Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 12

JUNE 2023

HISTORY P1
MARKING GUIDELINE

MARKS: 150

This marking guideline consists of 24 pages.

1. SOURCE-BASED QUESTIONS

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

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	• Extract evidence from sources. • Selection and organisation of relevant information from sources. • Define historical concepts/terms.	**30% (15)**
LEVEL 2	• Interpretation of evidence from sources. • Explain information gathered from sources. • Analyse evidence from the sources.	**40% (20)**
LEVEL 3	• Interpret and evaluate evidence from sources. • Engage with sources to determine its usefulness, reliability, bias and limitations. • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions.	**30% (15)**

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

- In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

1.3 Assessment procedures for source-based questions

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

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Paragraph question

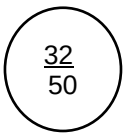
Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (.) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.
- At the end of the paragraph indicate the ticks **(√)** that the candidate has been awarded for the paragraph; as well as the level (1, 2 or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ + _____ + _____
_____ + _____ + _____
√√√ Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the right-hand bottom margin e.g.



- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for *any other relevant answer*s.

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2.3 Global assessment of the essay

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

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

2.4 Assessment procedures of the essay

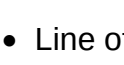
2.4.1 Keep the synopsis in mind when assessing the essay.

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

2.4.3 Keep the **PEEL** structure in mind when assessing an essay.

P	**Point:** The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains a major point (line of argument) that was made in the introduction.
E	**Explanation:** The candidate should explain in more detail what the main point is all about and how it relates to the question posed (line of argument).
E	**Example:** The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	**Link:** Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following symbols MUST be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised ^
- Wrong statement _____
- Irrelevant statement |
- Repetition R
- Analysis A√
- Interpretation I√
- Line of argument LOA 

2.5 **The matrix**

2.5.1 Use of the matrix in the marking of essays.

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

(a) The first reading of essays will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	} 26–27
P	LEVEL 3	

COMMENT

Some omissions in content coverage.
Attempts to sustain a line of argument.

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MARKING MATRIX FOR ESSAY: TOTAL: 50

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

*Guidelines for allocating a mark for Level 1:

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

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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: WHAT WERE THE REASONS FOR THE BUILDING OF THE BERLIN WALL IN AUGUST 1961?

1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*

- 'deep within the surrounding GDR' (1 x 2) (2)

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

- manufacturing was still fragile.
- there was a crisis of consumption.
- distribution proved unequal to increased demand for even basic foodstuffs and clothing.
- The forced collectivisation of agriculture worsened the problem.
- the threat of an embargo of West German exports to the GDR
- the GDR was not self-sufficient in raw materials.
- 'lacking hard coal and iron ore' (Any 3 x 1) (3)

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

- 'one in six East Germans left the country'.
- 'Engineers and skilled workers were leaving in irreplaceable numbers'.
- 'Those who stayed behind could also cause severe difficulties'.
- 'the GDR population … dwindled from 19,1 to 17,1'.
- 'This massive brain drain forced the GDR into a struggle for survival'. (Any 3 x 1) (3)

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

- GDR could struggle because of a shortage of skilled workers.
- GDR would have less tax income.
- GDR's economy could collapse because of the brain drain.
- Any other relevant response. (Any 1 x 2) (2)

1.1.5 *[Analysis of evidence from Source 1A – L2]*

- West Berlin was a capitalist showcase in East Germany.
- West Berlin had better living and working conditions compared to East Germany.
- The better living and working conditions in West Berlin attracted Germans to leave the country.
- West Berlin flourished under the Marshall Plan whilst East Germany was struggling economically.
- Any other relevant response. (Any 2 x 2) (4)

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1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*

- 'first our legal rights to be in West Berlin'.
- 'ability to make good on our commitment to the two million free people of that city'.
- 'and we have given our word that an attack upon that city will be regarded as an attack upon us all'. (Any 2 x 1) (2)

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

- West Berliners who have the right to have freedom of choice and freedom of movement without interference from other countries.
- West Berliners who had the right to choose their own form of government.
- Free people refer to West Berliners who chose to live under a capitalist economy without coercion
- Any other relevant response. (Any 1 x 2) (2)

1.2.3 *[Synthesis of information from Source 1B – L2*]

- Kennedy is stating that he is prepared to defend West Berlin against Russian aggression but is open to negotiations for a peaceful solution to the crisis.
- Kennedy wished to resolve the crisis peacefully but will go to war if the crisis could not be solved.
- Any other relevant response. (Any 1 x 2) (2)

1.2.4 *[Ascertaining the reliability of the Source 1B – L3]*

This source is reliable to a great extent because:

- It is a primary source that gives first-hand information.
- Kennedy: the author of the source, was the president of the USA.
- The date of the source corresponds with the timeline of the historical event.
- The purpose of the source is to inform and not to persuade the reader about the American reaction to the Russian threats.
- Any other relevant response. (Any 2 x 2) (4)

1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*

- 'there would be little traffic and few workers going back and forth'.
- 'Adenauer was sending spies through West Berlin into East Germany and Eastern Europe'. (Any 1 x 2) (2)

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

- They did not want to start a war with the Russians.
- They could not intrude on the Russian side of the border.
- They only had the right to control West Berlin according to the post-war agreement.
- Any other relevant response. (Any 1 x 2) (2)

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

- Many Berliners were separated from their families.
- Free access to and from West Berlin came to an end.
- West Berliners experienced economic prosperity compared to East Berliners who were struggling economically.
- Any other relevant response. (Any 1 x 2) (2)

1.3.4 *[Definition of historical concept from Source 1C – L1]*

- A person employed by someone/government to secretly obtain information about their rivals.
- Any other relevant response. (Any 1 x 2) (2)

1.4 1.4.1 *[Interpretation of evidence from Source 1D – L2]*

- The photograph conveys that the wall was built by East Germany.
- The photograph shows that the barbed wire was replaced by the building of a physical wall.
- The photograph shows that the wall prevented East Berliners from crossing into West Berlin
- The photograph shows that the wall divided West Berlin from East Berlin.
- Any other relevant response. (Any 2 x 2) (4)

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

- The police ensured that the wall was built as directed by the government.
- The police ensured that no one escaped during the building of the wall.
- The police had orders to shoot anyone who tried to escape.
- Any other relevant response. (Any 1 x 2) (2)

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

- Source 1C states that Khruschev sealed the border with West Berlin with the building of a wall whilst Source 1D visualises the building of the wall. / ***Both sources show that the border between East and West Berlin was sealed off with a wall***.
- Source 1C mentions that the wall would be guarded which can be clearly seen in Source 1D where soldiers are watching the construction of the wall. / ***Both sources indicate that the wall was guarded by soldiers***.
- Source 1C states that the wall was built with concrete blocks which can be clearly seen in Source 1D. / ***Both sources indicate that the wall was built with concrete blocks.***
- Any other relevant response. (Any 2 x 2) (4)

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

- West Berlin, situated deep within the surrounding GDR, presented problems for GDR. (Source 1A)
- East Berlin's economy struggled (Source 1A)
- The GDR was not self-sufficient in raw materials, lacking hard coal and iron ore. (Source 1A)
- one in six East Germans left the country. (Source 1A)
- Engineers and skilled workers were leaving in irreplaceable numbers (Source 1A)
- This massive brain drain forced the GDR into a struggle for survival (Source 1A)
- Western Berlin a 'festering sore' on the GDR (Source 1A)
- Kennedy stated that Allied presence in West Berlin, and access thereto, cannot be ended by any act of the Soviet government. (Source 1B)
- Kennedy states that the choice of war is largely USSR's. (Source 2B)
- Kennedy does not want military considerations to dominate the thinking of either East or West. (Source1B)
- Khrushchev stated that Adenauer was sending spies through West Berlin into East Germany (Source 2C)
- East Berliners were still escaping to West Berlin. (Source 2C)
- East and West Berlin are divided by the building of a concrete wall. (Source 2C and 2D)
- Wall guarded by police to ensure that no escapes (Source 1C and 1D)
- Any other relevant response.

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g., shows little or no understanding **of the reasons for the building of the Berlin Wall in 1961** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g., shows some understanding **of the reasons for the building of the Berlin Wall in 1961.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence e.g., demonstrates a thorough understanding **of the reasons for the building of the Berlin Wall in 1961.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)

[50]

QUESTION 2: WHY DID THE ANGOLAN CIVIL WAR OF 1975 BECOME THE BATTLEGROUND OF THE COLD WAR IN AFRICA?

2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- 'signed an independence agreement with Portugal'.
- 'that promised peace and a working political future for Angola'.

(2 x 1) (2)

2.1.2 *[Extraction of evidence from Source 2A – L1]*
- '… empowered a transitional government to administrate Angola from 31 January 1975'.
- '… until elections would be held later that year to determine a new government'. (2 x 1) (2)

2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- The movements had tribal differences amongst them that could not be resolved.
- The movements had ideological differences amongst them that could not be resolved.
- Each movement thought that it could govern Angola alone.
- Each movement was backed by different foreign powers who had their own agendas in Angola.
- Any other relevant response. (Any 2 x 2) (4)

2.1.4 *[Definition of historical concept from Source 2A – L2]*
- The liberation war by the MPLA, FNLA and UNITA to free Angola from Belgium's rule
- Any other relevant response. (Any 1 x 2) (2)

2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- The movements were seeking to find weapons and financial backing from foreign countries to fight each other over the sole right to govern Angola.
- Any other relevant response. (Any 1 x 2) (2)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- Cuba
- Russia (2 x 1) (2)

2.2.2 *[Extraction of evidence from Source 2B – L1]*
- 'to prevent the Soviet-backed MPLA from gaining power'
- 'the larger balance of power between the superpowers would be impaired'.
- 'Soviet and Cuban intervention as a part of a communist plan to dominate southern Africa'.
- 'Angola, under a pro-communist government was likely to become a springboard for nationalist guerrillas from the South West Africa People's Organisation to attack South West Africa'. (Any 3 x 1) (3)

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

- South Africa did not want a communist government on its northern border.
- Angola under the MPLA allowed SWAPO to have bases in Angola.
- SA wanted to protect her interest in South West Africa.
- Any other relevant response. (Any 2 x 2) (4)

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

- The USA was recently defeated in Vietnam and the public was against interference in the domestic affairs of other nations.
- USA did not want to publicly support SA intervention in Angola.
- The USA wanted to protect its economic interest in Angola by using other countries as proxies.
- Any other relevant response. (Any 1 x 2) (2)

2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*

- 'The Soviet decision to massively increase military aid to the MPLA '
- 'the Soviets sent a total of twenty-seven shiploads of weaponry'
- 'thirty-to-forty cargo planes of weaponry to the MPLA, '
- Any other relevant response. (Any 3 x 1) (3)

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

- 'the MPLA … Neto to request immediate and massive reinforcements from Havana'
- 'the injection of vast amounts of high-tech weaponry'
- 'The possibility that dozens of Cuban personnel would be taken prisoner or killed by the South Africans'
- 'that an anti-Communist regime would take root in Angola would certainly have diminished Castro's standing' (Any 2 x 1) (2)

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

- It allowed the MPLA to defeat their rivals.
- It tilted the balance of power towards the MPLA.
- The MPLA could hold off the South African advance on Luanda.
- Any other relevant response. (Any 1 x 2) (2)

2.3.4 *[Evaluation of the usefulness of Source 2C – L3]*

Useful to a great extent because:

- The source is written by a historian with a formal history education.
- The source accurately describes why and how Russia and Cuba became involved in the Angolan Civil War.
- The purpose of the source is to inform/give a better understanding of the reasons why foreign powers became involved in the Angolan Civil War.
- The information in this source can be corroborated with other historical sources.
- Any other relevant response. (Any 2 x 2) (4)

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2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*

- Foreign powers got involved in the civil war by sending weapons to Angola.
- Russia sent their most sophisticated weapons – T34 tank and MIG fighter jets to support the MPLA.
- Foreign involvement was huge as each superpower wanted to enhance its own agenda in Angola.
- It shows that the MPLA became a very powerful force to be reckoned with.
- Any other relevant response. (Any 1 x 2) (2)

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

- The MPLA became a formidable military force.
- The MPLA was able to withstand the onslaught from its rivals.
- The MPLA was able to defeat its rivals.
- The MPLA became the official government of Angola.
- Any relevant response. (Any 1 x 2) (2)

2.5 *[Comparison of evidence from Sources 2A and 2D – L3]*

- Source 2A states that the movements sought aid to bolster their positions whilst Source 2D shows the aid that was delivered by the foreign powers. /***Both sources indicate that foreign aid was supplied to Angola.***
- Source 2A states that the MPLA had tanks and jet fighters whilst Source 2D shows the tanks and Migs mentioned in source 2A. / ***Both sources show that tanks and jet fighters were used in the war.***
- Any relevant response. (Any 2 x 2) (4)

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

Candidates may include the following aspects in their responses.

- The three liberation movements failed to govern Angola collectively. (Source 2A)
- Rivalry for control emerged as a priority. (Source 2A)
- The movements now sought aid exclusively to bolster their positions as calculated against each other. (Source 2A)
- Cuba sent 230 instructors to Angola whilst Russia supplied weapons to the MPLA. (Source 2B)
- United States of America and South Africa in a determined effort to prevent the Soviet-backed MPLA from gaining power. (Source 2B)
- USA worried that the balance of power between the superpowers would be impaired (damaged). (Source 2B)
- South Africa perceived the Soviet and Cuban intervention as a part of a communist plan to dominate Southern Africa. (Source 2B)
- South Africa wanted a pro-Western government in Angola amendable to South African interests. (Source 2B)
- The MPLA requested help from Cuba. (Source 2C)
- Cuba launched Operation Carlotta. (Source 2C)
- South Africa, the USA, Cuba, Russia and China were all involved in the civil war in Angola. (Own knowledge and Source 2C)
- Foreign powers sent sophisticated weapons to Angola. (Source 2D).
- Angolan civil war became a proxy war of the superpowers.
- Any other relevant response.

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Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g., shows little or no understanding of **why the Angolan Civil war of 1975 become the battleground of the Cold War in Africa.** • Uses evidence partially to report on topic or cannot report on topic.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to the topic e.g., shows some understanding of **why the Angolan Civil war of 1975 become the battleground of the Cold War in Africa.** • Uses evidence in a very basic manner.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence e.g., demonstrates an insight of **why the Angolan Civil war of 1975 become the battleground of the Cold War in Africa.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

QUESTION 3: HOW DID THE FREEDOM SUMMER CAMPAIGN OF 1964 CONTRIBUTE TO THE GRANTING OF VOTING RIGHTS TO BLACK AMERICANS LIVING IN THE USA IN THE 1960s?

3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- 'The state was notorious (famous) for its high number of random lynchings'.
- 'and attacks on blacks'. (2 x 1) (2)

3.1.2 *[Extraction of evidence from Source 3A – L1]*
- 'CORE'
- 'SCLC'
- 'NAACP'
- 'SNCC' (Any 2 x 1) (2)

3.1.3 *[Interpretation of evidence from Source 3A – L2]*
- It would give the campaign receive greater media attention.
- It was hoped that it would lessen the aggressiveness from the state police and KKK.
- It would force the federal government to intervene.
- Any other relevant response. (Any 2 x 2) (4)

3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- Mississippi whites were racist, and many were members of the KKK.
- Mississippi whites feared communism as this event took place at the height of the Cold War.
- Mississippi whites wanted to retain their racial superiority over blacks in that state.
- Mississippi whites were against desegregation and equality.
- Any other relevant response. (Any 1 x 2) (2)

3.2 3.2.1 *[Definition of a concept in your own words from Source 3B – L1*]
- A person who fights against injustice.
- A person who fights to bring about political and social change.
- Any other relevant response. (1 x 2) (2)

3.2.2 *[Extraction of evidence from Source 3B – L1]*
- 'helping black people stand up for their rights'.
- 'register to vote' (2 x 1) (2)

3.2.3 *[Interpretation of evidence from Source 3B – L2]*
- Mississippi law enforcement officials were not keen to investigate the disappearance of the three activists.
- Mississippi law enforcement officials did not care about the lives of activists.
- Mississippi law enforcement officials were racists.
- Any other relevant response. (Any 1 x 2) (2)

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3.2.4 *[Synthesis of evidence from Source 3B – L2]*

- It led to the passing of the Voting Rights Act of 1965.
- Many Black Americans were taught how to read and write.
- Black history was taught to many Black Americans.
- All barriers that restricted Blacks from voting were removed.
- Any other relevant response. (Any 2 x 2) (4)

3.2.5 *[Ascertaining the reliability of the Source 1B – L3]*

Reliable to a great extent because:

- It is a primary source that gives first-hand information.
- The author of the source was a participant in the event.
- The date of the article corresponds with the timeline of the historical event.
- The purpose of the source is to give the reader an accurate account of what happened to the three activists.
- Any other relevant response. (Any 2 x 2) (4)

3.3 3.3.1 *[Analysis of evidence from Source 3D – L2]*

- The FBI wanted to get to the truth behind the disappearance of the three activists.
- The FBI wanted to know whether the activists were still alive.
- The FBI wanted to bring the perpetrators to justice.
- The FBI wanted to show that the organization was impartial towards the Civil Rights Movement.
- The FBI wanted to portray itself as the protector of the American justice system.
- Any other relevant response. (Any 2 x 2) (4)

3.3.2 *[Interpretation of evidence from Source 3D – L2]*

- The Freedom Summer campaign was supported by both blacks and whites.
- The Freedom Summer campaign was supported by those who supported racial equality irrespective of colour.
- Any other relevant response. (Any 1 x 2) (2)

3.4 *[Comparison of evidence to identify similarities in Sources 3B/3C – L3]*

- Source 3B states that the FBI was conducting a manhunt for the three men which is supported by Source 3C which states that the FBI must be called to give information about the missing activists. / ***Both sources mention that the FBI was looking for the missing men***.
- Source 3B mentions the names of the three missing activists whilst Source 3C also mentions the names and the pictures of the missing activists. / ***Both sources mention the names of the three missing activists.***
- Source 3B states that the parents demanded action that forced Johnson to request the FBI to investigate as seen in Source 3C. / ***Both sources show the action the American president undertook to solve the disappearance of the three activists.***
- Any other relevant response. (Any 2 x 2) (4)

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3.5 3.5.1 *[Extraction of evidence from Source 3D – L1]*

- 'raised the consciousness of millions of people to the plight of African Americans'
- 'and the need for change' (2 x 1) (2)

3.5.2 *[Extraction of evidence from Source 3D – L1]*

- 'black residents gained organising skills and political experience'
- 'the Voting Rights Act of 1965 legally empowered the federal government to send its own officials into local courthouses'
- 'more than half of African Americans in southern states had registered to vote'
- 'many were elected to local offices such as mayors, school boards and chiefs of police'
- Many SNCC and CORE staff went on to important careers in public service'
- 'John Lewis of SNCC was elected to the U.S. Congress'
- 'Mary King of SNCC oversaw the Peace Corps and Vista under President Carter.' (Any 2 x 1) (2)

3.5.3 *[Interpretation of evidence from Source 3D – L2]*

- The U.S. government refused to enforce its own civil rights laws.
- The pace of change was too slow.
- Many blacks still lived in poverty and under discrimination
- Many blacks grew impatient with the non-violent protest action of the CRM.
- Any other relevant response. (Any 2 x 2) (4)

3.5.4 *[Definition of concept from Source 3D – L1]*

- Rights given to all citizens of a country that give equality and equal protection to all citizens regardless of race.
- Any other relevant response. (Any 1 x 2) (2)

3.5.5 *[Extraction of evidence from Source 3D – L1]*

- 'Malcolm X'
- 'Stokely Carmichael' (2 x 1) (2)

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3.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources – L3]*
Candidates may include the following aspects in their responses:

- Mississippi had one of the lowest rates of registered black voters. (Source 3A)
- Mississippi was notorious for its high number of random lynchings and attacks on blacks. (Source 3A)
- COFO embarked on a voter registration campaign (Source 3A)
- White students used in the Freedom Summer campaign (Source 3A)
- Inclusion of whites would help the campaign get greater media attention. (Source 3A)
- Three activists disappeared – Johnson was forced to act. (Source 3B)
- Blacks were taught how to read and write. (Own knowledge)
- Black history taught in black schools (Own knowledge)
- Artificial qualifications for registration removed. (Source 3B).
- FBI forced to investigate the murder – applied more pressure for change (Source 3C)
- Freedom Summer raised the consciousness of millions of people about the plight of Black Americans and the need for change (Source 3D)
- The Voting Rights Act of 1965 gave voting rights to blacks (Source 3D)
- more than half of Black Americans in the southern states registered to vote. (Source 3D)
- Many were elected to local offices such as mayors, school boards and police chiefs. (Source 3D)
- Many SNCC and CORE staff have pursued important careers in public service. (Source 3D)
- Any other relevant response.

Use the following rubric to allocate a mark:

LEVEL 1	• Cannot extract evidence or extract evidence from the sources in a very elementary manner **e.g. shows no or little understanding of how the Freedom Summer campaign contributed to the granting of voting rights to Black Americans living in the USA in the 1960s.** • Uses evidence partially to report on topic or cannot report on topic.	**MARKS 0–2**
LEVEL 2	• Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic **e.g., shows some understanding of how the Freedom Summer campaign contributed to the granting of voting rights to Black Americans living in the USA in the 1960s.** • Uses evidence in a very basic manner.	**MARKS 3–5**
LEVEL 3	• Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic **e.g., demonstrates a thorough understanding of how the Freedom Summer campaign contributed to the granting of voting rights to Black Americans living in the USA in the 1960s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

SECTION B: ESSAY QUESTIONS

QUESTION 4: THE COLD WAR – VIETNAM

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

SYNOPSIS

Candidates need to agree or disagree with the statement. In agreeing with the statement, they should explain how Diem's refusal to have the elections LED to the guerrilla war and ultimately the US involvement to prevent Vietnam from becoming a communist state.

MAIN ASPECTS

Candidates should include the following aspects in their responses:
Introduction: Candidates should take a stance by explaining why they wanted to unite Vietnam and why they decided to oppose the US involvement in the war.

ELABORATION

- Vietnam was divided, along the 17th parallel into North and South Vietnam
- Geneva agreement promised election to unite the country by 1956
- North Vietnam was communist while South Vietnam was capitalist
- The USA gave unconditional support to South Vietnam.
- Diem refused to have the elections – fearing communist takeover
- Vietcong was formed to overthrow Diem and to unite Vietnam
- Vietcong supported by Vietminh via Ho Chi Minh Trail
- When Vietcong looked like winning the guerrilla war – the USA decided to intervene
- USA wanted to prevent the spread of communism in South East Asia – the 'Domino Effect'
- USA sent weapons and advisors – failed.
- USA introduced safe village policy – Vietcong opposed
- Vietcong farmers by day and freedom fighters by night.
- USA launched Operation Rolling Thunder to destroy Ho Chi Minh Trail – failed – LED to more support for the Vietcong
- Vietcong launched the Tet offensive (1968) – captured about 80% of towns and villages
- Tet offensive turned public opinion against the war.
- 'Operation Ranch Hand' – used chemicals to destroy forests (Agent Orange) and crops (Agent Blue).
- The US sent young and inexperienced soldiers to Vietnam.
- Highly effective use of guerrilla tactics by the Vietcong frustrated American strategies.
- The US used search-and-destroy missions – which resulted in large numbers of civilian deaths).

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- The My Lai Massacre dented the image of the USA
- The media applied pressure on the US government to withdraw from the war.
- Students and disarmament movements protested US involvement in the war.
- President Nixon's Vietnamisation policy.
- USA withdrew all troops by 1973 and North Vietnam took control of Saigon in 1975.
- Vietnam became a united country under communist regime.
- Any other relevant response.

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

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

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

SYNOPSIS

Candidates need to critically discuss the attempts Mobuto Sese Seko implemented to address the Congo's political and economic challenges after gaining independence from Belgium in 1960.

MAIN ASPECTS

Candidates should include the following aspects in their responses:
Introduction: Candidates need to critically discuss whether Mobutu's attempts to address the Congo's political and economic challenges failed or not.

ELABORATION

Political challenges

- Belgian Congo became independent on 30 June 1960 with Joseph Kasavubu as President and Patrice Lumumba as Prime Minister.
- The Congo crisis started when Moise Tshombe declared Katanga independent.
- Mobuto Sese Seko came into power through a military coup.
- Joseph Mobutu established a one-party state.
- He banned and suppressed all opposition parties.
- He violated the human rights of his opposition through political repression.
- He ruled by decree and controlled all appointments and promotions.
- In 1974 Mobutu introduced a policy of Zaireanization
- The period of independence in the Congo was characterised by violence and political upheaval.
- The Congo was highly fragmented along ethnic lines with leaders competing.
- Mobuto emphasised the importance of the Africanisation of their political systems
- He regarded democracy as 'un-African and a western imposition
- Mobutu developed a personality cult (Mobutuism) around himself.
- He was called the Father of the Nation and his deeds were endlessly praised in songs and dances.
- Mobuto Sese Seko remained as president for life between the 1960s and 1970s
- Mobuto Sese Seko created a kleptocracy where a group of appointed public officials abused their position.

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Economic challenges

- Mobuto implemented a very effective economic strategy after independence.
- Inflation was halted, the currency was established, output increased and government debts were kept low
- He nationalised the country's copper mining industry.
- Mobutu introduced a policy of Zaireanization replacing skilled foreigners with unskilled locals.
- He nationalised 2 000 foreign-owned small businesses without compensation
- He placed those businesses under the control of his own political allies and family members.
- He enriched himself at the expense of his own people.
- The foreign-owned businesses went bankrupt due to poor management, corruption, and maladministration.
- Corruption became so prevalent.
- The gap between the elite and ordinary citizens widened.
- Elitism and nepotism became the key features of the economy.
- Zaire became a kleptocracy.
- The Congo lacked a vibrant manufacturing sector
- The Congo had a few qualified technicians and engineers.
- The Congo lacked oil reserves, so the country suffered an economic crisis when oil prices rose in the 1970s.
- The country plunged into a crisis
- Mobutu implemented Retrocession – foreign owners were asked to return.
- Very few returned.
- The economy collapsed and the Congo became more dependent on foreign aid and investments.
- Any other relevant response

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

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

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

SYNOPSIS

Candidates should explain to what extent the goals of the Black Power Movement improved the lives of African Americans in the USA in the 1960s.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates should take a stance by indicating to what extent the goals of the Black Power Movement improved the lives of African Americans in the USA in the 1960s.

ELABORATION

Reasons for the formation of the Black Power Movement.

- Blacks were discriminated against and lived in poverty.
- Blacks became impatient with the slow pace of change.
- Blacks developed nationalist feelings.
- They rejected the non-violent approach of the CRM.
- Police brutality main reason for the emergence of BPM.

BPM philosophy

- Blacks must do things for themselves
- Black people should control the politicians and politics in their own communities.
- Black people should defend themselves against police brutality
- Black people should develop and emphasise pride in their own culture
- Promoted Afro hairstyle and African clothing.
- Any other relevant response.

Black Panther Party.

- Bobby Searle and Huey Newton formed the BPP for self-defence.
- They drafted a Ten Point plan to cover its goals.
- They demanded better living and working conditions for poor blacks.
- They patrolled inner cities to protect black people from police brutality.
- They ran feeding schemes, childcare and literacy projects in black communities.
- They ensured that Black History was taught in schools and universities.
- They clashed with police – LED to end of BPP.
- Any other relevant response.

Stokely Carmichael

- Encouraged Blacks to be proud of their heritage.
- Promoted Black separatism.
- He wanted to split the United States into separate Black-and-white countries
- He rejected white ideas on style and fashion and urged his people to wear afros
- He popularized the slogan ‘Black is beautiful’.
- He was against America’s involvement in the Vietnam War.
- In 1966 he was arrested whilst participating in a protest march.
- Any other relevant response.

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Malcolm X

- He preached Black self-sufficiency and armed defence against white oppression.
- He stated that bloodshed was necessary for revolution.
- He urged his followers to secure their rights “by any means necessary”.
- He urged Blacks to be proud of their heritage ad their African roots.
- Promoted the concept of ‘Black Pride’ (self-esteem/self-respect/self-help)
- He was in favour of black separatism instead of integration and revolution instead of reform.
- Any other relevant response.

Gains of the BPM

- Racial violence and tension declined
- African Americans were elected to public offices.
- Housing and facilities of Black Americans were improved.
- Black literacy increased and dependency on state grants declined.
- Affirmative action policies for federal employment were put into place.
- Millions of blacks were lifted out of poverty
- Greater racial pride and self-confidence were instilled among black people.
- Black voters were mobilised to support black candidates for office.
- There was an increase federal spending on the needy.
- There was a social and economic mobility of African Americans.
- Black Americans were registered at universities
- Any other relevant response.

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

TOTAL: 150

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