basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

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MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 29 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 guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

1.3 Assessment procedures for source-based questions

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

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 right-hand bottom margin e.g. $\frac{32}{50}$
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.

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.

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	

MARKING MATRIX FOR ESSAY: TOTAL: 50

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

* Guidelines for allocating a mark for Level 1: (0–13 Mark Range)

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

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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID BERLIN BECOME A FOCAL POINT OF COLD WAR TENSION BETWEEN THE SOVIET UNION (USSR) AND THE UNITED STATES OF AMERICA (USA) IN 1948?

1.1

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

- 'United States'/'US'
- 'Britain'
- 'Soviet Union' (3 x 1) (3)

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

- 'Roosevelt and Churchill were able to convince Stalin to create a zone for France which had suffered three invasions and two defeats at the hands of Germany within seventy years' (1 x 1) (1)

1.1.3 *[Interpretation of evidence from Source 1A – L2]*

- To prevent Germany from attacking its neighbours in the future/prevent expansion in eastern Europe
- Germany was blamed for having caused the Second World War – had to be weakened
- Germany brought economic misery to the whole of Europe
- To maintain peace in Europe
- Any other relevant response (any 1 x 2) (2)

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

- The city of Berlin will become a 'pawn' that the Soviet Union would use to settle their differences with the Western Powers
- The city of Berlin will become isolated from the Western powers as it was surrounded by a Soviet zone
- Western powers were concerned that decisions taken for the city of Berlin might be dominated by the Soviet Union/To curb/prevent the spread of capitalism
- Any other relevant response (any 2 x 2) (4)

1.2

1.2.1 *[Definition of a historical term from Source 1B – L1]*

- Sealing/closing off a place to prevent goods or people from entering or leaving
- Preventing freedom of movement from one place to another/Placing obstacles to hinder one's path
- Any other relevant response (any 1 x 2) (2)

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

- The USA saw the Berlin Blockade by the Soviet Union as a deliberate act of bringing poverty to Berliners
- The USA saw the blockade as a decision that the Soviet Union took without discussing with the other countries
- The USA saw the Berlin Blockade as a threat to the administration of its zone
- Any other relevant response (any 2 x 2) (4)

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

- 'regarded the blockade measures as a 'clear violation of existing agreements concerning the administration of Berlin by the four occupying powers'
- 'as a matter of established right derived from the defeat and surrender of Germany'
- 'confirmed by formal agreements among the principal Allies'
- 'would not be induced (pushed) by threats, pressures or other actions to abandon these rights'
- 'responsibility for the physical well-being of the population of its sector of Berlin including hundreds of thousands of women and children' (any 3 x 1) (3)

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

- 'in accordance with existing agreements the arrangements for the movement of freight and passenger traffic between the western zones and Berlin be fully restored' (1 x 1) (1)

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

- The USA was not prepared to engage in any military conflict with the USSR
- The USA was a founding member of the United Nations Organisation that supported settlement of disputes by negotiations
- The USA was a signatory to the Charter of the United Nations – that called for settling issues through negotiations
- The USA wanted to let the USSR appear as the aggressor
- The USA did not want to lose its occupation of West Berlin
- Any other relevant response (any 2 x 2) (4)

1.3

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

- 'Berlin lies in the centre of the Soviet zone'
- 'The interests of the Berlin population do not permit a situation in which Berlin or only in the western sectors of Berlin there shall be introduced special currency which has no validity in the Soviet zone'
- 'The entire mass of currency notes which were cancelled in the western zone threatened to pour into Berlin and the Soviet zone of occupation of Germany' (any 2 x 1) (2)

1.3.2 *[Explanation of historical concept from Source 1C - L2]*

- The introduction of a new financial system (currency) – Deutsche Mark by the western countries in their zones that excluded the Soviet part of Germany
- Any other relevant response (1 x 2) (2)

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

- 'The United States, Great Britain and France continue to maintain in Berlin their special currency' (1 x 2) (2)

1.3.4 *[Determining the limitations of Source 1C – L3]*

- The source only portrays the Soviet Command's viewpoint/one-sided
- The source is critical of/biased to financial reforms in western controlled zones
- Any other relevant response (2 x 2) (4)

1.4 *[Comparison of evidence in Sources 1B and 1C to determine differences – L3]*

- In Source 1B the USA justifies its occupation of Berlin based on the formal **agreements** while in Source 1C Berlin lies geographically in the Soviet zone
- In Source 1B the USA justifies its occupation of Berlin based on the formal **agreements** whereas Source 1C states wanted to achieve economic recovery/domination of the western zone
- In Source 1B the US Government states that it won't abandon the Western sector of Berlin as it has a responsibility for the well-being of its people while in Source 1C the Soviet Government made an assurance to the protection of the interests of the entire German population and not the Soviet Union zone only/Greater Berlin
- Any other relevant response (any 2 x 2) (4)

1.5

1.5.1 *[Interpretation of evidence from Source 1D - L2]*

- The USA, Britain and France ruled over Western Berlin/three combined zones of USA, Britain and France formed West Berlin
- Leading members of Capitalism in the Cold War against Communism
- The western allies were alarmed by the action of the Soviet leader in dividing Berlin into two parts
- Any other relevant response (any 1 x 2) (2)

1.5.2 *[Interpretation of evidence from Source 1D - L2]*

- Berlin was located in the Russian zone
- Russia wanted to preserve Communism/Russia wanted to stop capitalist influence in Berlin
- Any other relevant response (any 1 x 2) (2)

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

Candidates could include the following aspects in their response:

- The European Advisory Commission planned the division of Germany into three zones (Source 1A)
- At Yalta, Germany was divided into four different zones for each of the victorious powers (Source 1A)
- West Berlin flourished as a result of financial assistance from the USA (own knowledge)
- The city of Berlin, though located deep into the Soviet zone was also divided and administered by the joint four countries (Source 1A)
- The governments of the USA, Great Britain and France wrote to complain when the Soviet government blockaded traffic from entering and accessing Berlin (Source 1B)
- Western powers combined their zones and formed West Berlin (own knowledge)
- The USA government regarded this blockade as a threat and committed to resist it (Source 1B)
- The USA government displayed willingness to settle disputes with the Soviet Government by negotiations (Source 1B)
- The Soviet government was convinced the blockade was caused by the introduction of a special currency by the western powers for their zones and in west Berlin (Source 1C)
- The Soviet government also indicated that it was willing to administer the whole of Berlin alone if necessary (Source 1C)
- The Soviet government desired to spread its sphere of influence (own knowledge)
- The city of Berlin was divided into two parts by Stalin (Source 1D)
- The other three powers/leaders were taken by surprise at Stalin's actions of dividing the city (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 Berlin became a focal point of Cold War tensions between the Soviet Union (USSR) and the United States of America (USA) in 1948.** • 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 Berlin became a focal point of Cold War tensions between the Soviet Union (USSR) and the United States of America (USA) in 1948.** • 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 Berlin became a focal point of Cold War tensions between the Soviet Union (USSR) and the United States of America (USA) in 1948.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6 – 8**

(8)
[50]

QUESTION 2: WHAT FACTORS LED TO THE THREE NATIONALIST MOVEMENTS (MPLA, FNLA AND UNITA) BECOMING INVOLVED IN THE ANGOLAN CIVIL WAR FROM 1975?

2.1

2.1.1 *[Definition of a historical term from Source 2A – L1]*

- Overthrowing of the government by force
- Change in government peacefully
- Any other relevant response (any 1 x 2) (2)

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

- 'Popular Movement for the Liberation of Angola'/ 'MPLA'
- 'National Front for the Liberation of Angola'/ 'FNLA'
- 'National Union for the Total Independence of Angola'/ 'UNITA' (3 x 1) (3)

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

- 'Cuba'
- 'Soviet Union' (2 x 1) (2)

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

- Neto was brutal/ruthless
- He was intolerant of any opposition forces/promotes one party state
- He was oppressive/dictator/autocratic
- Any other relevant response (any 1 x 2) (2)

2.2.

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

- To consolidate/display power against the other nationalists' movements
- To convince the Angolans that they were in control/intimidate other parties
- To celebrate the victory of the MPLA
- Any other relevant response (any 2 x 2) (4)

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

- MPLA used brutal methods to gain victory and control of Angola
- MPLA killed members of FNLA and UNITA during the civil war
- MPLA did not take over control of Angola democratically
- MPLA used advanced weapons from USSR and Cuba during the civil war
- Any other relevant response (any 1 x 2) (2)

2.3.

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

- 'The withdrawal of the Portuguese abandoned all attempt to control the transition' (1 x 2) (2)

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2.3.2 *[Explanation of historical concept from Source 2C – L2]*

- A war in which civilians within Angola fought against each other
- When nationalist movements (MPLA, FNLA and UNITA) in Angola fought against each other to take control of the government
- Any other relevant response (any 1 x 2) (2)

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

- Both the US and the Soviet Union were more concerned about spreading their ideologies of capitalism and communism in the world respectively
- The US and the Soviet Union competed for support amongst countries in various parts of the world including Angola in Southern Africa
- Both did not care about the welfare of Angolans
- Both countries were concerned with their status in world politics/proxy war
- Both US and Soviet Union wanted access to mineral resources in Angola
- Any other relevant response (any 2 x 2) (4)

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

The source is USEFUL because:

- It is a source taken from a book by a historian, M Meredith
- It highlights the transition from Portuguese control to Angolan independence which resulted in the Angolan civil war
- It refers to the Portuguese High Commissioner (Admiral Cardoso) who announced the transfer of power to 'Angolan people' – no Angolan was present
- The information regarding transition to Angolan independence/Angolan civil war can be corroborated with other sources (Sources 2A and 2B)
- Any other relevant response (any 2 x 2) (4)

2.4

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

- 'The Popular Movement for the Liberation of Angola (MPLA) led by Agostinho Neto, looked upon politics through nationalist and socialist lenses' (1 x 2) (2)

2.4.2 *[Interpretation of evidence in Source 2D - L2]*

- Each nationalist movement represented different ethnic groups and this led to the outbreak of a civil war
- Some people such as the mulattos didn't see themselves identifying with all Angolans
- Different nationalist movements were also regionalised
- Any other relevant response (any 1 x 2) (2)

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

- 'saw it as the least Marxist of the three …' (1 x 1) (1)

2.4.4 *[Interpretation of evidence from Source 2D - L2]*

- Because UNITA was fighting the MPLA which posed a communist threat to South Africa/The MPLA had close ties with Cuba and the Soviet Union – opponents of the capitalist SA government
- The South African government wanted to have control of the region
- UNITA had the support of the USA, a close ally of South Africa at the time
- Any other relevant response (any 2 x 2) (4)

2.4.5. *Extraction of evidence from Source 2D - L1]*

- '… it did little in the countryside other than recruit soldiers'
- 'Education, health and other services in the cities languished' (2 x 1) (2)

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

- In Source 2C the evidence shows that the nationalist movements appealed for support from foreign powers and in Source 2D the information states that each of the nationalist movements received support in their efforts from foreign countries
- Source 2C states that the nationalist movements were involved in an armed struggle for power and in Source 2D the evidence shows that the nationalist movements received ammunition from countries such as Cuba, the Soviet Union and other countries in order to entrench their power
- Both refer to liberation movements as nationalist movements
- Both refer to liberation movements being involved in the civil war
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- After the overthrow of the Portuguese leader Caetano, the new leadership was prepared to end colonialism (own knowledge)
- The Portuguese failed to oversee the transition of power to the Angolans – created a power struggle (own knowledge)
- MPLA went against the agreement signed in Portugal to rule together (own knowledge)
- Three nationalist movements, the MPLA, UNITA and the FNLA contested the leadership race (Sources 2A and 2C)
- Agostinho Neto emerged as the ruler of the country and established a one-party state after the MPLA took over the capital city, Luanda (Source 2A)
- The MPLA showed a keen interest in Socialism against the FNLA and UNITA (Capitalism) (Source 2A)
- To show its strength and determination to continue with the war, MPLA forces paraded their troops in Angola (Source 2B)
- The three nationalist movements sought support from the foreign powers which resulted in the Angolan civil war (Source 2C)
- The United Sates and the Soviet Union became involved in the Angola Civil War to maintain the global balance of power (Source 2C)
- FNLA army had been re-trained by President's Mobutu's army (Source 2C)
- The United States wanted to regain its position as world leader (own knowledge)
- The Angolan civil war turned into an ethnic war as the three nationalist movements were divided along ethnic and cultural lines (Source 2D)
- UNITA followers were largely rural-based whilst the supporters of the MPLA were regarded as the mulattos who were more educated and had access to wealth (Source 2D)
- South Africa's involvement in the Angolan Civil War was based on the fear that communism would spread through Southern Africa, therefore its soldiers supported UNITA (own knowledge)
- In order to obtain the support of the United States, UNITA leader, Savimbi adopted Reaganism (Source 2D)
- The MPLA supported by the revenue received from the oil trade was able to win the first stage of the war by capturing the capital city, Luanda (Source 2D)
- The UNITA forces and the MPLA continued their fight for power in Angola (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 the factors that led to the three nationalist movements becoming involved in the Angolan civil war from 1975.** • 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 factors that led to the three nationalist movements becoming involved in the Angolan civil war from 1975.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3 - 5**
LEVEL 3	• Uses relevant evidence e.g. **shows thorough understanding of the factors that led to the three nationalist movements becoming involved in the Angolan civil war from 1975.** • 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: WHAT CHALLENGES WERE ENCOUNTERED BY CIVIL RIGHTS PROTESTORS WHO PARTICIPATED IN THE FREEDOM RIDES IN THE UNITED STATES OF AMERICA (USA) IN THE 1960s?

3.1

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

- 'They did so by simply boarding a bus, not as Blacks or Whites restricted by an outmoded system of racial discrimination, but as free and full citizens of a democratic nation'. (1 x 2) (2)

3.1.2 *[Definition of a historical term from Source 3A – L1]*

- A legal document in which basic laws of the country/organisation are outlined
- A framework of fundamental principles that guide the governance of a country/organisation
- Guidelines which outlines the basic human rights
- Any other relevant response (any 1 x 2) (2)

3.1.3 *[Interpretation of evidence from Source 3A - L2]*

- The Freedom Riders were determined to continue protesting the segregation regardless of the violent attacks by the racist State and extremists
- The Freedom Riders knew that the government might support the racists during the protests
- The civil rights activists were determined to continue with the protest and mobilise support in the Southern States which upheld the Jim Crow Laws
- Any other relevant response (any 1 x 2) (2)

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

- The publicity of the Freedom Rides gave it world (international) attention
- Because of national and international pressure
- To uphold the Constitution of the country
- He could not defend the State laws which enforced segregation
- To stop violence that was sweeping the country
- To protect the image of democracy/deal with the violation of human rights
- To win the support of the Civil Rights Movement
- Any other relevant response (any 2 x 2) (4)

3.2

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

- To expose the violent racist mob attack on the Freedom Riders in Alabama in May 1961
- It was the breaking news on how the Freedom Riders challenged racial discrimination
- To attract more readers particularly to the call of the civil rights activists
- To call for sympathy to the Freedom Riders/civil rights activists
- To expose the indifference of the Federal Government
- To show that there were both black and white protestors
- Any other relevant response (any 1 x 2) (2)

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

- It suggests that the white racists/segregationists who attacked the Freedom Riders were inhumane (lacked empathy) as the Freedom Riders were defenceless
- The white segregationists acted in a violent/heartless/unkind manner
- Any other relevant response (2 x 2) (4)

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

- The flames and smoke from the bus reflects the actions of the white mob which was fuelled by hatred to racial integration
- The white mob resented the idea of desegregation - this is reflected in how they wanted the protestors to be killed by the smoke and fire
- The burning of the bus by the mob shows that they could not conceal their hatred for the Freedom Riders
- Any other relevant response (any 1 x 2) (2)

3.3

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

- 'we knew that John Lewis, a member of our organisation, was going to be involved in it'
- 'we got word of a burning of the bus in Aniston …'
- 'the feeling was that if we let those perpetrators of violence believe that people would stop if they were violent enough …' (any 1 x 1) (1)

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

- 'you would go on a hunger strike'
- 'you don't cop (opt for) a plea'
- 'you don't pay the bail and jump'
- 'You stay' (any 2 x 1) (2)

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3.3.3 *[Ascertaining the reliability of evidence from Source 3C – L3]*

The source is RELIABLE because:

- Taken from a documentary compiled through interviews by S Nelson, a writer and filmmaker (with first-hand information)
- Jim Zwerg was an eyewitness who was beaten and arrested for participating in the Freedom Rides in May 1961
- Jim Zwerg, the leader of the Nashville Civil Rights Movement, worked closely with John Lewis in organising and participating in the Freedom Rides
- Zwerg was one of 18 volunteers of which there were 10 white male students to have joined the Freedom Rides from Nashville to New Orleans
- Any other relevant response (any 2 x 2) (4)

3.4

3.4.1 *[Extraction of evidence from Source 3D - L1]*

- 'people were cut by flying glass'
- 'for smoke inhalation'
- 'half dazed (confused) as a result of the smoke…'
- 'dry heaves (shivers)' (any 3 x 1) (3)

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

- The Governor/State did not support the Freedom Riders because they were against integration
- The Governor/State would not assign the police to protect the protestors from the racist attackers
- The Governor wanted to sustain the use of the State laws which enforced segregation and violent attacks on civil rights activists
- He wanted to discourage the Freedom Riders who were determined to continuing protests
- He believed that their protest was unjustifiable
- Any other relevant response (any 2 x 2) (4)

3.4.3 *[Extraction of evidence from Source 3D - L1]*

- 'the people at the hospital would not do anything for us'
- '…the hospital told us to leave' (2 x 1) (2)

3.4.4 *[Explanation of historical concept from Source 3D - L2]*

- A supporter of the policy of racial segregation in all spheres of life of the African American in the State of Alabama
- Any other relevant response (1 x 2) (2)

3.4.5 *[Extraction of evidence from Source 3D - L1]*

- 'Any rioters in this state will not receive police protection'
- 'A militant segregationist, who solicited (asked) Ku Klux Klan support in his election campaign'
- 'integration would come to Alabama only 'over my dead body'
- 'I would oppose with every ounce of energy I posses'
- 'will use every power at my command to prevent any mixing of white and Negro races in the classrooms of this state'
- 'I cannot guarantee protection for this bunch of rabble-rousers' (any 2 x 1) (2)

3.5 *[Comparison of evidence from Sources 3C and 3D – L3]*

- Source 3C mentions that the civil rights activists heard of the Freedom Riders bus that was burnt but they still went on and in Source 3D their bus exploded and they found themselves injured
- Both sources state that the Freedom Riders were more determined to continue with the protests regardless of the injuries sustained after their buses were burnt
- Both sources state that the police and segregationist brutally attacked the Freedom Riders
- Source 3C states that the Freedom Riders were placed under police arrest and Source 3D explains that Freedom riders were not given police protection
- 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:

- The Freedom Rides were initiated in order to test the Supreme Court's ruling on the desegregation of public facilities in the Deep South (own knowledge)
- The Southern States (Deep South) did not want to end segregation or adhere to the constitutional laws (Source 3A)
- Freedom Riders were viciously attacked and jailed by the racist police who did not want to desegregate the public spaces and interstate busses (Source 3A)
- The leadership of the Freedom Riders was weakened by the police who ensured that jailed Civil Rights activists would be isolated from all means of communication (Source 3C)
- The buses carrying the Freedom Riders was burnt by a mob of whites whose aim was to dissuade the protests (Source 3C)
- Photographers who took pictures of the burning bus were beaten and their cameras were destroyed (own knowledge)
- Images of brutality against Freedom Riders were televised and led to greater support for Civil Rights activists (own knowledge)
- The Freedom Riders did not have privacy as their phones were tapped by the police (Source 3C)
- Civil Rights activists who were in the burnt bus were refused treatment in hospital (Source 3D)
- The KKK were organised by the Governor to violently attack and kill the Freedom Riders (Source 3D)
- Governor Patterson openly opposed desegregation and pronounced his hatred for integration in any public space (Source 3D)
- No police protection was given to Freedom Riders (Source 3D)
- Kennedy did not act immediately to protect the Civil Rights activists from the supremacists who violated the human rights of the citizens (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 encountered by civil rights protestors who participated in the Freedom Rides 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 encountered by civil rights protestors who participated in the Freedom Rides 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 encountered by civil rights protestors who participated in the Freedom Rides 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]

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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 need to critically discuss the statement that tactics used by the Vietcong were successful in making USA strategies ineffective during the Vietnam War between 1963 and 1975. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to critically discuss the statement that tactics used by the Vietcong were successful in making USA strategies ineffective during the Vietnam War between 1963 and 1975. They should support their line of argument with relevant historical evidence.

ELABORATION

- Division of North and South Vietnam (Background)
  - USA first intervention in South Vietnam – sent weapons and military advisors against the Vietcong (Vietnamese communists)
  - Ho Chi Minh Trail and its significance (used by the Vietminh communist guerrillas from North Vietnam to support the Vietcong in the South)
- USA introduced 'Safe Village' policy/Hamlet strategy/Villagisation – trying to isolate/separate guerrillas from villagers (1962) (Background)
  - Safe village policy failed because the Vietcong operated inside villages
- President Johnson used the Gulf of Tonkin incident and resolution (1964) – excuse for escalation of the army
- The USA felt the war in Vietnam was not a conventional war like The Second World War
- USA sent 3 500 marines and ground troops to Vietnam on 8 March 1965
- Operation Ranch Hand (1962-1971) – use of chemical defoliants (Agent Orange to destroy the forest) – and Agent Blue (to destroy agricultural products and food to weaken the Vietcong)
- President Johnson introduced Operation Rolling Thunder in March 1965 to quickly eliminate the Vietcong - ineffectiveness of a conventional strategy as opposed to unconventional guerrilla warfare
- Use of chemical weapons e.g. Napalm gas made USA unpopular and many countries condemned the USA – caused most damage to the environment
- Vietcong responded with the Tet Offensive (1968) – surprised attacks on 100 cities – ambushed USA controlled cities
- Number of USA soldiers killed increased – led to anti-war demonstrations in the USA
- Difficulty in separating guerrillas from villagers – farmers/peasants (guerrilla warfare by the Vietminh and Vietcong)
- Highly effective use of guerrilla tactics by the Vietcong
- USA sent young and inexperienced soldiers to Vietnam

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- USA used Search and Destroy Policy to destroy villages supporting the Vietcong – confused by guerrilla tactics
- USA atrocities and My Lai massacre (March 1968) turned public opinion against the USA waged war/this resulted in large numbers of civilian deaths leading to more support for the Vietcong
- North Vietnam received military support from the USSR and China so the Vietminh and Vietcong had access to some modern weapons
- Guerrilla warfare was effectively used by the Vietcong, supported by Vietminh from the north and used tactics such as booby traps, hit and run, sabotage and underground tunnels – narrow to fit the Vietcong body structure but not the big USA soldiers
- The Vietcong increased its support base because of the tactics used against the USA soldiers
- The Vietnamese were united in the defence of their country
- Vietnamisation: President Nixon came up with the policy of strategic withdrawal from Vietnam. Also called WHAM (Winning the Hearts and Minds of the Vietnamese) signalled the failure of USA to stop Vietnam from becoming a communist state and its subsequent withdrawal
- 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 need to indicate whether they agree or disagree with the statement. If they agree they need to explain whether Mobutu Sese Seko's political, economic and cultural policies positively transformed post-independent Congo in the 1960s. If they disagree, they should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to indicate whether they agree or disagree with the statement whether Mobutu Sese Seko's political, economic and cultural policies positively transformed post-independent Congo in the 1960s. They should also indicate how they intend supporting their line of argument.

ELABORATION

Political policies

- Paternalism – Congolese were treated as children – with no responsibility in administration or representation of the government
- Political parties were banned, and with quick Belgian withdrawal - due to the 1959 Leopoldville riots - many political parties (representing different regions and ethnicities) were formed; Political parties formed along regional and ethnic groupings
- 120 political parties participated in the 1960 elections; no single political party won outright majority – Patrice Lumumba's Movement National Congolese (MNC) won most of the seats because unlike other regional parties, it had some level of nation-wide support
- Lack of political unity

- Congo became independent on 30 June 1960 with Kasavubu as President and Lumumba as Prime Minister. Kasavubu preferred that Congo be a federal state while 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
- 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
- Mobutu developed a personality cult/ideology of Mobutuism
- Mobutu made Congo an autocratic state under himself as a military dictator
- Mobutu was supported by the USA because he was seen as an anti-communist ally
- He created a strong centralised government and controlled all appointments, promotions and the allocation of government revenue

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- 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 and kleptocracy
- Mobutu remained as 'president for life' until his death in 2007
- Any other relevant response

Economic policies

- At independence Congo was considered most prosperous but with the economic wealth owned by foreign owners
- Inherited a capitalist economy from Belgium/single product economy
- Initially left the economy in the hands of white settlers and foreigners/huge divide between emerging middle class and rural class
- 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 were placed under control of his allies and family members
- Introduced Zaireanisation (replacing foreigners with Zairian nationals)
- Zaireanisation led to corruption, theft and mismanagement
- The economy was characterised by nepotism and elitism (created big gap between the elite and ordinary citizens/rich and poor)
- Weak economic policies led to the decline in the state of infrastructure such as roads etc.
- Mobutu created a kleptocracy where a group of appointed public officials abused their position for financial gain
- Mobutu was forced to introduce retrocession (return of foreign owners)
- Very few foreign owners returned
- Congo's economy collapsed due to high inflation
- Congo became dependent on foreign aid and investment, e.g. from the World Bank
- Any other relevant response

Cultural policies

- Promoted elitism: encouraged education of a small elite in 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 (1960) Congo had 14 university graduates out of 14 million people
- Clothing: wearing of Western-style suits were outlawed (by a decree) and replaced with 'abacos' ('A bas le costumes'), meaning 'down with the suit' (social status)
- 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
- After independence, primary education and school enrolment rose from 1,6 million in 1960 to 4,6 million in 1974

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- When state funding was withdrawn by Mobutu, parents had to start paying and primary education started to decline
- Teachers and hospital staff went unpaid for months due to poor economic and political practices
- African music/art/dance were encouraged
- Nation building and unity were encouraged
- African hairstyles were encouraged
- 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 Movement depended on the use of violent, radical and militant strategies to end discrimination in the USA. 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 depended on the use of violent, radical and militant strategies to end discrimination in the USA. 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
- He argued that bloodshed was necessary for revolution (black nationalism) and he advocated self-respect and self-discipline
- Promoted the concept of 'Black Pride' (self-esteem/self-respect/self-help)
- Encouraged African Americans to stand up against white American authorities in pursuit of freedom, justice and equality by whatever means possible
- Supported the use of violence as a means of self-defence against those who attacked African Americans
- Carmichael believed that the non-violent strategy failed because of ongoing violence against African Americans
- Advocated the exclusion of white 'liberals' as a philosophy for African Americans
- He promoted one plan to split the 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

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- Housing and facilities of African Americans were improved
- Black literacy levels improved and dependence on state grants were reduced
- Affirmative action policies for federal employment were put in place.
- 1966 Bobby Seale and Huey Newton formed the Black Panther Party (BPP) for Self-Defence – against police brutality
- Adopted Ten Point Plan to cover its social, political and economic goals for the upliftment of the African American community
- The BPP ran feeding schemes, childcare and literacy projects in black communities - the feeding schemes eradicated hunger amongst the youth and improved learning in schools
- BPP literacy projects eradicated illiteracy amongst the African American communities
- BPP childcare projects took care of medical needs of African Americans in black communities
- BPP members patrolled the streets to monitor police activities (policing the police) and defend themselves against police brutality
- BPP demanded that Black history must be taught in black schools
- Role of women e.g. Angela Davis; Fannie Lou Hamer
- Any other relevant response

[50]

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

TOTAL: 150

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