basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

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HISTORY P1

MAY/JUNE 2024

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 28 pages.

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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 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 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 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.

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- 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 bottom margin to the right, e.g. (32/50)
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require 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 assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are 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 appropriate selection of factual evidence (relevant content selection)
- The construction of an argument (planned, structured and has an independent line of argument)

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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 (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline).
For example, in an essay 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 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.

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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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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 constructed 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 a line of 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 the 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**

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*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

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID THE MARSHALL PLAN CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE SOVIET UNION AND THE UNITED STATES OF AMERICA (USA) IN 1947?

1.1

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

(a)

- '… to promote free trade and open markets …' (1 x 1) (1)

(b)

- '… to export (spread) communism wherever they could' (1 x 1) (1)

1.1.2 *[Explanation of a concept from Source 1A – L2]*

- A political theory/ideology based on the writings of Karl Marx which aimed at establishing a classless society in Europe to recover from the destruction of the Second World War
- An economic system in which Europe would own, control land, industry, property and wealth for all European countries to recover from the devastation caused by the Second World War
- Any other relevant response (any 1 x 2) (2)

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

- '… the populations of Europe – whose votes were needed to approve their countries' participation in the program – were strongly opposed to the prospect of choosing between ideologies …'
- 'and feared that increasing Soviet-American tensions were leading to yet another world war'
- '… the issue of domestic approval' (any 2 x 1) (2)

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

- The Congress was not keen/exhaustive to approve foreign aid to Europe because it felt they had contributed enough towards the improvement of the European economy
- The Congress felt the help they had been giving Europe was not bringing any changes
- Any other relevant response (any 1 x 2) (2)

1.2

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

- '… to alleviate (improve) the situation …'
- '… to help start the European world on its way to recovery …' (2 x 1) (2)

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

- 'This is the business of the Europeans'
- 'The initiative, I think, must come from Europe'
- 'The program should be a joint one, agreed to by a number, if not all European nations' (3 x 1) (3)

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1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- The USA will provide assistance that is not politically motivated
- The assistance that the USA will provide, shall be free from any ulterior motive/hide behind its aid to Europe
- Communist countries could also benefit from the Marshall Plan
- Any other relevant response (any 2 x 2) (4)

1.3

1.3.1 *[Analysis of evidence from Source 1C – L2]*
- It has been damaged by the effects of the Second World War
- Any other relevant response (1 x 2) (2)

1.3.2 *[Analysis of evidence from Source 1C – L2]*
- To assist Europe to recover economically/to alleviate poverty
- To stop the spread of communism to Europe
- To promote dollar diplomacy
- Any other relevant response (any 1 x 2) (2)

1.3.3 *[Analysis of evidence from Source 1C – L2]*
Represent:
- Financial aid to European countries
- Capitalism as an ideology of the West
- Symbol of hope
- Any other relevant response (any 2 x 2) (4)

1.4

1.4.1 *[Extraction of evidence from Source 1D – L1]*
- '… it was a resounding (definite) rejection of the Marshall Plan'
- 'The question of American economic aid ... has … served as a pretext (excuse) for the British and French governments to insist on the creation of a new organisation …' (any 1 x 1) (1)

1.4.2 *[Interpretation of evidence from Source 1D – L2]*
- It would make European countries dependent on the USA
- It would stop communist influence to European countries
- The enemy (Germany) would be provided with means to recover and be a threat along the border of the Soviet Union
- Any other relevant response (any 2 x 2) (4)

1.4.3 *[Extraction of evidence from Source 1D – L1]*
- '… based on the development of political and economic relations between states with equal rights …'
- '… based on the dominating position of one or several strong Powers in relation to other countries …' (2 x 1) (2)

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1.4.4 *[Definition of a historical term from Source 1D – L1]*

- A state wherein countries have sovereign (self-determination) control over their own political, economic, judicial and social spheres of life
- A situation in which there is no interference in the internal relations/affairs of other countries
- Any other relevant response (any 1 x 2) (2)

1.4.5 *[Determining the limitations of Source 1D – L3]*

The source is LIMITED because:

- It only presents the Soviet Union government's viewpoint - of rejecting the Marshall Plan
- The author is Molotov (Soviet Union Foreign Minister) who could not support the Marshall Plan
- It is biased against the Marshall Plan because its purpose was to criticise the Marshall Plan as a tool of intervention in the internal affairs of other countries
- The language used, e.g., a suggestive leading question such as, 'What will the fulfilment of the Franco-British proposal … lead to?' 'It will lead to nothing' meant to discredit the capitalists
- Any other relevant response (any 2 x 2) (4)

1.5 *[Comparison of Sources 1C and 1D to ascertain differences – L3]*

- Source 1C depicts Europe as the 'new dark continent' ready to accept assistance from the Marshall Plan while Source 1D refers to the creation of the Marshall Plan to intervene in the internal affairs of other countries
- Source 1C shows the Marshall Plan with a US dollar sign meant to assist Europe to economic recovery while Source 1D regards the Marshall Plan as a pretext to dominate the whole of Europe
- Source 1C refers to the Marshall Plan positively as a New Light in the West whereas in Source 1D Molotov rejects the Marshall Plan because of its negative intentions towards the Soviet Union
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- The United States of America (USA) and the Soviet Union adopted vastly different attitudes regarding their political goals for post-war Europe (Source 1A)
- The USA, through the Marshall Plan, intended to promote free trade and open markets (capitalism) in order to suppress communism (Source 1A and own knowledge)
- For the Marshall Plan to be accepted in Europe it had to avoid being framed in the context of a Soviet-American conflict (Source 1A)
- Most American Congressmen would approve financial aid to the Marshall Plan because they were staunch anti-communists (Source 1A)
- The USA was prepared to do whatever it could through the Marshall Plan to maintain political and economic stability in Europe (Source 1B)
- The USA was ready to oppose any government that would be seen as perpetuating human misery in order for them to profit politically or otherwise (own knowledge)
- The West regarded the Marshall Plan as a new light to the dark continent of Europe (Source 1C)
- The Marshall Plan was portrayed as a life-line to the European countries through American dollars as compared to the communists (Source 1C)
- The Marshall Plan was USA's means to entrench capitalism against communism in Europe (own knowledge)
- The Soviet Union wanted to control the funds Germany would receive from the Marshall Plan (own knowledge)
- The Soviet Union rejected the Marshall Plan (Source 1D)
- Despite the objection from the Soviet Union, the USA continued to implement the Marshall Plan (own knowledge)
- The Soviet Union saw the Marshall Plan as a USA excuse to intervene in the internal affairs of European countries (Source 1D)
- The Soviet Union saw the Marshall Plan as a plan to determine the direction in which European industry should develop (Source 1D)
- The Soviet Union saw the USA as dominating other countries and attempting to deprive them of their independence (Source 1D)
- The Soviet Union saw the Marshall Plan as leading to splitting Europe into two hostile blocs (Source 1D)
- Any other relevant response

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Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of how the Marshall Plan contributed to Cold War tensions between the Soviet Union and the United States of America (USA) in 1947.** • Uses evidence partially or cannot write a paragraph.	**MARKS: 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of how the Marshall Plan contributed to Cold War tensions between the Soviet Union and the United States of America (USA) in 1947.** • 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 how the Marshall Plan contributed to Cold War tensions between the Soviet Union and the United States of America (USA) in 1947.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS: 6–8**

(8)
[50]

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QUESTION 2: WHY DID FOREIGN COUNTRIES BECOME INVOLVED IN THE ANGOLAN CIVIL WAR IN THE 1970s?

2.1

2.1.1 *[Extraction of evidence from Source 2A – L1]*
- 'Marcelo Caetano' (1 x 1) (1)

2.1.2 *[Definition of historical term in Source 2A – L1]*
- A leader who has complete control over a country/accommodate no opposition/uses force
- A leader who rules by decrees and not through a constitution of the country
- Any other relevant response (any 1 x 2) (2)

2.1.3 *[Extraction of evidence from Source 2A – L1]*
- 'National Front for the Liberation of Angola' (FNLA)
- 'Popular Movement for the Liberation of Angola' (MPLA)
- 'National Union for the Total Independence of Angola' (UNITA) (3 x 1) (3)

2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- The USA wanted to use FNLA and UNITA to defend capitalism in Angola
- The USA was committed to prevent the spread of communism to Angola
- To protect USA's economic interest in Angola
- Any other relevant response (any 2 x 2) (4)

2.2

2.2.1 *[Extraction of evidence from Source 2B – L1]*
- 'When Russian assistance to the MPLA was resumed …' (1 x 2) (2)

2.2.2 *[Interpretation of evidence from Source 2B – L2]*
- To strengthen Roberto's FNLA which had the backing of the USA
- For FNLA to spread USA's capitalist propaganda through a television station and a newspaper/to initiate capitalist media propaganda
- Any other relevant response (any 1 x 2) (2)

2.2.3 *[Explanation of historical/concept from Source 2B – L2]*
- The temporary government that was established by the MPLA, FNLA and UNITA in Angola in preparation for the elections in 1975
- The temporary government set up in Angola after the signing of the Alvor agreement on January 1975
- Any other relevant response (any 1 x 2) (2)

2.2.4 *[Interpretation of evidence from Source 2B – L2]*
- The USA had to retain its role as the defender of democracy in Angola
- The USA decided to play a bigger role in the Angolan civil war as it wanted to regain its position as world leader
- The USA wanted to regain its prestige as world player
- The USA provided financial and military aid to FNLA to curb the spread of communism into Angola
- Any other relevant response (any 1 x 2) (2)

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2.3

2.3.1 *[Extraction of evidence from Source 2C – L1]*
- 'South African invasion would have been successful' (1 x 2) (2)

2.3.2 *[Extraction of evidence from Source 2C – L1]*
- '… as South Africans were advancing along the coast …'
- '… Luanda was going to fall' (any 1 x 2) (2)

2.3.3 *[Extraction of evidence from Source 2C – L1]*
- '… if the Soviet Union intervened, they wanted the United States to intervene …'
- '… that the United States openly and fully endorses the South African invasion in Angola …' (2 x 1) (2)

2.3.4 *[Interpretation of evidence from Source 2C – L2]*
- It was a covert (secret) military operation
- To strengthen the South African army to defeat the Cuban and Angolan armies
- Any other relevant response (any 1 x 2) (2)

2.3.5 *[Determining reliability of Source 2C – L3]*
The source is RELIABLE because:
- It is taken from an interview between Piero Gleijeses and D Denvir (first-hand information/direct source)
- The interviewee Piero Gleijeses was a History Professor
- Its purpose is to narrate details regarding Cuba and South Africa's participation in the Angolan civil war
- Any other relevant response (any 2 x 2) (4)

2.4

2.4.1 *[Interpretation of evidence from Source 2D – L2]*
- It relates to Cuba's idea of military internationalism (supporting other countries militarily)
- It implies Cuba was ready to support revolutions across the world which includes Angola
- Any other relevant response (any 1 x 2) (2)

2.4.2 *[Interpretation of evidence from Source 2D – L2]*
- Cuba did not ask a lot financially from Angola in return for its support in protecting the ideology of communism
- Fidel Castro was prepared to make it easy for countries such as Angola, which required weapons by offering 'easy term' payments
- Any other relevant response (any 1 x 2) (2)

2.4.3 *[Interpretation of evidence from Source 2D – L2]*
- Relaxed and ready to help militarily
- Ready to offer support to revolutions globally on easy term payments
- Any other relevant response (2 x 2) (4)

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2.5. *[Comparison of similarities between Sources 2C and 2D – L3]*

- Source 2C states that Cuban intervention in Angola was decisive as they were able to push the South African Defence Force out and Source 2D shows that Castro supplied weapons and military support to Angola
- Source 2C refers to Angola sending a desperate appeal to request Cuba's help and in Source 2D Castro's (Cuba) gun shop shows readiness to assist Angola with words like, 'Open Come in', 'Easy Terms', 'Concessions Spoken', 'Revolution Reduction Sale' and 'All Major Hemispheres Accepted'
- Both sources highlight Castro's (Cuba's) readiness to assist Angola
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response.

- At the end of colonialism in Angola the three nationalist movements, the MPLA, FNLA and UNITA almost went to war with each other because of different ideologies (Source 2A)
- Immediately the South Africans and the Cubans got involved in Angola (Source 2A)
- USA supported the capitalist FNLA, the Soviet Union and Cuba supported the communist MPLA and South Africa (SA) supported capitalist UNITA (Source 2A)
- FNLA was also supported by China (own knowledge)
- Foreign countries were interested in Angola's mineral resources (own knowledge)
- The USA became alarmed when the MPLA turned to the Soviet Union for assistance (Source 2B)
- The USA provided financial assistance to the FNLA for Roberto Holden to make his mark in the transitional government (Source 2B)
- USA's main concern was that a Soviet victory in Angola would upset the global balance of power (Source 2B)
- The USA feared the domino theory would take hold in Africa (own knowledge)
- USA's prestige/reputation had been damaged by being defeated in the Vietnam War (Source 2B)
- USA's defeat in Vietnam worried Kissinger who felt that the former needed to have a stronger show of force in Angola to reassert American power (Source 2B)
- South Africans intervened because they saw Soviet and Cuban involvement as part of a communist plan to dominate southern Africa (Source 2C)
- South Africa supported the FNLA and UNITA because they committed themselves to opposing MPLA (own knowledge)
- SA lobbied for support from USA by taking an anti-communist stance in Angola (Source 2C)
- The Cubans provided weapons to Angola to prevent a South African invasion (Source 2D)
- Cuba was driven by its idea of military internationalism (ALL MAJOR HEMISPHERES ACCEPTED) to offer support world-wide (Source 2D)
- Cuba offered military support to Angola on easy term payments (Source 2D)
- Any other relevant response

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Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of why foreign countries became involved in the Angolan civil war in the 1970s.** • Uses evidence partially or cannot write a paragraph.	**MARKS: 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of why foreign countries became involved in the Angolan civil war in the 1970s.** • 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 why foreign countries became involved in the Angolan civil war in the 1970s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS: 6–8**

(8)
[50]

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QUESTION 3: DID THE FREEDOM SUMMER CAMPAIGN SUCCEED IN ADDRESSING VOTER REGISTRATION CHALLENGES FACED BY BLACKS (AFRICAN AMERICANS) IN THE UNITED STATES OF AMERICA (USA) IN THE 1960s?

3.1

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

- 'Although blacks made up nearly half the population, in Mississippi, only five per cent were registered to vote'
- 'In some counties, not a single black person was registered'
- '… to keep pressure on the government to protect their rights' (any 2 x 1) (2)

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

- '… fill out the complicated voter registration forms'
- '… helped poor people get government assistance …'
- '… taught black children to read and write' (3 x 1) (3)

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

- 'As a result of COFO efforts' (1 x 1) (1)

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

That:

- The Civil Rights Movement was multi-racial
- It was a USA battle in which all citizens demanded that everyone had a right to vote
- Most of the white civil rights activists joined the African Americans to end discrimination in the USA
- The white students were committed in ensuring that the African Americans are not subjected to voter registration literacy tests
- Any other relevant response (any 2 x 2) (4)

3.2

3.2.1 *[Interpretation of evidence from Source 3B – L2]*

- It represents the confederate states of the USA
- It represents southern states that were more discriminating than the north
- It represents white supremacy
- Any other relevant response (any 1 x 2) (2)

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

- They were not standard literacy tests
- The complexity levels of the voter registration literacy tests were constantly changed to ensure that African Americans failed them
- New voter registration literacy tests were designed to deny African Americans from qualifying to vote
- Any other relevant response (any 2 x 2) (4)

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3.2.3 *[Interpretation of evidence from Source 3B – L2]*

- Questions asked were not related to any aspect of voting
- The questions were purposely made difficult to prevent African Americans from voting
- The failure rate was too high and justified the fact that African Americans could not be able to participate in the voting process
- A bottle labelled COUNT THE JELLY BEANS serve as an example of an unfair question
- Promoted discrimination against African Americans
- Any other relevant response (any 2 x 2) (4)

3.3

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

- '… there were no black elected officials in the district'
- 'The only thing the whites could do was kill me' (any 1 x 1) (1)

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

- She was purposely failed to discourage the African Americans from registering to vote
- The literacy tests were purposely made complex and difficult to pass
- The Federal Government wanted to ensure that few African Americans qualified to vote regardless of their ability to read and write
- She failed the literacy test because of being intimidated by KKK
- Any other relevant response (any 1 x 2) (2)

3.3.3 *[Definition of a historical term from Source 3C – L1]*

- An organised societal action to achieve a set goal
- A non-violent action towards a specific demand
- Mobilisation of society to achieve an objective
- Any other relevant response (any 1 x 2) (2)

3.3.4 *[Ascertaining the usefulness of evidence from Source 3C – L3]*

The source is USEFUL because:

- The extract has direct words made by Fannie Lou Hamer
- It appeared on a national newspaper – *The Washington Post*
- Fannie Lou Hamer was a Civil Rights activist, a member of SNCC and a founder of the Mississippi Freedom Democratic Party
- It sheds light on challenges that black voters encountered from voter registration tests
- Any other relevant response (any 2 x 2) (4)

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

- Source 3B depicts an African American person being subjected to a difficult voter registration literacy test and Source 3C suggests that African Americans were required to take literacy tests to discourage them from voting/Both sources illustrate how the African Americans were subjected to complicated voter registration literacy tests
- Source 3B shows a bottle labelled Count the Jelly Beans as a requirement to qualify as a voter and in Source 3C African Americans were intimidated by having to provide answers to questions of a personal nature in order to qualify as voters
- Both sources cite how the African Americans were intimidated by the racist's government officials during the voter registration period
- Both sources explain how the USA's Constitution was disregarded by the federal states and how it failed to protect the civil rights of the African Americans
- Any other relevant response (any 2 x 2) (4)

3.5

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

- '… instituted dusk-to-dawn curfews (restrictions) …'
- '… attempted to ban the implementation of Freedom Schools …' (2 x 1) (2)

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

- 'James Chaney'
- 'Andrew Goodman'
- 'Michael Schwerner'
- 'Medgar Evers' (any 3 x 1) (3)

3.5.3 *[Explanation of a historical term from Source 3D – L2]*

- The system of dividing power between the centralised national government and the local state government in the USA
- The centralised government whose responsibility is to maintain law and order and the general welfare of the USA citizens
- A centralised form of government that allows limited and basic legislative, executive and judicial powers to state governments
- Any other relevant response (any 1 x 2) (2)

3.5.4 *[Interpretation of information from Source 3D – L2]*

African Americans

- Were excluded from voter registration because nearly half of the population of Mississippi were African Americans
- Felt intimidated and they were afraid to register to vote
- Were discouraged by unfair literacy tests
- Were afraid of the violence from the KKK
- Registered to vote were still unacceptably low
- Could not read and write so as to pass the voter registration literacy tests
- Any other relevant response (any 1 x 2) (2)

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

Candidates could include the following aspects in their response:

SUCCEEDED

- A thousand college students – most of them white – were brought to Mississippi to register voters and teach in Freedom Schools (Source 3A)
- Fannie Lou Hamer ran for Congress as a Mississippi Freedom Democratic Party candidate (Source 3C)
- Led to the growing power of the Civil Rights Movement (Source 3D)
- Activists increased their national profile (Source 3D)
- It sparked a national movement (Source 3D)
- President Lyndon Johnson signed the Voting Rights Act in 1965 (Source 3D)
- Any other relevant response

NOT SUCCEEDED

- The majority of the African Americans were barred from registering to vote in Mississippi and other Southern States (Source 3A)
- Complex and difficult voter registration literacy tests (Sources 3A and 3B)
- Most of the African Americans in the Southern States were illiterate (Source 3A)
- White student activists on voter registration campaigns were subjected to police brutality (Source 3A)
- Media was harassed by the police thus international exposure was limited (own knowledge)
- The federal states disregarded the Supreme Court judgements which ruled that all Americans are legible to vote (Source 3B)
- African Americans were not represented at any district level (local government) (Source 3C)
- The African Americans were denied the basic human and civil rights like education (Source 3C)
- The racist groups – Ku Klux Klan killed and terrorised the Freedom Summer campaigners (Source 3C and 3D)
- Fannie Lou Hamer was discriminated at district level by the Mississippi white racist political leaders who threatened to kill her (Source 3C)
- Curfew hours in Mississippi (Source 3D)
- The federal and national government failed to respond or curb the brutal police attacks during the campaigns (Source 3D)
- The FBI protected KKK murderers as the charges against them were dropped (own knowledge)
- Any other relevant response

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Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of whether the Freedom Summer Campaign succeeded in addressing the voter registration challenges that were faced by blacks (African Americans) in the United States of America in 1964.** • Uses evidence partially or cannot write a paragraph.	**MARKS: 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic e.g. **shows some understanding of whether the Freedom Summer Campaign succeeded in addressing the voter registration challenges that were faced by blacks (African Americans) in the United States of America in 1964.** • 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 whether the Freedom Summer Campaign succeeded in addressing the voter registration challenges that were faced by blacks (African Americans) in the United States of America in 1964.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS: 6 – 8**

(8)
[50]

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SECTION B: ESSAY QUESTIONS

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

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

SYNOPSIS

Candidates should explain whether they agree or disagree with the statement. In agreeing with the statement, they need to explain how the military tactics applied by the United States of America succeeded in defeating the Vietcong during the Vietnam War between 1963 and 1975. If the candidates disagree with the statement, they need to substantiate 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 indicating whether they agree or disagree with the statement that the military tactics applied by the United States of America succeeded in defeating the Vietcong during the Vietnam War between 1963 and 1975. They should also provide an outline of how they would support their line of argument.

ELABORATION

Focus on the military tactics used by both the USA and the Vietcong

- Conditions immediately before the war:
  - The division of Vietnam and the formation of the Vietcong (Background)
  - Reasons for USA involvement: containment and domino theory
- USA's first intervention in South Vietnam (1957 – 1963) – sent weapons and military advisors against the Vietcong – passive involvement
- Ho Chi Minh Trail was used by the Vietminh (communist guerrillas from North Vietnam) to support the Vietcong – Helped to supply the Vietcong with food and weapons – made USA tactics to fail
- USA introduced 'Safe Village' policy/Hamlet strategy/Villagisation – trying to isolate/separate guerrillas from villagers (1963)/Safe village policy failed because the Vietcong operated inside villages
- The Gulf of Tonkin incident and resolution (1964)/The USA felt the war in Vietnam was not a conventional war like World War II
- USA sent 3 500 marines on 8 March 1965 and ground troops to Vietnam/ conventional military strategy were confused by guerrilla tactics
- 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)
- Use of chemical weapons made USA unpopular and was condemned by many
- President Johnson introduced Operation Rolling Thunder in March 1965 to quickly eliminate the Vietcong as quickly as possible
- Guerrilla warfare by the Vietminh and Vietcong (difficulty in separating guerrillas from villagers – farmers/peasants)
- Vietcong responded with the Tet Offensive (1968) – surprise attacks on 100 cities
- Number of USA soldiers killed increased – led to anti-war demonstrations
- Highly effective use of guerrilla tactics by the Vietcong

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- USA sent young and inexperienced soldiers to Vietnam
- USA used Search and Destroy missions (My Lai Massacre) to destroy villages supported by Vietcong
- This resulted in large numbers of civilian deaths – which called for more support for the Vietcong
- USA atrocities and My Lai Massacre (March 1968) turned public opinion against the war
- 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, underground tunnels, hit and run, sabotage
- 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
- USA withdrew all troops by 1973 and 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 communist control/USA military tactics had not succeeded in defeating the Vietcong
- Any other relevant response

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

[50]

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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 critically discuss whether Mobutu Sese Seko brought positive changes to the Congo through the political, economic and social policies that were introduced after the country attained independence in 1960. If his policies did not always bring about positive changes, candidates should also refer to the negative changes.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a critical stance by indicating whether policies introduced by Mobutu Sese Seko were able to bring positive changes to the Congo after independence. They should indicate how they intend to support their line of argument.

ELABORATION

Political policies

- Congo became independent on 30 June 1960 with Joseph Kasavubu as President and Patrice Lumumba as Prime Minister. Joseph Kasavubu preferred that Congo be a federal state while Lumumba argued for a strong centralised national government/Lumumba also in conflict with Moise Tshombe
- Congo started with a lot of political instability – with Tshombe focused on secession of Katanga for its own independence
- Mobutu seized power from Kasavubu through a coup d'état in 1965
- He managed to bring some form of political stability (positive change)
- Mobutu applied authoritarianism to achieve political stability (negative change)
- In 1967 Mobutu managed to stop the Katanga rebellion (positive change)
- Gave his country a new constitution as a one party-state under his party, the Popular Movement for the Revolution (MPR) (positive change)
- Congo became a one-party state within the first five years after gaining independence with all opposition suppressed (negative change)
- Mobutu developed a personality cult/Mobutuism made Congo an autocratic state under himself as a military dictator (negative change)
- He was supported by the USA because he was seen as anti-communist ally (negative and positive changes)
- He created a strong centralised government and controlled all appointments, promotions and the allocation of government revenue (negative and positive changes)
- He introduced a policy of Zaireanisation, a policy that replaced skilled foreigners or those occupying strategic management positions with the unskilled locals – which led to maladministration and mismanagement in political leadership roles (positive and negative changes)
- He allowed nepotism (kleptocracy) (negative change)
- Mobutu remained as 'president for life' until his death in 2007
- Any other relevant response

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Economic policies

- Nationalisation: Mobutu nationalised the country's copper mining industry and used profits from copper industry to finance his 10-year industrialisation plan (positive change)
- Nationalised foreign owned companies without compensation
- Foreign companies placed under control of his allies and family members (negative change)
- Introduced Zaireanisation (replacing foreigners with Zairian nationals) (positive and negative changes)
- Zaireanisation led to corruption, theft and mismanagement (negative change)
- The economy was characterised by nepotism and elitism which created a big gap between the elite and ordinary citizens/rich and poor (negative change)
- Weak economic policies led to the decline in the state of infrastructure such as roads and other infrastructure (poor economic policies)
- Mobutu created a kleptocracy - wherein a group of appointed public officials abused their position for financial gain (negative change)
- Mobutu was forced to introduce Retrocession (return of foreign owners) (ineffectiveness of Zaireanisation as an economic policy)
- Very few foreign owners returned
- Increase in the price of oil affected agriculture
- Congo's economy collapsed
- Congo became dependent on foreign aid and investment, e.g. from the World Bank (negative change)
- Any other relevant response

Social policies

- At independence Congo had 14 university graduates out of 14 million people
- Implemented a policy of Authenticité (originally to promote indigenous customs and beliefs) to eradicate colonial influence and unify Zairians with a sense of pride for own culture. Also referred to as Africanisation (positive change)
- Replaced Christian names with African names, e.g. The Congo was renamed Zaire in 1971;
- Leopoldville became Kinshasa, Elisabethville became Lubumbashi, and Stanleyville became Kisangani; Mobutu also changed his name from Joseph-Desire Mobutu to Mobutu Sese Seko Kuku Ngbedu Waza Banga, meaning, 'The All-Conquering Warrior Who, Because of his Endurance and Inflexible Will Win, Will go from Conquest to Conquest Leaving Fire in His Wake.' (positive changes aligned to de-colonisation)
- Clothing: wearing of western-style suits were outlawed (by a decree) and replaced with 'abacos' (A bas le costumes'), meaning 'down with the suit' (positive change)
- Promoted local music (positive change)
- Mobutu regarded democracy as a foreign ideology to Africa – he ruled as a Chief in a traditional African style and used it to strengthen his own authoritarian position (negative change)
- French remained the language of instruction and education system continued to favour the urban elite (negative change)
- After independence, primary education and school enrolment rose from 1,6 million in 1960 to 4,6 million in 1974 (positive change)/When State funding was withdrawn by Mobutu, parents had to start paying and primary education started to decline (negative change)

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- Teachers and hospital staff went unpaid for months due to poor economic and political practices (negative change)
- Poverty increased due to food inflation (negative change)
- Any other relevant response

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

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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 was militant and violent movement in nature in advocating respect for the lives of 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 was militant and violent movement in nature in advocating respect for the lives of 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 Americans subjected to police brutality – led to growth of nationalist feelings.
- 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 Stokely 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 (militant)
- He argued that bloodshed was necessary for revolution (militant and violent) 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 (militant)
- Supported the use of violence as a means of self-defence against those who attacked African Americans (violent)
- Stokely Carmichael believed that the non-violent strategy failed because of on-going violence against African Americans (violent)
- Advocated the exclusion of white 'liberals' as a philosophy for African Americans
- He promoted one plan to split the USA 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 (self-esteem)
- Black literacy and dependence on state grants were limited (self-esteem)

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- Affirmative action policies for federal employment were put in place
- 1966 Bobby Searle and Huey Newton formed the Black Panther Party (BPP) for Self-Defence – against police brutality (militant and violent)
- Adopted Ten Point Plan to cover its social, political and economic goals for the upliftment of the African American community/black empowerment (self-esteem)
- 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 (Black empowerment)
- BPP literacy projects eradicated illiteracy amongst the African American communities (Black empowerment)
- BPP childcare projects took care of medical needs of African Americans in black communities (Black empowerment)
- BPP members patrolled the streets to monitor police activities (police the police) and defend themselves against police brutality (militant)
- BPP demanded that Black history must be taught in black schools
- Any other relevant response

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

TOTAL: 150

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