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MARKING GUIDELINES

EXAMINATION	NATIONAL SENIOR CERTIFICATE
GRADE	12
DATE	MAY/JUNE 2024
SUBJECT	HISTORY
PAPER	1
MARK TOTAL	150
DURATION (HOURS)	3
NUMBER OF PAGES	26

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SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE

SUID-AFRIKAANSE KOMPREHENSIEWE ASSESSERINGSINSTITUUT

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1. SOURCE-BASED QUESTIONS

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

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

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

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

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 (✓✓✓✓).

1.4 In marking of questions about support/similarities, the answer can be:

- It shows / It indicates / Both sources…
- But in cases of differences between sources, the answer <u>must</u> be: In source A … but in source B…

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1.5 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 was 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 in the bottom right-hand margin, e.g. $\frac{32}{50}$

- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

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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 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 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 first 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 contextualized (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.

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2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised.

		^
•	Wrong statement	_____
•	Irrelevant statement	|
		|
		|
•	Repetition	R
•	Analysis	A√
•	Interpretation	1√

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 the essay 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 the essay 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	

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GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

PRESENTATION → / CONTENT ↓	LEVEL 7 Very well planned and structured Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	LEVEL 6 Very well planned and structured essay. Developed a relevant line of argument. 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 is 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 the line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question is recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

*** Guidelines for allocating a mark for Level 1**

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

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	Level 1	Level 2	Level 3
	Extract evidence from sources. Selection and organisation of relevant information from sources. Define historical concepts.	**Interpretation. Understand source and author's opinion. Simple comparison. Explain historical concepts.**	**Interpret & evaluate. Engage in biased, reliability, usefulness. Compare and contrast. Interpretations.**
CAPS	**30%**	**40%**	**30%**
1.1.1.	2		
1.1.2.	1		
1.1.3.	3		
1.1.4.		4	
1.1.5.		4	
1.2.1.	2		
1.2.2.	1		
1.2.3.	2		
1.2.4.		4	
1.2.5			2
1.3.1	2		
1.3.2.		2	
1.3.3.		2	
1.3.4		2	
1.3.5			4
1.4.1.	1		
1.4.2.	1		
1.4.3	1		
1.4.4		2	
1.5			8
	32%	40%	28%
2.1.1.	2		
2.1.2.	2		
2.1.3.	3		
2.1.4.		2	
2.1.5.			4
2.2.1.	2		
2.2.2.	2		
2.2.3.	2		
2.2.4.		4	
2.2.5.		4	
2.2.6			2
2.3.1.	2		
2.3.2.		2	
2.3.3.		4	
2.4.1	1		
2.4.2		2	
2.4.3		2	
2.5.			**8**
	32%	**40%**	**28%**
3.1.1.	1		
3.1.2.	1		
3.1.3		2	
3.1.4		4	
3.2.1.	3		
3.2.2.	2		
3.2.3.	1		
3.2.4.		4	
3.2.5		2	
3.2.6			4
3.3.1.	3		
3.3.2.	2		
3.3.3.		4	
3.3.4		2	
3.3.5			2
3.4.1.	1		
3.4.2.	2		
3.4.3		2	
3.5.			8
	32%	**40%**	**28%**

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SECTION A

QUESTION 1: HOW DID THE UNITED STATES RESIST SOVIET EXPANSION IN EUROPE AFTER WORLD WAR II?

1.1 1.1.1 *[Extract of evidence from Source 1A - Level 1]*
- To maintain order in war-devastated areas.
- To deter Soviet advances. (2x1) (2)

1.1.2 *[Extract of evidence from Source 1A - Level 1]*
- "…traditionally rejected alliances and large military deployments abroad…" (1x1) (1)

1.1.3 *[Extract of evidence from Source 1A - Level 1]*
- Western Germany
- Italy
- Turkey
- Japan (any 3x1) (3)

1.1.4 *[Interpretation of evidence from Source 1A - Level 2]*
- The United States decided that it had to help Western Europe to recover after World War II to prevent it from becoming victims of communism.
- The United States committed itself to the military defence of Western Europe and had to pay for the soldiers and weapons until their European partners had more resources to cover at least part of the costs.
- The United States needed capitalistic allies and thus assisted the Western European countries to recover economically so that they could trade with each other.
- Any relevant answer. (any 2x2) (4)

1.1.5 *[Interpretation of evidence from Source 1A - Level 2]*
- The Soviet Union was in control of large areas in Eastern Europe, changing them into Soviet satellites.
- The Soviet Union helped to establish communist governments in Eastern Europe while the USA wanted to stop the spread of communism there.
- The Soviet Union was in favour of communism, thus regarded as a dictatorship/totalitarian state.
- Any relevant answer. (any 2x2) (4)

[14]

1.2 1.2.1 *[Extract evidence from Source 1B - Level 1]*
- To democracy.
- To world stability. (2x1) (2)

1.2.2 *[Extract evidence from Source 1B - Level 1]*
- Truman. (1x1) (1)

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1.2.3 *[Define a historical concept from Source 1B - Level 1]*
- Containment – stop/prevent the spread of communism.
- United States' geopolitical strategic foreign policy to stop the expansionism of communism.
- Any relevant answer. (any 1x2) (2)

1.2.4 *[Interpretation of evidence from Source 1B - Level 2]*
- The United States/America had to help the neighbouring European nations from the Soviet satellite states to resist communism.
- The United States/America's traditional allies were weakened by World War II, leaving only the United States to defend against the Soviet Union.
- Any relevant answer. (any 2x2) (4)

1.2.5 *[Explain similarities in Sources 1A and 1B – Level 3]*
- Both sources imply the United States took steps to defend European countries.
- Both sources explain the policies of the United States against the Soviet Union.
- Both sources imply that political, military and economic actions were taken against the Soviet Union.
- Any relevant answer. (any 1x2) (2)

[11]

1.3 1.3.1 *[Extract evidence from Source 1C - Level 1]*
- Reactionaries.
- Fascists. (2x1) (2)

1.3.2 *[Interpretation from Source 1C - Level 2]*
- The Soviet Union's ideological commitment to achieving communism included the development of socialism in one country and to defend the international proletariat.
- The Soviet Union wanted to promote the goals of communism.
- Any relevant answer. (any 1x2) (2)

1.3.3 *[Explain evidence from Source 1C – Level 2]*
- The USA provided economic assistance to restore the economies of post war Europe – the Soviet Union interpreted that as American expansion.
- The USA were building their military bases against the Soviet Union in Greece and Turkey.
- USA capitalists were opening businesses and buying up all that seems to them profitable in Greece and Turkey.
- Any relevant answer. (any 1x2) (2)

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1.3.4 *[Interpretation of evidence from Source 1C – Level 2]*
- One viewpoint is that the United States wanted to help the European countries to reconstruct their war-destroyed economies, but the other viewpoint is that the Marshall Plan was just a way for the United States to control Western Europe/ to maintain capitalism.
- Any relevant answer. (any 1x2) (2)

1.3.5 *[Explain bias in Source 1C – Level 3]*
- It is an article from a Russian newspaper -views will be against the USA.
- The writer criticised the Marshall Plan as a way to subject all of Europe to USA's capital.
- The writer argued that the USA wanted to seem helpful but in reality, that was not the case.
- The writer used words like "cunning" and "subjecting" to describe the USA.
- The writer uses phrases such as "American appetites are great"/ "American colonies".
- Any relevant answer. (any 2x2) (4)

[12]

1.4 1.4.1 *[Extract evidence from Source 1D - Level 1]*
- Stalin. (1x1) (1)

1.4.2 *[Extract evidence from Source 1D - Level 1]*
- Hammer and sickle. (1x1) (1)

1.4.3 *[Extract evidence from Source 1D – Level 1]*
- New York/USA. (1x1) (1)

1.4.4 *[Interpretation of evidence in Source 1D - Level 2]*
- The Soviet Union wanted to influence the policies in these countries.
- The Soviet Union was in a Cold War with the USA.
- Communist expansionism was threatened.
- Any relevant answer. (any 1x2) (2)

[5]

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1.5 *[Interpretation, analysis and synthesis of evidence from the relevant sources - Level 3]*
Candidates could include the following aspects in their response:

- After World War II the USA and Soviet Union were the remaining superpowers but they had very different forms of government — the former a capitalist democracy, the latter a communist dictatorship. (Own knowledge)
- The USA built a military machine that included a massive Department of Defence, extensive covert intelligence capabilities, a growing nuclear arsenal, and permanent military bases around the globe (and around the Soviet Union). (Sources 1A and 1B)
- The USA entered a series of alliances with foreign countries, guaranteeing their security through permanent deployments of forces abroad. (Source 1A)
- USA soldiers remained in Western Germany, Italy, Turkey, and Japan long after the end of World War II. (Source 1A)
- The USA Navy stayed deployed in all the world's major seaways. (Source 1A)
- The Truman administration's answer to the expansionism was the policy of containment. (Source 1B)
- The USA also offered the Marshall Plan, massive aid package aimed at supporting collapsing economies that were letting communist sympathizers gain power. (Sources 1A and 1C)
- The Soviet Union rejected the Marshall Plan/the recovery plan for Europe after World War II. (Sources 1C and 1D)
- Military alliances were formed, the West grouped together as NATO, and the East as the Warsaw Pact. (Own knowledge)
- The USA helped Greece and Turkey to withstand communism. (Source 1B)
- Any relevant answer.

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of how the United States resisted Soviet expansion in Europe after World War II.** • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.	Marks: 0 – 2
LEVEL 2	• Evidence is mostly relevant and relates to the topic e.g. **shows some understanding of how the United States resisted Soviet expansion in Europe after World War II.** • Uses evidence in a basic manner to write a paragraph.	Marks: 3 – 5
LEVEL 3	• Uses relevant evidence e.g., that **shows a thorough understanding of how the United States resisted Soviet expansion in Europe after World War II.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	Marks: 6 – 8

[8]

TOTAL QUESTION 1: [50]

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QUESTION 2: WHY DID FOREIGN POWERS BECOME INVOLVED IN THE ANGOLAN CIVIL WAR BETWEEN 1974 AND 1976?

2.1 2.1.1 [*Extract evidence from Source 2A - Level 1]*
- Rise of Soviet influence.
- Cuban activity. (2x1) (2)

2.1.2 *[Extract evidence from Source 2A - Level 1]*
- Mobutu Sese Seko.
- Kenneth Kaunda. (2x1) (2)

2.1.3 *[Extract evidence from Source 2A - Level 1]*
- The larger balance of power between the superpowers would be weakened.
- The Soviets were to impose a government of its own choice in the country and to carve out a new sphere of influence.
- The confidence of pro-Western states, like the Congo and Zambia, would be severely shaken.
- US prestige around the world would again be adversely (badly) affected. (any 3x1) (3)

2.1.4 *[Interpretation of evidence from Source 2A - Level 2]*
- The United States wanted to contain the spread of communism in Africa.
- It was a way to enforce United States' power against the Soviet Union/Part of the Cold War strategy.
- The United States wanted to save her prestige/reputation after the poor performance in Vietnam.
- Any relevant answer. (any1x2) (2)

2.1.5 *[Explain biased in Source 2A - Level 3]*
Biased because,
- He was the US Secretary of State and Head of the National Security Council and therefore against the Soviet Union/ choose sides.
- Kissinger implies that the economic wealth or the naval base sounds unimportant – the oil was important to the USA.
- Kissinger uses words like he 'care for Africa' although his motives were not pure.
- Any relevant answer. (any 2x2) (4)

[13]

2.2 2.2.1 *[Extract evidence from Source 2B - Level 1]*
- Zaire.
- South Africa. (2x1) (2)

2.2.2 *[Extract evidence from Source 2B - Level 1]*
- Diamonds.
- Oil. (2x1) (2)

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2.2.3 *[Define concept from Source 2B - Level 1]*
- A war between citizens of the same country.
- Struggle for power between various groups within the same country.
- Any relevant answer. (any 1x2) (2)

2.2.4 *[Interpretation of evidence from Source 2B - Level 2]*
- It was a struggle between communist and anti-communist groups. South Africa supported anti-communist groups.
- The USA, an ally of the South African government, aided UNITA; the Soviet Union, an ally of the ANC, aided the MPLA.
- South Africa wanted to defend and safeguard its own borders against communism.
- South African forces invaded Angola with the objective of driving the MPLA, Soviet and Cuban forces out to strengthen the position of UNITA, an ally of South Africa.
- Any relevant answer. (any 2x2) (4)

2.2.5 *[Interpretation of evidence from Source 2B - Level 2]*
- The USA/America's allies in Angola were South Africa and UNITA against the communist groups (part of the Cold War struggle), but on the other hand the USA oil companies also paid his communist enemy (Cuba) to protect oil installations from attacks by South African forces and UNITA.
- The USA had conflicting interests in Angola – oil and a proxy against communism/containing communism.
- South Africa wanted to fight against the liberation movements of SWAPO in Namibia.
- Any relevant answer. (any 2x2) (4)

2.2.6 *[Explain difference in Sources 2A and 2B - Level 3]*
- Source 2A focuses on the reasons for the USA's involvement in Angola, but Source 2B explains the extent of the USA involvement.
- Source 2A implies that the resources were not an important reason for USA involvement, but Source 2B refers to the dollar income generated by USA's oil companies.
- Any relevant answer. (any 1x2) (2)

[16]

2.3 2.3.1 *[Extract evidence from Source 2C - Level 1]*
- Their ancestors.
- Slaves from Africa. (2x1) (2)

2.3.2 *[Interpretation of evidence from Source 2C – Level 2]*
- Castro supported communism and against the USA's capitalism.
- The USA tried to overthrow Castro through the Bay of the Pigs invasion.
- Any relevant answer. (any 1x2) (2)

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2.3.3 *[Interpretation of evidence from Source 2C – Level 2]*
- Castro was against racial discrimination – South Africa had a racist regime and Castro wanted to defend the MPLA against South Africa's army.
- Castro befriended the Soviet Union and was a believer in communism – against the USA who supported the MPLA's enemies.
- Castro and the USA had a past – Bay of the Pigs – therefore Castro wanted to support the USA's enemy in Africa.
- Any relevant answer. (any 2x2) (4)

[8]

2.4.1 *[Extraction of information from Source 2D – Level 1]*
- Cuba. (1x1) (1)

2.4.2 *[Interpretation of information from 2D – Level 2]*
- It shows that Cuba involved itself in Africa.
- It is negative – it is using Africa as an ashtray.
- Cuba poses a danger to peace in Africa.
- Any relevant answer. (any 1x2) (2)

2.4.3 *[Interpretation of information from 2D – Level 2]*
- *Die Burger* was widely associated with the National Party government of South Africa who was involved in the war against communism in Southern Africa.
- Cuba's involvement was seen as a threat to South Africa, a capitalist country.
- Cuba was involved in Angola, a border country near to South Africa.
- Any relevant answer. (any 1x2) (2)

[5]

2.5 *[Interpretation, analysis and synthesis of evidence from the relevant sources – Level 3]*
Candidates could include the following aspects in their response:

- Soviet Union and Cuban officers and functionaries attempted to fill the vacuum left by the departing colonial administration by providing advice to the new Angolan government. (Own knowledge)
- Before Angola attained independence from the Portuguese colonial rule, the CIA gave the FNLA and UNITA a secret grant of 300 000 USA dollars. They were concerned about the Soviet Union's involvement. (Source 2A)
- The rise of Soviet Union's influence in Angola and Cuban activity there, had caught USA attention. (Source 2A)
- The USA's defeat in Vietnam in April 1975 had severely damaged its prestige (status) around the world – maybe the USA could regain it in Angola. (Source 2A)
- The Soviets could spread their ideology in Africa – Cold War – USA wanted to contain it. (Source 2A)
- Angola became the seat of a new war by proxy between the USA and the Soviet Union. (Source 2B)
- South Africa supported its ally, UNITA against Cubans. (Sources 2B,2C and 2D)

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- USA oil companies paid for Cuban troops to protect the Angolan government and its oil installations from attacks by South African forces working for UNITA. The USA had conflicting interests in Angola – oil and a proxy against communism. (Source 2B)
- The Cubans believed/Castro stated that they had historical connections to Africa through slavery. (Source 2C)
- Cuba/Castro believed that they were fighting against South African racists and the Yankee imperialists. (Source 2C))
- The war in Angola represented a border war between South Africa and the Cuban's. (Sources 2C and 2D)
- Any relevant answer.

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of the reasons for foreign involvement in the Angolan war.** • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.	Marks: 0 - 2
LEVEL 2	• Evidence is mostly relevant and relates largely to the topic e.g. **shows some understanding of the reasons for foreign involvement in the Angolan war.** • Uses evidence in a basic manner to write a paragraph.	Marks: 3 – 5
LEVEL 3	• Uses relevant evidence e.g. **that shows a thorough understanding of the reasons for foreign involvement in the Angolan war.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	Marks: 6 - 8

[8]

TOTAL QUESTION 2: [50]

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QUESTION 3: HOW DID THE CIVIL RIGHTS MOVEMENT CHALLENGE SEGREGATION IN THE UNITED STATES IN THE 1950s AND 1960s?

3.1 3.1.1 *[Extract evidence from Source 3A - Level 1]*
- Black passengers must sit in designated seats at the back of the bus. (1x1) (1)

3.1.2 *[Extract evidence from Source 3A - Level 1]*
- Martin Luther King Jr. (1x1) (1)

3.1.3 *[Interpretation of evidence from Source 3A – Level 2]*
- She invigorated (started) the struggle for racial equality.
- Her actions triggered many other incidents against racism.
- Any relevant answer. (1x2) (2)

3.1.4 *[Interpretation of evidence from Source 3A – Level 2]*
- Black community leaders formed the Montgomery Improvement Association (MIA) which staged a boycott of the Montgomery bus system.
- Martin Luther King Jr. became the leader of the civil rights struggle.
- Segregated seating was ruled unconstitutional/busses were desegregated.
- Any relevant answer. (any 2x2) (4)

[8]

3.2 3.2.1 *[Extract evidence from Source 3B - Level 1]*
- Minnijean Brown
- Elizabeth Eckford
- Ernest Green
- Thelma Mothershed
- Melba Pattillo
- Gloria Ray
- Terrence Roberts
- Jefferson Thomas
- Carlotta Walls (any 3x1) (3)

3.2.2 *[Extract evidence from Source 3B - Level 1]*
- The nine Black students were met by a white mob.
- The nine students were met by the Arkansas National Guard, ordered there by Arkansas Governor Orval Faubus to block them from entering the school building.
- The brave students made national headlines as images like those of Elizabeth Eckford trying to enter the school and being surrounded and spit on by white teenagers and adults were published across the country.
- Any relevant answer. (any 2x1) (2)

3.2.3 *[Extract evidence from Source 3B – Level 1]*
- "… as images like those of Elizabeth Eckford trying to enter the school and being surrounded and spit on by white teenagers and adults were published across the country…"

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- "… and they continued to make daily headlines as they refused to give up…" (any 1x1) (1)

3.2.4 *[Interpretation of evidence from Source 3B – Level 2]*
- She was the founder and president of the children's defence fund in America (the United States)/she was an activist for the rights of children.
- She wrote it to commemorate the 65th anniversary of the integration of Central High School.
- She wanted to inspire children to stand up for their rights by using the Little Rock Nine as an example.
- Any relevant answer. (any 2x2) (4)

3.2.5 *[Interpretation of evidence from Source 3B – Level 2]*
- The confrontation at the Little Rock drew international attention to racism and civil rights in the USA as well as to the battle between federal and state power.
- Little Rock Nine inspired many African Americans to stand up for themselves and stand against racism.
- They also helped desegregate schools which later led to the desegregation of other public areas.
- Any relevant answer. (any 1x2) (2)

3.2.6 *[Limitations of Source 3B – Level 3]*
- The source explains one example of civil right protests.
- The information is limited to support the writer's purpose – to promote children's rights.
- The source does not comment on the successes of the Little Rock Nine/Just about their first days at the school.
- Any relevant answer. (any 2x2) (4)

[16]

3.3 3.3.1 *[Extract evidence from Source 3C - Level 1]*
- Southern Christian Leadership Conference/SCLC.
- The Student Non-Violent Coordinating Committee/SNCC.
- The Dallas County Voters League. (3x1) (3)

3.3.2 *[Extract evidence from Source 3C - Level 1]*
- It was a voting rights campaign.
- Despite repeated registration attempts by local blacks, only two per cent were on the voters' roll in Selma.
- The SCLC had chosen to focus its efforts on Selma because they anticipated that the notorious brutality of local law enforcement, under Sheriff Jim Clark, would attract national attention.
- They wanted to pressure President Lyndon B Johnson and Congress to enact (pass) new national voting rights legislation. (any 2x1) (2)

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3.3.3 *[Interpretation of evidence from Source 3C – Level 2]*
- Poll taxes, fraud and intimidation all turned African Americans away from the polls.
- Until the Supreme Court struck it down in 1915, many states used the "grandfather clause " to keep descendants of slaves out of elections/The clause said you could not vote unless your grandfather had voted - an impossibility for most people whose ancestors were slaves.
- The South imposed literary tests on the Blacks, asking weird questions that made it impossible for them to vote.
- Any relevant answer. (any 2x2) (4)

3.3.4 *[Explain a term from Source 3C - Level 2]*
- 600 people attacked on the Edmund Pettus Bridge/Law enforcement officers beat unarmed marchers with billy clubs and sprayed them with tear gas.
- Any relevant answer. (any 1x2) (2)

3.3.5 *[Discuss a similarity in Sources – Level 3]*
- Both sources imply that the protesters were non-violent – this was in line with the non-violent policy of the Civil Rights Movement.
- Both sources indicate that the Civil Rights Movement persisted although they were met with violence.
- Any relevant answer. (any 1x2) (2)

[13]

3.4 3.4.1 *[Extract evidence from Source 3D - Level 1]*
- It shows young African Americans and whites in a 'swim-in' (to protest segregation at swimming pools).

(1x1) (1)

3.4.2 *[Define a concept from Source 3D – Level 1]*
- The separation of a race, class, or ethnic group from others.
- Enforcing separation of residence in a restricted area, by barriers to social intercourse, by separate educational facilities, or by other discriminatory means.
- Any relevant answer. (1x2) (2)

3.4.3 *[Explain in historical context- Level 2]*
- It was part of the Civil Rights Movement's protests when white and black protesters jumped in an all-white/whites - only pool.
- Any relevant answer. (any 1x2) (2)

[5]

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3.5 *[Interpretation, analysis and synthesis of evidence from the relevant sources - Level 3]*
Candidates could include the following aspects in their response:
Candidate must state their viewpoint:

- In 1955, Rosa Parks, an African American, refused to stand up in a bus and give her seat to white passenger. (Source 3A)
- African Americans in Alabama supported her action; the Montgomery Improvement Association (MIA) was formed under leadership of King and a bus boycott was organised. – this led to the Supreme Court's integration order (Source 3A)
- The bus company lost most of its revenue and buses were desegregated. (Own Knowledge)
- African Americans participated in lots of demonstrations against segregated lunch counters, against police violence, against segregation of amusement parks – led to Martin Luther King Jr. being jailed. (Own knowledge)
- Nine Black teenagers started the new school year and changed history when they became the first Black students to enrol at Little Rock Central High School, three years after the Brown v. Board of Education Supreme Court decision ended legal segregation in public schools. (Source 3B)
- Martin Luther King Jr and the SCLC joined other local African American activists in a voting rights campaign in Selma, where, despite repeated registration attempts by local blacks/ African Americans, only two per cent were on the voters' roll. (Source 3C)
- Marches helped to set the stage for the acceptance of the Civil Rights Act and Voting Act, giving African Americans the same rights as whites. (Sources 3B and 3C)
- Young African Americans and whites in a 'swim-in' (to protest segregation at swimming pools) at Pullen Park's swimming pool in North Carolina. (Source 3D)
- Any relevant response.

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of how the Civil Rights Movement challenged segregation in the United States in the 1950s and 1960s.** • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.	Marks: 0 – 2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. - **shows some understanding of how the Civil Rights Movement challenged segregation in the United States in the 1950s and 1960s.** • 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 Civil Rights Movement challenged segregation in the United States in the 1950s and 1960s.** • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	Marks: 6 – 8

[8]

TOTAL QUESTION 3: [50]

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SECTION B: ESSAY

[Plan, construct and discuss an argument based on evidence using analytical and interpretative skills]

QUESTION 4: CASE STUDY - VIETNAM

Critically discuss the United States war effort during the Vietnamese war between 1954 to 1975.

SYNOPSIS
In writing this essay, candidates must critically discuss the United States war effort during the Vietnamese war between 1954 to 1975.

MAIN ASPECTS
Candidates should include the following aspects in their response:

INTRODUCTION
- Candidates should state an argument regarding the statement and indicate how they are going to attempt to address the question.

ELABORATION
Background
- At the heart of the conflict was the desire of North Vietnam, which had defeated the French colonial administration of Vietnam in 1954, to unify the entire country under a single communist regime modelled after those of the Soviet Union and China.
- At the Geneva conference Vietnam was temporarily divided along the 17th parallel into North Vietnam controlled by the Communist Vietminh and South Vietnam, which was backed by the USA and the French.
- South Vietnam was ruled by the tyrannical and unpopular Ngo Dinh Diem who refused to hold elections to reunite Vietnam.
- **Ngo Dinh Diem was supported by anti-communist countries, most notably the United states.**
- The National Liberation Front (NLF) - communist in orientation, with their own trained guerrilla force, the Vietcong, and who opposed Ngo Dinh Diem was formed. This plunged the country into a civil war.
- The local people in South Vietnam were opting to support the Vietcong. This alarmed the USA who feared the spread of communism. (Domino effect)
- The Vietcong was backed by the Chinese and the Soviets.
- The Vietcong received supplies, weapons, food and even troops from North Vietnam through the Ho Chi Minh Trail.
- **The USA's involvement in the Vietnam War, essentially a conflict between the North and South, became a battle against the global spread of communism. It was a proxy war fought during the Cold War as a part of the USA's policy of containment.**

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The war:

- Until 1954 the USA supported the French against the Vietminh with money and equipment.
- Between 1945 and 1960 the USA sent aid, equipment, and military advisors to assist the South Vietnamese.
- **Between 1960 and 1963 President Kennedy introduced the 'save village'/ hamlet** system. It failed since most of the Vietcong were peasants that worked from within the villages - took over about 40% of the rural areas.
- USA sent 3 500 Marines and ground troops to Vietnam on 8 March 1965.
- **Gulf of Tonkin – Gulf of Tonkin Resolution**
- President Johnson increased the USA's involvement - **by 1967 there were approximately 500 000 American troops in Vietnam.**
- **Operation Rolling Thunder (April 1965)** aimed to cut off the Vietcong from their support in the North by destroying ports, army bases and supply lines but this could not weaken the Vietcong's will to fight or stop the flow of men and supplies along the Ho Chi Minh Trail.
- **Chemical warfare**: Agent Orange and Napalm **- made the USA unpopular and many countries condemned the USA – caused most damage to the environment.**
- **Operation Arc Light –** B-52 strategic bombings to prepare the terrain for US ground troops to search for the Vietcong (**Operation Charlie**).
- **The Tet Offensive** (1968) - the Vietcong launched a massive attack on about a hundred towns and cities including Saigon as well as twelve USA air bases. Vietcong were able to capture 80% of all towns and villages.
- Although the Vietcong suffered heavy casualties and failed to deliver a knockout blow it showed that it had the capacity to strike the center of USA-held territory. **It indicated to the USA public that they could not win the war.**
- **USA sent young and inexperienced soldiers to Vietnam.**
- USA used **Search and Destroy Policy** (missions) (**My Lai massacre**) to destroy villages supporting the Vietcong – confused by guerrilla tactics.
- This resulted in large numbers of civilian deaths leading to more support for the Vietcong.
- The number of USA soldiers killed increased – led to **anti-war demonstrations** in the USA.
- **Television news reports** (media war/ first war that was brought into the "living room"), newspapers and magazines carried footage of incidents where Vietnamese civilians were massacred by American Troops (napalm photo) and as a result anti-war movements developed. (Kent State Massacre/ Anti-Vietnam War campaign)
- President Nixon's policy of 'Vietnamization' - training the South Vietnamese and gradually withdraw.
- More heavy bombing of North Vietnam in 1970 - but could not stop the Vietcong/ destroy the Ho Chi Minh trail. 1973 ceasefire and last USA troops were withdrawn.
- In 1975 the communist Vietcong were victorious; 1976 Vietnam was united under communist rule. **The USA failed to stop the spread of communism**.

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Consequences:

- An estimated 2 million Vietnamese died and approximately 3 million people were wounded.
- The war destroyed the country's infrastructure and economy (Agent Orange destroyed the jungle and food supplies; in addition, there were long term health effects on the people.)
- 12 million lost their homes, loved ones, 500 000 became refugees.
- **The USA suffered the high economic cost of the war, high level of casualties - approximately 700 000 USA veterans suffered psychological effects, drug addiction.**
- **American atrocities against the Vietnamese people had a negative effect on the USA's global image.**
- Any relevant response.

CONCLUSION

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

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

Explain the impact of Mobutu Sese Seko's policies on the development of the Congo after attaining independence in the 1960s.

SYNOPSIS

The candidates should explain the impact of Mobutu Sese Seko's economic, social and political policies on the Congo after its independence in the 1960s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

INTRODUCTION

- Candidates should explain Mobutu Sese Seko's policies (his leadership) and the impact on the people after independence.

ELABORATION

Background:

- Independence from Belgium was granted to the Congo on 30 June 1960, Lumumba was the country's Prime Minister, but he was assassinated seven months after the Congo attained independence. Belgium handed over independence without having done anything to prepare the Congolese for change.
- Sese Seko's government started as a military regime after the coup that overthrew Kasavubu.
- The Congo's transitional period was filled with tension and ethnic rivalry. In 1964 Congolese rebels - the Simba (Orientale Revolt) - rebelled against government. Eventually Sese Seko's army, with the aid of Belgian and American paratroopers, conquered the rebels.

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- Political stability only returned to the Congo when Sese Seko seized power with the help of the CIA in November 1965 and with the political and military support of Western countries, who saw him as an ally against communism in Africa.

Political policy - Sese Seko's leadership

- Sese Seko stated that he was in favour of a democracy, but he ruled as a dictator.
- Personality cult – Zairians were forced to listen to speeches.
- He got rid of all political parties except his party, the Popular Movement of the Revolution (MPR). (One-party state). This paved the way for him to win the election in 1970, where he won a seven-year term.
- There were many human rights violations, and he cruelly suppressed his enemies for example public executions.
- He aimed at promoting a sense of national unity and pride in Zairean identity and culture. He changed the name of the Congo to the Republic of Zaire. This was the first step to try and lessen European influence on the nation.
- Zaire became involved in Angola's Civil War by supporting the losing faction. Zaire needed access to the Benguela railway line.
- The lives of ordinary Zairean's did not improve during his rule. His rule came to be associated with mismanagement of funds and corruption.
- Sese Seko, who changed his name to mean 'all-conquering warrior who goes from triumph to triumph', developed a cult of his own personality. (Mobutism)
- Under Sese Seko, Zaire also became to be referred to as a kleptocracy (rule by thieves).
- Sese Seko constantly changed his ministers and senior officials, or rearranged the positions they held, so that none of them could come close to seizing power from him. He also had a habit of firing his senior officials and throwing them into jail without warning.
- Sese Seko undertook an extreme method of Africanising the Congo - authenticitè. He ordered every citizen to change his or her Christian name to African names.

Economic policies

- Sese Seko used the Congo's rich natural resources to bring in much-needed income. He welcomed foreign buyers and gave them generous prizes for the Congo's copper, cobalt, diamonds, and other minerals.
- Sese Seko used the profits from the copper exports to begin a ten-year industrialisation programme across the Congo. The Inga dam, completed in 1972, was the world's largest hydroelectric dam.
- Sese Seko also ordered the building of a steel mill in Kinshasa and commissioned a power line that was 1786km long and stretched across from the west of the country to the province of Katanga in the south-east.
- After a visit to China in 1973, Sese Seko stated that Zaire needed greater economic independence from the West and began a huge process of nationalisation. He ordered the government to seize 2000 foreign-owned companies.
- Plantations, farms, factories, and firms which held the economy together were handed over to his family and friends with himself nearly owning half of the companies. Businesses went bankrupt or were ruined by mismanagement.

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- Civil servants went unpaid for months - turned to corruption/ extension of kleptocracy.
- Zairianisation and the 'radicalisation of the revolution' that included the nationalisation of trade extended chaos to all spheres of the economy; corruption devastated infrastructure, led to the lowest living standard in the world.
- Emergence of the new elite led to class differentiation.
- The sudden drop in the international demand for copper in the 1970s drastically destabilised the Congolese economy.
- It became clear that Sese Seko's policy failed, he had to invite foreign investors back, the World Bank loaned Zaire $3billion. (Became dependant on foreign aid.)

Social and Cultural Policies

- The independence boosted the spread of African culture - Kanda Bongo became an international musician - famous for his kwassa kwassa music. Independence inspired Congolese authors - Lisembe Elebe produced plays.
- Western clothing was banned - no suits, no ties, inspired by Mao's clothing.
- Education: New schools have been established after independence, but the shortage of money and small number of educators has negatively impacted on education.
- By the 1990s, church run schools were mainly responsible for the education of most young Congolese.
- During the 1970s the annual inflation rate reached 100%. The government planned to reduce the inflation rate by cutting down on health services, educational programmes, and social-welfare benefits. These measures affected the lives of the poor.
- Any other relevant answer.

CONCLUSION

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

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

Analyse the various role-players in the Black Power Movement's contributions to end discrimination against African Americans in the United States of America in the 1960s.

Use relevant evidence to support your line of argument.

SYNOPSIS
In writing this essay the candidates must analyse the various role-players in the Black Power Movement's contributions to end discrimination against African Americans in the United States of America in the 1960s.

MAIN ASPECTS
Focus on the principle of self-reliance.

ELABORATION
Background:

- The Civil Rights Movement had successfully ended racial segregation in the South but had not addressed racial discrimination in the North.
- Prejudice did not disappear with new legislation (Civil Rights Act and the Voting Act) and African Americans still faced racial discrimination.
- African American wages were lower than their white counterparts and they faced higher crime rates in their neighbourhoods. Many African Americans rejected Martin Luther King's philosophy of non-violence.
- They believed that a more militant approach to white racism was necessary and adopted the slogan 'Black Power'.
- The emergence of Black Power as a parallel force alongside the mainstream Civil Rights Movement occurred during the March Against Fear, a voting rights march in Mississippi in June 1966/ one-man-march by James Meredith.
- **Stokely Carmichael** (SNCC) popularised the phrase "Black Power" in his speech. He ultimately changed his ideas from passive resistance to more assertive methods.
- Black Power instilled a feeling of racial pride and self-worth in African Americans. They were encouraged to acknowledge their African heritage and take pride in their culture.
- **Malcolm X** was an eloquent advocate for Black Power - he said that they must fight for equal rights even if it meant using violence. Young urban African Americans were drawn to his ideas.
- **Carmichael** defined Black Power as a call for black/ African American people in his country to unite, to recognise their heritage, to build a sense of community. Black people must define their own goals and lead their own organisations.
- The Black Power Movement encouraged African Americans to take pride in their African heritage by wearing Afro hairstyles and embracing African music and culture as well as learn about African history.
- Huey Newton and Bobby Seale formed the **Black Panther Party** for Self Defence (BPP). This began as a group whose goal was to protect African American

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neighbourhoods from police brutality and racism. They encouraged the use of guns to protect themselves.

- Many in mainstream white society viewed the Black Panthers and other Black Power groups negatively, dismissing them as violent, anti-white and anti-law enforcement.
- The BPP was involved in police shoot-outs in New York and Chicago. The FBI saw them as a threat for national security.
- In 1967 Huey Newton was arrested and the BPP launched a 'Free Huey campaign.'
- Similarly, Angela Davis was an outspoken BPP activist who was also arrested. Thus, there were 'Free Angela' campaigns held.
- The BPP also launched the 'Free Breakfast for Children' programme which fed poor children every day, clinics where adults and children could get free medical care and a scheme to help black/ African American learners in schools.
- The BPP drew up a 10-point programme that included demands for employment, decent housing, better education, and an end to police brutality.
- The BPP indulged in a range of criminal activities in order to raise funds. They were involved in countrywide violent confrontations with the police, in which 50 people died.
- The Black Power Movement contributed to the riots in Watts, Los Angeles, Newark, New Jersey and Detroit. Such riots left scores dead and hundreds injured, as well as causing extensive damage and vandalism to property.
- Did not end all discrimination. It had a positive effect on black/ African American self-confidence and self-esteem.
- It led to the growth of the 'Black is Beautiful' movements and the development of black/ African American art and culture.
- Any relevant answer.

CONCLUSION

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

GRAND TOTAL: [150]

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