basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

HISTORY P1

2022

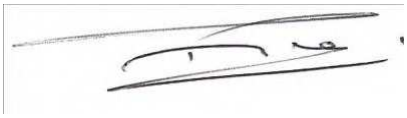
MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 26 pages.



UMALUSI MODERATOR



INTERNAL MODERATOR



CHIEF EXAMINER

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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.

- 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. $\frac{32}{50}$
- 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)

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.

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.

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(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 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**

*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 ATTEMPT TO RESTORE THE EUROPEAN ECONOMY AFTER THE DEVASTATION OF THE SECOND WORLD WAR?

1.1

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

- 'The economic situation overall appeared to be deteriorating'
- 'Recovery to date had been financed by drawing down on domestic stocks and foreign assets'
- 'Capital was increasingly unavailable for investments'
- 'Trade between European nations was stagnant' (any 2 x 1) (2)

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

- 'food shortages'
- 'unemployment'
- 'hardships associated with war and recovery' (any 2 x 1) (2)

1.1.3 *[Definition of a concept in own words from Source 1A – L1]*

- A political theory/ideology based on the writings of Karl Marx which aimed to establish a classless society
- Communism can be referred to as an economic system in which the state owned and controlled the land, industry, property and wealth of the nation
- Any other relevant response (any 1 x 2) (2)

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

- Communist take-over of capitalist countries such as France and Italy were a threat to the USA
- USA might be unable to contain the spread of communism into Europe
- USA might lose major trading countries
- USA businesses might be negatively affected/capitalist threat
- It would threaten the image of the USA as a world power
- Any other relevant response (any 2 x 2) (4)

1.2

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

To ensure:

- 'individual liberty'
- 'free institutions'
- 'genuine independence'
- 'restoring sound economic conditions' (any 2 x 1) (2)

1.2.2 *[Explanation of a term from Source 1B – L2]*

- The right of individual countries to choose whether they want to/not to participate in the Marshall Plan
- Eastern European countries must choose for themselves whether they should participate in the Marshall Plan without interference from Russia
- Individual freedom that European Nations should enjoy outside normal government restrictions or laws
- Any other relevant response (any 1 x 2) (2)

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

- 'meet immediate need for food, medicine, and housing'
- 'increase industrial and agricultural production by rapidly rebuilding factories, railroad, bridges, etc.'
- 'combat inflation and establish financial stability'
- 'create a common market free of national trade barriers' (any 2 x 1) (2)

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

Improving:

- 'European production'
- 'Business organisation'
- 'Labour-management relations' (any 2 x 1) (2)

1.2.5 *[Interpretation of evidence from Source 1B - L2]*

- To share the aid equally amongst themselves in order to rebuild Europe as a whole/European nations did not want to share aid equally
- To compromise on differences in order to rebuild Europe as a whole and not to rebuild individual countries/ European nations had disagreements on how much of the aid each country were to be allocated
- USA wanted to rebuild Europe as a collective against the expansion of communism
- USA wanted to secure Western Europe as a capitalist sphere of influence
- The USA determined that no European country would conform to communism
- Any other relevant response (any 2 x 2) (4)

1.3

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

- Europe was destroyed during the Second World War/Europe was in ruins
- Europe needed the Marshall Plan (outside help) to recover economically from the effects of the Second World War
- Assisting Europe to recover economically would be a big challenge to the Marshall Plan
- Any other relevant response (any 2 x 2) (4)

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

- To suggest that Europe's economy should be restored to pre-war levels/ to suggest that Europe received a life line through the Marshall Plan to find its way back to recovery
- To show that the Marshall Plan was the means Europe could use to rebuild their economies
- To show that the USA was the only superpower that could rebuild and restore Europe's economy
- It implies the acceptance of capitalism and not falling prey to communism
- Any other relevant response (any 1 x 2) (2)

1.4

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

- 'glaring (obvious) example of the way in which the principles of the United Nations are violated'
- 'of the way in which the organisation is ignored' (2 x 1) (2)

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

- European countries would become dependent on the USA
- The USA put severe pressure on Europe to participate in the Marshall Plan instead of allowing countries to implement their own recovery plan
- USA could dictate the internal affairs of European states once they accepted the Marshall Plan aid
- USA used it as a Cold War strategy to force countries to choose capitalism instead of communism
- The USA will have economic and political control of European countries
- Any other relevant response (any 2 x 2) (4)

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

The source is LIMITED because:

- The author, a Soviet Foreign Minister, viewed the Marshall Plan in a negative way/language/Soviet propaganda in relation to Marshall Plan is negative, e.g. 'so called Marshall Plan'
- The source is bias against the implementation of the Marshall Plan (USA) which is depicted as violating the principles of the United Nations
- The source does not show the positive contributions of the Marshall Plan in rebuilding Europe
- Any other relevant response (any 2 x 2) (4)

1.5 *[Comparison of Sources 1B and 1D to ascertain differences - L3]*

- Source 1B is written from an American perspective (Marshall Plan would rebuild Europe economically) while Source 1D is written from a Soviet Union's perspective (Marshall Plan violated the principles of the United Nations)
- In Source 1B the Marshall Plan was aimed at individual liberty whereas in Source 1D the United States is accused of distributing relief to individual needy countries because of political pressure
- In Source 1B the Marshall Plan intended 'genuine independence' restoring sound economic conditions whereas in Source 1D the Marshall Plan will place European countries under economic control of the United States
- In Source 1B the Marshall Plan is aimed at creating a common market free from national trade barriers whereas in Source 1D the United States counted on these countries to be dependent on the interest of American monopolies
- In Source 1B the writer wanted Europe to work collectively whereas Source 1D Vyshinsky accuses the USA of splitting Europe into two camps
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response

- Europe was devastated after the Second World War/Europe in ruins (Sources 1A and 1C)
- Dollar deficit meant that Europe could not pay for their imports from America (Source 1A)
- The Marshall Plan would restore the economic recovery in Europe and therefore prevent the threat of communism in Europe (Source 1A)
- The Marshall Plan was introduced by America in 1947 (Source 1B)
- The Marshall Plan was aimed at economic strategies and reforms to rebuild Western Europe (Source 1B)
- Cash grants and loans were offered to buy essential goods (Source 1B)
- The Marshall Plan wanted to drive Europe on its 'way back' to economic recovery (Source 1C)
- The cartoon portrays the Marshall Plan as a life line to the European countries (Source 1C)
- The Marshall Plan was America's means to entrench capitalism in Europe (own knowledge)
- The Marshall Plan was a means of monopolising the industries in Europe (own knowledge)
- Any other relevant response

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 attempted to restore the European economy after the devastation of the Second World War.** • 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 attempted to restore the European economy after the devastation of the Second World War.** • 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 attempted to restore the European economy after the devastation of the Second World War.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

QUESTION 2: HOW DID FOREIGN POWERS GET INVOLVED IN THE ANGOLAN CIVIL WAR FROM 1974?

2.1

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

- 'The overthrow of the authoritarian regime in Portugal, on 25 April 1974'

(1 x 2) (2)

2.1.2 *[Explanation of historical concept within the context of Source 2A – L2]*

- A political system in which Portugal (a major power) had political and economic control over Angola as its colony
- Any other relevant response (1 x 2) (2)

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

- 'it promised peace'
- 'and a workable political future for Angola'
- 'agreement empowered (gave power to) a transitional government to administer Angola from 31 January 1975 until elections' (any 2 x 1) (2)

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

- They had ideological and ethnic differences
- They thought that they could govern Angola by themselves
- Their leaders did not 'trust' each other
- There was a feeling that Portugal favoured the MPLA
- Any other relevant response (any 2 x 2) (4)

2.2

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

- To capture the moment when the Alvor Accords negotiations was in session
- To show to the world that Portugal facilitated the ending of colonial rule over Angola
- To show that the leaders attempted a peaceful negotiation process
- To show that all three liberation movements attended the peace negotiation agreement
- Any other relevant response (any 2 x 2) (4)

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

- After the overthrow of the authoritarian regime on 25 April 1974 Portugal announced that they would end their rule over Angola
- Portuguese withdrawal from Angola implied that the Angolan liberation movements had to prepare themselves for a takeover (of power)
- Portugal wanted to control the transition of power of all three liberation movements
- Any other relevant response (any 1 x 2) (2)

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2.3 *[Comparison of evidence from Sources 2A and 2B to ascertain how they support each other - L3]*

- Source 2A states that the three liberation movements signed the Alvor agreement in Portugal and Source 2B visualises what could be the signing of the agreement between Portuguese's officials and the liberation movements
- Source 2A states that a troika or trio of leaders of the three liberation movements will form the transitional government and Source 2B depicts leaders of the three liberation movements that will form the transitional government
- Source 2A states that the liberation movements promised peace and a workable political future for Angola and Source 2B shows the mapping of the political future of Angola in session
- Both Sources mentioned that the agreement was signed on 15 January 1975
- Any other relevant response (any 2 x 2) (4)

2.4

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

- 'some 230 Cuban military advisors had reportedly set up and staffed four People's Armed Forces for the Liberation of Angola (FAPLA) training camps'
- 'MPLA welcomed another two hundred Cuban infantry instructors in Luanda'
- 'Cuban ships carrying heavy arms and hundreds of soldiers began arriving at Angolan ports'
- 'Cuba began airlifting combat troops from Havana to Luanda'
- 'thousands of Cuban combat troops to instruct MPLA recruits in the use of, and finally to man, sophisticated Soviet weaponry that included T54 and T34 tanks'
- 'Cubans operated mobile 122mm rocket launchers (Stalin's Organs)'

(any 2 x 1) (2)

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

- 'The Russians flew huge Antonov-22 transport planes containing arms directly to Luanda'
- 'and helped fly in thousands of Cuban combat troops to instruct MPLA recruits in the use of' 'and finally to man, sophisticated Soviet weaponry that included T54 and T34 tanks' (2 x 1) (2)

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

They supported/assisted:

- the MPLA to take control of Angola
- the MPLA to successfully defeat their rival liberation movements (the FNLA)
- the MPLA to establish a communist regime in Angola
- Any other relevant response (any 2 x 2)

(4)

2.4.4 *[Determining usefulness of Source 2C – L3]*

The source is USEFUL because:

- It is taken from a book written by a historian J Marcum
- It reveals the reasons for the involvement of Cuba and Soviet Union in the Angolan Civil War
- It outlines the nature of their military involvement in the Angolan Civil War
- It sheds light on how the MPLA took over as the governing party in Angola/led to the defeat of FNLA
- It shows that the reputation of both countries were enhanced as a result of the MPLA winning the civil war
- Any other relevant response (any 2 x 2) (4)

2.5

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

- 'they saw Soviet and Cuban involvement as part of a communist plan to dominate southern Africa.'
- 'They believed that Angola, … was likely to become a springboard (cause) for nationalist guerrillas from the South West Africa People's Organisation (SWAPO) to attack South West Africa
- 'South Africans hoped to achieve was the installation of a moderate pro-Western government in Luanda amendable (adaptable) to South African interests'
- 'The Angolan theatre also provided South Africa with the opportunity to demonstrate to the US its value as a staunch anti-communist regional power and improve its standing in Washington' (any 2 x 1) (2)

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

- 'FNLA'
- 'UNITA' (2 x 1) (2)

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

- They wanted their involvement to be secret
- They did not want the neighbouring states to unite against them
- To avoid local and international reaction against the South African government
- Any other relevant response (any 2 x 2) (4)

2.5.4 *[Definition of a term from Source 2D – L1]*

- The right of a country to govern themselves free from foreign intervention
- Any other relevant response (any 1 x 2) (2)

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

Candidates could include the following aspects in their response.

- The end of colonialism in Angola led to power struggle amongst MPLA, FNLA and UNITA who were supported by foreign powers (Source 2A)
- Alvor agreement did not last because of ideological and ethnic differences (Own knowledge and Source 2A)
- Failure of Alvor agreement led to full-scale civil war between MPLA and FNLA over control of Luanda (the capital city) – they were supported by foreign powers (Source 2A)
- The movements now sought foreign aid exclusively (solely) to bolster their positions (Source 2A)
- MPLA sought Cuban counterparts to the Chinese who were training FNLA forces (Source 2C)
- Cuban ships carrying heavy arms and hundreds of soldiers began arriving at Angolan ports (Source 2C)
- Russian Antonov-22 transport planes used to deliver sophisticated Soviet weaponry that included T54 and T34 tanks (Source 2C)
- Cuban and Russian involvement was a turning point in the Civil War – secured victory for MPLA (Source 2C)
- Russia established foothold in southern Africa (Own knowledge)
- Russian military superiority instrumental in outcome of civil war (Source 2C)
- South Africans intervened because they saw Soviet and Cuban involvement as part of a communist plan to dominate southern Africa (Source 2D)
- SA intervened to stop SWAPO attacks (Source 2D)
- SA was lobbying for support from western countries by taking an anti-communist stance in Africa (Source 2D)
- SA, encouraged by the USA, decided to support UNITA and FNLA (Source 2D)
- Any other relevant response



Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of how foreign powers got involved in the Angolan Civil War from 1974.** • 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 foreign powers got involved in the Angolan Civil War from 1974.** • 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 foreign powers got involved in the Angolan Civil War from 1974.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

QUESTION 3: WHAT CHALLENGES DID SIT-IN PROTESTERS ENCOUNTER IN THEIR ATTEMPT TO DESEGREGATE PUBLIC FACILITIES IN THE UNITED STATES OF AMERICA (USA) IN THE 1960s?

3.1

3.1.1 *[Extraction of evidence from Source 3A – L1]*
- 'Southern racial segregation' (1 x 2) (2)

3.1.2 *[Definition of historical concept in own words from Source 3A – L1]*
- Policy of separating people according to race, religion, gender, etc.
- Any other relevant response (1 x 2) (2)

3.1.3 *[Extraction of evidence from Source 3A – L1]*
- 'Nashville Student Movement (NSM)'
- 'Nashville Christian Leadership Council (NCLC)' (2 x 1) (2)

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

Agree
- The owners had the right because it was their shop – hence they can decide who to serve (freedom of choice)
- The owners were simply following the status quo prevalent at that time
- Shop owners believed that racial discrimination and segregation were correct and institutionalised by the government of Tennessee
- Any other relevant response (any 2 x 2)

Disagree
- Shop owners were practicing discrimination and racism
- Shop owners were denying the blacks their freedom of choice
- Their action contradicted the constitution of the USA which guaranteed African Americans their inalienable rights that could not be taken away
- Their action was against the American constitution and Atlantic Charter which guaranteed basic human rights to all, irrespective of race
- Any other relevant response (any 2 x 2) (4)

3.2

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

To show:
- that the protest action at Nashville was newsworthy and attracted lots of interest
- to the world/public that the sit-in protest was peaceful
- the discrimination and segregation that blacks had to endure in the USA
- that the whites perceived the campaign as an event that threatened national security
- the determination of blacks to end discrimination and segregation of public facilities
- Any other relevant answer (any 2 x 2) (4)

3.2.2 *[Analysis of evidence in Sources 3B – L2]*

It shows:

- that the conservative white Americans (store owners) perceived African Americans as a threat to public safety
- that the conservative store owners were rather willing to close their shop instead of enforcing desegregation
- that desegregation would not be easily achieved
- Any other relevant response (any 1 x 2) (2)

3.3

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

- 'hanging signs that stated: 'Closed – In the interest of Public Safety,'
- 'No Trespassing - We reserve the right to serve the public as we see fit'

(2 x 1) (2)

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

- Police were not implementing and protecting the law of the country
- White perpetrators of violence were deemed to protect their domain against the African American intruders
- It was just a continuation of the police brutality, discrimination and segregation against African Americans prevalent at that time
- They were breaking the law
- The police were racist towards African Americans
- Any other relevant response (any 2 x 2) (4)

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

- 'He found the students guilty'
- 'and fined them each $150,
- 'plus court costs' (any 2 x 1) (2)

3.4 *[Comparison of evidence in Sources 3B and 3C to ascertain how they support each other – L3]*

- Both sources show the racist attitude of conservative whites
- Both sources depict sit-in as an action that threatened public security
- Both sources show the marked sign 'closed' in the interest of public safety' as a way of stopping African America ns from entering the restaurants
- Both sources show that the white waiters did not serve African Americans
- Any other relevant response (any 2 x 2) (4)

3.5

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

- 'It was founded on the principle that all men are created equal, and that the rights of every man are diminished when the rights of one man are threatened' (1 x 2) (2)

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

- 'hotels'
- 'restaurants'
- 'theatres'
- 'retail stores' (any 2 x 1) (2)

3.5.3 *[Explanation of a term within the context of Source 3D - L2]*

- The awarding of the same civil rights to all people of colour living within the boundaries of the USA
- There should be no discrimination or segregation towards any race
- Any other relevant response (any 1 x 2) (2)

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

- Because the American constitution recognised that all people were equal
- President Kennedy was sympathetic to the course of the Civil Rights Movement/Kennedy accommodated the demands for civil rights by African Americans
- Kennedy was trying to convince other nations that democracy was better than communism
- Kennedy wanted to improve the image of the USA to the rest of the world
- To win the support of the African Americans
- Any other relevant response (any 2 x 2) (4)

3.5.5 *[Assessing reliability of Source 3D – L3]*

The source is RELIABLE because:

- It is a primary source that gives first-hand information (President Kennedy's speech)
- The author of the speech was JF Kennedy who was the president of the USA
- The date of the source (11 June 1963) corresponds with the time frame of the sit-in protest actions in the USA
- The date of the speech corresponds with the period when Kennedy was the president of the USA
- It sheds light on how President Kennedy supported 'sit-in' campaigns – by enacting the legislation to open all public facilities
- The information in the source can be corroborated by Sources 3A (which refers to how sit-ins were staged in response to racial segregation), 3B which depicts students staging a sit-in and 3C which explains the reactions against the sit-ins
- The purpose of the source was to inform people about the steps that he was going to follow in order to give African Americans equal treatment
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response.

- Southern racial segregation laws in the 1960s triggered protest actions through sit-ins (Source 3A)
- African Americans embarked on sit-ins to desegregate public facilities (Source 3A)
- Nashville lunch counters segregated African Americans along racial lines (Source 3A)
- Store owners refused to serve African Americans students (Source 3A)
- Lunch counters were closed/closed signs would be hanged up (Source 3A and 3B)
- Sit-ins were seen as a threat to public safety (Source 3B)
- Conservative whites stayed away from lunch counters that were occupied by African Americans (Source 3B)
- Peaceful African Americans protesters were attacked by white teens (Source 3C)
- Perpetrators were not arrested (Source 3C)
- African Americans sit-in protesters were arrested and fined (Source 3C)
- The judiciary also failed the students (Source 3C)
- Kennedy reminded Americans about the principal of equality that was enshrined in the American constitution (Source 3D)
- In spite of conservative pressure Kennedy passed the Civil Right Act (own knowledge)
- Any other relevant response



Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of the challenges 'sit-ins' protesters encountered in their attempt to desegregate public facilities in the USA in the 1960s.** • 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 the challenges 'sit-ins' protesters encountered in their attempt to desegregate public facilities in the USA in the 1960s.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of the challenges 'sit-ins' protesters encountered in their attempt to desegregate public facilities in the USA in the 1960s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

SECTION B: ESSAY QUESTIONS

QUESTION 4: THE 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 and strategies used by the United States of America (USA) against the Vietcong failed to stop Vietnam from becoming a communist state. 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. They should also provide an outline of how they would support their line of argument

ELABORATION

Focus on the strategies used by both the USA and the Vietcong.

- Conditions immediately before the war:
  - The division of Vietnam and the formation of the Vietcong
  - Reasons for USA involvement: containment and domino theory
- USA's first intervention in South Vietnam – sent weapons and military advisors against the Vietcong (Vietnamese communist)
- 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
- 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 many countries condemned the USA
- President Johnson introduced Operation Rolling Thunder in March 1965 to quickly eliminate the Vietcong
- 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
- 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 (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
- Any other relevant response

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

[50]

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

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

SYNOPSIS

Candidates should critically discuss whether political, economic, social and cultural policies introduced by Mobutu Sese Seko from 1960s to the 1970s demonstrated his good leadership qualities.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance by indicating whether policies introduced by Mobutu Sese Seko demonstrated good leadership qualities. They should indicate how they intend to support their line of argument.

ELABORATION

Political policies

- Colonial legacies: (as background information)
  - Paternalism – Congolese were treated as children – with no responsibility in administration or representation of the government;
  - Belgium did not prepare for the proper transition of a new leadership take over
- 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 Patrice Lumumba was 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 (ambitious)
- He managed to bring some form of political stability (based on authoritarianism)
- In 1967 Mobutu managed to stop the Katanga rebellion and gave his country a new constitution as a one party-state under his party, the Popular Movement for the Revolution (MPR)
- Congo became a one-party state within the first five years after gaining independence with all opposition suppressed (authoritarian)
- Mobutu developed a personality cult (Mobutuism) (poor leadership)
- Mobutuism made Congo an autocratic state under himself as a military dictator (poor leadership)
- He was supported by the USA because he was seen as anti-communist ally
- He created a strong centralised government and controlled all appointments, promotions and the allocation of government revenue.
- 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
- He allowed nepotism (kleptocracy)
- Mobutu remained as 'president for life' until his death in 2007
- Any other relevant response

Economic policies

- Colonial legacies: (as background information)
  - Exploitation – Belgian prosperity based on exploitation of cotton; rubber plantations; and mines (copper, tin & diamond) by colonial companies; Profits from minerals (mines) based on exploitation of Congolese workers
  - At independence Congo was considered most prosperous but with the economic wealth owned by foreign owners
- Inherited a capitalist economy from Belgium
- Initially left the economy in the hands of white settlers and foreigners
- The country's rich natural resources of copper, cobalt, diamonds, and other materials attracted foreign investment
- Nationalisation: Mobutu nationalised the country's copper mining industry and used profits from copper industry to finance his 10-year industrialisation plan
- Nationalised foreign owned companies without compensation
- Foreign companies placed under control of his allies and family members
- Introduced Zaireanisation (replacing foreigners with Zairian nationals) (good leadership – empowering locals and reversing paternalism)
- Zaireanisation led to corruption, theft and mismanagement (poor leadership)
- The economy was characterised by nepotism and elitism (Created big gap between the elite and ordinary citizens/rich and poor) (poor leadership)
- Weak economic policies led to the decline in the state of infrastructure such as roads, etc.
- Mobutu created a kleptocracy - wherein a group of appointed public officials abused their position for financial gain (corruption – poor leadership)
- Mobutu was forced to introduce Retrocession (return of foreign owners) (ineffectiveness of Zaireanisation)
- Very few foreign owners returned
- Congo's economy collapsed (poor economic policies)
- Congo became dependent on foreign aid and investment, e.g. from the World Bank (poor leadership)
- Any other relevant response

Social and cultural policies

- Colonial legacies: (as background information)
  - Promoted elitism: encouraged education of a small elite based on a western style of knowledge and skills
  - Poor education system that did not benefit the Congolese nor empower them with skills
  - French used as medium of instruction in schools
  - 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 (good leadership)
  - 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 To 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 ostumes'), meaning 'down with the suit' (good leadership)
- Promoted local music (good leadership)
- 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
- French remained the language of instruction and education system continued to favour the urban elite (poor leadership – lack of foresight)
- After independence, primary education and school enrolment rose from 1,6 million in 1960 to 4,6 million in 1974 (good leadership) /When State funding was withdrawn by Mobutu, parents had to start paying and primary education started to decline (poor leadership)
- Teachers and hospital staff went unpaid for months due to poor economic and political practices (poor leadership)
- Any other relevant response

- Conclusion: Candidates should tie 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 philosophy succeeded in organising African Americans to challenge discrimination and segregation in the USA 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 indicating to what extent the Black Power philosophy succeeded in organising African Americans to challenge discrimination and segregation in the USA 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 philosophy advocated for 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' (succeeded in eliminating inferiority complex)
- 1966 Bobby Searle and Huey Newton formed the Black Panther Party (BPP) for Self-Defence – against police brutality (succeeded in encouraging African Americans to be assertive)
- Adopted Ten Point Plan to cover its social, political and economic goals for the upliftment of the African American community
- The Black Panther Party ran feeding schemes, childcare and literacy projects in Black communities - the feeding schemes eradicated hunger amongst the youth and improved learning in schools (eliminate poverty)
- 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 police activities (police the police) and defend themselves against police brutality
- BPP demanded that Black history must be taught in black schools
- Malcolm X promoted armed self-defence against white oppression

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- 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
- Stokely 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 the idea 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
- Black literacy and dependence on state grants were limited
- Affirmative action policies for federal employment were put in place
- Any other relevant response



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

TOTAL: 150

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