GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

PREPARATORY EXAMINATION

2024

MARKING GUIDELINES

HISTORY (PAPER 1) (10791)

28 pages

1. SOURCE-BASED QUESTIONS

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

LEVELS OF SOURCE-BASED QUESTIONS

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	• Extract evidence from sources • Selection and organisation of relevant information from sources • Define historical concepts/terms	**30% (15)**
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	**40% (20)**
LEVEL 3	• Interpret and evaluate evidence from sources • Engage with sources to determine the 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 guidelines, the requirements of the question (skills that need to be addressed), as well as the level of the question, are indicated in italics.

1.3 Assessment procedures for source-based questions.

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

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 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 = 4

Used mostly relevant evidence to write basic paragraph.

- Count all the ticks for the source-based question and then write the mark on the right hand bottom margin e.g. $\frac{32}{50}$
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script next to the appropriate number of the question

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

- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to 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 learner's interpretation of the question
- The construction of argument (planned, structured and has an independent line of argument
- The appropriate selection of factual evidence to support such an argument

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the first reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline), each of the main aspects/body that sustains/defends the line of argument (which is indicated by bullets in the marking guidelines) and a relevant conclusion (which is indicated by a bullet in the marking guidelines), e.g. in an answer where there are five (5) main points there could be about seven (7) ticks.

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

P	**Point:** The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	**Explanation:** The candidate should explain in more detail what the main point is about ad 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 additional symbols MUST be used when assessing an essay:

Introduction, main aspects and conclusion not properly contextualised

- Wrong statement
- Irrelevant statement

Λ

|
|
|

- Repetition
- Analysis
- Interpretation
- Line of argument

R
A ✓
| ✓
↕ 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.

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
PRESENTATION → CONTENT ↓	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, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	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.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and structured an argument. Evidence is used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive, or some attempt at developing an argument. No attempt to draw a conclusion	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 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 is 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
- Content selection 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

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: WHAT WERE THE CHALLENGES FACED BY EAST BERLINERS WHILE TRYING TO ESCAPE TO WEST BERLIN BECAUSE OF THE BERLIN WALL IN THE 1960S?

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

- German Democratic Republic (GDR, East Germany) (1 x 1) (1)

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

- To protect its population from fascist elements conspiring to prevent the 'will of the people' in building a socialist state in East Germany. (1 x 2) (2)

1.1.3 *[Explanation of concept from Source – L1]*

- a dictatorial leader that uses violence, intimidation and force to suppress opposition
- an abusive leader that rules/governs through violence, chaos and intimidation
- a leader that uses militarism, chaos, lawlessness and civil disorder to gain power/rule
- political system characterised by violence and lawlessness

(Any other relevant response.) (1 x 2) (2)

1.1.4 *[Interpretation of information in Source 1A – L2]*

- The wall was violating the human rights of all Berliners as it separated families from each other
- It reflected the autocratic nature of communism/Soviet Union as it wilfully/purposefully prevented Berliners from exercising their right to freedom
- The wall demonstrated the failure of Communism
- The West Berlin city government wanted to portray the Soviet Union and communism in a negative light
- It was embarrassing that Soviet Union kept citizens against their will/ A wall of condemnation

(Any other relevant response.) (1 x 2) (2)

1.1.5 *[Interpretation of information in Source 1A – L2]*

- East Germans wanted a better life and wanted to experience the freedom that West Berlin offered them
- They wanted access to better economic opportunities in West Berlin, because East Berlin did not offer increased economic opportunities
- East Berlin had economic difficulties because the Soviet Union focused on extracting reparations from East Germany rather than helping the East German economy to recover
- East Germans were struggling with economic challenges and the restrictive authoritarian rule of the Soviet Union in East Berlin/Germany
- Some East Germans wanted to be reunited with their families/loved ones in West Berlin

(Any other relevant response.) (1 x 2) (2)

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

- August 15 1961/15 August 1961 (1 x 1) (1)

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

- Conrad Schumann made a decision to flee
- "he gave photographers who were standing on the West Berlin side a signal."
- "They recognize his plan to escape."
- "to take advantage of the opportunity presented to him."

Any TWO (2 x 1) (2)

1.2.3 *[Explanation of historical concepts in the context of Source 1B – L2]*

- In the context of the division of Berlin, a refugee refers to East Berliners who were forced to leave their homes and flee East Berlin to go and live in West Berlin during the existence of the Berlin wall
- East Berliners who were forced to remain in West Berlin due to the restrictive political control from August 1961 until the fall of Berlin wall in 1989 in East Germany and East Berlin
- East Berliners who left their homes in East Berlin to escape to West Berlin for a better life in West Berlin
- East Germans who secretly left East Berlin to stay in West Berlin for political and economic reasons

(Any other relevant response.) (1 x 2) (2)

1.2.4 *[Interpretation of information in Source 1B – L2]*

- The East German state security and police did not want to accept that East Berliners resisted communism and the existence of the Berlin wall.
- Wanted to hide that communism was unattractive to East Germans/East Berliners and saw it as an embarrassment/slap in the face of the communist regime that an employee of the East German police force was escaping the east.
- To protect/defend communism as their ideology was put in a negative light by Conrad Schumann's escape to West Berlin.
- Schumann' escape demonstrated the despair felt by many soldiers and policemen and showed that the state security and police were in denial.
- It was an attempt to discredit the West/capitalism
- They did not want to take the blame for his escape/ reveal their weaknesses

(Any other relevant response.) (2 x 2) (4)

1.3 1.3.1 *[Interpretation of evidence from Source 1C – L2]*

- It was a photograph of the first East German soldier to flee East Berlin for West Berlin which was iconic/famous because it was an employee of the East German government that was supposed to prevent the escape of individuals to West Berlin.
- Conrad Schumann, as an East German soldier, became a hero in West Berlin as his escape proved to be evidence of the unhappiness of the East German people.
- Conrad Schumann's escape embodied the oppression and lack of freedom in East Berlin.
- Overseas newspapers used this image to discredit communism as an ideology of oppression.
- The West used it as a propaganda to undermine communism, but promote capitalism.
- It highlights that not all East Germans supported the government's decision to close the border with West Berlin.

(Any other relevant response.) (2 x 2) (4)

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

(a)
- Happy/Elated to see that East Germans were unhappy with the rule of communism and that it was being exposed to the whole world.
- Excited/Ecstatic to prove to the world that communism denies individual freedom
- View it as a victory for capitalism as the escape of Conrad Schumann was to West Berlin that was under the control of the West.

(Any other relevant response.) (1 x 2) (2)

(b)
- Betrayed/Disappointed that East Berliners did not support and show loyalty to communism.
- Angry that soldiers who were supposed to prevent the fleeing of East Berliners to West Berlin were fleeing communism themselves

(Any other relevant response.) (1 x 2) (2)

1.4 *[Comparison of evidence from Sources 1B and 1C – L3]*

- Source 1C shows Conrad Schumann jumping the barbed wire barricade to escape communism while Source 1B explains that Conrad Schumann jumped over the rolls of barbed wire at the corner of Bernauer and Ruppiner Strassen for freedom
- Source 1B explains that there were border guards to end movement to east Berlin .source 1B shows one of the guards jumping the wall
- Both sources shows that Conrad Schumann risked his job/life go get to west berlin/freedom
- Both sources shows that East Berliners desperately wanted to escape communism /were against communist rule

(Any other relevant response.) (2 x 2) (4)

1.5 1.5.1 *[Extraction of evidence from Source 1D – L1]*

- The first tunnel was built in September 1961
- Most tunnels were dug by western escape helpers who wanted to get their family and friends to West Berlin
- East Germans also dug their own way to the West
- Others escaped through underground sewerage system
- Forged passports and driving licenses from West Berliners Many people jumped into the Western sector from high windows on the East Berlin side

Any 4 (4 x 1) (4)

1.5.2 *[Interpretation of information in Source 1D – L2]*

- NBC was the USA's broadcasting television and radio network, they will be willing to buy films as they were against communism and wanted it to be portrayed in a negative light/propaganda
- Wanted to expose the evil/restrictive nature of communism
- Broadcast nationally that the Soviet Union built a wall to promote communism and restrict the freedom of East Berliners
- To encourage more people/East Berliners to escape
- They were supporters of capitalism and would therefore naturally opposed to communism

(Any other relevant response.) (1 x 2) (2)

1.5.3 *[Extraction of evidence from Source 1D – L1]*

- Heinz Jercha
- Siegfried Noffke (2 x 1) (2)

1.5.4 *[Evaluating the usefulness of Source 1D – L3]*

The source is useful because:

- It outlines methods used by East Germans to escape to West Berlin for a better life
- It explains that East Berliners used tunnels to live a life of freedom in West Berlin
- It highlights that escapees risked danger and faced imprisonment when caught trying to escape
- It is a book by a historian Hans-Hermann Hertle that gives an objective view on the escape methods of East Berliners to gain freedom in West Berlin
- It brings the two perspective of both the East and West when dealing with escapees
- It provides the methods that were also used by west Berliners to support east Berliners
- The information can be corroborated by source 1C which shows the policeman escaping to west Berlin

(Any other relevant response.) (2 x 2) (4)

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

Candidates could include the following aspects in their response:

- The Wall was erected on 13 August 1961 to prevent fascists elements (Source 1A)
- It became the 'Wall of Shame' because it separated families and friends from each other. (Source 1A)
- East Germans were killed while trying to escape to West-Berlin (Source 1A)
- Conrad Schumann, an East German soldier escaped to West Berlin for freedom (Source 1B and 1C)
- The East Germans considered portraying Schumann's escape as kidnapping but it received a lot of media attention in the West. (Source 1B)
- The USA viewed the Wall as a failure for communism because they seemed to need protection against the ideology of capitalism which was a threat to them (own knowledge)
- East Berliners forged passports and driving licences from West Berliners (Source 1D)
- Many people jumped into the Western sector from high windows (Source 1D)
- Used tunnels to escape to West Berlin (Source 1D)
- Berlin Wall divided families (own knowledge)
- Berlin Wall denied East Berliners economic and political freedom (own knowledge)
- East German police regularly shot, injured and killed East Berliners who tried to escape (own knowledge)

(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 challenges faced by East Berliners while trying to escape to West Berlin during the time of the Berlin Wall in the 1960s** • Uses evidence partially to report on topic or cannot report on topic.	**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 challenges faced by East Berliners while trying to escape to West Berlin during the time of the Berlin Wall in the 1960s** • Uses evidence in a very basic manner	**MARKS 3 – 5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough knowledge of the challenges faced by East Berliners while trying to escape to West Berlin during the time of the Berlin Wall in the 1960s** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	**MARKS 6 – 8**

(8)
[50]

QUESTION 2: HOW DID THE COLD WAR SUPERPOWERS CONTRIBUTED TO THE CIVIL WAR IN ANGOLA?

2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*

- MPLA
- FNLA
- UNITA (3 x 1) (3)

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

- Many Angolans believed that whoever held power in Luanda on 11 November would gain legitimacy as the leader of the new government (1 x 2) (2)

2.1.3 *[Explanation of historical concepts – L1]*

- An armed conflict between two or more groups within the same country

(Any other relevant response.) (1 x 2) (2)

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

- The USSR and the MPLA were both Marxist and supporters of Communism.
- The USSR generally supported anti-colonial/anti-imperial groups in Africa
- The USSR saw supporting the MPLA as a way to expand their communist influence in Africa
- The USSR's support was part of a policy aimed at countering the influence of the USA and its allies in Africa/capitalism
- Because of its geographical location to access to access trade routes/ mineral resources
- It was of strategic importance
- To advance their economic interest

(Any other relevant response.) (2 x 2) (4)

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

- The USA had been defeated in Vietnam and Americans did not want to risk a repeat
- The Vietnam war had been costly (money/lives) and the Americans did not wish to have a similar experience
- The USA's reputation had been harmed in Vietnam and it did not want further damage

(Any other relevant response.) (1 x 2) (2)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*

- The CIA (1 x 1) (1)

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

- Money
- Weapons (2 x 1) (2)

2.2.3 *[Explanation of historical concepts – L2]*

- People or groups representing someone else – the MPLA represented the USSR and UNITA/MPLA represented the USA
- Organisations fighting on behalf of another power who is not directly involved – MPLA on behalf of the Soviet block and the FNLA/UNITA on behalf of the West

(Any other relevant response.) (1 x 2) (2)

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

- They saw the MPLA as representing the interests of the USSR
- The MPLA was Marxist/communist, an ideology opposed to American capitalism
- America did not want Communism to spread in Africa
- America wanted to curtail the spread of the USSR's influence in Africa
- America wanted easy access to Angola's resources/wanted to deny these resources to the USSR.
- The USA did not want to allow USSR to set up a military base in Angola

(Any other relevant response.) (1 x 2) (2)

2.3 2.3.1 *[Interpretation of evidence from Source 2C – L2]*

- Henry Kissinger and President Ford are responsible for providing money to American proxies in Angola (there is money in the "Angola sandwich")
- The American public were not aware of exactly what was happening in Angola (the ingredients are redacted)
- Kissinger and Ford did not wish for the Americans to know what was happening in Angola (they did not want them "peeking")
- Kissinger and Ford were hiding the details of their involvement in Angola ("a list of ingredients that were definitely not included")

(Any other relevant response.) (2 x 2) (4)

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

- Kissinger and Ford were funding the conflict in Angola
- The American government and CIA were providing money to their proxies in Angola
- American involvement in Angola was costly to the American government

(Any other relevant response.) (1 x 2) (2)

2.4 *[Comparison of evidence from source 2B and 2C – L3]*

- 2B: We are told that American involvement was secret as far as the public and most of Congress was concerned. 2C: We see the American public ignorant and unable to see the details ("ingredients").
- 2B: We are told that the president was making the key decisions. 2C: We see president Ford with his hands on the "Angolan sandwich"
- 2B: We are told that America/the CIA provided money to groups in Angola. 2C: We see this money in the "Angola sandwich"
- 2B: We are told that American aid was "covert". 2C: We see the ingredients (the aid) are "redacted" and secret
- 2B: We are told that President Ford and Henry Kissinger provided aid to the FNLA and UNITA. 2C: we see Ford and Kissinger with their hands on a money-filled "Angola sandwich"

(Any other relevant response.) (2 x 2) (4)

2.5 2.5.1 *[Extraction of evidence from Source 2D – L1]*

- they had betrayed the anti-colonial struggle and "split" from the revolution, aligning themselves with the Western Cold War powers"

(1 x 2) (2)

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

- UNITA's alliance with the FNLA"
- "Its acceptance of support from South Africa and America" (2 x 1) (2)

2.5.3 *[Interpretation/Analysis of evidence from Source 2D – L2]*

- They were mere tools used by America/CIA because they received funding from them and were therefore controlled by them
- They were seen as proxies of western powers due to their opposition to the Marxist MPLA who were supported by Communist Soviet Union
- They were seen as carrying out the goals of America/CIA who opposed the USSR/Communism

(Any other relevant response.) (1 x 2) (2)

2.5.4 *[Interpretation/Analysis of evidence from Source 2D – L2]*

- They did not want the Marxist MPLA/USSR to have to access to the resources of Angola
- They wished to maintain their power in Angola by keeping its people poor by not allowing them to control their own resources

(Any other relevant response.) (1 x 2) (2)

2.5.5 *[Evaluation of the limitations of source 2D – L3]*

- The source shows only the Soviet perspective (negative view) on the organisations that were supported by America/the West
- The source is clearly biased in favor of the MPLA
- The information is from a Soviet newspaper and naturally supports the Soviet viewpoint against the conduct of the USA in Angola
- The source portrays the MPLA in a favorable light because they are supported by the Soviet Union and the FNLA/UNITA, negatively – because they are supported by the USA (2 x 2)

(Any other relevant response.) (4)

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

Candidates could include the following aspects in their response:

- At independence, the three organisations were unable to cooperate and the situation devolved in to civil war, focusing on Luanda (Source 2A)
- The USSR supported the MPLA before and after independence (Source 2A)
- The USA supported the FNLA secretly via the CIA (Source 2A)
- Cuba supported the MPLA with arms and advisors (Source 2A)
- The USA reached out to South Africa to aid UNITA/FNLA (Source 2A)
- The USSR wanted to expand the ideology of Communism while the USA wished to spread capitalism (own knowledge)
- The US involvement in Angola was secret and generally kept from the American public (Source 2B and 2C)
- Money and arms were transported via Zaire to the FNLA (Source 2B)
- US mercenaries fought in Angola against the MPLA (Source 2B)
- President Ford and Henry Kissinger were the main American leaders responsible for supporting the FNLA and UNITA (Source 2B and 2C)
- The USSR had a negative view of the FNLA and UNITA and saw them as traitors (Source 2D)
- The FNLA and UNITA were viewed as capitalist puppets (Source 2D)
- The USSR saw western involvement as motivated by a desire to control Angola's resources (Source 2D)
- The USSR had a good relationship with the MPLA (Source 2D)

(Any other relevant response.)

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner**. Shows little understanding of how Cold War superpowers contributed to the Civil War in Angola** • Uses evidence partially to report on topic or cannot report on topic	**MARKS 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a greater extent to the topic. • **Shows an understanding of how Cold War superpowers contributed to the Civil War in Angola.** Uses evidence from the sources in a basic manner	**MARKS 3 – 5**
LEVEL 3	• **Evidence is relevant and relates to the topic. Shows thorough understanding of how Cold War superpowers contributed to the Civil War in Angola** • Uses evidence effectively in an organised paragraph that shows an understanding of the topic	**MARKS 6 – 8**

(8)
[50]

QUESTION 3: WHAT IMPACT DID THE FREEDOM SUMMER CAMPAIGN OF 1964 HAVE ON THE VOTING RIGHTS OF AFRICAN AMERICANS IN THE UNITED STATES OF AMERICA IN THE 1960s?

3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*

- To register as many African American voters as possible in Mississippi (1 x 2) (2)

3.1.2 *[Definition of a concept in your own words from Source 3A – L1]*

- A person who provides a service for free
- White college students who joined African Americans in Mississippi to help with voter registration
- People from the Northern States who joined the Freedom Summer Campaign in Mississippi

(Any other relevant response.) (1 x 2) (2)

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

- SNCC (Student Nonviolent Coordinating Committee)
- CORE (Congress of Racial Equality)
- NAACP (National Association for the Advancement of Colored People)
- SCLC (Southern Christian Leadership Conference) (2 x 1) (2)

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

- To bring more attention to the Freedom Summer Campaign/Greater media coverage/to show that liberal whites also supported the cause
- To raise awareness of the voter registration problems in Mississippi
- To force the Federal government to protect the civil rights of Black Americans in Mississippi who were trying to register to vote

(Any other relevant response.) (1 x 2) (2)

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

- Mississippi whites were against the Freedom Summer campaign as it threatened their way of life
- Mississippi whites wanted to prevent African Americans from registering to vote because African Americans were the majority in most of these southern states
- They fought the hardest against integration and social equality because they did not want to be seen as equal with African Americans
- They were racist due to the master/slave relationship that had been part of their upbringing and many were members of the Ku Klux Klan
- They wanted to retain their racial superiority over African Americans in Mississippi because they wanted to maintain white supremacy

(Any other relevant response.) (2 x 2) (4)

3.2 3.2.1 *[Extraction of evidence from Source B – L1]*

- "who had been active in organising boycotts and helping with voter registration" (1 x 2) (2)

3.2.2 *[Extraction of evidence from Source B – L1]*

- "allegedly for speeding" (1 x 2) (2)

3.2.3 *[Interpretation of evidence from Source B – L2]*

- The disappearance of the three activists drew massive media attention to the Freedom Summer campaign and to Mississippi 's racism
- Mississippi was one of the nation's most segregated and racist states
- The families of Goodman and Schwerner were upper class liberal whites who demanded action
- The Freedom Summer campaign had national implications for the USA

- President Johnson and Attorney General Robert Kennedy, who were high profile government officials took great interest in civil rights matters
- SNCC and COFO workers requested the FBI to investigate the disappearance of the three activists
- They did not trust local law enforcement

(Any other relevant response.) (2 x 2) (4)

3.2.4 *[Evaluating the reliability of Source B – L3]*

The source is reliable because:

- It is a primary source that gives first-hand information, taken from the FBI Case Records about the investigation of the murders of the three activists
- The source gives an accurate account of what happened to the three activists
- The source mentions that the Attorney-General Robert Kennedy, a high profile government official, asked the FBI to lead the case
- The source provides evidence of how Pres. Johnson requested a new FBI field office in Mississippi
- The source provides evidence of what then happened to the perpetrators and that Deputy Price and Sheriff Rainey were arrested
- The date 1964 corresponds with date of the investigation report
- The information is corroborated by source 3A on the murder of the Activists

(Any other relevant response.) (2 x 2) (4)

3.3 3.3.1 *[Analysis of evidence from Source 1C – L2]*

- To show the involvement of the FBI in the case
- To get to the truth behind the disappearance of the three activists
- The FBI wanted to know whether the activists were still alive.
- To bring the perpetrators to justice
- The FBI wanted to show that they were impartial towards the Civil Rights Movement
- The FBI wanted to portray itself as the protector of the American justice system

(Any other relevant response.) (1 x 2) (2)

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

- The Freedom Summer campaign was supported by both blacks and whites
- The Freedom Summer campaign brought together a varied group of people who supported racial equality and civil rights

(Any other relevant response.) (1 x 2) (2)

3.4 *[Comparison of evidence from Source 3B and Source 3C – L3]*

- Source 3B states that the FBI launched a massive search for the three men which is supported by Source 3C which states that the FBI had to be called to give information about the missing activists
- Source 3B mention the names of the three missing activists whilst Source 3C also mentions the names and the pictures of the missing activists
- Source 3B states that the parents demanded action that forced Pres. Johnson to request the FBI to investigate as seen in Source 3C which shows the action the American president undertook to solve the disappearance of the three activists by getting the FBI involved

(Any other relevant response.) (2 x 2) (4)

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

- "African Americans registered to vote at higher rates in Mississippi and other Southern States" (1 x 2) (2)

3.5.2 *[Definition of concept in the context of Source 3D – L2]*

- To stop Black Americans from voting in Mississippi
- To deny Black Americans the right to vote due to discriminatory laws in the Southern States of America

(Any other relevant response.) (1 x 2) (2)

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

- The Freedom Summer campaign made it impossible for the American people to ignore the racist Southern States
- The campaign helped to raise awareness of the injustices of segregation and discrimination against African Americans in the South
- The campaign put pressure on the Department of Justice to fight racist terror in the South to bring an end to it
- The campaign put pressure on Pres. Johnson to pass the 1964 Civil Rights Act

(Any other relevant response.) (2 x 2) (4)

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

- The federal government sending its officials into local courthouses
- Many were elected to local offices such as mayors, school boards and chiefs of police
- More than half of African Americans in southern states had enrolled to vote
- Many SNCC and CORE staff went on to important careers in government
- John Lewis of SNCC was elected to U.S. Congress
- Mary King of SNCC supervised the Peace Corps and Vista under President Carter
- Julian Bond led the NAACP (2 x 1) (2)

3.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources – L3]*

Candidates could include the following aspects in their response:

- Only 6,7% of African Americans in Mississippi were registered to vote (Source 3A)
- Blacks were restricted from voting due to barriers of voter registrations and discriminatory laws (Source 3A)
- Black voters were harassed by the racist whites and Ku Klux Klan (Source 3A)
- COFO embarked on a voter registration campaign (Source 3A)
- White students were volunteers in the Freedom Summer Campaign (Source 3A)
- White volunteers were used to force confrontation between Federal and Mississippi State authorities (Own Knowledge)
- Mississippi whites did not welcome the volunteers (Source 3A)
- Whites used intimidation and harassment against the volunteers (own knowledge)
- Disappearance of three activists – Pres. Johnson forced to act (Source 3B)
- Johnson's reputation was at stake-had to prove that he was passionate about the Civil Rights of African Americans (Own Knowledge)
- FBI forced to investigate the disappearance and murders (Source 3C)
- White Americans could no longer ignore the racist Southern States (Own Knowledge)
- It spurred the American people to recognise the Civil Rights Movement (Own Knowledge)
- African Americans registered to vote at higher rates in Mississippi (Source 3D)
- Freedom Summer campaign raised awareness of the segregation and discrimination in the Southern states (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)

- Freedom Summer Campaign led to the establishment of Freedom Schools and community centres which provided education and resources to the Black Americans (Source 3D)
- Education provided Black Americans with the knowledge and skills to confront the injustices (Own Knowledge)
- Community centres provided Black Americans with a sense of empowerment to organise and mobilise for change (Own Knowledge)
- 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	• Uses evidence in an elementary manner. e.g., **shows no or little understanding in explaining what impact the Freedom Summer Campaign of 1964 had on the Voting Rights of African Americans in the United States of America in the 1960s.** • Uses evidence partially or cannot write a paragraph.	**PUNTE 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g**., shows some understanding in explaining what impact the Freedom Summer Campaign of 1964 had on the Voting Rights of African Americans in the United States of America in the 1960s.** • Uses evidence in a very basic manner to write a paragraph.	**PUNTE 3 – 4**
LEVEL 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding in explaining what impact the Freedom Summer Campaign of 1964 had on the Voting Rights of African Americans in the United States of America in the 1960s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**PUNTE 5 – 8**

(8)
[50]

SECTION B: ESSAY QUESTIONS

QUESTION 4: THE COLD WAR: CASE STUDY – VIETNAM

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

SYNOPSIS

Candidates need to critically discuss the statement that the tactics and methods used by the Vietcong posed a great challenge on American soldiers during the Vietnam war between 1963 to 1975. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to critically discuss the statement that the tactics and methods used by the Vietcong posed a great challenge to American soldiers during the Vietnam war between 1963 to 1975. They should support their line of argument with relevant historical evidence.

ELABORATE UITBREIDING

- Division of North and South Vietnam (Background)
    - ➢ USA first intervention in South Vietnam – sent weapons and military advisors against the Vietcong (Vietnamese communists)
    - ➢ Ho Chi Minh Trail and its significance (used by the Vietminh communist guerrillas from North Vietnam to support the Vietcong in the South)
- USA introduced 'Safe Village' policy/Hamlet strategy/Villagisation – trying to isolate/separate guerrillas from villagers (1962) (Background)
- President Johnson used the Gulf of Tonkin incident and resolution (1964) – excuse for escalation of the army
- The USA felt the war in Vietnam was not a conventional war like The Second World War
- USA sent 3 500 marines and ground troops Vietnam on 8 March 1965
- Operation Ranch Hand (1962-1971) – use of chemical defoliants (Agent Orange to destroy the forest) – and Agent Blue (to destroy agricultural products and food to weaken the Vietcong)
- President Johnson introduced Operation *Rolling Thunder* in March 1965 to quickly eliminate the Vietcong – ineffectiveness of conventional warfare
- Use of chemical weapons e.g. Napalm gas made the USA unpopular and many countries condemned the USA – caused most damage to the environment – ambushed the USA controlled cities

- Number of USA soldiers killed increased – led to anti-war demonstrations in the USA
- Difficulty in separating guerrillas from villagers – farmers/peasants (guerrilla warfare by the Vietminh and Vietcong)
- Highly effective use of guerrilla tactics by the Vietcong
- USA used Search and Destroy Policy to villages supporting the Vietcong – confused by guerrilla tactics
- The USA atrocities and My Lai massacre (March 1968) turned public opinion against the USA waged war/this resulted in large numbers of civilian deaths leading to more support for the Vietcong
- North Vietnam received military support from the USSR and China so the Vietminh and Vietcong had access to some modern weapons
- Guerrilla warfare was effectively used by the Vietcong, supported by Vietminh from the north and used tactics such as booby traps, hit and run, sabotage and underground tunnels – narrow to fit the Vietcong body structure but not the big USA soldiers
- The Vietcong increased its support base because of the tactics used against the USA soldiers
- The Vietnamese were united in the defence of their country
- Vietnamisation: President Nixon came up with the policy of strategic withdrawal from Vietnam. Also called WHAM (Winning the Hearts and Minds of the Vietnamese) signalled the failure of USA to stop Vietnam from becoming a communist state and its subsequent withdrawal
- The USA withdrew all troops by 1973 (President Nixon had signed the Paris Peace Accords on 27 January 1973 – ending USA involvement in the Vietnam war)
- North Vietnam took control of Saigon in 1975
- Vietnam was united under the communist control

(Any other relevant response.)

Conclusion: Candidate 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 should provide a balanced response by evaluating whether Mobutu Sese Seko' policies were ultimately unsuccessful at developing the Congo in the years following independence. These could include political stability, holding free and fair elections, multi-party democracy, infrastructure; to support their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- **Introduction:** Candidates should take a stance regarding whether they agree with the statement or not.

ELABORATION

Political stability

- Congo was under European colonial rule until the early 1960s
- After holding multi-party elections at independence Congo became a one-party-state within the first five years of independence
- Congo continued to hold elections
- Mobutu emphasised the importance of Africanisation of his political system (he regarded democracy as 'un-African' and a western imposition)
- Mobutu Sese Seko took pride in building his nation and vigorously promoted the pride of being Zairian
- Mobutu remained as 'president for life' between the 1960s and 1970s
- Opposition leaders were silenced, imprisoned and in some cases killed to maintain 'stability'
- Mobutu Sese Seko created a kleptocracy where a group of appointed public officials abused their position for financial gain
- Mobutu Sese Seko was extravagant and enjoyed expensive clothes and built himself palaces
- Mobutu Sese Seko aligned himself with the West

(Any other relevant response.)

Economic development:

- Congo relied heavily on agriculture and mineral extraction and was not able to develop a credible manufacturing sector
- Congo could not see significant increases in the standard of living for the majority of its people
- Experienced an economic crisis and therefore, relied on foreign aid/assistance

- Mobutu Sese Seko initially nationalised industry with his policy of Zairianisation but when this failed he adopted a capitalist model
- Mobutu Sese Seko accepted aid, investment and financial support from the West (e.g. the USA and France)
- Mobutu created a new class of elite supporters
- Weak economic policies – increasing gap between rich and poor
- Increased dependence on foreign investment. Mostly benefited small elite centered on Mobutu
- Personal enrichment and waste of resources (eg on his palace at Gbadolite)
- Inflation rates reached 100% and social welfare was cut. Production and exports declined
- Increased reliance on foreign aid
- Blumenthal Report – Blumenthal was the World Bank representative in Zaire. In a leaked report he stated that there was no chance the country would ever repay its debts.

Cultural

- At independence: Elitism. Small group with western knowledge and skills. Poor education for locals and limited access to tertiary education. French – main language
- "A bas le costumes" – "Down with suits". Western style clothing outlawed. "abacos" style of clothing encouraged.
- European-style names discourage.
- Democracy regarded as foreign concept – Mobutu ruled as a traditional chief
- Primary education improved. When government stopped funding and parents had to pay, enrolment dropped. Teachers (and other government employees) went unpaid – decline of education
- Nation building encouraged
- The arts, particularly traditional, were developed.
- Despite attempts at Africanisation, French remained dominant and favored the urban elite
- Eventually pressure from the West which cut off funding led to a decline in his power. Rebellion and eventual death in exile.

(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 need to explain to what extent the Black Power Movement succeeded in instilling pride and unity among African Americans in the United States of America in the 1960s**.** They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance by explaining to what extent the Black Power Movement succeeded in instilling pride and unity among African Americans in the United States of America in the 1960s. They should also provide an outline of how they will support their line of argument.

ELABORATION

- Conditions in the USA: (Background information)
  - African Americans still economically and politically crippled in the USA due to discriminatory (Jim Crow) laws
  - Lack of a sense of pride due to socio-economic circumstances (Lived in ghettos and slum areas/poor housing/under-resourced facilities)
  - African Americans became impatient with the slow pace of change and the impact of the Civil Rights Movement in the 1960s
  - African American subjected to police brutality – led to growth of nationalist feeling

- Black Power Movement advocated for the Black Power philosophy which promoted the spirit of assertiveness; self-reliance; black pride; control of politics in their own communities (advocated by Stockely Carmichael); African Americans to protect themselves against police brutality; blacks to seek freedom from white authority; promotion of Afro hairstyle and African clothing and coined the slogan 'Black is beautiful'

- Malcolm X promoted armed self-defence against white oppression
- He argued that bloodshed was necessary for revolution (black nationalism) and he advocated self-respect and self-discipline
- Promoted the concept of 'Black Pride' (self-esteem/self-respect/self-help)
- Encouraged African Americans to stand up against white American authorities in pursuit of freedom, justice and equality by whatever means possible
- Supported the use of violence as a means of self –defence against those who attacked African Americans
- Carmichael believed that the non-violent strategy failed because of ongoing violence against African Americans
- Advocated the exclusion of white 'liberals' as a philosophy for African Americans
- He promoted one plan to split the into separate black and white countries
- He was against the USA's involvement in the Vietnam war
- Impact: the most obvious forms of racial discrimination ended
- Racial violence and tension declined
- African Americans were elected to public offices
- Housing and facilities of African Americans were improved
- Black literacy levels improved and dependence on state grants were reduced
- Affirmative action policies for federal employment were put in place
- 1966 Bobby Seale and Huey Newton formed the Black Panther Party (BPP) for Self-Defence – against police brutality
- Adopted Ten Point Plan to cover its social, political and economic goals for the upliftment of the African American community
- The BPP ran feeding schemes, childcare and literacy projects in black communities – the feeding schemes eradicated hunger amongst the youth and improved learning in schools
- BPP literacy projects eradicated illiteracy amongst the African American communities
- BPP childcare projects took care of medical needs of African Americans in black communities
- BPP members patrolled the streets to monitor activities (policing the police) and defend themselves against police brutality
- BPP demanded that Black history must be taught in black schools
- Role of women e.g. Angela Davis; Fannie Lou Hamer

(Any other relevant response.)

Conclusion: Candidate should tie up their argument with a relevant conclusion **[50]**

TOTAL: 150