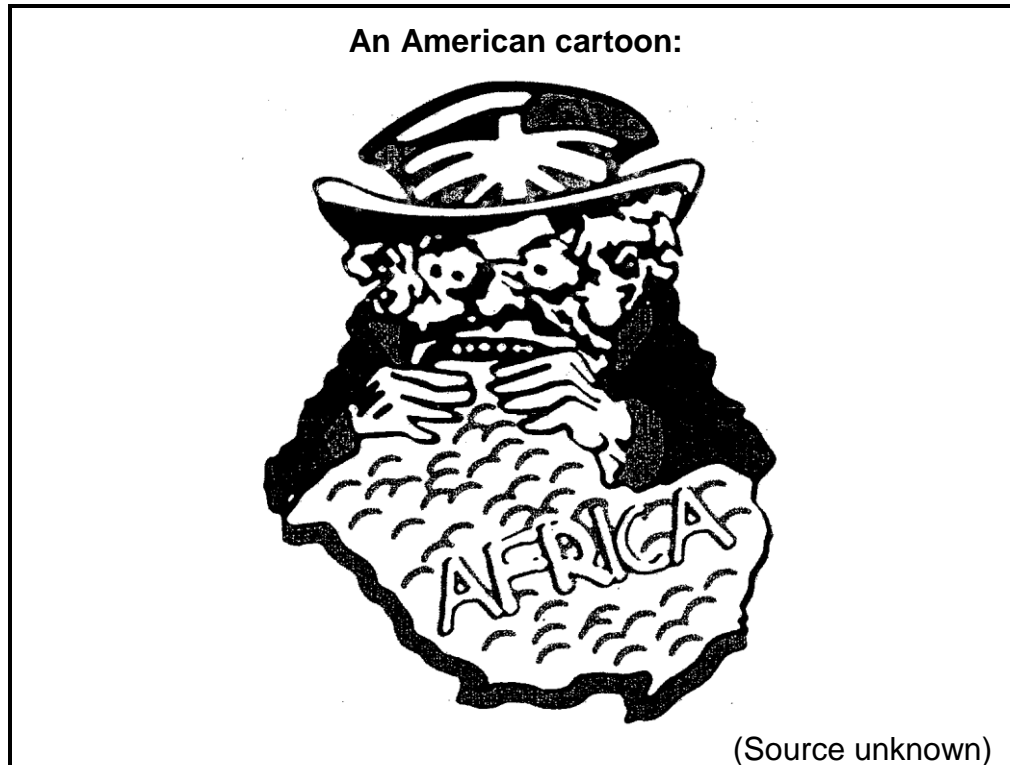
From: the diary of E. J. Glave, an English traveller, published in *Century Magazine*, 1896, cited in *Focus on History Book 3* by N Parsons, 1980, College Press.

['iniquitous' is an old-fashioned word for 'wicked' or 'evil']

- 2.1 Say whether this is a primary or a secondary source. Explain how you know this. (1 + 2) (3)
- 2.2 Why do you think this report was originally produced? (2)
- 2.3 Which two acts of the colonial soldiers have most outraged the writer? Why? (2 + 2) (4)
- 2.4 The writer uses the word 'philanthropic' in the last line. This word usually means 'kind' or 'showing concern for humanity, esp. by performing charitable actions, donating money'. Is it being used in this way in the source? Explain the tone of the writer. (1 + 2) (3)

[12]

SOURCE C



- 2.5 Which country is represented by the man in the cartoon? Explain which visual clue helped you to identify him. (1 + 2) (3)
- 2.6 What is the message of the cartoon? (3)
- 2.7 Does the cartoon in Source C present the same opinion of colonialism as the diary extract in Source B? Explain your answer fully. (1 + 3) (4)

Learner Note: When you are asked if two sources complement each other, you need to compare the sources and see where they agree with each other. You must then answer very specifically, for instance “Source A says ... while Source B says So the two Sources complement each other because ...”

[22]

QUESTION 3: 35 mMinutes

Use the information in the sources above, as well as your own historical knowledge and discussions during class, to answer the longer question below. Your responses should be factually accurate.

‘Pan-Africanism was a mighty force that unified African resistance. It is therefore entirely responsible for the independence of the continent in the present.’

Is this a valid statement? Explain your opinion and support it with historical evidence.

[30]

Learner Note: The essay question counts 40% of the exam. You need to learn the format and how to refer to sources. No bullet points allowed!

SECTION B: ADDITIONAL CONTENT NOTES
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HISTORICAL TERMS AND KEY CONCEPTS

Taken from B. Tobin, Exam Study Guide, Nasou via Africa, 2009, p 34.

Constitution:	The highest laws in a country that govern all other laws
Ideology:	A belief system of how the world works politically, economically and socially
Multi-party elections:	Elections in which many political parties are allowed to participate
Nationalism:	Loyalty to one's nation and the practice of putting the interest of that nation above all other nations
Nationalist movement:	A movement (large group of people) within a country that believe the country and its resources belong to those who live in it, and so fight against external (e.g. colonial) domination.
Pan-Africanism	A belief system and a political movement that emphasises a shared history or identity of all Africans.
Paternalistic:	An attitude towards others modelled on that of a father towards his children; doing what you think is best for others without letting them have a say.
Referendum:	A vote by all people in a country regarding a specific issue.
Secessionists:	People who form a group and break away from an organisation or country.
Uhuru	A kiSwahili word meaning freedom.

INTRODUCTION TO UHURU

- In the 1960s and 1970s, European powers agreed to withdraw from their colonial possessions in Africa.
- Some powers pulled out peacefully, while others fought wars with the colonised people before withdrawing
- African leaders believed that they could build successful and independent African states.
- In African history, this period of asking for, fighting for and achieving the independence of African states, was called *Uhuru*.

- The African states faced 2 problems:
 - The ideologies of the superpowers (i.e. capitalism or communism) influenced how the African leaders modelled their countries. These models were not always suitable and did not always lead to development.
 - The newly independent countries face internal and external challenges, e.g. growing population, limited resources, conflict, instability, weak governance and unfair trade rules.
- By the end of the 1970s, *Uhuru* had not achieved what it aimed to do, as many African states were extremely dependent on foreign aid.

HOW WAS AFRICA DIVIDED UP AMONG THE COLONIAL POWERS?

Taken from: McMahon, P. et al, X-Kit History, Maskew Miller Longman, 2007, p 28.

Only one country in Africa never fell under direct colonial rule, and that was Liberia. This territory had been used by the American Colonisation Society to settle freed American slaves in Africa.

A country that was dominated only for a short time by a colonial power, was Ethiopia, named Abyssinia at the time it was conquered by the Italians in 1935. This annexation was condemned as an act of aggression, and Ethiopia was freed from the Italians in 1941 during World War II. Its emperor, Haile Selassie, was restored to power.

Besides these two exceptions, the bulk of Africa had been divided up among colonial powers during the nineteenth and twentieth centuries. The colonial powers exploited Africa economically, settled some of their citizens on her open spaces, and occupied strategic positions in Africa to use against other world powers in cases of conflict. In most cases, Africans benefited very little from colonial rule. They had little or no say in the governments imposed on them, and remained economically poor. Modern technology was brought to Africa by the colonising powers, but there were huge gaps between the rich and the poor in African states – the rich being mainly white colonisers and the poor being the local black inhabitants.

A number of factors led to Africa becoming independent in the 1960s and the 1970s, this being the time when *Uhuru* was achieved.

For many years, there had been discontent in Africa. The borders were illogical – splitting ethnic groups into different countries, as well as uniting peoples of different cultures into one country. As time went on, many Africans furthered their education, became politically aware, and campaigned against the rule of colonial powers. These educated people, often in urban areas, were ignored. Instead, colonialists worked through tribal chiefs who were usually more conservative, and less likely to challenge white domination.

WHY DID THE SITUATION CHANGE AFTER WORLD WAR II?

- Colonial powers, especially Britain, France and Belgium, were greatly weakened after the war and could not hold onto their colonial possessions for long.
- After the discovery of the German extermination camps after WWII, there was much greater concern regarding human rights. It seemed contradictory to keep holding on to colonial empires. The UN also supported decolonisation.
- The two major powers after the war, the USA and USSR, had no colonies in Africa. Both powers supported decolonisation, hoping to gain economic and political influence in African countries once colonial powers had withdrawn.
- Asian states gained their independence from colonial powers in the 1940s and 1950s. Following the 1955 Bandung Conference (a conference of Asian states who had been liberated between WWII and 1955), which they attended, African countries hoped to achieve the same. They reasoned that what happened in Asia could surely happen in Africa.

As a result, strong independence movements appeared in Africa.

EXAMPLES OF INDEPENDENT AFRICAN STATES

Learner Note: The 2011 Exam focus is on Tanzania, which will be focused on in a separate session. These are examples of the various ways different states achieved their independence.

GHANA

Ghana was the first sub-Saharan state to become independent and was an inspiration to many Africans fighting for independence in other countries.

Ghana was the first British West African state to become independent, under Kwame Nkrumah in 1957. He was a strong supporter of African nationalism and a leader in the fight for independence. Having been educated in the USA and Britain, he returned to Ghana in 1947, was appointed to parliament, and became the prime minister in 1952. He was instrumental in agitating for the removal of British colonial rule, and remained as the prime minister after independence.

TUNISIA

France was reluctant to let its colonies move towards full independence. Following its defeat at Dien Bien Phu in 1954, France realised that some compromise was going to be necessary. Tunisia, under Habib Bourghiba, had waged a successful guerrilla war against the French and had become independent in 1956. As a compromise, France offered the colonies full independence within a union of French colonies (known as the French Community). France hoped that choosing the second course would be more popular, as it appeared to offer African states more security as part of a group.

GUINEA

Sekou Touré, the leader of Guinea, however, chose full independence, and Guinea became independent from France in 1958. France was not happy about Sekou Touré's ideas, or the fact that he wanted complete independence for Guinea, and immediately removed all the facilities it could from the country. Guinea survived, however, with assistance from Ghana and the USSR. Sekou Touré ruled Guinea until his death in 1984. The majority of French states in Africa had achieved their independence by 1960.

ALGERIA

Algeria was the French territory that France particularly did not want to lose. There were over two million French settlers there, and once resistance emerged, France took action to defend her position there at all costs. In the end, a major civil war was waged by the National Liberation Front against the French from 1954 until 1962, when Algeria was granted her independence under Ben Bella.

BELGIAN CONGO

The Belgian Congo was the scene of one of the most tragic cases of a country moving towards independence. The Belgians left the Congo very rapidly in 1960, having made serious plans to do so only the year before. There were three main contenders for taking over the country after independence: Patrice Lumumba, Joseph Kasavubu and Moise Tshombe, the latter being in charge of the southernmost (and wealthiest) Katanga province. The situation deteriorated rapidly into a spiral of violence that involved both Belgium and the UN. Lumumba was assassinated and, after a ferocious civil war, the army leader, Joseph Mobutu Sese Seku, took over the country in 1965. He ruled the country for many years as an absolute ruler.

SOUTHERN RHODESIA

Southern Rhodesia was a British colony with a large white population. It had been involved in the Central African Federation with its neighbouring states, Northern Rhodesia (now Zambia), and Nyasaland (now Malawi). This federation had broken up by 1963, and both Zambia and Malawi became independent. The white people in Rhodesia were not happy to hand over power to a majority black government, and by means of a Unilateral Declaration of Independence (UDI), declared themselves independent from Britain on 11 November 1965 under Prime Minister Ian Smith.

Sanctions were imposed on Rhodesia, but the minority government in the country held out, largely with the support of South Africa and its Portuguese neighbours, Angola and Mozambique.

Guerrilla warfare conducted by African nationalists, led by Robert Mugabe and Joshua Nkomo, started against the Rhodesian government and allowed the guerrilla armies to use these territories as bases. After an interim period (1978 to 1979), when the country was ruled by Abel Muzorewa (although still advised by Smith and many of his colleagues), Rhodesia finally attained independence in 1980 as Zimbabwe, under Robert Mugabe.

PAN-AFRICANISM - PAN-AFRICANISM AFTER WORLD WAR II AND POSTCOLONIALISM

Coming as it did immediately after the upheavals of World War II, the 1945 Pan-African Congress in Manchester marked a watershed in black internationalist activities around the Atlantic. Though ostensibly under DuBois's guidance, it was organised primarily by socialist Pan-Africanists in Britain, especially George Padmore, and was the first Congress to include a significant number of Africans like Jomo Kenyatta and Kwame Nkrumah (1909–1972), who served as assistant secretary and joint secretary, respectively.

Following the Manchester Congress, the site of Pan-Africanist activities shifted from the United States and Europe to the colonies in the Caribbean and, particularly, Africa. In fact, many of the key figures in the movement—DuBois, Padmore, and Alphaeus Hunton—relocated to Africa during this period. In 1956, Padmore's classic *Pan-Africanism or Communism?* appeared, and in 1958 Nkrumah hosted the first All-Africa People's Conference at Accra in the wake of independence from British colonial rule in 1957 and the creation of an independent Ghana.

In the postcolonial era, the nature of Pan-Africanism and the problems facing Pan-Africanist projects changed dramatically. For the first time, Pan-Africanism became a broad-based mass movement in Africa and enjoyed its greatest successes as an international liberation movement in the first two decades after the war. Through his rhetoric and, most importantly, his example as president of independent Ghana, Nkrumah dominated this period in the history of Pan-Africanism. The context of the Cold War profoundly shaped the struggle for independence in Africa, as it did global politics in general, but in spite of his commitment to Marxism, Nkrumah avoided taking sides in the East-West Cold War and, instead, emphasised African unity. As some historians have noted, the All-Africa People's Conference at Accra in 1957, attended by some 250 delegates, established the basic tenets of Pan-Africanism for decades to come: the attainment of political independence, assistance to national liberation movements, diplomatic unity between independent African states at the United Nations, and nonalignment. As Nkrumah asserts in *I Speak of Freedom*, "a Union of African states will project more effectively the African personality."

In 1963, due primarily to the efforts of Nkrumah, President Sékou Touré (1922–1984) of Guinea, President Modibo Keita (1915–1977) of the Republic of Mali, and Haile Selassie, the emperor of Ethiopia, the Organisation of African Unity (OAU) was founded in the midst of decolonisation and the euphoria of independence in West Africa. However, economic neocolonialism and the limits of political independence quickly extinguished the optimism of the immediate postcolonial period, leading Pan-Africanist scholars like the Trinidadian historian Walter Rodney (1942–1980) to re-evaluate the long-term repercussions of the Atlantic slave trade and European imperialism for Africa. The 1960s also witnessed a number of intra-African disputes between newly independent states, many of which were precipitated by border issues inherited from colonialism.

Read more: [Pan-Africanism - Pan-africanism After World War II And Postcolonialism - Nkrumah, Arab, Independence, Unity, Movements, and Arabism](http://science.jrank.org/pages/10576/Pan-Africanism-Pan-Africanism-after-World-War-II-Postcolonialism.html#ixzz1G2PjVIm5) <http://science.jrank.org/pages/10576/Pan-Africanism-Pan-Africanism-after-World-War-II-Postcolonialism.html#ixzz1G2PjVIm5>

SECTION C: HOMEWORK

Learner Note: If you have difficulty with the homework questions, you should refer to the content notes or to your class teacher for assistance.

QUESTION 1**SOURCE D: Cartoon**

'Africa chained', a 1959 cartoon by Ronald Searle



Source: *A History of the Twentieth Century* by B. O'Callaghan, 1987, Longman

- 1.1 Is this cartoon a primary or a secondary source? Explain how you know. (3)
- 1.2 Explain whether you think this cartoon provides an accurate view of colonialism. (3)
- 1.3 By 1959, when the cartoon was produced, the people in Africa were no longer literally in physical chains, so what does the title of the cartoon mean? (2)

SOURCE E: The Atlantic Charter

The Atlantic Charter, Clause Three:

... They [Britain and the US government] respect the right of all peoples to choose the form of government under which they will live; and they wish to see **sovereign** rights and self-government restored to those who have been forcibly deprived of them.

(From: *History of Africa* by Kevin Shillington, 1995, St Martin's Press.)

- 1.4 Use your own words to define the term 'nationalism'. (3)
- 1.5 Which groups of people would have supported African nationalism? Explain your answer. (2 + 2) (4)
- 1.6 Which groups of people would have come out against African nationalism? Why? (2 + 2) (4)
- 1.7 Why was this clause in particular such a challenge for the groups you listed in Question 1.6 above? (2)
- [21]

SECTION D: SOLUTIONS TO SECTION A: TYPICAL EXAM QUESTIONS

Learner Note: Mark allocation works as follows:

$(\text{Number of correct facts} \times \text{Number of marks}) = (\text{TOTAL MARKS})$

QUESTION 1

- 1.1 (a) a white colonialist – *Uhuru* would symbolise the end of the white man's influence in Africa. A white colonialist might be afraid that *Uhuru* would mean being evicted from the country. (2 x 2) (4)
- (b) a black nationalist – would be inspired by the term. They would be encouraged to stand up for their independence.
- 1.2 The white colonialist has a negative reaction, where the black nationalist will have a positive reaction. (2 x 1) (2)
- 1.3 The above extract supports colonialism. It speaks mostly of all the technological innovations that the colonial powers brought to Africa and downplays the negative (Africans losing their independence), by emphasising the colonial power's positive influence. (2 x 2) (4)
- [10]

QUESTION 2

- 2.1 Primary: ✓ diary is firsthand evidence ✓ by eyewitness ✓ (3)
- 2.2 May have been fact-finding ✓ commissioned by a concerned organisation or government body ✓ (2)
- 2.3 Any **TWO** of the following:
- Women and children have been targeted; ✓ these groups usually left alone because defenceless ✓
 - People have been beheaded ✓ and their body parts defiled ✓
 - Thousands killed and villages destroyed ✓ in the name of 'liberating' them ✓ (4)
- 2.4 No, he is being sarcastic: ✓ the colonials here are being the opposite of kind and considerate; ✓ they are murderous and brutal to fellow humans ✓ (3)
- 2.5 Britain or England: ✓ he has a Union Jack (British flag) ✓ on his hat ✓ (3)
- 2.6 Colonial powers like Britain ✓ are greedily consuming ✓ all the resources of Africa at the expense of the people on this continent ✓ (3)
- 2.7 Yes, the sources both agree ✓ that African people and resources ✓ are being brutally exploited ✓ and that this colonial behaviour is unacceptable and an outrage ✓ (4)

[22]**QUESTION 3****Extended writing exercise****Introduction:**

- Learner should acknowledge driving force of Pan-Africanism as theory but more immediate (short-term) events precipitated independence ✓
- By 1945, ideas of W.E.B. du Bois in place to unite all of African descent ✓
- WWI saw many Africans fighting on side of British, therefore ideas of equality and merit; ✓ also encouraged by League of Nations ✓
- Congresses in 1923 and 1927 saw requests for African self-rule ✓
- South Africans began agitating against racist policies of government; ANC founded in 1912 ✓

Elaboration:

- WWII meant less European attention given to African concerns; ✓ Africans had opportunity to travel and equality as soldiers ✓
- Access to new cultures; ✓ also media and propaganda ✓
- War depleted finances of empires, especially Britain and France; ✓ looked to trade with Africa rather than expensive administration of colonies ✓
- Emergence of new superpowers – USA and USSR; ✓ both interested in power in Africa – Cold War ✓
- Economic and technological progress encouraged African independence; ✓ industrialisation, urbanisation and education saw change in role from labourers to stakeholders; ✓ wanted share in or control of profits ✓
- Example of Asian countries freed from Japanese rule after WWII ✓
- Supported by UN Charter, which guaranteed self-determination and admission to UN ✓
- Fifth Pan-Africanist Congress held in Manchester, England, in 1945; ✓ delegates were pro-independence supporters ✓ like Hastings Banda (Nyasaland/Malawi), Kwame Nkrumah (Ghana), Jomo Kenyatta (Kenya) ✓
- In South Africa, 1948 elections lost by Smuts to National Party; ✓ imposition of apartheid meant end of ANC dream of independence; ✓ next 40 years saw entrenchment of white minority power ✓

Conclusion:

- Pan-Africanism seemed to have little effect in international relations; ✓ black people used in times of crisis but not accorded real political or social power; ✓ in most African countries, independence came later, in the 1960s, and in South Africa only in 1994 ✓
- Therefore, useful as a long-term concept for unity but short-term events seem to play a bigger role; ✓ hence statement is not entirely true or valid ✓

[30]

Grade 12 Extended Writing Matrix: Total Marks: 30

	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument Well balanced argument. Sustained and defended the argument throughout.	LEVEL 6 Well planned and structured Synthesis of information. Constructed an original argument. Well - balanced, independent argument. Sustained and defended the argument.	LEVEL 5 Well planned and structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	LEVEL 3 Shows some evidence of a planned and constructed argument. Some evidence used to support argument. Conclusion not clearly supported by evidence.	LEVEL 2 Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	LEVEL 1 Little analysis and historical explanation. No structure.
PRESENTATION							
CONTENT							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	27-30	24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	24-26	23	21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		21-22	20	18-19			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			18-19	17	15-16		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				15-16	14	12-13	
LEVEL 2 Sparse content. Question inadequately addressed.					12-13	11	9-10
LEVEL 1 Question not answered. Inadequate content. Totally irrelevant.						9-10	0-8

SESSION 1: TOPIC2: UHURU – IMPACT OF INTERNAL AND EXTERNAL FACTORS ON NATIONHOOD

SECTION A: TYPICAL EXAM QUESTIONS

KEY QUESTION:

WHAT CONSTRAINTS AND POSSIBILITIES DID THE NEWLY FORMED AFRICAN STATES FACE?

Learner Note: The Key Question will appear at the beginning of every section in the exam paper. This question tells you what the OVERALL content to be tested will be. In this case, the Key Question tells us the section will test what possibilities and constraints newly formed African States faced. NB: You DO NOT answer this question!

Study the sources and use your own knowledge to answer the following questions.

Learner Note: Remember to answer all questions in FULL SENTENCES, as bullet points are not acceptable in an exam situation. Also, you must be specific as to which source and which part of the source you are speaking about in your answer.

QUESTION 1: 25 minutes

SOURCE A

“When we were at school we were taught to sing the songs of the Europeans. How many of us were taught the songs of the Wanyamwezi or of the Wahehe? Many of us have learnt to dance the rumba, or the cha cha, to rock and roll and to twist, and even to dance the waltz and foxtrot. But how many of us can dance, or have even heard of the gombe sugu, the mangala, nyang umumi, kiduo, or lele mama?”

-Julius Nyerere, first President of Tanzania. Source: www.great-quotes.com

- | | | |
|-----|---|-------------|
| 1.1 | Why does Nyerere suggest that Tanzanians should learn local songs and dances? | (1 x 2) (2) |
| 1.2 | Does this relate to Nyerere's policy of Ujamaa? Motivate your answer. | (2 x 2) (4) |

Learner Note: *Ujamaa* comes from the Swahili word for extended family or familyhood and is distinguished by several key characteristics, namely that a person becomes a person *through the people* or community. *Ujamaa* was the concept that formed the basis of Julius Nyerere's social and economic development policies in Tanzania just after it gained independence from Britain in 1961. Nyerere pointed out the need for an African model of development and it formed the basis of African socialism.

SOURCE B

This article was published in *Time* magazine

THE NEW, INDEPENDENT AFRICA: A Long Way from Modern Civilization

Friday, Aug. 03, 1962

SINCE 1956, more than 100 million Africans have won their independence. In the U.N. Assembly, they carry considerable weight. Their attitudes are considered part of "world opinion," their allegiance is eagerly sought by East and West, and their new nationhood is widely celebrated as progress. Yet by any measurement, material or spiritual, most of the new Africa still is a long, heartbreaking distance away from modern civilization.

- Source: www.time.com

! Learner Note: *Time* is a weekly news magazine , published in America and sold worldwide. It is a conservative magazine, and promoted American views against communism during the Cold War.

- | | | | |
|-----|--|---------|------|
| 1.3 | In which year was the article published? | (1 x 1) | (1) |
| 1.4 | Is the title of the article positive or negative in its attitude to independent African states? Support your answer. | (2 x 2) | (4) |
| 1.5 | What is the UN Assembly? | (2 x 1) | (2) |
| 1.6 | The source is not reliable, but it is useful. | (2 x 2) | (4) |
| | a. In what way is it not reliable? | | |
| | b. In what way is it useful? | | [17] |

QUESTION 2: 22 minutes**SOURCE C**

"We must remember that the European agreements that had carved up Africa into states, paid little attention to cultural and ethnic boundaries, and ethnic groups had little opportunity or need to form political alliances or accommodations under repressive colonial rule...."

- Source: Richard H. Robbins, *Global Problems and the Culture of Capitalism* (2002)

SOURCE D

African independence was greeted with pomp, ceremony and a resurgence of traditional African music and dance. 'A new day has dawned', 'we are on the threshold of a new era', 'we have now entered into the political kingdom' — those were the phrases of the day, and they were repeated until they became clichés. But, all the to-ing and fro-ing from Cotonou to Paris and from London to Lusaka and all the lowering and raising of flags cannot be said to have been devoid of meaning. Withdrawal of the directly-controlled military and judicial apparatus of the colonisers was essential before any new alternatives could be posed with regard to organisation, social structure, economic development, etc.

- Source: Walter Rodney in *How Europe Underdeveloped Africa*, 1973, Chapter 6

**Learner Note:**

A 'cliché' is a tired and overused expression that is superficial, and to a large extent has lost its meaning.

SOURCE E

"I am tired of being told that ...Africa's present condition is the result of African incompetence or general inferiority of capacity...Our mistakes in Tanzania and Africa's mistakes generally made an impossible situation worse; they do not account for the situation itself."

- Julius Nyerere speaking at the Institute of Social Studies at The Hague in the Netherlands in the early 1980s.

- | | | |
|-----|---|-------------|
| 2.1 | Source C gives two reasons why Africa experienced problems at independence. Name these two reasons. | (2 x 1) (2) |
| 2.2 | What phrases does Rodney suggest have become clichés? | (3 x 1) (3) |
| 2.3 | Why are these phrases regarded as clichés? | (3 x 1) (3) |
| 2.4 | What does Julius Nyerere blame for Africa's problems in Source E? | (1 x 2) (2) |
| 2.5 | In what way is his view different from the view of Source C? | (2 x 2) (4) |

[14]

QUESTION 3: 28 minutes

Use the information in the sources above, as well as your own historical knowledge and discussions during class, to answer the longer question that follows. Your responses should be factually accurate.

'The colonial powers made sure that when they withdrew from Africa, the newly independent states were crippled: autonomy and democracy didn't stand a chance.'

How accurate is this statement? Explain your opinion. Support your ideas by using evidence from African countries from the 1960s to 1970s.

[30]



Learner Note: The essay question counts 40% of the exam. You need to learn the format and how to refer to sources. No bullet points allowed!

SECTION B: ADDITIONAL CONTENT NOTES**THE POSSIBILITIES AND CONSTRAINTS FACING AFRICAN STATES****Possibilities: Political independence, dignity and self-esteem**

By the mid 60's the majority of African states were politically free from colonial rule. The future looked full of the possibility of new prospects and potential.

Political liberation meant taking power, raising a new national flag, re-naming the country, shouting slogans, singing songs of victory and re-naming streets after liberation heroes.

Political independence gave a new promise: a change of mind and heart, a restoration of dignity, and hope for a better future. Self-rule was an opportunity to create a new value system for true liberation from injustice. There was hope for national prosperity, peace, freedom and justice for all. The repressive mindset of racial inferiority was meant to be replaced by dignity and self-esteem.

Formation of OAU

Newly independent African states joined the Organization of African Unity (OAU) which was founded in 1963 in Addis Ababa, Ethiopia. Its purpose was to promote self-government, respect for territorial boundaries, and social progress throughout the African Continent. Membership was open to all independent African countries.



25 May 1963. Ethiopian Emperor Haile Selassie (C) and Ghana's founder and first President Kwame Nkrumah (L) during the formation of the Organization of African Unity in Addis Ababa. Picture source: Getty images

The following principles were stated in the OAU Charter adopted in 1963 in Addis Ababa:

- To promote the unity and solidarity of the African States
- To co-ordinate and intensify their cooperation and efforts to achieve a better life for the people of Africa
- To defend their sovereignty, their territorial integrity and independence
- To eradicate all forms of colonialism from Africa
- To promote international cooperation, having due regard for the Charter of the United Nations and the Universal Declaration of Human Rights.

The OAU principles were stated in Article II of the Charter as follows:

- The sovereign equality of all member states
- Non- interference in the internal affairs of states
- Respect for the sovereignty and territorial integrity of each state, and for its inalienable right to an independent existence
- Peaceful settlement of disputes by negotiation, mediation, conciliation or arbitration
- Unreserved condemnation in all its forms, of political assassination as well as subversive activities, on the part of neighbouring states or any other states
- Absolute dedication to the total emancipation of the African territories which were not yet independent
- Affirmation of a policy of non-alignment with regard to international power blocs (USA and USSR)

Role of OAU

a. Decolonisation

The OAU Co-ordinating Committee for the Liberation of Africa organised diplomatic support and channelled financial, military and logistical aid to liberation movements in countries still under colonial rule. The struggle for liberation gained momentum as a result of efforts of the OAU. There was increased support for liberation in world opinion, and the United Nations recognised the liberation struggle as legitimate.

A UN boycott was enacted against Rhodesia's racist minority regime until majority rule was obtained in 1980. Pressure was brought to bear on Great Britain, which, as a colonial power at the time of Smith's Unilateral Declaration of Independence (1965), was avoiding its constitutional and moral responsibility towards the African majority in Rhodesia.

The OAU initiated action with the International Court of Justice, which declared that South Africa had no right to stay in Namibia. UN action was taken for South Africa's Apartheid regime to agree to independence for Namibia (former South West Africa).

Portugal (with its colonies of Mozambique and Angola), South Africa and Rhodesia were periodically harassed and condemned for their colonialist and racist policy in Africa at the United Nations.

b. The struggle against apartheid

From information put forward by the United Nations, apartheid in South Africa, white minority rule in Rhodesia and South African control of Namibia (South West Africa) were condemned as "a crime against humanity". OAU pressure also ensured that South Africa was barred from many international organisations, as well as the Olympic Games and many other sporting tournaments.

c. Boundary conflicts

The OAU was confronted with a number of boundary conflicts in North, East and Central Africa. Action undertaken by the OAU in areas of sovereignty and territorial integrity included intervention in Congo, Nigeria, Egypt, Guinea, and Equatorial Guinea.

Long term legacy

The OAU was replaced by the African Union in 2002.

The Times of London called the OAU "a discredited and moribund body that has outlived its original purpose and proved ineffective in dealing with the continent's challenges today."

South Africa's *Sunday Times* said that "despite its noble beginnings, the OAU ended up as nothing more than a boys' club where eloquent speeches were made and little else was accomplished."

The Star, a Johannesburg newspaper commented:

"Its most cherished principle was non-interference in the internal affairs of member states. That often became a licence to turn a blind eye to undemocratic, incompetent and even brutal rule."

Constraints: Social, political and economic challenges facing independent African states

Introduction



Julius Nyerere Tanzanian Prime Minister 1961 – 2, President 1962 – 85. Source: answers.com

"We spoke and acted as if, given the opportunity for self-government, we would quickly create utopias. Instead injustice, even tyranny, is rampant." - Julius Nyerere quoted in David Lamb's *The Africans*, 1985.

As this quote indicates, in the newly independent African states, a gap soon developed between promise and performance. Future prospects and potential were constrained or limited. Utopias, or visionary politically perfect systems, never materialised.

European colonialism had had a devastating impact on Africa. European nations left behind dysfunctional states which constrained newly independent African states. Africa's development was faced with social, political and economic challenges.

Some of these challenges were inherited from the colonial system. New challenges arose as a result of poor governance. As Nyerere suggests in the above quote, the promise of plenty gave way to continued injustice, and tyranny.

The challenges faced by newly independent African states can be summarised as follows:

Social	Political	Economic
<ul style="list-style-type: none"> • Lack of education • Poor healthcare • Rapid urbanisation 	<ul style="list-style-type: none"> • Artificial boundaries and civil wars • Authoritarian regimes and political instability • The Cold War 	<ul style="list-style-type: none"> • Neo-colonialism • Underdeveloped infrastructure • Lack of skilled labour • Low local food production • Internal factors

Social challenges facing independent African states

a) Lack of Education

Under colonialism, education was virtually ignored. In newly independent states, only 20% of the population was literate. This meant that there was a shortage of skilled people to govern and administer institutions.

Also, colonial education instilled feelings of inferiority, subordination, and exploitation. On a broader level, the ideology that European colonisation imposed has been neatly summed up by Walter Rodney in his well-known book *How Europe Underdeveloped Africa*:

To be colonised is to be removed from history, except in the most passive sense. A striking illustration of the fact that colonial Africa was a passive object is seen in its attraction for white anthropologists, who came to study 'primitive society'. Colonialism determined that Africans were no more makers of history than were beetles objects to be looked at under a microscope and examined for unusual features.

b) Poor Healthcare

Healthcare was another challenge. There were few clinics and hospitals, nurses and doctors. The rural areas were particularly neglected. Poor living conditions and malnutrition contributed to low life expectancy.

c) Rapid Urbanisation

There was a rapid increase in urbanisation. Newly independent states drew their leadership from the urban elite. Many new governments concentrated their development efforts on the cities.

Most of the population lived in rural areas, which were generally neglected. Many people moved to the towns which led to unemployment, higher crime rates, overcrowding and the growth of slums.

Political challenges facing independent African states

a) Artificial boundaries and civil wars

Artificial boundaries were created by colonial rulers. When they left Africa, the new rulers had to bring together many diverse ethnicities within one nation. This made governance difficult.

For example:

- In the Democratic Republic of Congo, formerly a Belgian colony, 250 ethnic groups have been identified and named. Over 700 languages are spoken. Angola, formerly a Portuguese colony, is home to more than 100 ethnic groups. Lingala, a language spoken in the Democratic Republic of Congo, is also spoken in parts of Angola.
- The Ewe people are divided between Togo and Ghana.
- The Hausa, Yoruba and Igbo became 'Nigerians'. In the late 1960s, the Igbo tried to break away to form an independent country in the Biafra War.

Colonial rulers often emphasised differences between groups and deliberately created tension in a strategy of 'divide and rule.'

One of the challenges independent Africa faced was civil war. These wars are often simplistically referred to as 'tribal wars'.

b) Authoritarian regimes and political instability

Colonial rulers used military force and brutality to control their colonies. Criticism was not tolerated, and those who dared to voice their opposition were jailed.

Leaders of newly independent states were democratically elected in one person one vote elections. There was no history of democracy.

Many new rulers abandoned democracy, and followed the authoritarian example of the colonial rulers, turning the nation into a one party dictatorship. Some leaders used the army to remain in power.

c) The Cold War

The Cold War dominated world politics at the time of Africa's independence. A contest for influence in Africa, between the US and Western powers on the one hand, and the Soviet Union and Eastern bloc countries on the other, affected all African states.

Most of newly independent ex-colonies and those still under colonial rule received military and economic support from one of these Superpowers, and later also Communist China.

Economic challenges facing independent African states

a) Neo-colonialism

Colonial economies were designed to serve the colonial motherland. Most countries were economically underdeveloped. Post-colonial Africa inherited economic structures from their colonial masters.

A new age of neo-colonialism became the source of Africa's troubles. The Swahili phrase '*uhuru wa bendera*' or 'flag independence' meant that the practices of domination after independence by colonial powers continued. This is usually referred to as neo-colonialism.

Most African economies at independence were mono-economies. This means that they produced and exported a single, unprocessed agricultural or mineral commodity. Prices of these commodities were determined by world markets. This made newly independent countries vulnerable when world prices fell. For example, Zambia got most of its earnings from exporting copper. When the price of copper fell, it affected the whole Zambian economy.

African countries continued to be in a state of economic dependency that had existed in colonial times. Their economies were still being exploited rather than developed.

b) Underdeveloped infrastructure

Most newly independent African states had under-developed infrastructures. In order to run an efficient economy networks of transport and communication are needed to help move goods, services, labour and capital.

Transport links under colonialism were geared to the export of raw materials. There were inadequate links between towns within African countries, and between different African countries.

c) Lack of skilled labour

All production depends on human labour. A skilled and educated workforce is needed for modern economic growth and development. Most colonial governments had spent very little on educating the local population. This meant that at independence, African countries faced a severe shortage of skilled people.

d) Low local food production

African states had inherited economies which were not suited to producing enough food to feed their own populations.

Subsistence farmers had been forced off the land under colonial rule. This land was then used to grow cash crops like coffee, cocoa, rubber, tobacco and tea.

These raw materials were sent to Europe to be manufactured into products, and then resold in Africa and other parts of the world. The profits went to companies with their headquarters in European countries. This increased dependency on Europe.

e) Internal factors

Not all Africa's economic challenges after independence can be blamed directly on colonial rule.

As Joseph Maita, Professor of Economics at the University of Nairobi in Kenya commented: *"We can't go on blaming the colonialists eternally for all our problems. Yes, they set up the system, but it is us who have been unable to change it."*

Other reasons for economic challenges include:

1. A decline in average rainfall has led to droughts and famines.
2. Some countries used scarce resources to build up the military and to buy arms to keep the ruling party in power.
3. Some countries used scarce resources to benefit the elite rather than to improve national economic development. These include the building of palatial presidential homes, airports and hotels.
4. Financial mismanagement and corruption by the wealthy elite became commonplace while the majority of citizens remained poor.

The new African ruling class is often referred to as wabenzi - so called because they usually drive an imported vehicle (like a Mercedes Benz).

Taken from: http://www.sahistory.org.za/classroom/grade12/2_5.htm

SECTION C: HOMEWORK

Learner Note: If you have difficulty with the homework questions, you should refer to the content notes or to your class teacher for assistance.

QUESTION 1

SOURCE A: Sir Roy Welensky

An extract from a speech by Sir Roy Welensky, the colonial prime minister of the Central African Federation (later Zambia, Zimbabwe and Malawi) 1956 to 1963, on the subject of African self-government:

"We believe that Africans should be given more say in the running of the country, as and when they show their ability to contribute more to the general good, but we must make it clear that even when that day comes, in a hundred or two hundred years, time, they can never hope to dominate the partnership. They can achieve equal standing but not beyond that".

SOURCE B: Julius Nyerere

New York Times, 27 March 1960

Africa Needs Time

by Julius Nyerere

Within ten years, Africa will have won its fight against foreign domination. Then the continent will be free to concentrate on its battle for the consolidation of its freedom, the achievements of economic, political and moral equality before the world.

The slogan 'Africa must be Free' must not be confined to the idea of freedom from foreign rule. It must, if it means anything at all, mean freedom for the individual man and woman – freedom from every form of oppression, indignity, intimidation or exploitation. It must include the right of the individual citizen to re-elect or to replace the government of his own country. It must also, of course, include freedom of the government to govern, without fear of any attempt to replace it by means other than that of the ballot box.

It is important to emphasise the difference between democracy itself and the various forms it can take. To my mind, there are two essentials for democracy. The first of these is the freedom and wellbeing of the individual; the second is that the method by which the government of a country is chosen must ensure that the government is freely chosen.

- 1.1 Does Welensky really believe in 'equal standing'? Explain fully by referring to the source to back up your response. (4)
- 1.2 What do you think African reaction must have been to this speech? (3)
- 1.3 Explain in your own words the **two** different kinds of freedom Nyerere would like to see in Africa. (4)
- 1.4 Explain in your own words the two different aspects of democracy Nyerere thinks are important. (4)
- 1.5 How is Source B different in both **content** (what is said) and **tone** (how it is said) to Source A? (4)
- [19]

SECTION D: SOLUTIONS FOR SECTION A

Learner Note: Mark allocation works as follows:

$$(Number\ of\ correct\ facts \times Number\ of\ marks) = (TOTAL\ MARKS)$$

QUESTION 1

- | | | | |
|-----|---|---------|-------------|
| 1.1 | Tanzanians should become proud of their own heritage and throw off the legacy of European rule. | (1 x 2) | (2) |
| 1.2 | Yes it does, as becoming a person “through your community” means you must learn the customs and traditions of that community, such as dances and songs. | (2 x 2) | (4) |
| 1.3 | 1962 | (1 x 1) | (1) |
| 1.4 | Negative; as the title suggests that Africa has a long way to go before they can be seen as a modern civilisation | (2 x 2) | (4) |
| 1.5 | The United Nations Assembly is an organisation of independent states, formed in 1945, to promote international peace and security. | (2 x 1) | (2) |
| 1.6 | The source is not reliable, but it is useful. | (2 x 2) | (4) |
| | a. It is not reliable as it is biased; promoting Western interests, not looking toward African interests. | | |
| | b. It is useful because it gives a clear view of the Western opinion of Africa. | | |
| | | | [17] |

QUESTION 2

- | | | | |
|-----|--|---------|-------------|
| 2.1 | <ul style="list-style-type: none"> When Europe colonised Africa, they drew national boundaries with little regard to cultural and ethnic boundaries Ethnic groups did not have the opportunity or need to form political alliances or accommodations under repressive colonial rule. | (2 x 1) | (2) |
| 2.2 | <ul style="list-style-type: none"> ‘A new day has dawned’ ‘we are on the threshold of a new era’ ‘we have now entered into the political kingdom’ | (3 x 1) | (3) |
| 2.3 | Each phrase has been overused and the meaning of the phrases lies only in hope for the future; as the promise that the phrases used to hold has not come true. | (3 x 1) | (3) |
| 2.4 | Colonial rule – more than just African incompetence or mistakes | (1 x 2) | (2) |
| 2.5 | Both sources blame colonial rule for the basis of their problems, but Source E admits that African countries have made mistakes to make the problems much worse. | (2 x 2) | (4) |
| | | | [14] |

QUESTION 3**Extended writing****Introduction:**

- Learner must state opinion (to what extent they agree) ✓
- Not all aspects of new states were as a result of European colonisation ✓
- Little effort made to promote democracy and human rights ✓
- New governments inherited colonial expenses and economic systems ✓
- Social services (education, health and so on) inadequate, public downtrodden and poor ✓

Elaboration:

- Not wealthy or economically self-sufficient at independence ✓
- Economies based on exporting raw materials and importing manufactured goods; ✓ few secondary industries; ✓ transport and infrastructure based accordingly ✓
- Empires had retained skills, like in mining sector ✓
- Change from traditional subsistence farming to cash crops brought famine, drought worsened conditions; ✓ needed to import food ✓
- Terms of trade controlled by West; ✓ foreign aid brought further debt and dependence ✓
- Loans used for prestige and arms; ✓ corruption, mismanagement; ✓ widening poverty gap ✓
- One-party states grew organically out of old authoritarian regimes ✓
- Ethnicity manipulated to cause conflict, tension and instability ✓
- Influence of military further destabilised – rule of fear ✓
- Incompetence, greed, corruption and power struggles contributed to instability; ✓ not only colonial hangover ✓
- Illiteracy dilemma: long-term primary education for all or immediate tertiary education for elite? ✓
- Healthcare lacked facilities and skilled workers; ✓ poverty aggravated illness, malnutrition; ✓ death rate highest in the world at independence, and life expectancy the lowest ✓

Conclusion:

- Colonialism main contributing factor but not only one ✓
- African despots responsible for managing remains of empire – democracy not a viable option for power-hungry rulers ✓
- Poverty, civil war, disease and despair all preventable; many leaders crippled their own countries; ✓ therefore statement unfair ✓

[30]

Grade 12 Extended Writing Matrix: Total Marks: 30

	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument Well balanced argument. Sustained and defended the argument throughout.	LEVEL 6 Well planned and structured Synthesis of information. Constructed an original argument. Well - balanced, independent argument. Sustained and defended the argument.	LEVEL 5 Well planned and structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	LEVEL 3 Shows some evidence of a planned and constructed argument. Some evidence used to support argument. Conclusion not clearly supported by evidence.	LEVEL 2 Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	LEVEL 1 Little analysis and historical explanation. No structure.
PRESENTATION							
CONTENT							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	27-30	24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	24-26	23	21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		21-22	20	18-19			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			18-19	17	15-16		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				15-16	14	12-13	
LEVEL 2 Sparse content. Question inadequately addressed.					12-13	11	9-10
LEVEL 1 Question not answered. Inadequate content. Totally irrelevant.						9-10	0-8

SESSION 1: SELF STUDY: CONSOLIDATION – UHURU

Learner Note: This session will be laid out in the same format as Question 2 in Paper 1 of the matric final examination. All questions will appear first, with all sources afterwards in the same fashion as an addendum.

SECTION A: TYPICAL EXAM QUESTIONS)

KEY QUESTION: *(Taken from Sunday Times Exemplar 2009)*

DID JULIUS NYERERE’S POLICY OF UJAMAA HELP TANZANIA IN ATTAINING UHURU?

Learner Note: The Key Question will appear at the beginning of every section in the exam paper. This question tells you what the OVERALL content to be tested will be. In this case, the Key Question tells us the section will test if Nyerere’s Ujamaa policy helped Tanzania attain Uhuru. NB: You DO NOT answer this question!

QUESTION 1

1. Refer to Source 2A.
- 1.1 What, according to Source 2A, was the state of the economy in the newly independent Tanzania? (1 x 2) (2)
- 1.2 Give one word for the economies of the independent states that found themselves reliant and dependent on Europe (not in the passage). (1)
- 1.3 What idea was Nyerere’s foreign policy based on (one word) and what did it mean? (1 + 1) (2)
- [5]

QUESTION 2

2. Refer to Source 2A and 2B.
- 2.1 Use the information in Source 2A to explain why Nyerere is drawn in this way in Source 2B (1 + 1) [2]

QUESTION 3

- 3 Read Source 2C, Source 2D and Source 2E.
- 3.1 Use Source 2C to summarise the main aims of Ujamaa. (4 x 1) (4)
- 3.2 According to these sources, in what ways did Ujamaa fail? (3 x 2) (6)
- 3.3 Explain why Tanzania could be said to be a socialist country under Nyerere. (2 x 2) (4)
- [14]

QUESTION 4

4. Read Source 2E again
- 4.1 What is the meaning of the policy of “nationalisation”? (1 x 2) (2)
- 4.2 What problem did this policy of nationalisation encounter? (1 x 2) (2)
- 4.3 What does the author mean when he says that “*Tanzania was far better off with a saint for a president than a tyrant. But the Tanzanian experiment offers good evidence that saints do not really make good presidents*”? (3 x 2) (6)

[10]

QUESTION 5: Extended Writing

5. Using all the sources and your own knowledge, answer ONE OF the following questions. Your answer must be approximately 2 pages in length.
- 5.1 “*Tanzania’s African socialist economic policy was a failure.*” (30)
Assess this statement by referring to Ujaama.

OR

- 5.2 Using all the sources and your own knowledge, write a report on the successes and failures of Nyerere's policy of Ujamaa as a model for Uhuru (freedom). (30)

[30]



Learner Note: The essay question counts 40% of the exam. You need to learn the format and how to refer to sources. No bullet points allowed!

The first essay question is the normal “History essay” with the usual format. You must write an argument analysing how African socialist economic policy, specifically Ujamaa, was a failure.

The second essay is a report-style essay. You must write a report analysing the successes and failures of Ujamaa in terms of how it led to Uhuru.

SOURCES

SOURCE 2A

Julius Nyerere, a political leader, founded the Tanganyika African National Union (TANU) in 1954. By the mid-1950s, Britain and the UN were looking for a way of moving Tanzania towards self-government. Elections were held in 1958 in which TANU won 67% of the vote.

Britain granted Tanzania independence in 1961, and Julius Nyerere became the first president. He inherited a country which had been largely ignored by the British because it had so few resources and only one major export crop, sisal. A great deal needed to be done to develop the country.

At independence in 1961, Julius Nyerere became the Prime Minister of Tanzania. It was clear to Nyerere that independence meant more than just a change of name. He travelled around the country speaking to people in the villages about his ideas for making Tanzania more self-reliant and less dependent on Europe. He was known as Mwalimu or teacher and had a vision of education and social action.

Nyerere's foreign policy emphasised nonalignment in the Cold War and under his leadership, Tanzania enjoyed friendly relations with both the Western world and the Eastern bloc.

South African History Online Grade 12 Classroom

SOURCE 2B



This caricature of Nyerere was drawn by the visual artist, Fred Halla.

<http://www.katuni.itgo.com/images/nyerere.jpg>

SOURCE 2C

In the Arusha Declaration of 1967, Nyerere laid down the principles for the development of Tanzania:

- Even though Tanzania was independent, the wealth of the country was being drained and still found its way back to Europe, while Africa grew poorer. Nyerere wanted a prosperous, self-reliant and classless society.
- Nyerere wanted to focus on rural development by starting a “back to the land” movement using family labour. He believed that this would benefit the whole community. This movement was called Ujamaa, which means family co-operation, sharing and respect, as well as self-help. He believed that shared work would lead to shared wealth.
- He set about forming rural villages – rural settlements that were far away from anything else, were moved into larger more effective villages. This meant that the government could provide better roads, water, health, education, and advice on technology and agriculture.
- These Ujamaa villages focused on the idea of self-help. One of the main aims of these villages was to achieve agricultural independence for Tanzania.
- Banks, big shops and factories were taken over by the government.

Adapted from Arusha Declaration 1967

SOURCE 2D

Many farmers who had to move were not consulted but were simply forced to move. This undermined community spirit. In addition, the government was not able to provide the resources that were necessary to support the villages at the start. Forcing people into villages did not work. Farmers did not become more productive. By the 1980s, the government relaxed the pressure on people to live in the communal farming villages... Ujamaa did not achieve what it was meant to, but it did help the government to improve education and health care.

From Guide to Tanzania by A. Briggs, 1996

SOURCE 2E

Nyerere nationalised the banks, plantations and factories when he did not have trained personnel to run them. Tanzania was far better off with a saint for a president than a tyrant. But the Tanzanian experiment offers good evidence that saints do not really make good presidents.

Stanley Meiser, a foreign correspondent in Tanzania in the 1960s:

Quoted in Sunday Times, Oct 3 1999 in article by Justice Malala



Learner Note: If you get many written sources like these, look to see where they complement (agree with) each other and where they contradict (disagree with) each other. This will make it easier for you to analyse later.

SECTION B: HOMEWORK



Learner Note: If you have difficulty with the homework questions, you should refer to the content notes or to your class teacher for assistance

SOURCE 2F

Julius Nyerere was a giant of the African independence struggle. He retained his worldwide moral authority even after his vision of rural socialism faltered. He was uncompromising in his stand against the brutal regime of Idi Amin in Uganda in the late 1970s. Despite almost universal condemnation of the dictator's excesses, it was left to Tanzania to intervene militarily and dislodge Amin. A brief invasion of Tanzania by Amin in late 1978 brought a swift response from Nyerere: Tanzanian troops, joined by Ugandan exiles, were mobilised to drive back the invaders. But they didn't stop at the border. Kampala fell in 1979, with its residents lining the streets chanting the name of the Tanzanian leader. It was the first time in African post-colonial history that one country had invaded another and captured its capital. It was a fundamental breach of the principles of the Organisation of African Unity. But Nyerere weathered the storm.

<http://www.guardian.co.uk/news/1999/oct/15/guardianobituaries>

QUESTION 1

1. Refer to Source 2F.
- 1.1 According to Source 2F, what were the two main reasons for Tanzania's involvement in invading Uganda? (2 x 2) (4)
- 1.2 What information in Source 2F supports the idea that Nyerere was a "saint"? (2 x 2) (4)
- 1.3 Using all the sources (from class work and homework) and your own knowledge, write a paragraph of about SIX lines (60 words) which explains Nyerere's vision for Tanzania (6)

[14]



Learner Note: You will receive one of these paragraph-type questions at the end of every set of short questions. The guideline of 6 lines is just a SUGGESTION, not a set parameter. You also do not have to count your words. The format for the paragraph is as follows: 1 sentence introduction. 3-4 sentences elaborating answer. 1 sentence conclusion.

SECTION C: SOLUTIONS FOR SECTION A**Learner Note:** Mark allocation works as follows:

$$(Number\ of\ correct\ facts \times Number\ of\ marks) = (TOTAL\ MARKS)$$

QUESTION 1

- 1.1 Underdeveloped/undeveloped/poor (1 x 2) (2)
- 1.2 Neo-colonialist/Neo-colonialism (1)
- 1.3 Non-alignment/Did not take sides with East or West (1 + 1) (2)
- [5]**

QUESTION 2

- 2.1 He was known as Mwalimu, which means teacher. He is, therefore, drawn in front of a blackboard, holding a pointer, as though teaching a class. (1 + 1) **[2]**

QUESTION 3

3.1

- Create a prosperous, self-reliant and classless society, economically independent of Europe
- Encourage rural development
- Create rural villages
- Move people “back to the land”
- Use family labour on communal farms
- Foster family co-operation, sharing and respect, as well as self-help
- Provide better roads, water, health, education, and advice on technology and agriculture in the rural areas
- Achieve agricultural independence for Tanzania
- Tanzanian government takes over banks, big shops and factories (Any 4 x 1) (4)

3.2

- Many farmers who had to move were not consulted but were simply forced to move
- This undermined community spirit
- The government was not able to provide the resources that were necessary to support the villages at the start
- There were not enough trained personnel to run the banks, farms and factories
- Farmers did not become more productive or increase food production;
- It encouraged laziness among village farmers
- Wealth was not created. (Any 3 x 2) (6)

3.3

- Nyerere wanted to create a classless society
- Wealth was nationalised
- Role of government to provide better roads, water, health and education
- Government control of big concerns (2 x 2) (4)

[14]**QUESTION 4**

4.1 Wealth (banks, plantations, factories) transferred from private ownership to government ownership (1 x 2) (2)

4.2 Tanzania did not have trained personnel to run the banks, plantations and factories. (1 x 2) (2)

4.3

- A saint is a very good person
- A tyrant is a cruel and oppressive dictator
- Even though Ujamaa failed, it was better for Tanzania to be ruled by someone with the people's interests at heart
- But saints are often impractical or too idealistic (3 x 2) (6)

[10]**QUESTION 5**

5.1 Candidates should include the following aspects in their response.

SYNOPSIS

Candidates should explain the nature of socialism, and the reasons why the African socialist policy of Ujamaa failed in Tanzania. Some of the successes of Ujamaa should also be included.

MAIN ASPECTS

Introduction: Candidates should focus on the socialist policy of Ujamaa, and thereafter develop a clear line of argument.

Elaboration

- Tanzania received independence from Britain
- Nyerere became president of Tanzania
- Nyerere implemented a socialist policy called Ujamaa
- After independence Tanzania faced many economic challenges
- Ujamaa was based on the socialist principles of brotherhood/equality
- A classless society
- Co-operation, sharing and respect
- Shared wealth
- Banks, big shops and factories were nationalised
- Communal farming
- Distribution of wealth

- Government committed to provision of better roads, water, health and education
- Nyerere's dream of socialist state was not realised
- Tanzanians were moved off their land – violation of their human rights, which went against the policy of Ujamaa
- Development retarded and Tanzanians disillusioned
- The government was not able to provide the resources that were necessary to support the villages at the start
- There were not enough trained personnel to run the banks, farms and factories
- Farmers did not become more productive or increase food production
- It encouraged laziness among village farmers
- Wealth was not created
- Ujamaa did succeed in improving education and health care
- Wealth was redistributed to some extent
- Any other relevant point

CONCLUSION

Candidates should tie up their argument with a relevant conclusion.

[30]

Use the first matrix on the next page to assess this extended writing.

OR

5.2 The candidate should include the following points in the response.

SYNOPSIS

Candidates should write a report outlining the successes and failures of Ujamaa.

MAIN ASPECTS

Introduction: Candidates should give a brief background of how Tanzania obtained its independence and the vision of Nyerere.

Elaboration

- Tanzania received independence from Britain
- Nyerere became president of Tanzania
- Nyerere implemented a socialist policy called Ujamaa
- Ujamaa was based on nationalisation of the country's resources and on the concept of a common brotherhood and equality

Successes

- Ujamaa succeeded in improving education and health care
- Wealth was redistributed to some extent
- Nyerere became a respected figure in Africa and the world

Failures

- Many farmers who had to move were not consulted but were simply forced to move
- This undermined community spirit and violated human rights
- The government was not able to provide the resources that were necessary to support the villages at the start
- There were not enough trained personnel to run the banks, farms and factories
- More skills development in both the agricultural and industrial sectors should have been introduced
- Farmers did not become more productive or increase food production
- It encouraged laziness among village farmers
- Wealth was not created
- Locally and internationally Nyerere's pursuit of Ujamaa was not viewed favourably
- Ujamaa failed as a model for Uhuru
- Any other relevant point

CONCLUSION

Candidates should tie up their report with a relevant conclusion.

[30]

Use the second matrix on the next pages to assess this extended writing.

Grade 12 Extended Writing Matrix: Total Marks: 30

	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument. Well balanced argument. Sustained and defended the argument throughout.	LEVEL 6 Well planned and structured. Synthesis of information. Constructed an original argument. Well - balanced, independent argument. Sustained and defended the argument.	LEVEL 5 Well planned and structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	LEVEL 3 Shows some evidence of a planned and constructed argument. Some evidence used to support argument. Conclusion not clearly supported by evidence.	LEVEL 2 Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	LEVEL 1 Little analysis and historical explanation. No structure.
PRESENTATION							
CONTENT							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	27-30	24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	24-26	23	21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		21-22	20	18-19			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			18-19	17	15-16		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				15-16	14	12-13	
LEVEL 2 Sparse content. Question inadequately addressed.					12-13	11	9-10
LEVEL 1 Question not answered. Inadequate content. Totally irrelevant.						9-10	0-8

GRADE 12 HOLISTIC RUBRIC TO ASSESS EXTENDED WRITING (SUCH AS AN ESSAY USING SOURCES, REPORT, NEWSPAPER ARTICLE, ETC.) TOTAL MARKS: 30

LEVEL	If the candidate has demonstrated all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.
7 Outstanding 80 – 100% 24 – 30 [Excellent]	Consistently focuses on topic – demonstrates a logical and coherent progress towards a conclusion Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Groups sources (not essential but should not merely list sources) Demonstrates a setting of sources in background understanding If appropriate, deals fully with counter-argument Refers appropriately to relevancy, bias, accuracy, limitation of sources Expresses him/herself clearly Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
6 Meritorious 70 – 79% 21 – 23 [Very Good]	Makes a good effort to focus consistently on the topic but, at times, argument loses some focus Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Good use of relevant evidence from the sources. Good attempt to consider counter-argument Good attempt to refer to relevancy, bias, accuracy, limitation of source Expression good Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
5 Substantial 60 – 69% 18 – 20 [Good]	Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources Selects relevant sources Expression good but with lapses Perhaps, lacking some depth of overall-focus, or does not make reference to one or more relevant sources If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources Makes an attempt to take a stand (focuses on limitations, etc.) in reaching an independent conclusion
4 Moderate 50 – 59% 15 – 17 [Satisfactory]	Makes some effort to focus on the topic but argument has many lapses in focus Moderate comprehension of most of the sources Moderate use of relevant evidence from the sources Moderate attempt to consider counter-argument Moderate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression is satisfactory Makes an attempt to take a stand but there are serious inconsistencies with making links with the rest of the essay Essay might have a tendency to list sources and “tag” on focus
3 Adequate 40 – 49% 12 – 14 [Fair]	Little attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources No quotes – or generally irrelevant Makes little effort to consider counter-arguments Mainly characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a poor attempt to take a stand. (i.e. battles to reach an independent conclusion)
2 Elementary 30 – 39% 09 – 11 [Weak]	Unable to focus on the topic Unable to identify relevant sources No quotes – or generally irrelevant Makes no effort to consider counter-argument Essay characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression very poor Makes a very poor attempt to take a stand – if at all
1 Not Achieved 0 – 29% 0 – 8 [Poor]	No attempt to focus on the topic Uses no sources Completely irrelevant Copies directly from the sources Answer extremely poor

SESSION 2: TOPIC1: CIVIL SOCIETY PROTEST - CIVIL RIGHTS USA**SECTION A: TYPICAL EXAM QUESTIONS - 1 hour 15 minutes****KEY QUESTION:**

(Taken from: Dept of Education Exemplar 2008 Paper 1)

WHAT FORMS OF CIVIL-RIGHTS PROTESTS OCCURRED IN THE UNITED STATES OF AMERICA (USA) DURING THE 1960s?

Learner Note: The Key Question will appear at the beginning of every section in the exam paper. This question tells you what the OVERALL content to be tested will be. In this case, the Key Question tells us the section will test what forms of civil rights protests occurred in the USA in the 1960s. NB: You DO NOT answer this question!

Study the sources and use your own knowledge to answer the following questions.

Learner Note: Remember to answer all questions in FULL SENTENCES, as bullet points are not acceptable in an exam situation. Also, you must be specific as to which source and which part of the source you are speaking of.

QUESTION 1: 12 minutes**SOURCE A**

This extract comes from the most famous speech made by Martin Luther King, a Baptist minister, during the Washington march. He promised that African Americans would struggle for their rights until they were no longer oppressed. He also spoke of his broader vision for the future.

I have a dream that one day this nation will rise up, and live out the true meaning of its creed ... that all men are created equal. I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood. I have a dream that my four little children one day will live in a nation where they will not be judged by the colour of their skin, but by the content of their character ... [So that one day] all of God's children, black men and white men, Jews and gentiles, Protestants and Catholics, will be able to join hands and sing the words of that old Negro spiritual 'Free at last! Free at last! Thank God Almighty, we are free at last!'

Martin Luther King addressing more than 200 000 people at Lincoln Memorial. Here Martin Luther King delivered his famous speech, 'I have a dream ...'



1. Study Source A
- 1.1 What kind of society did Martin Luther King advocate? (1 x 2) (2)
- 1.2 Using this source and your own knowledge, explain what inspired Martin Luther King to make the 'I have a dream' speech. (1 x 2) (2)
- 1.3 Explain what was meant by the following: ' ... they will not be judged by the colour of their skin, but by the content of their character.' (1 x 2) (2)
- 1.4 What do the words 'Free at last! Free at last! ... we are free at last!' tell you about the situation in which African Americans found themselves? (1 x 2) (2)

[8]

QUESTION 2: 16 minutes**SOURCE B**

This is an extract from *The Enduring Vision: A History of the American People*, by P Boyer et al., explaining Black Power.

The 'Black Power' slogan was adopted by African Americans of virtually every persuasion. Revolutionaries used it to preach guerrilla warfare; liberals, to demand reform; conservatives, to demand self-help. For many who adopted it, the phrase simply meant self-pride. 'Say it loud - I'm black and I'm proud', chanted soul singer James Brown, and a generation of African Americans affirmed that 'black is beautiful'. Rejecting skin bleaches and hair straighteners [which helped users look more like whites], young blacks donned dashikis (berets), wore Afro hairstyles, enjoyed soul music and soul food, and established black studies programmes at colleges. Black Power reflected an insistence that African Americans shape their own culture and define their own destiny.

2. Refer to Source B.

- | | | |
|-----|--|-------------|
| 2.1 | What evidence is there in the source to suggest that the slogan 'Black Power' was adopted by different African Americans? | (2 x 1) (2) |
| 2.2 | How did African Americans affirm (assert) Black Power? | (2 x 1) (2) |
| 2.3 | Using this source and your own knowledge, explain why Black Power appealed so strongly to some black people in America. | (1 x 2) (2) |
| 2.4 | With reference to the source and your own knowledge, to what extent do you think Black Power helped shape the culture and define the destiny of the African Americans? | (2 x 2) (4) |

[10]

Learner Note: When a question asks for evidence from the source, you need to quote a phrase from the source as evidence AND explain how it proves the question.

QUESTION 3: 10 minutes

- 3.1 Using all the sources and your own knowledge, write a paragraph of about 6 lines (60 words) explaining how leadership formed the basis of the struggle for pride and dignity by the black Americans. [6]

Learner Note: You will receive one of these paragraph-type questions at the end of every set of short questions. The guideline of 6 lines is just a SUGGESTION, not a set parameter. You also do not have to count your words. The format for the paragraph is as follows: 1 sentence introduction. 3-4 sentences elaborating answer. 1 sentence conclusion.

QUESTION 4: 36 minutes

EXTENDED WRITING (The length of your response should be about TWO pages.)

Using the information from the sources and your own knowledge, explain how the different forms of civil-rights protests that occurred in the United States of America made an impact on the struggle for human rights. [30]



Learner Note: The essay question counts 40% of the exam. You need to learn the format and how to refer to sources. No bullet points allowed!

SECTION B: ADDITIONAL CONTENT NOTES**CIVIL RIGHTS PROTEST IN THE USA IN THE 1960S**

Civil society consists of voluntary civic and social organisations and institutions. Civil society is separate from the state and from business institutions. It consists of ordinary citizens who take collective action around shared aims, interests and values.

- **EXAMPLES:**
 - charities
 - non-governmental organisations
 - community groups
 - women's organisations
 - faith-based organisations
 - professional associations
 - trade unions
 - self-help groups
 - social movements
 - business associations

Civil rights are the protections and privileges given to all citizens by law. Civil rights are rights given by nations to their citizens within their territorial boundaries.

- **EXAMPLES:**
 - the right to privacy
 - the right of peaceful protest
 - the right to a fair investigation and trial if suspected of a crime
 - the right to vote
 - the right to personal freedom
 - the right to freedom of movement
 - the right to equality before the law

Human Rights are different as people are **born** with these rights. The Universal Declaration of Human Rights (UDHR) was adopted by the UN in 1948. It is the basis for human rights protection and promotion around the world.

- EXAMPLES:
 - the right to shelter
 - the right to sanitation
 - the right to food and clean water

Civil society protest is when citizens in civil society find that their civil rights are not being granted, they may form civil rights movements to claim equal protection for all citizens. They may also call for new laws to stop current discrimination. Protest can be violent or peaceful. Peaceful protest often takes place in the form of **civil disobedience**.

- EXAMPLES OF CIVIL DISOBEDIENCE:
 - sit-ins, read-ins, kneel-ins, wade-ins
 - Freedom rides

The setup of the USA government

The USA is a federation of 50 states. Each state can make laws for its own state (within the parameters of the American constitution). The Federal Government (National government) can make National laws which override the State's laws.

Slavery was only abolished in America in 1863 (unlike the 1830s like the rest of Europe). It was only abolished after a civil war forced the Southern states to accept the Northern states' majority vote on the slave issue. Many of the Southern States still treated African Americans little better than slaves, as they believed that African Americans were racially inferior. Many of the Southern States implemented **Jim Crow laws** which were laws deliberately forcing African Americans to remain inferior. These included segregationist and discriminatory laws.

THE CIVIL RIGHTS MOVEMENT was led by Dr Martin Luther King Jr. He was the minister of the Dexter Avenue Baptist Church in Montgomery, Alabama. He was also a member of the executive committee of the National Association for the Advancement of Coloured people (NAACP)

Learner Note: Civil Rights Movement (each word capitalised) refers to the organisation led by Martin Luther King Jr. When you see the term "civil rights movement" (not capitalised), it refers to all the protest movements at work for the civil rights of African Americans in the 1950s and 1960s.

When Rosa Parks refused to leave her seat on the bus (1955), King and 50 leaders of the African American community met at the church and decided to start a Bus Boycott to protest bus segregation. For 13 months the black people in Montgomery refused to use the buses. The bus company lost 65% of its income. The Supreme Court ruled that bus segregation was unconstitutional (1956) and the boycott came to an end.

So the Civil Rights Movement started.

The Civil Rights Movement had the motto of “not one hair on one head of one person should be harmed.” They planned protests in such a way that they would not use any form of violence. King became the face of the movement, as he was an excellent leader and an inspiring public speaker. The movement started to encourage civil disobedience around the country to protest against segregation and the violation of civil rights. They were especially vocal about people having the right to vote.

In early 1960, four black students started a sit-in at a restaurant counter in Greensboro, North Carolina. In two months, students in 54 cities in 9 states had also staged sit-ins in protest of segregated lunch counters. This also started various other “ins” movements including read-ins, wade-ins, kneel-ins etc. To continue the protest against bus segregation, “Freedom Rides” were organised, where African American and white American people would travel together on a bus through states that still adhered to the segregated bus rule. These people were often dealt with violently by police and members of society who disagreed with them. The movie “Mississippi Burning” is inspired by these rides.

In Little Rock – Arkansas; there was the first school FORCED to accept four black students. They had to call in the National Guard to protect the students on the school premises. In Birmingham, Alabama in spring 1963, police turned dogs and water-hoses onto sit-in demonstrators. King and a number of demonstrators (including school children) were jailed.

28 August 1963, Martin Luther King Jr. led the “March on Washington for Jobs and Freedom”. It is estimated that between 200,000 and 300,000 people took part in the march. Amongst others, Martin Luther King delivered his “I have a dream speech.

The Civil Rights Act 1964

Kennedy took a long time to put forward legislation to give African Americans their rights. The Civil Rights bill was only brought before Congress in 1963. In an attempt to persuade Congress to pass Kennedy's proposed legislation, King and other civil rights leaders organised the famous *March on Washington for Jobs and Freedom*. *The March on Washington for Jobs and Freedom*, 28 August 1963, was a great success. A newspaper reporter wrote, “no one could ever remember an invading army quite as gentle as the two hundred thousand civil rights marchers who occupied Washington.” Kennedy's Civil Rights Bill was still being debated by Congress when he was assassinated in November, 1963. The new president, Lyndon Baines Johnson, was able to get the legislation passed. The Civil Rights Act was passed in 1964. African Americans could no longer be excluded from restaurants, hotels and other public facilities.

King wins the Nobel Peace Prize

In 1964, at the age of 35, King was awarded the Nobel Peace Prize. He was the youngest man to have received the Nobel Peace Prize. The Peace Prize is awarded "to the person who shall have done the most or the best work for fraternity between the nations, for the abolition or reduction of standing armies and for the holding and promotion of peace congresses." When notified of his selection, he announced that he would turn over the prize money of \$54,123 to further the civil rights movement.

The Voting Rights Act 1965

King now turned his attention to achieving a voting-rights law. This legislation proposed to remove the right States had to impose restrictions on who could vote in elections. Literacy tests and extra taxes would no longer be allowed to prevent African Americans from voting. In March 1965, a protest march took place from Selma to the state capitol building in Montgomery, Alabama. State troopers attacked the marchers. King was not with the marchers when they were attacked. After the attacks on King's supporters at Selma, President Johnson attempted to persuade Congress to pass his Voting Rights Act.

The Voting Rights Act was passed in 1965. It gave the national government power to register those whom the southern states refused to put on the voting list. It is interesting to note how the number of African Americans registered to vote increased as a result of this legislation:

Date	African-Americans registered to vote	State
1960	22 000	Mississippi
1966	175 000	Mississippi
1960	66 000	Alabama
1966	250 000	Alabama
1960	58 000	South Carolina
1966	191 000	South Carolina

King's assassination

King was convinced that the Memphis Sanitation Workers' strike, which had turned violent, had done so because of FBI provocateurs. A few days later, King made a speech at the Clayborn Temple in support of the striking sanitation workers referred to as the *I've Been to the Mountaintop* speech. It ended with the following words: *"Well, I don't know what will happen now; we've got some difficult days ahead. But it really doesn't matter with me now, because I've been to the mountaintop. And I don't mind. Like anybody, I would like to live a long life - longevity has its place. But I'm not concerned about that now. I just want to do God's will. And He's allowed me to go up to the mountain. And I've looked over, and I've seen the Promised Land. I may not get there with you. But I want you to know tonight, that we, as a people, will get to the Promised Land. So I'm happy tonight; I'm not worried about anything; I'm not fearing any man. Mine eyes have seen the glory of the coming of the Lord."*

After the meeting, King and his party were taken to the Lorraine Motel. The following day, 4 April 1968, King was shot and killed as he stood on the balcony of the motel. His death was followed by rioting in 125 cities and resulted in forty-six people being killed. Two months later, James Earl Ray, a career criminal and open racist, was arrested in London and extradited to the United States. He pleaded guilty to King's murder and was sent to jail for ninety-nine years. He spent the remainder of his life attempting (unsuccessfully) to withdraw his guilty plea and secure the trial he never had. People close to King were convinced that the government was behind the assassination.

BLACK POWER MOVEMENT

The term "Black Power" is strongly associated with the civil rights movements in the USA. It has been a controversial term, as it has been seen as "anti-white", even though many white people have been recognised for their contributions to the civil rights movement. Black Power refers to the attempt to create a strong racial identity for African-Americans. It encouraged a separation from white society to create a situation where black people would create their own institutions and look after their own interests. The term was coined by Stokely Carmichael, the leader of the Student Non-violent Coordinating Committee (SNCC), at a rally in Greenwood, Mississippi. The following were listed as ways of promoting Black Power:

- Achieving Black political power
- Achieving black economic power
- The improvement of the self-image of the black people
- The development of black leadership
- The attainment of federal law enforcement
- The mobilisation of black consumer power

The concept wasn't accepted by everyone – Martin Luther King Jr. Was worried that it focused too much on the negative side of achieving black power. MLK was also trying to achieve an integrated society, whereas Black Power seemed to try to create a separate society for black people. One of the most influential leaders in the Black Power movement was **Malcolm X**. Malcolm Little was arrested and jailed as a teenager. In jail, he was introduced to Elijah Muhammed, the leader of "Nation of Islam", a Muslim sect. Malcolm Little was released from jail in 1952, and changed his name to "X" as a symbol of his African name being lost, and his refusal to accept his slave name. He advocated black separatism, nationalism and black self-reliance. Malcolm X was often accused of being racist and showed many tendencies toward hating white people. In 1963, after he made the *Haj* to Mecca, Malcolm X changed his views about relationships between black people and white people. After Malcolm X discovered that Elijah Muhammed was promiscuous and corrupt in 1964, he denounced him and started his own party, the Organisation of Afro-Americans. He now started to encourage African Americans to vote, to participate in the political system and to work with each other and sympathetic white and Hispanic people to end racial discrimination. He told African leaders that the problem of race was "not a Negro problem, nor an American problem. This is a world problem, a problem of humanity."

Malcolm X's assassination

On 21 February 1965, Malcolm X started to speak to about 400 members of his Organisation of Afro-Americans. A man rushed forward and shot him with a sawn-off shotgun. Two other men rushed on stage and shot at him with hand guns, hitting him 16 times. Three members of the Nation of Islam were arrested and convicted of the assassination.

The Black Panthers were a militant African American political organisation founded by Huey P Newton and Bobby Seale. They stood for black Self-defence. They started patrols of African American communities to monitor police activities and protect the residents from police brutality. They appeared in public in leather jackets, carrying guns. They aimed to make American society more politically, economically and socially equal. They emphasised class unity and criticised the black middle class for acting against the interests of other, less fortunate African Americans. They were prepared to use violence to defend themselves. Stokely Carmichael became honorary prime minister of the Black Panthers after his moving Black power speech in 1966. He adopted the slogan "black is beautiful" He encouraged violent demonstrations, and the term "Black Power" came to signify riots and guns, and the slogan "Burn baby, burn"

SECTION C: HOMEWORK

Learner Note: If you have difficulty with the homework questions, you should refer to the content notes or to your class teacher for assistance.

QUESTION 1

SOURCE C

These are excerpts from a speech Malcolm X gave in Detroit in 1964, a year before he was assassinated (he was 39), called The Ballot or the Bullet.

... This country is a hypocrite. They claim they set you free by calling you a second-class citizen. No, you are nothing but a 20th century slave ... So, where do we go from here? First, we need some friends. We need some new allies. The entire civil-rights struggle needs a new interpretation, a broader interpretation ...

... When you expand the civil-rights struggle to the level of human rights, you can then take the case of the black man in this country before the nations in the UN ... You can take Uncle Sam (USA) before a world court ... Civil rights keep you under his restrictions, under his jurisdiction ... Civil rights mean you're asking Uncle Sam to treat you right ... Human rights are your God-given rights.

... Expand the civil-rights struggle to the level of human rights, take it into the United Nations, where our African brothers can throw their weight on our side, where our Asian brothers can throw their weight on our side, where our Latin-American brothers can throw their weight on our side ... The political philosophy of black nationalism means that the black man should control the politics and the politicians in his own community; no more.

The black man in the black community has to be re-educated into the science of politics so that he will know what politics is supposed to bring him in return ... We want freedom now, but we're not going to get it saying 'We shall overcome'. We've got to fight until we overcome.

This is a photograph of Malcolm X addressing an outdoor rally in New York.



- | | | | |
|-----|---|---------|-----|
| 1.1 | Explain whether Malcolm X is justified in his criticism of America. | (2 x 2) | (4) |
| 1.2 | How does Malcolm X wish to address the challenges facing African Americans? | (2 x 2) | (4) |
| 1.3 | According to Malcolm X, in what way was the United Nations to be used as a platform to carry out the following request: 'expand the civil-rights struggle'? | (1 x 2) | (2) |
| 1.4 | Explain why Malcolm X's speech 'The Ballot or the Bullet' is appropriate in the context of the civil-rights movement. | (1 x 3) | (3) |

[13]

Learner Note: The term “justify” means that you must supply positive reasons or negative reasons to prove something. To answer 1.1, you must decide if Malcolm X is justified or not, and provide reasons why you say so.

SECTION D: SOLUTIONS FOR SECTION A

Learner Note: Mark allocation works as follows:

(Number of correct facts x Number of marks) = (TOTAL MARKS)

QUESTION 1

- | | | | |
|-----|--|-------------|-----|
| 1.1 | <ul style="list-style-type: none"> • A society where all human beings are treated as equals • Freedom to be enjoyed by all citizens • Free from all forms of discrimination and injustice | (any 1 x 2) | (2) |
|-----|--|-------------|-----|

HISTORY

GRADE 12

SESSION 2

(LEARNER NOTES)

- 1.2
- Inspired by the vision that people can overcome differences
 - Inspired by the injustices black people endured in the USA
 - Inspired by the knowledge that the sufferings by their slave parents can sustain their fight for equal rights.
 - Inspired by the scripture that reconciliation was still possible
 - Any other relevant response
- (any 1 x 2) (2)
- 1.3
- Competency of people must be judged according to merit, not to be judged by the colour of the skin
- (1 x 2) (2)
- 1.4
- African Americans had long cherished the day when they would be free.
 - They were wanting to break free from the shackles of the past
 - The decade of the 60s gave them hope, they were optimistic about change.
 - They were prophetic words
 - The words were reassuring and encouraging people to hang-on since victory was certain
 - Any other relevant response
- (any 1 x 2) (2)
- [8]**

QUESTION 2

- 2.1
- Revolutionaries used it to preach guerrilla warfare
 - Liberals to demand reform
 - Conservatives to demand self help
- (3 x 1) (3)
- 2.2
- Black is beautiful
 - Rejection of skin bleaches
 - Young blacks donned dashikis, wore Afro hair styles
 - Chanted aloud 'I'm black and I'm proud'
 - Raised fist salute
- (any 3 x 1) (3)
- 2.3
- It reflected that African Americans shaped their own culture
 - That African American defined their identity
 - Any other relevant response
- (any 1 x 2) (2)
- 2.4
- By teaching self reliance
 - Black Power re-inforced the belief in themselves, determining what they want and how they wanted to be treated(governed)
 - Any other relevant response
- (2 x 1) (2)
- [10]**

QUESTION 3

- Leadership roles of Martin Luther King; Malcolm X
- Martin Luther King advocated peaceful change
- Malcolm X advocated a more radical philosophy
- Any other relevant point

[6]

Use the following to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Cannot extract evidence or extract evidence from the sources in a very elementary manner • Use evidence partially to report on topic or cannot report on topic 	Marks: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic • Use evidence from sources in a very basic manner 	Marks: 2 – 4
LEVEL 3	<ul style="list-style-type: none"> • Extract relevant evidence from the sources • Extracted evidence – relates well to the topic • Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 4 - 6

(6)

QUESTION 4

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should explain what impact did the civil rights protests made in the struggle for human rights.

MAIN ASPECTS

Introduction: Candidates should discuss the origins of the civil rights protests

ELABORATION

- Roots of civil rights protests
- Peaceful protests
- Mass based support
- Speeches made in support of civil rights protests
- The widening of the struggle to human rights protests
- Struggle icons Malcolm X, Martin Luther
- Victory for the African Americans

CONCLUSION.

- Conclusion: Candidates should tie up their argument with a relevant

[30]**Use the matrix on the next page in this document to assess this extended writing.**

Grade 12 Extended Writing Matrix: Total Marks: 30

	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument Well balanced argument. Sustained and defended the argument throughout.	LEVEL 6 Well planned and structured Synthesis of information. Constructed an original argument. Well - balanced, independent argument. Sustained and defended the argument.	LEVEL 5 Well planned and structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	LEVEL 3 Shows some evidence of a planned and constructed argument. Some evidence used to support argument. Conclusion not clearly supported by evidence.	LEVEL 2 Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	LEVEL 1 Little analysis and historical explanation. No structure.
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LEVEL 2 Sparse content. Question inadequately addressed.					12-13	11	9-10
LEVEL 1 Question not answered. Inadequate content. Totally irrelevant.						9-10	0-8

**SESSION 2: TOPIC2: CIVIL SOCIETY PROTEST – LIBERATION AND PEACE
MOVEMENTS IN THE USA IN THE 1960S****SECTION A: TYPICAL EXAM QUESTIONS - 1 hour 15 minutes****KEY QUESTION:**

(Taken from: *Focus on History, Looking into the Past Grade 12; Maskew Miller Longman*)

WHAT FORMS OF CIVIL-RIGHTS PROTESTS OCCURRED IN THE UNITED STATES OF AMERICA (USA) DURING THE 1960s?

Learner Note: The Key Question will appear at the beginning of every section in the exam paper. This question tells you what the OVERALL content to be tested will be. In this case, the Key Question tells us the section will test what forms of civil rights protests occurred in the USA in the 1960s. NB: You DO NOT answer this question!

Learner Note: Remember to answer all questions in FULL SENTENCES, as bullet points are not acceptable in an exam situation. Also, you must be specific as to which source and which part of the source you are speaking of.

QUESTION 1: 15 minutes**SOURCE A**

From Betty Friedan's *The Feminine Mystique*, Norton Publishers 1963

The problem lay buried, unspoken, for many years in the minds of American women... As she made the beds, shopped for groceries, matched slipcover material, ate peanut butter sandwiches with her children, chauffeured Cub Scouts and Brownies, lay beside her husband at night, she was afraid to ask even of herself the silent question: 'Is this all?'

SOURCE B

Redstockings manifesto, Women's Liberation group, 1969:

Women are an oppressed class. Our oppression is total, affecting every facet of our lives. We are exploited as sex objects, breeders, domestic servants and cheap labour. We are considered inferior beings, whose only purpose is to enhance men's lives. We identify the agents of our oppression as men.

SOURCE C

From Gloria Steinem, 'Women's Liberation Aims to Free Men Too', *The Washington Post*, 7 June 1970

The myth is that women are already being treated equally in this society .. The truth is that a woman with a college degree, working full-time makes less than a black man with a high-school degree working full-time. And black women make least of all. In many parts of the country – New York City, for instance – a woman has no legally guaranteed right to rent an apartment, buy a house, get accommodations in a hotel or be served in a public restaurant. She can be refused simply because of her sex. In some states, women get longer jail sentences for the same crime. Women on welfare must routinely answer humiliating personal questions; male welfare recipients do not. A woman is the last to be hired, the first to be fired. Equal pay for equal work is the exception. Equal chance for advancement, especially at upper levels or at any levels or at any level with authority over men, is rare enough to be displayed in a museum.

1. Study Sources A, B and C and answer the following questions:
- 1.1 How do the Redstockings Women Liberation's group believe that women are oppressed? (1 x 2) (2)
- 1.2 List five inequalities between American women and men in 1970 as described by Gloria Steinem. (5 x 1) (5)
- 1.3 According to Steinem, which group is most discriminated against in American Society? Substantiate your answer. (1 x 2) (2)
- 1.4 Steinam's article is entitles 'Women's Liberation Aims to Free Men Too'. Why would the Women's Movement believe that men need to be freed too? From what do you think men need to be freed? (1 x 3) (3)

[12]



Learner Note: When a question is a mark multiplied by 3, this is generally means that the question is a higher-level question. This means that you will not be able to answer the question by merely reading the source or by remembering what you have learnt. You have to use a combination of the source and your own knowledge to find an interpretative answer to the question.

QUESTION 2: 10 minutes**SOURCE D**

Folk singer Bob Dylan became the voice of anti-war protest.

*Come senators, congressmen, please heed the call
Don't stand in the doorway, don't block up the hall
For he that gets hurt will be he who has stalled
There's a battle outside and it's ragin'
It'll soon shake your windows and rattle your walls
For the times, they are a-changin'*

*Come mothers and fathers all over this land
And don't criticise what you can't understand
Your sons and your daughters are beyond your command
Your old road is rapidly agin'
Please get out of the new one if you can't lend your hand
For the times they are a-changin'*

2. Refer to Source D
- 2.1 How does Bob Dylan show that the 1960s were a time of protest, questioning and change? (1 x 2) (2)
- 2.2 Do you think the messages of these types of songs are more or less effective than a newspaper article on any of these events? Substantiate your answer. (2 x 2) (4)

[6]

Learner Note: Sources can come from anywhere. Lyrics of songs and poetry are very useful to determine what general society was believing in/finding popular at the time.

QUESTION 3: 14 minutes**SOURCE E****1960: Thousands protest against H-bomb**

Tens of thousands of people marked the end of the Aldermaston "ban the bomb" march this afternoon with a rally that built up to a tremendous climax this Easter weekend in London. At least 60,000 protesters gathered at Trafalgar Square. Organisers said the crowds numbered at least 100,000. But there was no doubt this was the largest demonstration London has seen this century. It is the third annual Easter march from the Atomic Weapons Research Establishment at Aldermaston, Berkshire, to the capital organised by the Campaign for Nuclear Disarmament (CND). Canon John Collins... introduced various speakers. They included the Bishop of Southark, Dr Mervyn Stockwood, who praised Prime Minister Harold Macmillan for his efforts to bring about world peace. He added: "I hope that just as he has spoken for all that is best in Britain by condemning apartheid in South Africa, so he will set an example to the world by renouncing the hydrogen bomb."

Prominent Labour MP Michael Foot also spoke out against the bomb. He said nuclear weapons threatened the very existence of democracies around the globe because decisions were gradually being removed from elected bodies to military advisers. He said the Aldermaston march was a democratic protest against "military dictatorship". ... Demonstrators came from all over the world - Pakistan, Sweden, India, Cyprus, Iraq, Malta, South Africa, France, Ghana and Nigeria. Among the religious groups represented were Quakers, Unitarians, Methodists and Roman Catholics.

(BBC report on the third, 1960 CND March; Internet source:

http://news.bbc.co.uk/onthisday/hi/dates/stories/april/18/newsid_2909000/2909881.stm
accessed 17/02/2006)

3. Refer to Source E
- 3.1 What evidence is there that prominent people in public life were involved in CND? (3 x 2) [6]

QUESTION 4: 36 minutes

EXTENDED WRITING (The length of your response should be about TWO pages.)

Using the information from the sources and your own knowledge, explain how the different forms of civil society protests in America and the UK increased dramatically over the 1960s.

NOTE: you do not need to refer to the civil rights movements in the USA in this essay.

[30]



Learner Note: The essay question counts 40% of the exam. You need to learn the format and how to refer to sources. No bullet points allowed!

SECTION B: ADDITIONAL CONTENT NOTES**WHAT SOCIAL MOVEMENTS TRANSFORMED SOCIETY IN THE 1960S?**

The 1960s has been described as a decade in which the political, religious, social and cultural norms of the 1950s were challenged, and during which mass social movements emerged, demanding fundamental socio-political change in the United States of America and large parts of Western Europe.

1960s in America and Western Europe

Running through all these movements was the new and revolutionary role played by the youth. The period immediately after the end of World War Two (1945) experienced a baby boom; by the 1960s those children were coming of age. Many of these young people had a radically different ideology and world view to their parents. As Sara Maitland in her book *Very Heaven, Looking Back at the 1960s* has suggested:

The security provided by the relatively high employment and rising wages of all classes, the expansion of education, particularly tertiary education, the technological advances (the first moon landing, cheap flights, live international televisions and reduction in the necessary hours of housework), all created a new dynamic in society: a youth group which was both monied and leisured compared to any previous generation.

These social movements focused on four main areas of society, and were linked by a common focus on human rights and civil liberties:

1. **Racial equality and civil rights** (dealt with in the previous session)
2. **Gender equality and liberation**
3. **Anti-war movement**
4. **Disarmament**

Gender equality and liberation

As men returned from World War Two, women found themselves being pushed back into the private sphere of mother and housewife, despite having taken over men's jobs, working in factories and serving their countries in many 'public' ways during the war.

The 1950s brought a new consumerism and technology such as new domestic appliances. Most importantly, the Pill arrived, which, theoretically at least, gave women the choice when or if to have children. At the same time there were new job opportunities in manufacturing. These events and developments led to a change in the way many women viewed and began to challenge their role in society, giving rise to the feminist movements.

Anti-war movement

American involvement in Vietnam lasted from 1963-1973. The nature of the war waged by the USA and Vietcong was very different to that of World War Two. Search and destroy missions became standard practice resulting in massacres such as My Lai. The civilian cost of these tactics was very high. In America, opposition to the war grew. As young men began to be drafted into the army, the universities erupted in protest demonstrations and sit-ins. Anti-war sentiment spread beyond the campuses as women, trade unions, scientists, clergy and businesspeople formed their own anti-war organisations. Returning veterans also spoke out against the war. Opposition to the war was also growing within Congress. Eventually a peace agreement was signed in January 1973 and American troops were finally withdrawn from Vietnam.

Disarmament

In August 1945 the first atomic bombs were dropped on the Japanese city of Hiroshima and Nagasaki by the Americans, ending the Second World War. However, as the Cold War deepened, nuclear conflict became synonymous with 'mutually assured destruction' (MAD). On 17 February 1958 the Campaign for Nuclear Disarmament (CND) was launched in London. Two months later over 10 000 people marched from the US Nuclear Research base at Aldermaston (there had been American bases on British soil since World War Two) to London in protest against the development and use of nuclear weapons. By January the following year CND had a national network and tens of thousands of active supporters. It attracted a diverse membership drawing scientists, religious leaders, academics, writers and actors as well as workers and the organised Trade unions.

CND called for the unconditional renunciation of the use and production of nuclear weapons worldwide and it advocated unilateral nuclear disarmament. It also called for negotiations to end the arms race.

Taken from: Janari S. et a.I New Africa history Grade 12, New Africa Education p. 74 - 75.

SECTION C: HOMEWORK

Learner Note: If you have difficulty with the homework questions, you should refer to the content notes or to your class teacher for assistance.

QUESTION 1**SOURCE F**

An extract from Anna Coote and Beatrice Campbell, *Sweet Freedom: The Struggle for Women's Liberation*, Picador, London, 1982) Note: Coote and Campbell are both British – both are radical, white, university-educated, feminist journalists.

Radical politics in the 1960s provided an excellent breeding ground for feminism. Men led the marches and made the speeches and expected their female comrades to lick envelopes and listen. Women who were participating in the struggles to liberate blacks and Vietnamese began to recognise that they themselves needed liberating – and they needed it now, not “after the revolution”. Black leader Stokely Carmichael was heard to say that in the Student Non-violent Co-ordinating Committee (SNCC) the only place for a woman was “prone” [lying down/flat]. Here was the front line hero of the radical left, who seemed to favour not simply the deferment [putting off/delaying] of liberation for women, but their continued subordination.

SOURCE G

American feminists lead the march into the First Women's Conference in 1977, showing moment as the torch that was run from Seneca Falls to Houston enters the convention hall in Houston, November, 1977. Left to right, front row: Billie Jean King, Susan B. Anthony, Bella Abzug, Sylvia Ortiz, Peggy Kokernot, Michelle Cearcy, Betty Friedan.

Internet source:

www.dianamarahenry.com, accessed 31/01/2006



HISTORY	GRADE 12	SESSION 2	(LEARNER NOTES)
1.1	What indication do you get from this source that white women were active not just in struggles for their own liberation, but in wider struggles?	(1 x 2)	(2)
1.2	What is their attitude to some black activists?	(1 x 2)	(2)
1.3	What do you notice about the women leading the march in terms of age and ethnic origins?	(2 x 2)	(4)
1.4	What do their body language and clothing suggest?	(2 x 2)	(4)
			[12]

SECTION D: SOLUTIONS FOR SECTION A

Learner Note: Mark allocation works as follows:

$$(Number\ of\ correct\ facts \times Number\ of\ marks) = (TOTAL\ MARKS)$$

QUESTION 1

1.1	Women are exploited as sex objects, mothers, domestic servants and as a source of cheap labour.	(1 x 2)	(2)
1.2	Women earn less than men; legal inequalities (renting/buying property); women receive longer jail sentences for similar crimes; women are asked personal and humiliating questions when on welfare, which men aren't required to answer; restricted employment or advancement opportunities at work; discriminated against in public places (e.g. restaurants).	(5 x 1)	(5)
1.3	Black women – they 'make least of all' (earn the least).	(1 x 2)	(2)
1.4	No one is truly free who is instrumental in the limitation or restriction of another's freedom.	(1 x 3)	(3)
			[12]

QUESTION 2

2.1	Learners should refer to the lyrics and such lines as: "For the times, they are a-changin'", "Your sons and your daughters are beyond your command", "Don't criticise what you can't understand" and so on.	(1x2)	(2)
2.2	They are effective as an alternative to mainstream media reporting on events, which is often used to give the 'official' version of events. The youth are much more 'in tune' with lyrics and music and would respond positively to the messages they contain.	(2 x 2)	(4)
			[6]

QUESTION 3

- 3.1 The source mentions that “Canon John Collins ...introduced various speakers” and that amongst them was the “Bishop of Southark, Dr Mervyn Stockwood”. It also mentions that “Prominent Labour MP Michael Foot also spoke” to the gathering. (3 x 2) [6]

QUESTION 4

[Interpretation, analysis and synthesis of evidence from all sources- L1-3 – LO1 (AS1&2); LO2 (AS1, 2 &3); LO3 (AS1, 2, 3 &4)]

Candidates should include the following aspects in their response:

SYNOPSIS

Candidates should explain how civil society protest gained momentum in the USA and the UK in the 1960s. They should not refer to the Civil Rights Movement or the Black Power Movement in this essay.

MAIN ASPECTS

Introduction: Candidates should discuss the origins of the civil society protests

ELABORATION

- Roots of civil society protests
- Peaceful protests
- Mass based support
- Students protests
- Women’s liberation movement
- Hippie/anti-war movement
- Anti-nuclear movement

CONCLUSION

Candidates should tie up their argument with a relevant conclusion. [30]

Use the matrix on the next page in this document to assess this extended writing.

Grade 12 Extended Writing Matrix: Total Marks: 30

	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument Well balanced argument. Sustained and defended the argument throughout.	LEVEL 6 Well planned and structured Synthesis of information. Constructed an original argument. Well - balanced, independent argument. Sustained and defended the argument.	LEVEL 5 Well planned and structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	LEVEL 3 Shows some evidence of a planned and constructed argument. Some evidence used to support argument. Conclusion not clearly supported by evidence.	LEVEL 2 Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	LEVEL 1 Little analysis and historical explanation. No structure.
PRESENTATION							
CONTENT							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	27-30	24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	24-26	23	21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		21-22	20	18-19			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			18-19	17	15-16		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				15-16	14	12-13	
LEVEL 2 Sparse content. Question inadequately addressed.					12-13	11	9-10
LEVEL 1 Question not answered. Inadequate content. Totally irrelevant.						9-10	0-8

SESSION 2 SELF STUDY: TOPIC: CONSOLIDATION – CIVIL RIGHTS PROTEST IN THE USA IN THE 1960s

Learner Note: This session will be laid out in the same format as Question 4 in Paper 1 of the matric final examination. All questions will appear first, with all sources afterwards in the same fashion as an addendum.

SECTION A: TYPICAL EXAM QUESTIONS

KEY QUESTION: *(Taken from DOE November Examination Paper 1 2009)*

HOW DID THE CIVIL RIGHTS MOVEMENT INFLUENCE CHANGE IN THE UNITED STATES OF AMERICA DURING THE 1960s?

Learner Note: The Key Question will appear at the beginning of every section in the exam paper. This question tells you what the OVERALL content to be tested will be. In this case, the Key Question tells us the section will test how the Civil Rights Movement influenced change in the USA in the 1960s. NB: You DO NOT answer this question!

QUESTION 1

1. Use Source 1A.
- 1.1 What gave rise to the Civil Rights Movement in the United States of America? (1 x 2) (2)
- 1.2 Using this source and your own knowledge, explain the following terms: (2 x 2) (4)
 - a) Oppression
 - b) Suffrage
- 1.3 Explain the reference to 'southern states'. (1 x 2) (2)
- 1.4 How did the Black Power Movement support the Civil Rights Movement? (1 x 2) (2)
- 1.5 What do you gather from the statement, 'the struggle was about far more than just civil rights under law'? (1 x 2) (2)

[12]

QUESTION 2

2. Refer to Source 1B.
- 2.1 Name the TWO strategies that were employed by the Civil Rights Movement in 1960 and 1965. (2 x 1) (2)
- 2.2 Explain the term *civil disobedience*. (1 x 2) (2)
- 2.3 What made private citizens decide to adopt different strategies in the civil rights struggle? (2 x 2) (4)
- 2.4 Using the source and your own knowledge, explain how the acts of civil disobedience produced crisis situations. (1 x 2) (2)
- 2.5 What were the TWO significant achievements of the Civil Rights Movement? (2 x 1) (2)

- 2.6 Explain the usefulness of this source to a historian researching the Civil Rights Movement in the USA. (2 x 2) (4)
- [16]

QUESTION 3

3. EXTENDED WRITING

Your response should be about TWO pages in length. Answer QUESTION 3.1 OR QUESTION 3.2

- 3.1 Discuss how the Civil Rights Movement influenced change in the United States of America during the 1960s. (30)

OR

- 3.2 Using the information from all the sources and your own knowledge, write an article for your local newspaper explaining how the civil rights struggle liberated African Americans at long last. (30)

[30]



Learner Note: The essay question counts 40% of the exam. You need to learn the format and how to refer to sources. No bullet points allowed!

The first essay question is the normal "History essay" with the usual format. You must write an essay discussing the how the Civil Rights Movement influenced change in the USA in the 1960s.

The second essay is a report-style essay. In this case, you need to write a report in the form of a newspaper article explaining how African Americans were freed due to the civil rights struggle...

SOURCES**SOURCE 1A**

The following source is from *African-American Civil Rights Movement (1955 – 1968)* taken from the website http://wikipedia.org/wiki/African_American.

The American Civil Rights Movement (1955 – 1968) refers to the reform movements in the United States aimed at abolishing racial discrimination against African Americans and restoring suffrage in southern states. By 1966, the emergence of the Black Power Movement, which lasted roughly from 1966 to 1975, enlarged the aims of the Civil Rights Movement to include racial dignity, economic and political self-sufficiency and freedom from oppression by whites.

Many of those who were most active in the Civil Rights Movement, with organisations such as SNCC, CORE and SCLC, preferred the term "Southern Freedom Movement" because the struggle was about far more than just civil rights under law. It was also about fundamental issues of freedom, respect, dignity, and economic and social equality.

SOURCE 1B

The following source relates to the Civil Rights Movement taken from the website http://en.wikipedia.org/wiki/Civil_rights.

... Noted strategies employed prior to the Civil Rights Movement of 1955 to 1968 to abolish discrimination against African Americans initially included litigation and lobbying attempts by familiar organisations such as the NAACP. These efforts were the distinction of the American Civil Rights Movement from 1896 to 1954. However, by 1955 private citizens became frustrated by gradual approaches to implement desegregation by federal and state governments and the 'massive resistance' by proponents of racial segregation and voter suppression.

In defiance, these citizens adopted a combined strategy of direct action with non-violent resistance known as civil disobedience. The acts of civil disobedience produced crisis situations between practitioners and government authorities. These authorities of federal, state, and local governments often had to act with an immediate response to end the crisis situations – sometimes in the practitioners' favour. Some of the different forms of civil disobedience employed included boycotts as successfully practised by the Montgomery Bus Boycott (1955 – 1956) in Alabama, "sit-ins" as demonstrated by the influential Greensboro sit-in (1960) in North Carolina, and marches as exhibited by the Selma to Montgomery marches (1965) in Alabama. Noted achievements of the Civil Rights Movement in this area include the judicial victory in the *Brown v. Board of Education* case that nullified the legal article of "separate but equal" and made segregation legally impermissible, passage of the Civil Rights Act of 1964 that banned discrimination in employment practices and public accommodations, passage of the Voting Rights Act of 1965 that restored voting rights, and passage of the Civil Rights Act of 1968 that banned discrimination in the sale or rental of housing

SECTION B: HOMEWORK

Learner Note: If you have difficulty with the homework questions, you should refer to the content notes or to your class teacher for assistance.

(Taken from DOE November 2009 Examination Paper 1)

SOURCE 1C

The photograph on the following page shows the march to Washington in 1963. It is taken from *Free at Last: A History of the Civil Rights Movement and Those Who Died in the Struggle*, S Bullard.



QUESTION 1

1. Study Source C.
- 1.1 What do you notice about the people in this photograph? (1 x 2) (2)
- 1.2 State THREE demands that the organisers of the march wanted to address. (3 x 1) (3)
- 1.3 Explain why you think the march to Washington was significant. (1 x 2) (2)
- 1.4 Compare Sources 3B and 3C and explain how the information in Source 3C complements Source 3B. (2 x 2) (4)
- 1.5 Using all the sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining why the Civil Rights Movement in the United States of America was effective. (6)

[17]

Learner Note: You will receive one of these paragraph-type questions at the end of every set of short questions. The guideline of 6 lines is just a SUGGESTION, not a set parameter. You also do not have to count your words. The format for the paragraph is as follows: 1 sentence introduction, 3-4 sentences elaborating answer, 1 sentence conclusion.

SECTION C: SOLUTIONS TO SECTION A
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Learner Note: Mark allocation works as follows:

$$(Number\ of\ correct\ facts \times Number\ of\ marks) = (TOTAL\ MARKS)$$

QUESTION 1

1. Use Source 1A.
- 1.1 *[Extraction of evidence from Source 1A – L1 – LO1 (AS3)]* (1 x 2) (2)
- Racial discrimination against African Americans
 - Restoring suffrage
- 1.2 *[Explanation of concepts – L1 – LO2 (AS1)]* (2 x 2) (4)
- a) Domination of one group by another
 - b) Universal right to vote
- 1.3 *[Explanation and interpretation of evidence from Source 1A – L2 – LO2 (AS2)]* (1 x 2) (2)
- Southern States was identified because it was still practising segregation
 - Heavy concentration of black population
 - Any other relevant response
- 1.4 *[Interpretation of evidence from Source 1A – L3 – LO2 (AS2)]* (1 x 2) (2)
- Black Power extended the aims of Civil Rights Movement to include racial dignity, economic and political self- sufficiency.
- 1.5 *[Interpretation and evaluation of evidence from Source 1A – L3 – LO3 – (AS2 and 3)]* (1 x 2) (2)
- The struggle had to include issues like fundamental rights of freedom, respect, dignity and economic and social equality
 - Any other relevant response

[12]**QUESTION 2**

2. Refer to Source 1B.
- 2.1 *[Extraction of evidence from Source 1A – L1 – LO1 (AS3)]* (2 x 1) (2)
- Sit-ins
 - Marches
- 2.2 *[Explanation of concepts – L1 – LO2 (AS1)]* (1 x 2) (2)
- The resistance used by citizens by disobeying rules and laws of the country
 - Any other relevant response

- 2.3 *[Explanation and interpretation of evidence from Source 1A – L2 – LO2 (AS2)]* (2 x 2) (4)
- Citizens became frustrated by gradual approaches to implement desegregation by the federal and state government
 - Massive resistance by proponents of racial segregation and voter suppression
 - Any other relevant response
- 2.4 *[Interpretation of evidence from Source 1A – L3 – LO2 (AS2)]* (1 x 2) (2)
- Local authorities acted spontaneously and differently because no clear policy existed
 - Led to civil disobedience
 - Actions of the practitioners favoured
- 2.5 *[Extraction of evidence from Source 1A – L1 – LO1 (AS3)]* (2 x 1) (2)
- Judicial victory in the Brown v Board of Education
 - Passage of the Civil Rights Act of 1964
 - Voting Rights Act of 1965
 - Civil Rights Act of 1965
- 2.6 *[Explanation and interpretation of evidence from Source 1A – L2 – LO2 (AS2)]* (2 x 2) (4)
- This source is useful because:**
- Events in the source can be backed by authentic evidence
 - Could serve as a stimulus for further research
 - It gives the reasons for the formation of the Civil Rights Movement
 - It describes the type of action and the achievements of the CRM

[16]**EXTENDED WRITING**

- 3.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

Candidates should briefly discuss the changes that were influenced by the Civil Rights Movement in the United States of America in the 1960s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

INTRODUCTION

Candidates should discuss the processes that the Civil Rights Movement engaged in their struggle.

ELABORATION

- Brief background to reasons for the Civil Rights Movement
- Demands for the abolition of racial discrimination
- Segregation in public schools
- Banning of discrimination in employment practices in public accommodation
- Restoration of voting rights
- Dignity and respect regained
- Any other relevant response

CONCLUSION

Candidates should tie up their argument by mentioning the success of the Civil Rights Movement in effecting changes in the United States of America.

[30]

Use the first matrix on the next page to assess this extended writing.

OR

3.2 *[Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument - L2 – LO1 (AS 3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]*

SYNOPSIS

In writing the article candidates must focus on the role played by the Civil Rights Movement in the struggle for equality of African-Americans

MAIN ASPECTS

Candidates should include the following aspects in their response:

INTRODUCTION

Candidates should give a brief background on the activities of the Civil Rights Movement.

ELABORATION

- Commitment to end segregation and racial discrimination
- Influence of Black Power Movement- racial dignity, economic and political self-sufficiency
- Southern Freedom movement – fundamental issues
- Passage of Civil rights Act of 1964
- Judicial victory between Brown v Board of education
- Civil rights Act of 1968 – banned discrimination in the sale or rental housing
- Any other relevant point

CONCLUSION

Candidates should tie up their argument with a relevant conclusion.

[30]

Use the second matrix on the next page in this document to assess this extended writing.

Grade 12 Extended Writing Matrix: Total Marks: 30

	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument. Well balanced argument. Sustained and defended the argument throughout.	LEVEL 6 Well planned and structured. Synthesis of information. Constructed an original argument. Well - balanced, independent argument. Sustained and defended the argument.	LEVEL 5 Well planned and structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	LEVEL 3 Shows some evidence of a planned and constructed argument. Some evidence used to support argument. Conclusion not clearly supported by evidence.	LEVEL 2 Attempts to structure the answer. Largely descriptive/ some attempt at developing an argument.	LEVEL 1 Little analysis and historical explanation. No structure.
PRESENTATION							
CONTENT							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	27-30	24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	24-26	23	21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		21-22	20	18-19			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			18-19	17	15-16		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				15-16	14	12-13	
LEVEL 2 Sparse content. Question inadequately addressed.					12-13	11	9-10
LEVEL 1 Question not answered. Inadequate content. Totally irrelevant.						9-10	0-8

GRADE 12 HOLISTIC RUBRIC TO ASSESS EXTENDED WRITING (SUCH AS AN ESSAY USING SOURCES, REPORT, NEWSPAPER ARTICLE, ETC.) TOTAL MARKS: 30

LEVEL	If the candidate has demonstrated all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.
7 Outstanding 80 – 100% 24 – 30 [Excellent]	Consistently focuses on topic – demonstrates a logical and coherent progress towards a conclusion Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Groups sources (not essential but should not merely list sources) Demonstrates a setting of sources in background understanding If appropriate, deals fully with counter-argument Refers appropriately to relevancy, bias, accuracy, limitation of sources Expresses him/herself clearly Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
6 Meritorious 70 – 79% 21 – 23 [Very Good]	Makes a good effort to focus consistently on the topic but, at times, argument loses some focus Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Good use of relevant evidence from the sources. Good attempt to consider counter-argument Good attempt to refer to relevancy, bias, accuracy, limitation of source Expression good Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
5 Substantial 60 – 69% 18 – 20 [Good]	Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources Selects relevant sources Expression good but with lapses Perhaps, lacking some depth of overall-focus, or does not make reference to one or more relevant sources If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources Makes an attempt to take a stand (focuses on limitations, etc.) in reaching an independent conclusion
4 Moderate 50 – 59% 15 – 17 [Satisfactory]	Makes some effort to focus on the topic but argument has many lapses in focus Moderate comprehension of most of the sources Moderate use of relevant evidence from the sources Moderate attempt to consider counter-argument Moderate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression is satisfactory Makes an attempt to take a stand but there are serious inconsistencies with making links with the rest of the essay Essay might have a tendency to list sources and “tag” on focus
3 Adequate 40 – 49% 12 – 14 [Fair]	Little attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources No quotes – or generally irrelevant Makes little effort to consider counter-arguments Mainly characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a poor attempt to take a stand. (i.e. battles to reach an independent conclusion)
2 Elementary 30 – 39% 09 – 11 [Weak]	Unable to focus on the topic Unable to identify relevant sources No quotes – or generally irrelevant Makes no effort to consider counter-argument Essay characterised by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression very poor Makes a very poor attempt to take a stand – if at all
1 Not Achieved 0 – 29% 0 – 8 [Poor]	No attempt to focus on the topic Uses no sources Completely irrelevant Copies directly from the sources Answer extremely poor