**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

JUNE 2022

**HISTORY P1
MARKING GUIDELINE**

MARKS: 150

This marking guideline consists of 25 pages.

1. **SOURCE-BASED QUESTIONS**

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

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

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

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

   1.3 **Assessment procedures for source-based questions**

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

Paragraph question

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

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

_____ · _____ · _____
_____ · _____ · _____
√√√√ Level 2

Used mostly relevant evidence to write a basic paragraph

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

$$\frac{32}{50}$$

- 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.
- When assessing open-ended source-based questions, learners should be credited for *Any other relevant answer*s.

2.3   **Global assessment of the essay**

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

2.4   **Assessment procedures of the essay**

2.4.1   Keep the synopsis in mind when assessing the essay.

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

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

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

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

- Introduction, main aspects and conclusion not properly contextualised

^

- Wrong statement _____

- Irrelevant statement
|
|
|

- Repetition R

- Analysis A√

- Interpretation I√

- Line of argument LOA ↕

2.5 The matrix

2.5.1 Use of the matrix in the marking of essays.

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

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	}26–27
P	LEVEL 3	

COMMENT

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

MARKING MATRIX FOR ESSAY: TOTAL: 50

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

*Guidelines for allocating a mark for Level 1:

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

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: **HOW DID RUSSIAN EXPANSIONISM IN GREECE AND TURKEY CONTRIBUTE TO THE IMPLEMENTATION OF THE TRUMAN DOCTRINE IN 1947?**

1.1 1.1.1 *Extraction of evidence from Source 1A – L1]*
- To secure a non-communist government in Greece. (1 x 1) (1)

    1.1.2 *[Extraction of evidence from Source 1A – L1]*
- Yugoslavia
- Albania
- Bulgaria (3 x 1) (3)

    1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- It was part of the USSR's plan to expand communism worldwide
- USSR wanted to create a buffer between the USSR and western Europe
- The USSR wanted to prevent future attacks on Russia
- To control the economic activities of that region
- Eastern Europe must become a communist sphere of influence
- To gain control over strategic resources
- Any other relevant response. (Any 1 x 2) (2)

    1.1.4 *[Extraction of evidence from Source 1A – L1]*
- 'the economic cost of the Second World War'
- 'difficulties in maintaining domestic supplies of vital goods'
- 'Britain and Europe generally to the brink of economic collapse' (Any 2 x 1) (2)

    1.1.5 *[Interpretation of evidence from Source 1A – L2]*
- It would have allowed Russia access to naval bases
- It would have allowed Russia access and control of the oil reserves in that region.
- It would have allowed Russia to control trade and economic activities of that region.
- It would have placed the Middle East under communist control
- Any other relevant response. (Any 2 x 2) (4)

1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- 'exceedingly grave and critical' (1 x 1) (1)

    1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- The poor economic conditions made Greece susceptible to Russian expansion
- Greece was prone to become a communist state.
- Greece became a possible target for communist or Russian expansion
- Any other relevant response (Any 1 x 2) (2)

1.2.3   *[Analysis of evidence in Source 1B – L2]*
- Both ambassadors warned the American government of possible Soviet expansion in Greece and Turkey
- Both ambassadors are pleading with the USA to intervene to stop Soviet expansion in Greece and Turkey.
- Both ambassadors warned the USA about the domino effect of communist expansion.
- Any other relevant response.   (Any 1 x 2)   (2)

1.2.4   *[Evaluation of the limitations of Source 1B – L3]*
- Source is bias – gives an American perspective on the situation in Greece and Turkey
- Source does not give a Russian counter perspective on the situation in Greece and Turkey.
- Source is bias against the USSR
- Source uses negative words to describe the possible fear of communist expansion – 'strain and stresses' breaking down 'the regime through outside pressure or through an act of overt aggression'.
- Any other relevant response.   (Any 2 x 2)   (4)

1.3   1.3.1   *[Extraction of evidence from Source 1C – L1]*
- Poland
- Czechoslovakia
- Hungary
- Romania
- Bulgaria
- Yugoslavia
- Albania   (Any 3 x 1)   (3)

1.3.2   *[Extraction of evidence from Source 1C – L1]*
- Estonia
- Latvia
- Lithuania   (Any 2 x 1)   (2)

1.3.3   *[Interpretation of evidence from Source 1C – L2]*
- Imaginary line separating communist eastern Europe from capitalist western Europe.
- Any other relevant response.   (Any 1 x 2)   (2)

1.4   1.4.1   *[Extraction of evidence from Source 1D – L1]*
- 'coercion'
- 'intimidation'   (2 x 1)   (2)

    1.4.2   *[Interpretation of evidence from Source 1D – L2]*
- USA will support democratic/capitalist countries against Russian expansion
- The U.S.A will support any democratic country threatened by communist minorities
- The USA would support democratic/capitalist countries who are placed under pressure by Russia and fifth columns to become communist.
- The USA would contain communism at all costs.
- Any other relevant response   (Any 2 x 2)   (4)

    1.4.3   *[Interpretation of evidence from Source 1D – L2]*
- USA was not economically crippled by the Second World War
- USA had the weapons and manpower to contain communist expansion
- USA was the only country that had nuclear weapons - superpower
- Both Britain and France were economically weak after the Second World War and was in no position contain communist expansion
- Both Britain and France wanted to rebuild their own economies after the destruction of the Second World War
- Any other relevant response   (Any 1 x 2)   (2)

    1.4.4   *[Analysis of information from Source 1D – L2]*
- Greece and Turkey received economic assistance from the USA which resulted in them remaining capitalist countries.
- Greece and Turkey received military support from the USA which resulted in the defeat of the communist parties in their respective countries.
- Greece and Turkey did not succumb to Soviet expansion.
- Greece and Turkey remained democracies and became the allies of the USA.
- The USA successfully contained communism
- Any other relevant response   (Any 1 x 2)   (2)

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

- Source 1B states that Greece will be within range of the Russian satellite orbit whilst Source 1C shows all the satellite countries under Russian control.
- Source 1B states that the USSR is the only great power on the Eastern European continent whilst Source 1C shows how big the Russian empire was.
- Source 1B states that Turkey was the only independent state in Eastern Europe and this is supported by Source 1C that shows Turkey as an independent state free from communist rule
- Source 1B highlights the consequences of a communist domino effect whilst Source 1C shows all the other countries that would possibly be in danger of communist takeover.
- Any other relevant response   (Any 2 x 2)   (4)

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

Candidates may use the following as points to answer the question:
- Greece under threat from communist National Liberation Front (Source 1A)
- During Greek civil war NLF received weapons from communist satellite states (Source 1A)
- Turkey also threatened with communist takeover (Source 1A)
- Soviet intention to gain dominance in the Middle East with its crucial oil supplies (Source 1A)
- Britain unable to contain possible communist takeover in Greece and Turkey (Source 1A)
- MacVeagh and Wilson requested American intervention in Greece and Turkey to secure interest of the USA in the region (Source 1B)
- MacVeagh and Wilson warned the USA of a communist domino effect (Source 1B and own knowledge)
- Iron Curtain separated communist eastern Europe from capitalist western Europe (Source 1C)
- Greece and Turkey the only two independent countries but under threat of communist takeover (Source 1C and own knowledge)
- Communist takeover is possible without American assistance (Source 1D)
- Truman announced the Truman doctrine to stop or contain communism in Greece and Turkey (Source 1D)
- Financial and military support enabled Greece and Turkey to contain communism in the respective countries (Source 1D)
- Any other relevant response   (8)

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g., shows little or no understanding **of how the Soviet expansionism in Greece and Turkey contributed to the implementation of the Truman Doctrine in 1947.** • Uses evidence partially to report on topic or cannot report on topic.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g., shows some **of how the Soviet expansionism in Greece and Turkey contributed to the implementation of the Truman Doctrine in 1947.** • Uses evidence in a very basic manner.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence e.g., demonstrates a thorough understanding **of how the Soviet expansionism in Greece and Turkey contributed to the implementation of the Truman Doctrine in 1947.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)

[50]

QUESTION 2:   WHY WAS THE MPLA ABLE TO ASSUME POWER IN ANGOLA IN NOVEMBER 1975?

2.1   2.1.1   *[Extraction of evidence from Source 2A – L1]*
- 'power vacuum'
- 'political dissent'   (2 x 1)   (2)

        2.2.2   *[Definition of a historical concept from Source 2A – L2]*
- A process where a colonial power (Portugal) grants independence to its former colony (Angola)
- Any other relevant response   (Any 1 x 2)   (2)

        2.1.3   *[Extraction of evidence from Source 2A – L1]*
- 'MPLA'   (1 x 2)   (2)

        2.1.4   *[Interpretation of evidence from Source 2A – L2]*
- 'All three liberation movements wanted to govern Angola independently from each other
- All three liberation movements had different ideologies
- All three liberation movements were divided along ethnical lines
- Too many foreign powers got involved to further their own agendas.
- Portugal seemed to have favoured the MPLA as the ruling party
- Any other relevant response   (Any 2 x 2)   (4)

        2.1.5   *[Interpretation of evidence from Source 2A – L2]*
- Angola had rich mineral resources like diamonds and oil.
- Foreign powers supported the liberation movement that would advance their own economic and political agendas.
- Any other relevant response.   (Any 1 x 2)   (2)

2.2   2.2.1   *[Extraction of evidence from Source 2B – L1]*
- 'exaggerated fears of Soviet expansionism'   (1 x 2)   (2)

        2.2.2   *[Extraction of evidence from Source 2B – L1]*
- 'to request immediate and massive reinforcements from Havana.'   (1 x 2)   (2)

        2.2.3   *[Interpretation of evidence from Source 2B – L2]*
- The MPLA was the recipient of massive, advanced weapons from Cuba.
- The MPLA army was reinforced with 30 000 soldiers from Cuba
- Military support from Cuba and Russia strengthened the MPLA's army
- The MPLA was able to withstand the South African advance onto Luanda
- Any other relevant response   (Any 2 x 2)   (4)

2.2.4   *[Analysis of evidence from Source 2B – L2]*
- The MPLA defeated the South African army
- It enabled the MPLA to establish a communist government in Angola.
- It proved that Cuba and Russia were determined to ensure communist rule in Angola.
- Any other relevant response   (Any 1 x 2)   (2)

2.2.5   *[Evaluate the usefulness of Source 2B – L3]*
Source is useful to a great extent because:
- The information comes from a historical journal that had an approved audience
- It outlines the reasons why South Africa and the USA became involved in the Civil War
- It explains how Russia and Cuba came to the rescue of the MPLA to counter the South African advance.
- The source is informative – gives reasons for foreign involvement and is not opinioned
- Any other relevant response.   (Any 2 x 2)   (4)

2.3   2.3.1   *[Interpretation of evidence from Source 2C – L2]*
- MPLA was equipped with modern advanced weapons.
- The MPLA was supported by Cuba and Russia – rocket launcher and T34 tanks
- It shows that the MPLA/FAPLA troops were trained to use the weapons
- Any other relevant response   (Any 2 x 1)   (2)

2.3.2   *[Synthesis of evidence from Source 2C – L2]*
- It allowed the MPLA to retain their position as the legitimate government of Angola
- The MPLA was able to defeat their rivals
- Any other relevant response   (Any 1 x 2)   (2)

2.4   *[Comparison of information from Source 2B and Source 2C – L3]*
- Source 2B states that the MPLA received heavy artillery and tanks whilst Source 2C shows the weapons mentioned in Source 2B
- Source 2B states that the MPLA received T-34/54 tanks directly from the Soviet Union whilst Source 2C shows the T34/35 tanks mentioned in Source 2B.
- Source 2B states that the MPLA received Cuba's newest weapons, the BM-21 missile launcher, whilst Source 2C shows the rocket launcher mentioned in Source 2B.
- Any other relevant answer   (Any 2 x 2)   (4)

2.5   2.5.1   *[Extraction of evidence from Source 2D – L2]*
- 'Many of its leaders were educated'
- 'they were much closer to European radical socialism than to Soviet Marxist-Leninism'
- 'were smart political operatives'
- 'Chieto and Dangereux were good military commanders'
- 'MPLA was the least tribal of the three movements'
- 'MPLA welcomed many different tribes'   (Any 4 x 1)   (4)

       2.5.2   *[Definition of historical concept from Source 2D – L1]*
- A political and economic system that advocates a classless society
- A belief that everyone in the community should work towards the greater good to eradicate the creation of classes.
- Any other relevant response   (Any 1 x 2)   (2)

       2.5.3   *[Interpretation of evidence from Source 2D – L2]*
- It allowed the MPLA to win the civil war
- MPLA accepted members of other tribes that supported communism
- It extended the support base of the MPLA
- The MPLA won the civil war and did not discriminate against other local tribes.
- Any other relevant response   (Any 1 x 2)   (2)

2.6   *[Interpretation, analysis and synthesis of evidence from relevant sources – L3]*
Candidates may include the following aspects in their responses.

- Perception that Portuguese government favoured the MPLA (Source 2A)
- Portuguese forces supplied MPLA with weapons (Source 2A)
- Angola's natural resources sparked international interference (Source 2A)
- SA invasion of Angola prompted the MPLA to seek assistance from Cuba (Source 2B)
- Cuba supported MPLA with 30 000 troops and advanced weapons – gave MPLA advantage over rivals (Source 2B)
- The Soviet Union also provided military equipment to the MPLA – MPLA defeated SA army in the Battle of Ebo (Source 2B)
- Rocket launcher/Stalin organ and Russian T34 tanks played major role in ensuring MPLA victories over rivals (Source 2C)
- The MPLA was the best qualified movement to govern Angola (Source 2D)
- Many of its leaders were educated and smart political operatives (Source 2D)
- MPLA the least tribal of all three liberation groups (Source 2D)
- MPLA soldiers fought harder and with more determination (Source 2D)
- Portuguese Angolans supported the MPLA (Source 2D)
- Any other relevant response.   (8)

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g., shows little or no understanding **on why the MPLA was able to assume power in Angola in November 1975**. • Uses evidence partially to report on topic or cannot report on topic.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to the topic e.g., shows some understanding **on why the MPLA was able to assume power in Angola in November 1975.** • Uses evidence in a very basic manner.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence e.g. demonstrates an insight **on why the MPLA was able to assume power in Angola in November 1975.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

QUESTION 3: **HOW DID THE FREEDOM RIDES DESEGREGATE INTERSTATE BUS TRAVELS IN THE USA IN THE 1960s?**

3.1 3.1.1 *[Extraction of information from Source 3A – L1]*
- 'James Farmer'
- "Bayard Rustin'   (2 x 1)   (2)

3.1.2 *[Extraction of information from Source 3A – L1]*
- 'the riders were arrested'
- 'convicted, and given monthlong sentences'   (2 x 1)   (2)

3.1.3 *[Definition of historical concept from Source 3A – L1]*
- Separation of races, classes or ethnic groups.
- Any other relevant response   (Any 1 x 2)   (2)

3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- The white Freedom Riders would take seats in the back of buses instead of sitting in front
- Black participants would sit in the front instead of sitting at the back
- If anyone was ordered to give up their seat and move, they will refuse
- At every bus stop, blacks would head for the whites only waiting rooms and try to use the facilities.
- Any other relevant response   (Any 2 x 2)   (4)

3.1.5 *[Interpretation of evidence from Source 3A – L2]*
- Racists and segregationists will use force and violence to prevent the Freedom Rides from integrating interstate travel
- Racists and segregationists were prepared to injure and kill the Freedom Riders to maintain segregated interstate travel.
- Racists and segregationists would not allow the Freedom Rides to violate the old practice of blacks having to give up their seats and move to the back
- Racists and segregationists were not prepared for integration and would go to any lengths to maintain it.
- Any other relevant response   (Any 2 x 2)   (4)

3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- 'a series of FBI memos forwarded to the Birmingham Police Department.'
- 'Police Sergeant Tom Cook provided the organisation with detailed information on the Ride'
- 'they knew enough to sound the alarm among the stalwart defenders of white supremacy'   (Any 2 x 1)   (2)

3.2.2 *[Extraction of evidence from Source 3B – L1]*
(a) 'niggers'
(b) 'nigger-lovers'   (2 x 1)   (2)

3.2.3 *[Interpretation of evidence in Source 3B – L2]*
- The police department did not support the attempts by the Freedom Rides to desegregate interstate travel
- The police department were racist and planned to attack the Freedom Riders
- The police department was opposed to integration
- The police department planned to use violent tactics against the Freedom Riders – a direct violation of their duties and the rules of the country
- The police department supported the KKK and white supremacists.
- Any other relevant response.   (Any 2 x 2)   (4)

3.2.4 *[Evaluate the useful of Source 3B – L3]*
Source is useful to a great extent because:
- It is a book written by a historian who used primary sources to analyse and interpret information
- It provides explicit information on how the police reacted towards segregation
- It provides explicit information on how the police corroborated with the KKK to oppose integration
- It outlines how difficult it was to implement racial integration in the USA in the 1960s
- Any other relevant response.   (Any 2 x 2)   (4)

3.3   3.3.1 *[Interpretation of evidence from Source 3C – L2]*
- Racial integration on busses was not tolerated by the white supremacists and racists in Alabama.
- Racial integration would be resisted by force if necessary.
- The state police did nothing to protect the Freedom Riders
- The lives of the Freedom Riders were at stake, especially in the southern state of Alabama.
- Any other relevant response.   (Any 2 x 2)   (4)

3.3.2 *[Analysis of evidence from Source 3C – L2]*
- This photograph would have impacted negatively on the USA's public image around the world
- Many countries would have condemned the USA
- The Civil Rights Movement would have gained more sympathy and support from around the world.
- The rest of the world would have applied pressure on the US government to enforce integration
- Any other relevant response.   (Any 1 x 2)   (2)

3.4   *[Comparison of evidence in Sources 3B and 3C – L3]*
- Source 3B states that police and Klansmen prepared a rude welcome for the Freedom Riders whilst Source 3C shows how they were welcomed – bus attacked.
- Source 3B states that the police wanted to bring the Freedom Ride to a halt whilst Source 3C shows how they brought the Freedom Ride to a halt.
- Source 3B states that the police and Klansmen could 'beat them, bomb 'them, maim them, kill them' whilst Source 3C shows how the bus was bombed.
- Any other relevant response   (Any 2 x 2)   (4)

3.5   3.5.1   *[Extraction of evidence from Source 3D – L1]*
- 'The president ordered 600 federal marshals to Alabama'
                                                     (1 x 2)   (2)

3.5.2   *[Synthesis of evidence from Source 3D – L2]*
- They were happy because they received federal protection.
- They were happy because the Guardsmen would prevent any attacks by racists and supremacists.
- They were happy because their journey would be free from violence.
- Any other relevant response.   (Any 1 x 2)   (2)

3.5.3   *[Extraction of evidence from Source 3D – L1]*
- In October, the Interstate Commerce Commission issued a ban on racial discrimination on interstate travel, which became effective on December 1, 1961.'   (1 x 2)   (2)

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

- Earlier protest-on-wheels failed when riders were arrested (Source 3A)
- Farmer and Rustin organised Freedom Rides in 1961 to desegregate interstate bus travel (Source 3A)
- Black would sit in front and whites would sit at the back of the busses. (Source 3A)
- Freedom Rides expected violence but hoped federal law would be enforced (Source 3A)
- Ku Klux Klan and the police planned to stop Freedom Rides in Birmingham (Source 3B)
- Ku Klux Klan and police were given orders to 'beat them, bomb them, maim them, kill them' (Source 3B)
- Despite these threats the Freedom Rides continued (Own knowledge)
- In Anniston a Freedom Ride bus was petrol bombed and riders were beaten (Source 3C)
- US President ordered federal troops to protect the Freedom Riders (Source 3D)
- National Guardsmen lined the highway to protect Freedom Rides (Source 3D)
- Governor Patterson openly defied federal government (Source 3D)
- This forced federal government to enforce federal law (Own knowledge)
- Federal government banned racial discrimination in interstate travel on 1 December 1961 (Source 3D)
- Any other relevant response.

Use the following rubric to allocate a mark:

LEVEL 1	• Cannot extract evidence or extract evidence from the sources in a very elementary manner **e.g., how the Freedom Rides desegregated interstate bus travels in the USA in the 1960s.** • Uses evidence partially to report on topic or cannot report on topic.	**MARKS 0–2**
LEVEL 2	• Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic **e.g., shows some understanding of how the Freedom Rides desegregated interstate bus travels in the USA in the 1960s.** • Uses evidence in a very basic manner.	**MARKS 3–5**
LEVEL 3	• Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic **e.g., demonstrates a thorough understanding how the Freedom Rides desegregated interstate bus travels in the USA in the 1960s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)

[50]

SECTION B: ESSAY QUESTIONS

QUESTION 4: THE COLD WAR – VIETNAM

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

SYNOPSIS

Candidates need to discuss this statement critically by stating whether the statement is valid or true. They must support their argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their responses:
Introduction: Candidates need to discuss this statement critically by stating whether the statement is valid or true and give reasons why.

ELABORATION

- South Vietnam under Ngo Dinh Diem refused to have the elections to unite the country
- The Vietcong formed to overthrow Diem and to unite the country
- The Vietcong were supported by Vietminh via Ho Chi Minh Trail
- China and North Vietnam supported the Vietcong
- The USA got involved – to prevent the spreading of communism in Southeast Asia – the 'Domino Effect'
- The USA introduced a safe village policy – *failure because Vietcong stayed inside villages*
- Gulf of Tonkin incident gave the USA a reason to declare war
- The USA launched Operation Rolling Thunder – thousands of civilians were killed but the *operation failed because Russia and Chinese were able to replace all military supplies that the Americans destroyed*.
- Vietcong launched the Tet Offensive – *surprise attacks and the USA suffered large casualties*
- USA regained all the towns – *footage of war on TV turned public opinion against the war*
- The USA launched Operation Ranch Hand – Agent Orange and Agent Blue to destroy the jungle and vegetation
- Agent Blue and Agent Orange led to environmental devastation and killed over 400 000 people – *made USA unpopular and united Vietnamese to continue the battle against the Americans*
- The USA also used napalm – destroyed the jungle and burned through skin **–** *USA condemned and turned Vietnamese against the USA*
- The USA deployed search and destroy missions – *thousands of innocent civilians were killed and pushed the peasants towards supporting the Vietcong.*
- The USA fought a conventional war against Vietcong's guerrilla war – *guerilla war tactics inspired fear in the US soldiers and led to low morale*

- ***The USA fought in a foreign country that they did not know or understand***
- ***Impossible to fight an enemy that they could not find.***
- US atrocities and the My Lai massacre ***– turned public opinion against the war and led to anti-war protests in the USA***
- The shooting of four demonstrators at Kent University made matters worse
- By 1969 almost 14 000 American soldiers were killed ***– public opinion totally against the war***
- Nixon introduced Vietnamisation – train the South Vietnamese army to fight the Vietcong and gradually withdraw US troops.
- US troops withdrew from Vietnam but bombarded North Vietnam, Cambodia and Laos
- In 1975, the Vietcong captured Saigon – ***Vietnam became a single country under a communist government.***
- 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 must focus on the extent to which Joseph Mobuto was able to overcome the political and economic challenges that the Congo faced after attaining independence. They should also highlight both the successes and failures.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates should indicate to what extent Josef Mobuto was able to overcome the Congo's political and economic challenges after attaining independence from Belgium in 1961.

ELABORATION

POLITICAL ASPECTS

Congo:
- Congo became independent in 1960 by having multi-party elections – J. Kasavubu became president and P. Lumumba became the prime minister (success)
- Political stability (success)
- After few years Congo became a one-party state (failure)
- Mobuto Sese Seko suppressed all opposition (failure)
- Mobuto Sese Seko ruled by decree and controlled all appointments and promotions (failure)
- Mobuto Sese Seko remained as president for life until his death in 2007
- Mobuto aimed at promoting a sense of national unity and pride in Zairian identity and culture (success)
- He changed the name of the Congo to Zaire (success)
- The new name signified the beginning of a programme of 'Zaireanisation'
- Mobuto Sese Seko created a kleptocracy where a group of appointed public officials abused their positions for financial gain (failure)
- Brought back African values (success)
- Strong centralised government (failure)
- Mobuto created a personality cult
- Any other relevant response

ECONOMIC ASPECTS

- The Congo followed a capitalistic model (success)
- Inflation halted and government debts were kept low (success)
- Congo's natural resources attracted foreign investments (success)
- Mobuto built a steel mill in Leopoldville, a dam and a long-distance powerline from Inga to Katanga (success)
- Mobuto then nationalised the country's copper mining industry. (failure)
- He introduced Zaireanisation – replacing skilled foreigners with unskilled locals (failure)
- He nationalised over 2 000 foreign companies without compensation (failure)
- He appointed his own political allies and family members in control of these companies (failure)
- The Congo struggled to develop its economy
- Businesses collapsed because of poor management, corruption and maladministration (failure)
- Corruption became rife (failure)
- Zaire became a kleptocracy (failure)
- Gap between rich and poor widened (failure)
- The country's economy collapsed – Mobuto implemented Retrocession – return of foreign owners
- Few foreigners returned and Zaire became dependent on foreign aid and investments. (failure)
- Any other relevant response.

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

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

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

SYNOPSIS

Candidates should indicate whether they agree with the statement that the Black Power Movement's emphasis on racial pride and self-determination, challenged segregation and discrimination in the USA successfully in the 1960s. They must support their argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their responses:
Introduction: Candidates should indicate whether they agree with the statement that the Black Power Movement's emphasis on Black racial pride and self-determination, challenged segregation and discrimination in the USA successfully in the 1960s and explain why

ELABORATION

Causes
- Ongoing poverty, unemployment, discrimination and poor living conditions of Blacks in the north.
- CRM did not solve poverty and powerlessness of Blacks
- Disillusionment with the slow pace of change and peaceful protest methods actions of the CRM
- Blacks grew nationalist feeling and it coincided with police brutality against black people.

Black Power:
- Ideology that advocated racial pride, self-reliance and achievement of black economic and political freedom
- Urged blacks to protect themselves from police brutality
- Encouraged Blacks to seek freedom from white authority

The Black Panther Party
- Newton and Searle formed the BPP for self defence
- They patrolled the cities to protect Blacks against police brutality
- Implemented the Ten Point Programme
- Demanded better housing and job opportunities for Blacks
- Implemented the Survival Programmes
- Free breakfast for children, literacy classes, feeding schemes and free medical clinics
- Demanded that Black History be taught in Black schools
- Rejected white ideas of fashion
- Was opposed to racial integration
- Clashed with police while patrolling the streets
- Many leaders imprisoned for criminal activities

The role of Malcolm X:
- Malcolm X was a powerful speaker and dedicated human rights activist
- Malcolm X believed in black separatism instead of integration
- Encouraged blacks to secure their rights 'by any means necessary'
- Advocated self defence against white oppression 'bloodshed was necessary for revolution'
- Advocated black self-sufficiency
- Was assassinated after he joined SNNC in 1965
- Any other relevant response

The role of Stokely Carmichael:
- Stokely became the chairman of SNCC in 1966 and decided to embrace the teachings of the Black Power Movement
- In 1966 he popularised the Black Power slogan 'Black is beautiful'
- Advocated that Blacks must do things for themselves; control politics in their communities; take pride in own culture and defend themselves against racial oppression and manipulation
- He was against the non-violence strategy of the CRM
- He believed in black separatism instead of racial integration.
- Promoted a plan to split the USA into separate black and white countries
- He was critical of America's involvement in the Vietnam War
- Carmichael was in favour of African clothing and African hairstyles as a symbol of Black Pride
- He joined the Black Panther Party (for self-defence) which put the Black Power ideals into action.
- He was arrested and banished to Guinea

Successes if the BPM
- Most obvious forms of racial discrimination came to an end
- Racial violence declined
- Millions of blacks were lifted out of poverty
- Many blacks were given federal employed through affirmative action policies
- Any other relevant response

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

TOTAL: 150