GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

# GAUTENG DEPARTMENT OF EDUCATION

# PREPARATORY EXAMINATION

# 2021

# MARKING GUIDELINES

## HISTORY (PAPER 1) (10791)

**23 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<br>• Selection and organisation of relevant information from sources<br>• Define historical concepts / terms | **30%**<br>**(15 marks)** |
| **LEVEL 2** | • Interpretation of evidence from sources<br>• Explain information gathered from sources<br>• Analyse evidence from sources | **40%**<br>**(20 marks)** |
| **LEVEL 3** | • Interpret and evaluate evidence from sources<br>• Engage with sources to determine the usefulness, reliability, bias and limitations<br>• Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions | **30%**<br>**(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 guideline, 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 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 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 teacher 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 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.<br>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:** 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**

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 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 | LEVEL 6 | LEVEL 5 | LEVEL 4 | LEVEL 3 | LEVEL 2 | LEVEL 1* |
|---|---|---|---|---|---|---|---|
| | 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. | Very well-planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument. | Well-planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument. | Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence. | Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence. | Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion. | Little or no attempt to structure the essay. |
| ***LEVEL 7*** Question has been fully answered. Content selection fully relevant to line of argument. | **47 – 50** | **43 – 46** | | | | | |
| ***LEVEL 6*** Question has been answered. Content selection relevant to 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 USSR AND THE USA CREATE THEIR SPHERES OF INFLUENCE IN EUROPE BETWEEN 1965 AND 1975?

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

- Joseph Stalin – USSR/Russia
- Winston Churchill – Britain
- Harry Truman – USA (3 x 1) (3)

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

- Negotiate terms for the end of World War 2
- Decide on the future of Germany
- Discuss reparations

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

1.1.3 *[Extract evidence from Source 1A – L1]*

- He felt that the USSR's decision was too harsh on Germany.
- Wanted other occupying nations to also benefit from reparations.
- Roosevelt wanted to prevent a similar situation from being created that lead to the rise of the Nazis. (2 x 1) (2)

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

- Negotiations confirmed the status of a demilitarised and disarmed Germany under four zones of occupation.
- Each of the four members of the Allied powers was allocated a zone of occupation.

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

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

- USSR's intention
- Limits, if any, to their expansive and proselytising tendencies

(Any one of the above) (1 x 1) (1)

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

- A title in the army
- Leader of a regiment

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

1.2.3 *[Definition of historical concept from Source 1B – L1]*

- Ideological/imaginary line dividing Europe into two spheres of influence, capitalist West, and communist East.
- Division of Europe into two spheres of influence, communism – East and capitalism – West.

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

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

- Feared that communism will spread in Central and Eastern Europe, and eventually in Western Europe.
- Felt that USA would have lost to communism in Central and Eastern Europe.
- Wanted to promote capitalism in Central and Eastern Europe.
- That communism was spreading faster than anticipated at the expense of capitalism.

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

1.2.5 *[Analysing and interpreting the reliability of Source 1B – L3]*

Reliable:

- Speech by Winston Churchill, British Prime Minister.
- The source has the exact date/time frame of the Cold war.
- Can be corroborated with other sources.
- Explains the extent of the spread of communism in Central and Eastern Europe.
- Provides grounds for USA's Domino Theory.

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

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

- Shows the danger of communism in Western Europe if the Marshall Plan was not implemented speedily (Russian bear moving towards the Western Europe)
- Provides the extent of the spread of communism in Europe (The pace/speed of the shadow)
- Shows how communism was spreading towards Western Europe (While the shadow lengthens)

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

1.3.2 *[Explanation of symbols from Source 1C – L1]*

(a) (Bear) USSR (1 x 1) (1)
(b) (White House) USA (1 x 1) (1)

1.4 1.4.1 *[Extraction of evidence from Source 1D – L2]*

- Controlling inflation
- Reviving trade/Restoring production (2 x 1) (2)

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

- Europeans buying into the ERP/Marshall Plan
- Europeans agreeing to the basic stipulations of the assistance package
- Europeans were receptive towards capitalism

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

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

- It was harder for supporters to argue for additional assistance funds under ERP.
- Following the outbreak of the Korean War in 1950, American interest in international assistance turned away from a focus on economic development toward defence funding and supporting military and rearmament in Europe as a bulk against the Soviet Union and international communism. (2 x 1) (2)

1.4.4 *[Comparison of information: Sources 1C and 1D – L3]*

- Source 1C portrays post war Western Europe as being threatened by the Russian shadow while Source 1D acknowledges that without US assistance, it was not possible for Western Europe to recover its economy.
- Source 1C shows the Marshall Plan as a plan to save Western Europe, while Source 1D shows that the Marshall Plan aimed to restore and revive the economies of Western Europe.
- Both Sources 1C and 1D emphasise that the Marshall Plan was a capitalist plan to protect Western Europe against Soviet domination and communism.

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

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

Candidates could include the following points in their response:

- The division of Germany during the Potsdam and Yalta Conferences after WW2 led to the emergence of the Cold War in 1945. (Source 1A)
- USA aimed to spread capitalism starting in Western Europe, and USSR aimed to spread communism from Eastern Europe (Own Knowledge).
- Former British Prime Minister, Winston Churchill referred to the division of Europe according to capitalism and communism, as the “Iron Curtain”. (Source 1B)
- The Iron Curtain threatened World peace and the autonomy of nations. (Source 1B)

- Each one of the two superpowers (USA and USSR) wanted their ideology to dominate politics. (Own Knowledge)
- The introduction of the Marshall Plan further strained the relationship between USSR and USA. (Source 1C)
- USA regarded the Marshall Plan as the means to save Western Europe from Soviet domination. (Source 1C)
- The Marshall Plan provided massive funding to struggling Western European countries to resuscitate their ailing economies. (Source 1D)
- The Marshall Plan aimed to promote capitalism. (Source 1D)
- USSR viewed the Marshall Plan as 'Dollar diplomacy'. (Own Knowledge)
- USSR introduced her own economic plan (COMECON) to counter the Marshall Plan. (Own Knowledge)

(Any other relevant response) (8)

Use the following rubric to allocate a mark:

| | | |
|---|---|---|
| **LEVEL 1** | • Uses evidence in an elementary manner e.g., **shows no or some understanding of how the USSR and the USA created their spheres of influence in 1945.**<br>• 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 USSR and the USA created their spheres of influence in 1945.**<br>• 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 USSR and the USA created their spheres of influence in 1945.**<br>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. | **MARKS 6 – 8** |

**[50]**

## QUESTION 2: WHAT WAS THE NATURE OF FOREIGN INVOLVEMENT IN THE ANGOLAN CIVIL WAR?

Study Sources 2A, 2B, 2C and 2D and answer the questions that follow.

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

- Popular Movement for the Liberation of Angola (MPLA)
- National Front for the Liberation of Angola (FNLA)
- The National Union for the Total Independence of Angola (UNITA)

(3 x 1) (3)

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

- USA
- Zaire
- China

(any 2x1) (2)

2.1.3 *[Explanation of historical concepts from 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) (1 x 2) (2)

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

- They wished to support the MPLA as fellow Marxists.
- They shared a common ideology (communism).
- They wished to prevent the fall of the MPLA.
- They wished to undermine the interests of the USA in Africa.
- They realised the strategic importance of Angola.
- They wished to promote the spread of communism.

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

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

- They did not want to be seen as supporting apartheid in SA.
- They did not wish to have the reputation of the USA damaged by being seen as associating with the apartheid regime.

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

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

- Angola had oil.
- Angola had good harbours on the Atlantic coast.
- The prospect of a Russian naval base there worried Washington.

(Any one of the above) (2 x 1) (2)

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

- America wanted the USSR to waste money and resources in the Angolan conflict.
- America wanted the conflict to become too expensive for the USSR to maintain their involvement.
- They wanted the USSR's support to the MPLA to become expensive to the point that they abandoned them.

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

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

- Did not want to risk open conflict with USSR.
- Did not want to appear the aggressor.
- Was worried about their image.
- Was worried about American public opinion because of the similarities of the conflict to the Vietnam War.

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

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

- SA government was capitalist/pro-western, therefore anti-communist.
- MPLA was pro ANC/anti-apartheid.
- MPLA was supporting SWAPO in Namibia.
- SA wanted the support of USA.

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

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

- "For the systematic oppression that had been carried out against the people of South Africa and the region as a whole in defence of white rule and capitalism." (1 x 1) (1)

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

- "in defence of white rule and capitalism" (1 x 2) (2)

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

- over $80 billion (1 x 1) (1)

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

- Over two million persons were killed.
- People were maimed.
- People were displaced.
- People were made refugees. (Any 3 x 1) (3)

2.3.5 *[Evaluate evidence/determine limitations/bias from source 2C – L3]*

- Clearly paints SA in a negative light.
- Source does not depict the view/standpoint of SA.
- Only depicts the viewpoint of Angola/MPLA/those who oppose SA/UNITA.
- Source depicts SA as the main aggressor.

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

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

- Magnus Malan/SA is a threat to Angola/Southern Africa (he is beating his chest, growling etc. at Angola/Africa).
- Magnus Malan/SA is protecting/helping UNITA (the little man labelled UNITA is hiding behind his leg).
- Malan/SA is dangerous/violent etc. (the ape looks violent/scary/ threatening).
- SA is the real power behind UNITA (Malan is far bigger and more threatening than the little UNITA figure).

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

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

- UNITA is less significant or powerful than SA.
- UNITA is being protected by the larger SA.
- UNITA is the junior or weaker partner of SA.

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

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

- Malan (the giant ape) is beating his chest in a threatening manner – he is threatening Angola/Southern Africa.
- Malan is growling – he/SA is dangerous.
- He is showing/baring his teeth – he looks threatening and dangerous: He/SA is a danger to Angola.

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

2.5 *[Comparison of evidence from source 2D – L3]*

- Source 2C: mentions Malan; Source 2D: we actually see him.
- Source 2C describes him as a war criminal; in Source 2D we see him in a military uniform.
- In Source 2C he is described as aggressive etc; in Source 2D we see him acting aggressively/threateningly.

- In Source 2C Malan/SA is described as attacking Angola and Southern Africa, and in Source 2D we see him standing on a map of Southern Africa.
- In Source 2C we are told that SA supported UNITA; in Source 2D we see a little UNITA figure being sheltered by Malan.

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

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

**Candidates must show an understanding of how foreign nations like SA/USA/Cuba came to be involved in Angola, what their involvement entailed and how this affected Angola.**

- The Civil War in Angola became a cold war battleground (Source 2A).
- The USA assisted the FNLA and UNITA (Source 2A).
- Zaire and China assisted the FNLA (Source 2A).
- The USSR assisted the MPLA (Source 2A).
- The MPLA had long established relations with Cuba who provided aid (Source 2A).
- The USA wanted to deny Angola to the USA (Source 2B).
- The presence of Cubans and Soviets were a threat to SA (Source 2B).
- American aid was, at first, secret but became formal and overt (Source 2B).
- SADF caused death and destruction in Angola (Source 2C and 2D).
- Over two million persons were killed, maimed, displaced, or made refugees (Source 2C).
- SADF cause $80 billion of destruction and committed human rights abuses (Source 2C).
- Magnus Malan/SA was a threat to Angola and Southern Africa in general (e.g., Mozambique – through the MNR).

(Any other relevant response) (8)

| | | |
|---|---|---|
| **LEVEL 1** | • Uses evidence in an elementary manner. Shows little understanding of **the nature of foreign involvement in the Angolan Civil War.**<br>• 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.<br>• Shows an understanding of **the nature of foreign involvement in the Angolan Civil War.**<br>• 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 **the nature of foreign involvement in the Angolan Civil War.**<br>• Uses evidence effectively in an organised paragraph that shows an understanding of the topic. | **MARKS: 6 – 8** |

**[50]**

**QUESTION 3: WHAT IMPACT DID THE GREENSBORO SIT-INS HAVE ON THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES OF AMERICA IN THE 1960s?**

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

- Segregation in public education to be unconstitutional (1 x 1) (1)

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

- Marches
- Boycotts
- Sit-ins (3 x 1) (3)

3.1.3 *[Explanation of a historical concept from Source 3A – L1*]

- The United States constitutional provision which mandated the segregation of public schools, public places, public transportation, public restrooms, restaurants and drinking fountains between white and black people.
- A collection of state and local laws that legalised segregation of public institutions and spaces.
- State laws that controlled where black people could live, work or travel and indentured servitude.
- (Any other relevant response) (1 x 2) (2)

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

- The African Americans were not concerned about what the restaurants served or what the food served cost; they were mainly concerned about the exclusion based on racial segregation.
- The white supremacists were extremely unreceptive of the African Americans thus the goal of the CRM was to fight for freedom and equality as stated in the American constitution.
- There were signs and policies that stigmatised the African Americans as inferior, the CRMs focus was to ensure that they are not prohibited or restricted from all public spaces.
- Job opportunities were limited for the African American thus they lived in abject poverty, the intension of the CRM was that all people are given equal opportunities and a right to vote.
- They could not tolerate a democratic country which continued to uphold the Jim Crow laws.

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

3.1.5 *[Extraction of evidence from Source 3B – L1]*

- Jobs
- Health care
- Reform of the police and criminal justice system
- Education
- The vote (any 2 x 1) (2)

3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*

- David Richmond
- Franklin McCain
- Jibreel Khazan
- Joseph McNeil (4 x 1) (4)

3.2.2 *[Interpretation of evidence in Source 3A – L2]*

- The sit-ins spread rapidly to the states as more students engaged in the lunch counter protests.
- The police arrested a lot of students and leaders which strengthened the determination to end segregation in all public places.
- The sit-ins mobilised more supporters and led to more diverse nonviolent campaigns.

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

3.2.3 *[Interpretation of evidence in Source 3A – L2]*

- The newspapers and television showed Americans the violence used by the unruly whites against the nonviolent civil rights protesters.
- The media pushed the government to implement constitutional changes and treat all citizens equally.
- The media coverage was seen internationally, thus shaping different opinions about America as a democratic country which failed to end segregation.
- The sit-ins became a catalyst for change because the media covered the extent of violence levelled against the protesters thus increasing the momentum and support for the civil rights protests in all states.

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

3.3 3.3.1 *[Interpretation of evidence in Source 3A – L2]*

- The state was determined to continue with the segregation of the lunch counters although it violated the rights of African Americans and the constitution of America.
- The state was protecting the white owned businesses to ensure that they do not lose any revenue.

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

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

- State capital building
- The county courthouse
- City hall
- Bus stations
- Railway stations (any 2 x 1) (2)

3.3.3 *[Interpretation of evidence in Source 3A – L2]*

- The protesters were turned away and threatened by the Ku Klux Klan who burnt the crosses and houses of the protesters.
- The Civil Rights Movement leaders did not follow up or escalate the kneel-ins because they received a lot of support from the white Baptist Church members.
- The kneel-in campaign did not grow as expected.
- The extent of success achieved was to a lesser extent as the protests were not as widely covered by the media.

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

3.4 *[Comparison of information in Sources 3B and 3C – L3]*

- Source 3B states that the Greensboro sit-ins and sit-down protests quickly spread from the North to the South and Source 3C highlights that 200 students participated in the sit-in protests in more than 10 public places in Georgia.
- Source 3B explains that by the end of the year 100 sit-ins were staged in different American states and Source 3C states that more black communities supported the protests after the Ku Klux Klan rally.

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

3.5 3.5.1 *[Interpretation of evidence in Source 3A – L2]*

- The picture below depicts how the white mob dumped food, drinks, mustard and sugar on black students and white supporters waiting quietly to be served.
- The photograph depicts how hostile the white students were towards the African Americans who demanded to be served on the lunch counters.
- Students across the country became active participants in the civil rights movement.

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

3.5.2 *[Evaluating the usefulness of Source 3B – L3]*

**The evidence in the source is useful because it provides information about:**

- Hunter Gray who was a civil rights activist, sitting on the left, who took part in the 1963 Woolworth's sit-in which yielded this iconic photograph.
- The photograph shows the hatred, and food and beverage poured over the three protesters who remained seated, following Ghandi's nonviolent protest ideas.
- The photograph is a primary source in which the photographer was an eyewitness of the violence levelled against the three protesters.
- The photograph was seen across America and internationally, it reinforced the end of the Jim Crow laws.
- It includes a brief description of how he was attacked by the white students.

(Any other relevant response) (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 Greensboro sit-in was a turning point in the fight for civil rights, because it inspired other nonviolent forms of protests that would kill Jim Crow. (Source 3A)
- The sit-in intensified the demand for jobs, improved social services and a right to vote. (Source 3A)
- It increased the desegregation pace of the Civil Rights Movement and increased the number of supporters from the students of all races. (Source 3A)
- The sit-in paved a way for the Civil Rights Act of 1964 and the Voting Rights Act of 1965. (Source 3A)
- The sit-in protest tactics at Greensboro, F.W. Woolworth's were successful because it demonstrated the power of ordinary people taking collective action against the Jim Crow laws. (Source 3B)
- The sit-ins captured the attention of the national media which covered the protests and exposed the injustices in America. (Sources 3B and 3C)
- The conception of equal rights and racial integration in the United States was supported by some white protesters who took part in the sit-in protests.

- Woolworth's and other business owners ultimately relented because of the negative financial impact over six months. (Source 3B and 3D)
- The violent acts of the white students did not discourage the protesters, particularly the white supporters who were determined to end segregation on the lunch counters and in schools. (Source 3C)
- In Nashville, the sit-in campaign was also successful, and its emphasis on a disciplined, nonviolent attitude inspired by Ghandi, were achieved.
- The sit-ins spread successfully like wildfire from state to state, regardless of the police arrests ordered by the Governor, the violent acts of supremacists or the Ku Klux Klan 500-person rally. (Source 3D)
- Various organisations like SNCC and COAHR were formed to promote or mobilise support for the Civil Rights Movement in the United States of America. (Source 3D)
- The black churches supported the sit-ins by hosting mass meetings, printing and distributing newsletters that encouraged nonviolent protests. (Source 3D)
- Dr Martin Luther King Jr., Dianne Nash Ella Baker, and other black leaders supported the sit-in protests thus public facilities and restaurants were ultimately desegregated.

(Any other relevant response) (8)

| LEVEL | LEVEL DESCRIPTORS | MARKS |
|---|---|---|
| **LEVEL 1** | • Uses evidence in an elementary manner e.g. **shows little or no understanding of the impact that the Greensboro sit-ins had on the Civil Rights Movement in the United States of America in the 1960s**<br>• Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic. | **0 – 2** |
| **LEVEL 2** | • Evidence is mostly relevant and relates to a great extent to the topic e.g., **shows an understanding of the impact that the Greensboro sit-ins had on the Civil Rights Movement in the United States of America in the 1960s**<br>• Uses evidence in a basic manner to write a paragraph. | **3 – 5** |
| **LEVEL3** | • Uses relevant evidence e.g., **demonstrates a thorough understanding of the impact that the Greensboro sit-ins had on the Civil Rights Movement in the United States of America in the 1960s**<br>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. | **6 – 8** |

**[50]**

## 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 agree or disagree that the conventional warfare strategy adopted by the United States of America was 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 take a line of argument by agreeing or disagreeing that the conventional strategies adopted by the United States of America was 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 South Vietnam governments 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 Vietminh and Viet Cong had access to some modern weapons.
- Guerrilla warfare was effectively used by the Viet Cong, supported by Vietminh from the north and used tactics such as booby traps, underground tunnels, hit and run, and sabotage.
- Tet Offensive (1968) was launched by the Vietminh 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 Vietminh (North) to support Viet Cong in the South.
- The Viet Cong increased its support base because of the tactics used against the USA soldiers.
- The Vietnamese were united in defence of their country.

(Any other relevant response)

**CONCLUSION**:

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

**QUESTION 5: INDEPENDENT AFRICA: THE CONGO**

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

**SYNOPSIS**

**Candidates should identify both Mobutu's political and economic policies. Candidates should also discuss the way he provided leadership in both areas.**

**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 ineffective/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.
- 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.
- 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.

Economic:

- Aim was to develop or diversify the economy, promote economic growth and job creation to benefit all citizens.
- 1973/4 Zaireanisation – the era of "Les Grosses Legumes" ("The Big Vegetables") – nationalisation of the economy – assets of foreign companies and individuals were seized and reallocated to Zairian natives. This was done in a very chaotic and unplanned way.
- 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.
- 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.

(Any other relevant answer)

Eventually due to pressure from the West, which cut off funding, led to a decline in his power, rebellion and eventual death in exile.

**CONCLUSION**

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

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

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

### SYNOPSIS

**Candidates should explain to what extent Malcom X and Stokely Carmichael focused on the implanting (promotion) of the Black Power Movement philosophy, instilling of racial pride and the development of self-reliance among African Americans in the USA in the 1960s. Candidates should use relevant examples to support their line of argument.**

### MAIN ASPECTS

Candidates should include the following aspects in their response:

### INTRODUCTION

Candidates should take a stance by indicating to what extent the Black Power Movement leaders were concerned with the implanting (promotion) of black power, the instilling of black pride and the development of self-respect among African Americans.

### ELABORATION

- Reasons for the emergence of the Black Power Movement: living in ghettos and slum areas/poor housing; under-resourced facilities (schools, health etc.); lack of jobs and poverty; slow pace of change/loss of faith in the Civil Rights Movement; attempts at promotion of the Black Power philosophy.
- The role of Malcolm X: (influential through calling for black separation, fighting for self-determination and advocating for self-respect and self-discipline).
- The role of Stokely Carmichael: advocated for the principles of Black Power, (do things for themselves; control politics in their communities; take pride in their own culture; defend themselves against racial oppression and manipulation and in 1966 he popularised the Black Power slogan 'Black is beautiful').
- The role of the Black Panther Party (for self-defence) – put into action Black Power/Black Pride Philosophy. Attempts at instilling racial pride: Accepting African identity. Promoting the concept of African identity through slogans such as: 'Black is beautiful', promoting the Afro hairstyle and African clothing.
- Acknowledgement of African heritage, music and literature.
- The Ten-point plan of the Black Panther Party (covered its social, political and economic goals) attempts at development of self-respect.
- Assertiveness (e.g., race riots in Watts, Detroit and Newark).
- Wanted African Americans to stand up against white American authorities in pursuit of freedom, justice and equality, by whatever means possible.
- The Black Panther Party's Ten-point plan implementation.
- Community development projects (e.g., free breakfasts).
- Educational programmes (e.g., teaching African history).

(Any other relevant response)

**CONCLUSION**

Candidates should tie up their argument with a relevant conclusion. If candidates do not agree with the statement, they must support their line of argument with relevant evidence.

**[50]**

**TOTAL: 150**