GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

PREPARATORY EXAMINATION

2022

MARKING GUIDELINES

HISTORY PAPER 1 (10791)

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 marks)**
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	**40%** **(20 marks)**
LEVEL 3	• Interpret and evaluate evidence from sources • Engage with sources to determine the usefulness, reliability, bias and limitations • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	**30%** **(15 marks)**

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

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guidelines, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

- Be able to structure their arguments 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 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 answers.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the marker to score the overall product, 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' to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without considering 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 (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 are 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 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 the main point in more detail and how it relates to the question posed (line of argument).
E	**Example:** 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 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**

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 extended writing 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 extended writing 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 MARKS: 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
- Answer includes basic and generally irrelevant information; no attempt to structure the essay = 1 – 6
- Question inadequately addressed and vague; little attempt to structure the essay = 7 – 13

SECTION A: SOURCE-BASED QUESTIONS

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

1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*

- Widespread hunger
- Unemployment
- Housing shortages (3 x 1) (3)

1.1.2 *[Definition of historical concept from Source 1A – L1]*

- System of government where private ownership is not allowed
- State-ownership of the economy/classless society
- The wealth of the country is distributed equally and means of production are controlled by the state.

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

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

- Prevent starvation in the major war areas
- Repair the devastation of those areas as quickly as possible
- Begin economic reconstruction (3 x 1) (3)

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

- To prevent the spread of communism in Western Europe
- Stabilise the international order in a way favourable to the development of political democracy and free-market economies
- An economic plan to further intensify the Cold War tensions for USA to prove its dominance to the USSR
- American economic strategy to expand and strengthen the dollar/ currency Any (1 x 2) (2)

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

- USSR and the Russian satellite states viewed the Marshall Plan as a capitalist plan by the USA.
- They did not want to associate themselves with the USA due to the Cold War tensions.
- They believed in communism.
- The Russian satellites states were enticed to join capitalism and disregard communism.

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

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

- Molotov (1 x 1) (1)

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

- The Marshall Plan included economic assistance to Germany, because during WW2, Germany destroyed the USSR.
- The USSR believed that she must have control and freedom over any economic assistance that the Marshall Plan would offer to Germany.
- The USSR wanted to know the exact amount of money that each nation would receive from the Marshall Plan.
- The USSR wanted to determine the terms and conditions of the financial aid that America intended to offer to other countries.
- The USSR demanded some form of transparency and accountability from the USA regarding the Marshall Plan.
- The USSR had a suspicion of a hidden agenda behind the Marshall Plan which would eventually destroy European economies, while making unbelievable economic profit for the USA.
- They viewed it as a dollar diplomacy interfering in Russian affairs.

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

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

- 'A plan for interference in the domestic affairs of other countries'

(1 x 1) (1)

1.2.4 *[Analysing, interpreting the usefulness of Source 1B – L3]*

- The source expresses the Soviet Union's negative attitude towards the Marshall Plan.
- The source clarifies the USSR's terms for objecting to the Marshall Plan, despite other countries such as France and Britain confirming their support of the USA's plan.
- Explains how the USA viewed the Soviet rejection of the Marshall Plan
- Shows how the USSR was determined to pursue her fight against capitalism and pursue communist ideology

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

1.3 1.3.1 *[Interpretation of the cartoon, Source 1C – L2]*

- It shows how the USA (W. Averell Harriman – Secretary of Commerce) – used the Marshall Plan – a bone, to entice Western Europe – dogs, towards the economic recovery plan in 1947.
  - Western Europe had just suffered the devastating effects of WW2, and therefore saw the American plan as a plan to save them from hunger and poverty – salivating dogs shows desperation for the Marshal Plan
  - The cartoon depicts how the USA used the Marshal Plan to control the countries that accepted the economic plan – dog leash.
- The cartoon shows the depth of poverty in Western Europe – fighting dogs, representing the level of anxiety and desperation of those countries.

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

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

The Soviet cartoonist expresses a negative view of the Marshall Plan:

- An American plan aimed at extorting profit out of poor European countries (dollar diplomacy)
- The Marshall Plan is depicted as a bone used to entice European countries; this is contrary to the 'humanitarian nature' of the plan as European countries were fooled to believe.
- European countries are represented by dogs. This depicts a negative connotation to show that they are desperate and poor; and had to rely on the Marshall Plan (monopoly capital).
- The cartoonist believed that the Marshall Plan was an American plan to control and influence poor European countries with its ideology of capitalism.
- In the view of the cartoonist, the USA was merciless and did not care about the poor countries (fighting dogs, and a dead dog).
- The arm is extra-long arm showing America is extending its sphere of influence

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

1.4 1.4.1 *[Extraction of evidence from Source 1D – L1]*

- 'Increased exports from Europe'
- 'ERP grants and loans for the purchase of U.S. goods' (2 x 1) (2)

1.4.2 *[Explanation of historical concepts from Source 1D – L2]*

- The USA's economic recovery plan during the Cold War was to revive the economies of the European countries badly affected by WW2.
- An American economic plan initiated to promote capitalism in Europe during the Cold War.

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

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

- Marshall Plan laid a foundation for Western powers to unite under its banner.
- It stimulated and revived the diplomatic relationship among Western European countries.
- Encouraged and facilitated economic and political interaction among countries which looked for American economic assistance after WW2.

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

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

- As an institution which will facilitate the relationship between governments and the private sector amongst countries participating in the European Recovery Plan.
- It encouraged the private companies in countries to invest and partner with governments to stimulate economic growth.

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

1.5 *[Comparison of information from Source 1B and 1D – L3]*

- In both Sources 1B and 1D, the Marshall Plan is described as a plan to save Western Europe.
- Source 1B states that Russia saw the Marshal Plan as US domination and imperialist system and Source 1D explains the economic interdependence.
- Both sources explain how USA provided aid to European countries.

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

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

Candidates must show an understanding of how the Marshall Plan intensified Cold War tensions between the United States of America (USA) and the Soviet Union (USSR) from 1947.

- The United States of America introduced the Marshall Plan to help devastated Western European countries after WW2. (Source 1A)
- The plan was aimed at combating widespread hunger, unemployment, and housing shortages in countries willing to accept the Marshall Plan. (Source 1A)
- However, the plan was not only economic, but political as well, since countries accepting the Marshall Plan were expected to adopt the ideology of capitalism (Own Knowledge).
- The Marshall Plan was developed to prevent the spread of communism in Western Europe and to stabilise political democracy and free-market economies (Source 1A).
- The Soviet Union and her satellite states refused to participate in the discussions regarding the Marshall Plan (Sources 1A and 1B).
- The USSR viewed the Marshall Plan as an imperialistic and capitalist dollar diplomacy aimed at strengthening the American monopoly capital, instead of assisting countries (Own knowledge).
- The USSR wanted to remain free from American economic imperialism and domination (Source 1B).
- The Marshall Plan, according to Source 1D, achieved some positive outcomes, such as the introduction of training programmes to enhance interconnectedness between governments and the private sector.
- The Marshal plan was used to enhance the status of the USA. (Own Knowledge)

(Any other relevant response) (8)

Use the following rubric to allocate a mark.

LEVEL	LEVEL DESCRIPTORS	MARKS
LEVEL 1	• Uses evidence in an elementary manner e.g., **shows no or some understanding of how the Marshall Plan intensified Cold War tensions between the USA and the USSR from 1947.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g., **shows how the Marshall Plan intensified Cold War tensions between the USA and the USSR from 1947.** • Uses evidence in a basic manner to write a paragraph.	**MARKS 3 – 5**
LEVEL 3	• Uses relevant evidence e.g., **shows a thorough understanding of how the Marshall Plan intensified Cold War tensions between the USA and the USSR from 1947.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6 – 8**

[50]

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

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

- USSR – 'MPLA'
- USA – 'FNLA/UNITA'
- China – 'FNLA' (3 x 1) (3)

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

- Fidel Castro Any (1 x 1) (1)

2.1.3 *[Explanation of historical concepts Source 2A – L2]*

- A conflict between two or more groups within the same country. In the case of Angola, between UNITA and other rebel groups on the one hand and the MPLA on the other.

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

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

- The USSR was also a communist state and wanted to aid the Marxist MPLA and prevent its overthrow.
- The USSR was acting against the interests of the USA in the context of the Cold War (wished to curtail the spread of capitalism).
- The USSR wanted the resources of Angola (e.g., oil, diamonds).
- The USSR wanted Angolan bases (Angola offered excellent access to the Atlantic Ocean for Russian ships).
- The USSR wanted to prevent the collapse of communism in Angola/promote the spread of communism in Africa.
- The USSR supported Cuba as a proxy which supported the MPLA.

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

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

- 'It is on a larger scale than against any other country in southern Africa.' (1 x 1) (1)

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

- Oil installations
- Benguela railway
- Local rail installations
- Port installations
- Dams
- Bridges
- Electricity lines
- Iron mines
- Factories Any (4 x 1) (4)

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

- They wished to weaken the MPLA/its allies.
- Economic damage would weaken the MPLA's war effort.
- Having little money leads directly to reduced military strength.
- They wished to force the MPLA to surrender.

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

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

- It was politically dangerous because it was multi-racial and Marxist.
- If Angola was allowed to succeed, it would destroy the ideological foundations of apartheid.
- Also, Angola was a security threat: Angola allowed ANC training camps.

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

2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*

- 'It had Soviet weapons, but not the people capable of handling them.'

(1 x 1) (1)

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

- 480 specialists, who set up four training camps and organised sixteen infantry units and twenty-five mortar batteries and anti-aircraft machine-gun points
- Team of army doctors
- 115 vehicles
- Suitable communications network
- 650-man battalion of soldiers
- Special forces
- Machine guns
- Light artillery
- Personal firearms
- Large 75 mm guns
- Three 82 mm mortars

Any (4 x 1) (4)

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

- They did not want to alert their enemies.
- They wanted the element of surprise.
- They did not want the Americans to know about it and perhaps intervene.
- They did not want anyone to stop them before they could get there.
- They did not want to create an international incident.

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

2.3.4 *[Interpretation/Analysis of evidence from Source 2C – L2]*

- Carlota was a leader in a slave revolt/fought for freedom – Cuba saw themselves as fighting for Angolan freedom.
- The Cubans wanted to be seen as freedom fighters.
- Inspirational figure in Cuba: appropriate name for an important mission.
- They wanted to pay tribute to the Cuban ancestors who died due to the slave trade.

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

2.3.5 *[Evaluation of bias from Source 2C – L3]*

- This source is written by a pro-Cuban writer, GC Marquez and would naturally favour the Cubans and their activities in Angola.
- The writer was a friend of Castro – he would have been biased in his/Cuba's favour and supported the Cubans aiding the MPLA.
- The writer was a communist himself – he would favour the communist MPLA/Cuba.
- The writer was a communist and would naturally be against the capitalist UNITA/SA/USA.
- The source is one-sided: It only gives the Cuban side.
- The source neglects to provide the UNITA/SA/USA perspective.

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

2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*

- Cuba is helping Angola – the Cuban soldiers are marching with the Angolans.
- Cuba provided military assistance to Angola – some of the soldiers are carrying guns.
- Cuba and Angola are allies – there is a Cuban and an Angolan flag together.
- The Cubans are proud of their involvement in Angola – they have issued a commemorative anniversary stamp.
- Operation Carlota was a success – the Cubans are commemorating the event.

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

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

- The Cubans believed that their involvement in Angola was positive.
- The Cubans believed that they were victorious in Angola.
- They believed that they had saved Angola/the MPLA.
- They viewed their involvement in Angola as a success.
- They believed that they had won in their struggle against South Africa and UNITA./ It was believed that the communists had won.

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

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

- 2C: Cuba provided soldiers to assist the MPLA. 2D: Shows Cuban soldiers with MPLA soldiers.
- 2C: Cuba provided weapons for the MPLA. 2D: Shows soldiers carrying weapons.
- 2C: Cuba supported the MPLA. 2D: Shows Cuban soldiers side-by-side with MPLA soldiers.
- 2C: The MPLA asked Castro for assistance. 2D: Shows Cuban soldiers with MPLA soldiers.
- 2C: We are told that Cuba provided more aid than requested. 2D: Shows many troops in the background.
- 2C: Source discusses the Cuban intervention in Angola. 2D: Shows clearly Cuban soldiers in Angola.
- 2C: The source views the Cuban intervention in a positive light. 2D: The Cubans are celebrating the anniversary of the intervention.

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

2.6 *[Interpretation, analysis and synthesis of evidence from all sources and own knowledge – L3]*

- The USA supported UNITA/FNLA (Source 2A).
- The USA wanted to counter the USSR's interests in Angola (own knowledge).
- Zaire helped Holden Roberto/FNLA (Source 2A).
- The Soviets helped the MPLA (Source 2A).
- The USSR, Cuba and the MPLA shared a common ideology (communism) (Sources 2A and 2D).
- Cuba assisted the MPLA (Sources 2A, 2C and 2D).
- SA assisted UNITA (Sources 2A and 2B).
- SA/UNITA attacked economic targets (Source 2B).
- SADF did massive damage to the economy of Angola (Source 2B).
- Angola was seen as a threat to Apartheid SA (Source 2B).
- MPLA was weak without outside aid (Source 2C).
- Cuba provided various forms of military aid (Source 2C).
- Cuba wanted to promote Marxism (Source 2C).
- Cuba viewed their involvement in the Angolan conflict in a positive light (Source 2D).
- The Angolan Civil War became a proxy war orchestrated by Cold War powers/continuation of the Cold War (own knowledge).
- War fuelled by money gained from selling oil/diamonds to outsiders (own knowledge).

(Any other relevant response) (8)

Use the following rubric to allocate a mark.

LEVEL	LEVEL DESCRIPTORS	MARKS
LEVEL 1	• Uses evidence in an elementary manner. **Shows little understanding of why foreign powers became involved in the Angolan Civil War during the 1970s.** • Uses evidence partially to report on topic or cannot report on topic.	**MARKS: 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a greater extent to the topic. **Shows an understanding of why foreign powers became involved in the Angolan Civil War during the 1970s.** • Uses evidence from the sources in a basic manner.	**MARKS: 3 – 5**
LEVEL 3	• Evidence is relevant and relates to the topic. **Shows thorough understanding of why foreign powers became involved in the Angolan Civil War during the 1970s.** • Uses evidence effectively in an organised paragraph that shows an understanding of the topic.	**MARKS: 6 – 8**

[50]

QUESTION 3: WHAT PROBLEMS DID THE FREEDOM RIDERS FACE WHEN CHALLENGING SEGREGATION ON BUS TRANSPORT DURING THE 1960s in USA?

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

- Rosa Parks (1 x 1) (1)

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

- 'Blood was shed, and lives were nearly lost …' (1 x 1) (1)

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

- Segregated facilities on all public transportation carriers made it more difficult for black citizens to travel.
- The African-Americans faced arrest or police brutality if they used the whites-only designated seats in the bus or public facilities at bus stop areas.
- African-Americans could not travel using the interstate buses because they were treated as inferior and were not allowed to integrate with the whites in the southern states.

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

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

- The students were encouraged by the Civil Rights Movement victory in Montgomery, where the courts passed laws that desegregated all bus transportation and facilities.
- The students were active participants of the sit-ins which led to the desegregation of public facilities.
- They were determined to end segregation in a non-violent manner, particularly in the southern states of America which continued to practise the Jim Crow Laws.
- The students' aim was to test the implementation of the laws that had been recently passed to end segregation in America.
- This was another form of protest which would ultimately lead to equality in America.

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

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

- The Freedom Riders brought national and international attention to the larger struggle for civil rights, attracting new activists and organisers to the Civil Rights Movement.
- The Freedom Riders inspired and mobilised more support for the Civil Rights Movement around the country./It was a strategy they used to gain national and international exposure and support.
- Whites in the north saw the violence used against the Freedom Riders. They also turned against the segregationists in the south.
- This put great pressure on the federal government to get involved and adhere to the court ruling and the constitution of America.
- The Freedom Riders travelled on buses from Washington, D.C. to Jackson, Mississippi, the riders met violent opposition in the deep south, attracting national support.
- The Freedom Riders forced the government to implement the court ruling.
- Embarrassed by the national outcry, the Kennedy administration was forced to practise equality and end segregation in America.
- Extensive media reports on the Freedom Rides nationally and internationally embarrassed America which advocated for democratic principles, particularly when Soviet Russia, a communist country, started reporting on the violent attacks.

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

3.2 3.2.1 *[Definition of a historical concept from Source 3B – L1]*

- The process of ending the separation of two groups, usually referring to races.
- The process of ending the separation of different racial, religious, or cultural groups following the human rights declaration.

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

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

- Freedom Riders tried to use “whites-only” restrooms and lunch counters at bus stations in Alabama, South Carolina and other southern states. Their aim was to challenge segregation on interstate buses and bus terminals.
- The courts had ruled that facilities meant to serve passengers travelling across state lines, like bus station bathrooms and cafés, must be integrated. But both rulings were widely ignored, prompting civil rights activists to draw attention to the state’s continuing segregation.
- Freedom Riders were groups of Civil Rights activists (blacks and whites) who participated in Freedom Rides and bus trips through the American South in 1961 to protest against segregated bus terminals.
- Their plan was to reach New Orleans, Louisiana on May 17 to commemorate the seventh anniversary of the Supreme Court’s Brown v. Board of Education’s decision, which ruled that segregation of the nation’s public schools was unconstitutional.

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

3.2.3 *[Extraction of information from Source 3B – L1]*

- Voting rights
- Desegregation of the buses
- Public accommodations (3 x 1) (3)

3.2.4 *[Extraction of information from Source 3B – L1]*

- 'participants in the Freedom Rides had given her sealed envelopes with their wills, in the event of their deaths.' (1 x 2) (2)

3.3 3.3.1 *[Extraction of information from Source 3C – L1]*

- Firebombed the bus
- Beat the escaping passengers
- Bloody and brutal beatings left the Freedom Riders and some bystanders groggy and battered.
- One needed 53 stitches.
- Nine were hospitalised. (3 x 1) (3)

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

- The Civil Rights Movement's forms of protests were becoming more effective in ending segregation, the KKK, racist police and other white government officials collaborated to defend the supremacy of the whites in America.

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

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

- 'Fire hoses'
- 'Police dogs' (2 x 1) (2)

3.3.4 *[Interpretation and evaluating the reliability of Source 3C – L3]*

The source is RELIABLE because:

- The 12-year-old witnessed the arrival of the interstate bus carrying the activists who were viciously attacked by the Klansmen on 14 May 1961, this has been corroborated by the other source.
- The bus carrying the activists was set alight in Anniston, Ala. on 14 May 1961, the pictures of the burned bus have been framed and hung in various American museums reflecting the burned bus in Anniston, which turned into a disastrous day for America.
- The supremacists who attacked the activists were instructed by Eugene "Bull" Conner, supported by J. Edgar Hoover. The government officials authorised several racist and brutal attacks on the African-Americans during the 1960s as mentioned in this source regarding their reprehensible act on 14 May 1960.
- This has been corroborated by Source 3D. The bus carrying the activists was set alight in Anniston, Ala. on 14 May 1961, the pictures of the burned bus have been framed and hung in various American museums reflecting the burned bus in Anniston, which turned into a disastrous day for America.

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

3.4 3.4.1 *[Interpretation of evidence from Source 3D – L2]*

- The picture depicts how the bus carrying the Freedom Riders was burned and the passengers were attacked.
- The thick smoke in the bus shows that the bus attackers intended to stop the journey of the activists from one southern state to the other states.
- The burning bus shows that the intention of the attackers was to kill the activists, instilling fear in the members of the Civil Rights Movement.
- The photograph draws attention to the racial violence and hatred in the southern states of America in the 1960s.
- The photographer shows that the CRM was also supported by the whites – the white man in the photograph comforting the black woman.

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

3.4.2 *[Interpretation of evidence from Visual Source 3D – L2]*
CANDIDATES CAN STATE WHETHER THE REACTION WAS NEGATIVE OR POSITIVE BUT SHOULD SUPPORT THEIR ANSWER:

(a)
- The photograph proved to the nation and Civil Rights Movement followers that the federal government was slow or failed to respond to the brutal attacks and racist violence wielded against the Freedom Riders.
- This photograph encouraged more anti-racist Americans to join or support the Civil Rights Movement which used non-violent forms of protest for a good cause at the time.
- More Freedom Riders would be encouraged by the photograph to step in and strengthen the protest in the southern states of America.

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

(b)
- The Klansmen would feel that their plans were effective, and they were able to stop the Freedom Riders integration strategies.
- The supremacists would see this photograph as a good source that would deter or threaten the Civil Rights Movements and the Freedom Riders.

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

3.5 *[Comparing of evidence in Sources 3C and 3D – L3]*

- Source 3B states that the Freedom Riders' bus was set alight by the racist mobs and Source 3D depicts the Greyhound interstate bus which was set alight by the Klansmen who had planned to stop the Freedom Riders' protest in the south.
- Source 3C states that the KKK colluded with the police and FBI in planning the vicious attacks on the Freedom Riders and Source 3D shows that the government, police and FBI were complacent or satisfied as they failed to prevent the violent incident on 14 May 1960, in Anniston./ There is no evidence of police protection or support for the activists.

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

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

Candidates should include the following aspects in their responses:

- The Freedom Riders who used non-violent strategies to end segregation were brutally attacked, almost killed and jailed by the racists or supremacists (Source 3A).
- The brutal attacks and the burned bus carrying the activists were well-orchestrated plans by the KKK in collaboration with the police and the FBI (Source 3A).
- Most of the Freedom Ride activists were arrested and fined or denied bail, thus subjected to brutal racist attacks in jail (Source 3A).
- The sit-ins prepared the students who took part in the Freedom Rides for expected racists attacks, thus they stated that they were determined to die in the quest for ending segregation in the buses and public facilities (Source 3B).
- Diane Nash knew that the Freedom Riders could die at the hands of the defenders of the Jim Crow Laws in the southern states; thus they had to sign and seal their wills before taking part in the protest (Source 3B).
- The Freedom Riders almost died on 14 May 1961, in Anniston Ala., when an angry KKK mob burned the bus and attacked the passengers, media and bystanders (Source 3C).
- The attacks on the Freedom Riders were well-orchestrated and executed because the KKK collaborated with the police and FBI racists who gave them the itinerary of the Freedom Riders in advance, with no immediate response from the government officials when they were notified (Source 3C).
- Fire hoses and police dogs were used by the police to stop the Civil Rights Movement protests (Source 3C).
- The drivers of the interstate buses were reluctant to drive the Freedom Riders, only a few who supported the students braced themselves for the worst attacks (Own Knowledge).
- The buses carrying the Freedom Riders were burned, tyres were slashed, and the passengers attacked (Source 3D).

(Any other relevant response) (8)

Use the following rubric to allocate a mark:

LEVEL	LEVEL DESCRIPTORS	MARKS
LEVEL 1	• Uses evidence in an elementary manner e.g**., shows no or little understanding when explaining the problems that the Freedom Riders faced when challenging segregation on bus transport during the 1960s in USA.** • Uses evidence partially or cannot write a paragraph.	**0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to the topic e.g., **shows some understanding when explaining the problems that the Freedom Riders faced when challenging segregation on bus transport during the 1960s in USA.** • Uses evidence in a basic manner to write a paragraph.	**3 – 5**
LEVEL3	• Uses relevant evidence e.g., **demonstrates a thorough understanding when explaining the problems that the Freedom Riders faced when challenging segregation on bus transport during the 1960s in USA.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**6 – 8**

[50]

SECTION B: ESSAY WRITING

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 – L3]

SYNOPSIS

Candidates should critically discuss the conventional warfare strategies adopted by the United States of America which were overpowered by the guerrilla tactics used by the Viet Cong during the Vietnamese War between 1965 and 1975.

MAIN ASPECTS

Candidates should include the following in their response:

Introduction: Candidates should contextualise the question by referring to the conventional strategies adopted by the United States of America which were overpowered by the guerrilla tactics of the Viet Cong during the Vietnamese War between 1965 and 1975.

Candidates should indicate how they intend supporting their line of argument.

ELABORATION

USA strategies:

- Reasons for the USA's deployment of troops to Vietnam.
- Villagisation/Strategic Hamlet Programme (USA and the South Vietnam government created new villages and attempted to separate villagers (farmers) from (guerrillas) which failed.
- Gulf of Tonkin Resolution (1964) gave President Johnson wide military powers resulting in the escalation of warfare in Vietnam.
- US's aerial bombing 'Operation Rolling Thunder' (conventional warfare)
- 'Operation Ranch Hand' –used chemicals to destroy forests (Agent Orange) and crops (Agent Blue)
- US sent young and inexperienced soldiers to Vietnam.
- US used search-and-destroy missions (My Lai Massacre) to destroy villages, supported by Viet Cong (this resulted in large numbers of civilian deaths).
- The role of the media, students and disarmament movements in bringing pressure on the US government to withdraw from Vietnam.
- President Nixon's Vietnamisation Policy/including WHAM (Winning the hearts and minds of the Vietnamese) was an attempt by the USA to withdraw from war and 'save face'.
- USA withdrew all troops by 1973 and North Vietnam took control of Saigon in 1975.

(Any other relevant response)

Viet Cong strategies:

- North Vietnam received military support from the USSR and China, so the Viet Minh and Viet Cong had access to some modern weapons.
- Guerrilla warfare was effectively used by the Viet Cong, supported by Viet Minh from the north and used tactics such as booby traps, underground tunnels, hit-and-run, and sabotage.
- Tet Offensive (1968) was launched by the Viet Minh and Viet Cong against urban centres and USA bases throughout Vietnam.
- The local Vietnamese population supported the Viet Cong to liberate their country.
- Ho Chi Minh Trail used by Viet Minh (North) to support the Viet Cong in the South.
- The Viet Cong increased its support base because of the tactics used against the USA soldiers.
- Vietnamese were united in the defence of their country.

(Any other relevant response)

CONCLUSION:

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

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY: CONGO

[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills – L3]

SYNOPSIS

Candidates should explain whether they agree or disagree with the statement. In agreeing with the statement, they need to explain how Mobuto Sese Seko's political, economic, social and cultural policies were not successful in bringing about change after attaining independence from Belgium in the 1960s. If candidates disagree with the statement, they need to substantiate their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

INTRODUCTION

Candidates should contextualise the question by referring to Mobutu's poor leadership and ineffectual/harmful political and economic policies. They should take a stance and indicate how they intend to support their line of argument.

ELABORATION

Background:

- Mobutu came into power during the chaotic years immediately after independence from Belgium, a period characterised by violence and upheaval.

Political:

- Mobutu Sese Seko came into power by a military coup.
- He believed in a centralised state.
- Mobutu Sese Seko turned the Congo into a one-party state – his party was MPR.
- Mobutu became a dictator.
- Opposition parties were silenced and there was evidence of imprisonment and human rights violations.
- The Congo was highly fragmented along ethnic lines/divides.
- Mobutu was a tool of the West (in particular of the USA) in the Cold War in Africa.
- He created a cult of personality with himself at the centre of the Congo's national identity. (Mutism)
- Congo become a one-party state within the first five years after gaining independence with all opposition suppressed.
- He was supported by USA because he was seen as an anti-communist ally.
- Introduced a policy of Zaireanisation that replaced skilled foreigners or those occupying strategic management positions with the unskilled locals – which led to maladministration and mismanagement in political leadership roles.
- Mobuto remained as president for life until his death.

(Any other relevant response)

Economic:

- Aim was to develop or diversify the economy, promote economic growth, and job creation to benefit all citizens.
- Inherited a capitalist economy from Belgium.
- Switched to promote capitalism and foreign investment which effectively gave the west access to Zaire's resources.
- Mobutu's economic policy was characterised by nepotism and kleptocracy which led to the creation of a rich, powerful elite which owed its allegiance to Mobutu.
- Weak economic policies led to the decline in the state of infrastructure such as roads.
- Personal enrichment and waste of resources (e.g. on his palace at Gbadolite)
- Inflation rates reached 100% and social welfare was cut.
- Production and exports declined.
- Accepted foreign aid. Blumenthal Report – Blumenthal was the World Bank representative in Zaire. In a leaked report he stated that there was no chance the country would ever repay its debts.
- Congo become dependent on foreign aid investment e.g., from the World Bank.

(Any other relevant answer)

Social and cultural policies

- Implemented a policy of Authenticate (originally) to promote indigenous customs and beliefs), also referred to as Africanisation.
- Replaced Christian names with African names.
- Clothing: wearing of Western-style suits were outlawed and replaced with an abacost meaning 'down with the suit'.

(Any other relevant answer)

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 IN THE USA.

[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills – L3]

SYNOPSIS

Candidates should explain to what extent the Black Power philosophy changed the lives of African-Americans living in the USA in the 1960s and 1970s.Candidates are expected to highlight the role played by Malcom X, Stokely Carmichael and the Black Panther Party.

MAIN ASPECTS

Candidates should include the following aspects in their response:

INTRODUCTION

Candidates should indicate to what extent the Black Power philosophy changed the lives of African-Americans living in the USA in the 1960s and 1970s.

ELABORATION

The impact of the philosophy of the Black Power Movement on African-Americans

- Believed in the concepts of self-pride and self-esteem/self-respect, that should be inculcated among African-Americans.
- Principles of Black Power (do things for yourself, control politics in their communities; take pride in their own culture and defend themselves) against racial oppression and manipulation;
- Promotion of black interests and concerns
- The philosophy of Black Power emerged as an attempt to address the poor living conditions of African-Americans.

Malcolm X advocated for black separation, self-determination (Black Nationalism), self-respect and self-discipline.

- Called for assertiveness (aggressiveness) in their revolution against oppression e.g., race riots at Watts
- Encouraged African-Americans to stand up against white American authorities in pursuit of freedom, justice and equality by whatever means possible.
- Promoted the concept of 'Black Pride'(self-esteem-respect-help)

In 1966 **Stokely Carmichael** popularised the 'Black Power' slogan 'Black is beautiful' and promoted 'African Pride'.

- Advocated for the exclusion of 'white' liberals as a philosophy for African-Americans
- He believed that the strategy of non-violence had failed because of the ongoing violence that was used by white Americans against African-Americans.
- Promoted African clothing/Afro hairstyles/music/literature/heritage as a symbol of Black Pride.

The role of the Black Panther Party

- The Black Panther Party (BPP) was founded by Bobby Seale and Huey Newton in 1966.
- The BPP was involved in the initiation and support of Black Power programmes, i.e., community-based programmes and feeding schemes (anti-poverty centres), embarked on programmes that were responsible for the defence of African-Americans against police brutality, focused on socio-economic conditions of African-Americans and also operated several community survival programmes.
- The Ten Point Plan served as the Black Panther's manifesto that covered its social, political and economic goals and objectives.
- The Ten Point Plan aimed to ensure that African-Americans attained equality in education, housing, employment and civil rights through demand for freedom, full employment, decent housing, need to learn the true history of African-Americans, end police brutality, end the murder of African-Americans and provide free health care.
- The Black Panther Party got involved in street patrols, monitored police activities and defended themselves by carrying guns (militant approach) to stop the ongoing police brutality.

(Any other relevant response)

CONCLUSION

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

TOTAL: 150