basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

HISTORY P1

NOVEMBER 2021

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 28 pages.

1. SOURCE-BASED QUESTIONS

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

Cognitive Levels	Historical skills	Weighting of questions
Level 1	• Extract evidence from sources • Selection and organisation of relevant information from sources • Define historical concepts/terms	30% (15)
Level 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	40% (20)
Level 3	• Interpret and evaluate evidence from sources • Engage with sources to determine its usefulness, reliability, bias and limitations • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	30% (15)

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

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

1.3 Assessment procedures for source-based questions

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

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

- Read the paragraph and place a bullet (•) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.

- At the end of the paragraph indicate the ticks **(√)** that the candidate has been awarded for the paragraph; as well as the level (1, 2 or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ •_____

_____ •_____ •_____

                                                      Level 2   √√√√

COMMENT

Used mostly relevant evidence to write a basic paragraph.

- Count all the ticks for the source-based question and then write the mark on the right hand bottom margin e.g. $\frac{32}{50}$

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

2. ESSAY QUESTIONS

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

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

2.3 Global assessment of the essay
The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:
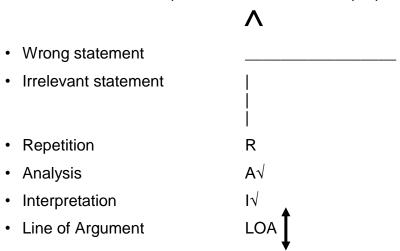- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of an argument (planned, structured and has an independent line of argument)

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 <u>introduction</u> (which is indicated by a bullet in the marking guideline), the <u>main aspects/body</u> of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant <u>conclusion</u> (which is indicated by a bullet in the marking guideline).
For example in an essay where there are five (5) main points there could be about seven (7) ticks.

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

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

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

•   Introduction, main aspects and conclusion not properly contextualised

$$\wedge$$

•   Wrong statement   _____

•   Irrelevant statement |
                                           |
                                           |

•   Repetition   R

•   Analysis   A√

•   Interpretation   I√

•   Line of Argument   LOA $\updownarrow$

2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

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

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	}26–27
P	LEVEL 3	

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

MARKING MATRIX FOR ESSAY: TOTAL: 50

PRESENTATION → / CONTENT ↓	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
(PRESENTATION →) (CONTENT ↓)	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
- Content selection includes basic and generally irrelevant information; no attempt to structure the essay = 1–6
- Question inadequately addressed and vague; little attempt to structure the essay   = 7–13

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]*
- 'Millions of its citizens had been killed or seriously wounded in the Second World War'
- 'Many cities, including some of the leading industrial and cultural centres of Great Britain, France, Germany, Italy and Belgium, had been destroyed'
- 'Some regions of the continent were on the brink of famine'
- 'The region's transportation infrastructure – railways, roads, bridges, and ports – had suffered extensive damage during airstrikes'
- 'The shipping fleets of many countries had been sunk'   (any 2 x 1)   (2)

1.1.2 *[Interpretation of evidence from Source 1A – L2]*
- The Second World War was fought over Europe/Asia and not over USA
- USA only joined the war at a later stage/policy of isolationism
- Any other relevant response   (any 1 x 2)   (2)

1.1.3 *[Definition of a term from Source 1A - L1]*
- A country controlled by a stronger country/superpower
- East European countries whose governments were taken over and controlled by Soviet Union as its colonies
- Any other relevant response   (any 1 x 2)   (2)

1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- They did not want to be involved with the USA
- They did not want to be influenced by capitalism
- They wanted to protect and maintain communism/They viewed the Marshall Plan as a threat to communism
- The Soviet Union had its own economic plan (COMECON)/The satellites states felt threatened by the Soviet Union
- The Soviet Union viewed the Marshall Plan as dollar imperialism
- Any other relevant response   (any 2 x 2)   (4)

1.2
1.2.1 *[Extraction of evidence from Source 1B – L1]*
- 'Hunger'
- 'Poverty'
- 'Desperation'
- 'Chaos'   (4 x 1)   (4)

1.2.2   *[Interpretation of evidence from Source 1B – L2]*
- By assisting in the economic recovery of Western Europe through the reconstruction of industries
- Marshall Aid was made available to countries needing assistance
- To revive working economies in the world
- Any other relevant response   (any 1 x 2)   (2)

1.2.3   *[Extraction of evidence from Source 1B – L1]*
- 'there must be some agreement among the countries of Europe as to the requirements of the situation'
- 'the part those countries themselves will take in order to give proper effect to whatever action might be undertaken by this government'   (2 x 1)   (2)

1.2.4   *[Determining the usefulness of Source 1B – L3]*
         The source is useful because:
- It is an extract from a speech (direct source) delivered at Harvard University on 5 June 1947
- The speech was presented by the US Secretary of State, George Marshall
- The speech was presented at the time (1947) when the Cold War started in Europe as a result of the devastation of World War II
- It highlights how the Marshall Plan intended to help the Western European countries
- Any other relevant response   (any 2 x 2)   (4)

1.3
1.3.1   *[Extraction of evidence from Source 1C – L1]*
- 'British'
- 'French'   (2 x 1)   (2)

1.3.2   *[Extraction of evidence from Source 1C – L1]*
- 'the Russians could not tolerate such aid to the enemy that had so recently devastated the Soviet Union'
- 'Molotov was adamant (stubborn) in demanding that the Soviet Union have complete control and freedom of action over any Marshall Plan funds Germany might receive'   (2 x 1)   (2)

1.3.3   *[Explanation of concept from Source 1C – L2]*
- Economic control of countries (governments) outside the borders of major powers (in this case, the USA using the Marshall Plan to control the economic affairs of the whole world)
- USA's use of dollar power in the form of the Marshall Plan
- Any other relevant response   (1 x 2)   (2)

1.3.4   *[Interpretation of evidence from Source 1C - L2]*
         - The image of the Soviet Union would have been compromised if the satellite states accepted the Marshall Plan
         - The Marshall Plan would turn communist governments in Eastern Europe into capitalist which would imply that communism was failing
         - To avoid Eastern European states benefitting from the fruits of capitalism which might turn them against communism
         - The Marshall Plan was seen as an interference in the domestic affairs of Eastern European countries
         - They wanted to be free from American economic imperialism and domination
         - Any other relevant response   (any 2 x 2)   (4)

1.4   *[Comparison of evidence in Sources 1B and 1C to ascertain their differences – L3]*
         - In Source 1B the US planned to assist in the return of normal economic health in the world whereas in Source 1C Molotov regarded US intervention as American economic imperialism and domination
         - In Source 1B the US implemented the Marshall Plan to revive a working economy in the world in which free institutions can exist whereas in Source 1C Molotov viewed the Marshall Plan as interference in the domestic affairs of other countries
         - In Source 1B the US expected the Marshall Plan to be applied to the whole of Europe whereas in Source 1C Eastern European countries were pressured to reject US assistance from the Marshall Plan
         - Any other relevant response   (any 2 x 2)   (4)

1.5
1.5.1   *[Interpretation of evidence from Source 1D – L2]*
         - The implementation of the Marshall Plan required the involvement of the President (Truman), the Congress (to authorise the release of funds) and George Marshall (the Secretary of State – for implementation)
         - President Truman is depicted as using the working tools/assistance for the Marshall Plan to begin with the economic reconstruction of Europe
         - The Congress is depicted in deep thoughts of whether the Marshall Plan will achieve its intended purpose
         - The source depicts the Marshall Plan as a work in progress/to fight the great famine in Europe
         - Any other relevant response   (any 2 x 2)   (4)

1.5.2   *[Interpretation of evidence from Source 1D – L2]*
         - *EUROPE* in the foreground suggest that the implementation of the Marshall Plan was planned to revive Europe only
         - *EUROPE* was ruined/devastated by World War II
         - As a result of World War II, *EUROPE* became the battleground of the Cold War
         - Any other relevant response   (any 1 x 2)   (2)

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

        Candidates could include the following aspects in their response:

*   The economic destruction of the European economy by World War II laid fertile ground for its reconstruction by the Marshall Plan (Source 1A)
*   Invitations to the Marshall Plan were extended to the Soviet Union and its satellite states, but they refused to join (Source 1A)
*   US Secretary of State, George Marshall provided detailed specifications on how the Marshall Plan would revive economic health in the world (Source 1B)
*   The Marshall Plan wanted to eradicate poverty, hunger, desperation and chaos (Source 1B)
*   Harry Truman approached the US Congress to ask for funding to assist Greece (own knowledge)
*   US government was prepared to oppose any government which blocked the recovery of others (Source 1B) – by implication the Soviet Union
*   The Soviet Foreign Minister Molotov rejected the Marshall Plan (Source 1C). He felt it was aimed against the Soviet Union
*   The Cold War tensions intensified when Molotov walked out a meeting with Britain and France (Source 1C) – a sign of rejection of the Marshall Plan
*   Molotov objected to the fact that Germany, who devastated the Soviet Union, would receive financial assistance (Source 1C)
*   Molotov wanted the Soviet Union to control the funds Germany would receive from the Marshall Plan (Source 1C)
*   The Soviet Union compelled its allies not to accept the Marshall Plan (Source 1C)
*   Despite the objection form the Soviet Union, the USA continued to implement the Marshall Plan (own knowledge)
*   Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of how the Marshall Plan intensified Cold War tensions between the United States of America (USA) and the Soviet Union (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 on the topic, e.g. **shows some understanding of how the Marshall Plan intensified Cold War tensions between the United States of America (USA) and the Soviet Union (USSR) from 1947.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of how the Marshall Plan intensified Cold War tensions between the United States of America (USA) and the Soviet Union (USSR) from 1947.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

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

2.1
2.1.1   *[Extraction of evidence from Source 2A – L1]*
- 'In April 1974, junior officers belonging to the Movement of the Armed Forces (MFA) toppled the Salazar-Caetano regime'   (1 x 1)   (1)

2.1.2   *[Definition of concept from Source 2A – L1]*
- The process through which the colonised countries began achieving independence/attaining freedom from the control of their colonial powers
- Process of bringing colonial practices over another country to an end
- Process of a state withdrawing from a former colony, leaving it independent
- The release of one country or territory from political control by another country
- Any other relevant response   (any 1 x 2)   (2)

2.1.3   *[Extraction of evidence from Source 2A – L1]*
- 'Popular Movement for the Liberation of Angola (MPLA)'
- 'National Front for the Liberation of Angola (FNLA)'
- 'National Union for the Total Independence of Angola (UNITA)'   (3 x 1)   (3)

2.1.4   *[Interpretation of evidence from Source 2A – L2]*
- All three liberation movements had ideological differences
- All three liberation movements had deep-rooted ethnic differences.
- All three liberation movements thought that they could govern Angola on their own/unwilling to share power
- All three liberation movements had different sources of funding
- All three leaders had different visions for their country which made cooperation very difficult/mistrust amongst leaders
- All three leaders were influenced by foreign powers who had different agendas
- Any other relevant response   (any 2 x 2)   (4)

2.2
2.2.1   *[Extraction of evidence from Source 2B – L1]*
- 'The Soviet Union'
- 'Cuba'   (2 x 1)   (2)

2.2.2   *[Explanation of term from Source 2B – L2]*
- A theory/belief that if Angola fell to communism, then all other neighbouring countries in southern Africa would one by one also become communist
- Any other relevant response   (1 x 2)   (2)

2.2.3   *[Extraction of evidence from Source 2B – L1]*
          • 'the CIA feared that the Soviet Union was attempting to establish a military
            base in Angola'
          • 'The Soviets had backed a 1977 coup led by former Interior Minister of
            Angola, Nito Alves'   (any 1 x 2)   (2)

2.2.4   *[Interpretation of evidence from Source 2B – L2]*
          • USA knew that the spread of communism in Angola could cause a domino
            effect throughout Africa therefore erasing capitalism
          • USA knew that Cuban and Russian involvement in Angola was a threat to
            its oil/petroleum interests in that country
          • USA knew that the Russian intervention in Africa was an objective from
            the USSR to obtain military bases in Africa and therefore remove the USA
            from the scene
          • USA knew that Africa was a strategic continent in relation to trade routes
            and did not want the USSR to play a leading role in Africa
          • Any other relevant response   (any 2 x 2)   (4)

2.3
2.3.1   *[Extraction of evidence from Source 2C – L1]*
          • 'The public remained acutely sensitive to any suggestion of the spread of
            Communist influence – in any part of Africa or the Indian Ocean'   (1 x 2)   (2)

2.3.2   *[Extraction of evidence from Source 2C – L1]*
          • 'SADF military intelligence'
          • 'Bureau of State Security (BOSS)'   (2 x 1)   (2)

2.3.3   *[Interpretation of evidence from Source 2C – L2]*
          • These movements were anti-communism/would maintain regional stability
          • Both these movements favoured capitalism as an economic system as
            opposed to communism
          • Both these movements would support SA and together they are seen as
            allies of the West
          • These movements wanted to gain international recognition and support by
            opposing communism in southern Africa
          • Any other relevant response   (any 1 x 2)   (2)

2.3.4   *[Interpretation of evidence from Source 2C – L2]*
          • South Africa wanted to limit their involvement in the Angolan Civil War
          • South Africa used the FNLA and UNITA as proxies to fight in the Angolan
            Civil War
          • South Africa wanted to keep its involvement in the Angolan Civil War a
            'secret'
          • South Africa had been involved in a war against SWAPO in Namibia
          • Any other relevant response   (any 2 x 2)   (4)

2.4 *[Comparison of evidence in Source 2B and Source 2C to ascertain their similarities– L3]*
- Both sources indicate that the USA and South Africa were anti-communist
- Both sources indicate the individual interests of the USA and South Africa in Angola to prevent communism
- Both sources indicate the USA's and South Africa's intention to advance capitalism
- Any other relevant response (any 2 x 2) (4)

2.5

2.5.1 *[Interpretation of evidence from Source 2D – L2]*
- The poster depicts foreign powers were not welcomed in Angola
- The poster depicts foreign powers were involved in Angola in the same manner that they were involved in Vietnam
- USA and South Africa should stop being involved in the Angola Civil War
- USA and South Africa would bring imperialism and racism to Angola respectively
- The withdrawal of South Africa and the USA would weaken FNLA and UNITA while strengthening MPLA
- USA and South African involvement will lead to suffering and killing of innocent civilians in Angola/led to a refugee issue
- Any other relevant response (any 2 x 2) (4)

2.5.2 *[Determining limitations of Source 2D – L3]*
- It was used as a propaganda campaign for the MPLA
- It is biased against foreign powers that supported enemies of the MPLA, namely FNLA and UNITA
- It is one sided – it puts blame on capitalist countries
- It is silent on activities of the Soviet Union, Cuba and China because they supported the MPLA
- The origin of the source is unknown
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:
- After the Alvor Accord had collapsed FNLA received military support from Zaire, China and USA (Source 2A)
- The MPLA became the official government of Angola with the support of Russia and Cuba (Source 2A)
- South Africa advanced onto Luanda to prevent communist take-over and protect its economic interests (own knowledge)
- USA did not recognise MPLA and supported FNLA and UNITA (Source 2A and own knowledge)
- Soviet Union increased their military support to MPLA to safeguard communism in Angola (Source 2B)
- Cuba sent 36 000 ground troops to support MPLA (Source 2B)
- USA feared communist domino effect in Africa (Source 2B)
- USA wanted to protect her oil interests in Angola (Source 2B and own knowledge)
- Neither the USA nor the Soviet Union wanted the oil reserves to fall into the other's hands (Source 2B)
- South Africa was against communism (MPLA) and decided to support the FNLA and UNITA (Source 2C)
- South Africa wanted to gain international recognition by opposing communist infiltration in southern Africa (Own knowledge)
- USA supported South Africa's attempts to defeat the MPLA by sending military and financial aid (own knowledge)
- South Africa supported FNLA and UNITA because they committed themselves to oppose SWAPO (Source 2C)
- There was opposition to South Africa's and USA's involvement in Angola/ it was seen as imperialism and racism (Source 2D)
- To support the MPLA (Source 2D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of why foreign powers became involved in the Angolan Civil War between 1974 and 1976.** • Uses evidence partially or cannot report on topic.	**MARKS: 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to the topic, e.g. **shows some understanding of why foreign powers became involved in the Angolan Civil War between 1974 and 1976.** • Uses evidence in a basic manner to write a paragraph.	**MARKS: 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of why foreign powers became involved in the Angolan Civil War between 1974 and 1976.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS: 6–8**

(8)
[50]

QUESTION 3:   HOW DID DIFFERENT FORMS OF SIT-INS CONTRIBUTE TO DESEGREGATION OF PUBLIC FACILITIES IN THE UNITED STATES OF AMERICA (USA) DURING THE 1960s?

3.1

3.1.1   *[Extraction of evidence from Source 3A – L1]*
  • 'Sit-in'   (1 x 1)   (1)

3.1.2   *[Definition of a term from Source 3A – L1]*
  • Protest action against policies, laws or decisions by an entity or company that negatively affects the protestors
  • Act of showing discontent or disapproval by withholding support
  • Any other relevant response   (1 x 2)   (2)

3.1.3   *[Interpretation of evidence from Source 3A – L2]*
  • The sit-ins at a Woolworths store in Greensboro was just the beginning of many sit-ins that followed
  • Sit-ins spread to many cities in the South – a sign of growth
  • It inspired students from Winston-Salem and Durham to organise their own sit-ins
  • In Nashville hundreds of students participated in sit-ins
  • The sit-ins served as an inspiration to African Americans to desegregate facilities in the South
  • Protest action erupted in cities like Carolina, Florida and Virginia
  • Sit-ins inspired other similar protests such as kneel-ins which is in churches, read ins-in public libraries, play-ins in city parks, wade-ins in beaches and swim-ins in swimming pools
  • The growing numbers illustrates the impatience amongst African Americans with the slow pace of change in segregation laws
  • Any other relevant response   (any 2 x 2)   (4)

3.2

3.2.1   *[Extraction of evidence from Source 3B – L1]*
  • 'Joseph Jackson Jr'   (1 x 1)   (1)

3.2.2   *[Interpretation of evidence from Source 3B – L2]*
  • That African Americans should use the library that was designated for coloureds – the segregation/discrimination/Jim Crow laws that the CRM was against
  • That African Americans will not be allowed to use the 'white only' library
  • The librarian was not prepared to desegregate the library
  • The librarian was racist/discriminative towards the Tougaloo Nine
  • Any other relevant response   (any 2 x 2)   (4)

3.2.3   *[Extraction of evidence from Source 3B – L1]*
         (a)
         • 'hundreds of whites were marching through city streets under a huge
           Confederate flag'   (1 x 1)

         (b)
         • 'some 100 black supporters had gathered to cheer what were now referred
           to as the 'Tougaloo Nine'   (1 x 1)   (2)

3.2.4   *[Determining the reliability of Source 3B – L3]*
         The source is reliable because:
         • The source is extracted from an interview – first-hand information
         • The interviewee, Joseph Jackson Jr, was the leader of the Tougaloo Nine
         • The interviewer was a writer for a state print media – *Orange County
           Weekly*
         • The reported incident happened on 27 March 1961 when sit-in protests
           were at their height
         • Any other relevant response   (any 2 x 2)   (4)

3.3
3.3.1   *[Interpretation of evidence from Source 3C – L2]*
         • The photograph shows that both African American and whites swimming
           together (integrated) at Pullen's swimming pool
         • It depicts young African and white Americans who were involved in a
           protest to end segregation in swimming pools
         • It also highlights the possibility of ending segregation in public facilities
           (Pullen Park's swimming pool)
         • It shows an attempt to integrate the Pullen Park swimming pool
         • The photograph conveys that certain people were not in favour of
           desegregation/integration
         • Any other relevant response   (any 2 x 2)   (4)

3.3.2   *[Interpretation of evidence from Source 3C – L2]*
         • The two groups are not comfortable/uncertainty of using the same
           pool/integration
         • The two groups are anxious (first time experience) about integration
         • Any other relevant response   (any 1 x 2)   (2)

3.4
3.4.1   *[Extraction of evidence from Source 3D – L1]*
- 'Harris, the manager of the Greensboro Woolworth's finally relented' (gave in)
- 'The sit-ins had already cost him $150 000 in lost business'
- 'On 25 July 1960, the lunch counter served its first black customers-four Woolworth's employees who worked in the store's kitchen'
- 'But by the end of the year, integration of lunch counters had occurred in many cities across the south'
- 'Sit-ins and marches, along with Kennedy's assassination in 1963, helped galvanise (start) support for the Civil Rights Act of 1964/which outlawed racial segregation in public facilities and employment'
- 'President John F Kennedy, in a live television address from the Oval Office, called for legislation that would give 'all Americans the right to be served in facilities which are open to the public'
- It (the Civil Rights Act) was signed into law by … Pres L Johnson in July 1964   (any 3 x 1)   (3)

3.4.2   *[Explanation of a term from Source 3D – L2]*
- System of bringing all Americans across racial divisions together so that they could use public facilities irrespective of their skin colour
- A call by the Civil Rights Movement to have African and white Americans equal in all spheres of life
- Any other relevant response   (any 1 x 2)   (2)

3.4.3   *[Extraction of evidence from Source 3D – L1]*
- 'hotels'
- 'restaurants'
- 'theatres'
- 'retail stores'   (4 x 1)   (4)

3.4.4   *[Extraction of evidence from Source 3D – L1]*
- 'Civil Rights Act of 1964'   (1 x 1)   (1)

3.4.5   *[Interpretation of evidence from Source 3D – L2]*
(a)
- He felt relieved because he had broken the chains of segregation by sitting where he was previously not allowed/stood up against racial segregation
- Any other relevant response   (1 x 2)

(b)
- He felt cleansed because he had overcome the stigma of being inferior, an outcast and unclean/his dignity was restored
- Any other relevant response   (1 x 2)   (4)

3.5   *[Comparison of evidence in Sources 3A and 3D to ascertain how they support each other – L3]*
- Source 3A refers to the reasons for the sit-ins and Source 3D focuses on the achievements of the sit ins
- Source 3A explains the growth of the sit-in movement and Source 3D highlights the impact that the sit-ins had in the USA (Civil Rights Act of 1964 was passed)
- Both sources refer to the 'sit-ins' that took place in Woolworths in Greensboro, North Carolina
- Both sources refer to the reactions towards this form of non-violent protest (Source 3A – protestors were arrested and in Source 3D – protestors were beaten)
- 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

- On 1 February 1960 four African American students sat at the Woolworths store lunch counter and asked to be served (Source 3A)
- By the end of the week more than a thousand students throughout the South were involved in sit-ins (Source 3A)
- By April more than fifty thousand people throughout the South were involved in sit-ins (Source 3A)
- Sit-ins inspired other similar protests such as kneel-ins which is in churches, read ins-in public libraries, play-ins in city parks, wade-ins in beaches and swim-ins in swimming pools (own knowledge)
- On 27 March 1961 the Tougaloo Nine entered the Jackson Public Library in Mississippi with the intent to do research but were arrested and booked into jail (Source 3B)
- In 1962 African Americans and white young people were able to swim together at an integrated swimming pool in Raleigh in North Carolina (Source 3C)
- Desegregation at the Pullen Park's swimming pool was however still a new phenomenon because some African Americans and white young people could be seen separated in groups (Source 3C)
- Six months after the sit-ins began, lunch counters were integrated (Source 3D)
- On 25 July 1960 the first African Americans were served at the Woolworth's lunch counter (Source 3D)
- The Civil Rights Act of 1964 was enacted which outlawed racial segregation in public facilities and employment (Source 3D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of how different forms of 'sit-ins' contributed to desegregation of public facilities in the United States of America (USA) during the 1960s.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to the topic, e.g. **shows some understanding of how different forms of 'sit-ins' contributed to desegregation of public facilities in the United States of America (USA) during the 1960s.** • Uses evidence in a basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrate a thorough understanding of how different forms of 'sit-ins' contributed to desegregation of public facilities in the United States of America (USA) during the 1960s.** • Uses evidence very effectively in an organised paragraph that shows understanding of the topic.	**MARKS 6–8**

(8)
[50]

SECTION B: ESSAY QUESTIONS

QUESTION 4

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

SYNOPSIS

Candidates should explain whether they agree or disagree with the statement. In agreeing with the statement, they need to explain how the tactics and strategies used by the United States of America against the Vietcong were a dismal failure. If the 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 take a stance by indicating whether they agree or disagree with the statement. They should also provide an outline of how they would support their line of argument

ELABORATION

Focus on the strategies used by both the USA and the Vietcong.

- Conditions immediately before the war: (Background)
  - ➢ The division of Vietnam and the formation of the Vietcong
  - ➢ Reasons for USA involvement: containment and domino theory
- US first intervention in South Vietnam – sent weapons and military advisors against the Vietcong (Vietnamese communist)
- Ho Chi Minh Trail and its significance (used by the Vietminh (communist guerrillas from North Vietnam) to support the Vietcong)
- US introduced 'Safe Village' policy/Hamlet strategy/Villagisation – trying to isolate/separate guerrillas from villagers (1963)
- Safe village policy failed because the Vietcong operated inside villages
- The Gulf of Tonkin incident and resolution (1964)
- The USA felt the war in Vietnam was not a conventional war like World War II
- USA sent 3 500 marines and ground troops to Vietnam on 8 March 1965
- Operation Ranch Hand (1962–1971) – use of chemical defoliants (Agent Orange to destroy the forest) and Agent Blue (to destroy agricultural products and food to weaken the Vietcong)
- President Johnson introduced Operation Rolling Thunder in March 1965 to quickly eliminate the Vietcong
- Use of chemical weapons e.g. Napalm gas made USA unpopular and many countries condemned the USA
- Guerrilla warfare by the Vietminh and Vietcong (difficulty in separating guerrillas from villagers – farmers/peasants)
- Vietcong responded with the Tet Offensive (1968) - surprised attacks on 100 cities
- Number of US soldiers killed increased – led to anti-war demonstrations
- Highly effective use of guerrilla tactics by the Vietcong
- US sent young and inexperienced soldiers to Vietnam

- US used search and destroy missions (My Lai massacre) to destroy villages supported by Vietcong
- This resulted in large numbers of civilian deaths – more support for Vietcong
- US atrocities and My Lai massacre (March 1968) turned public opinion against the war
- North Vietnam received military support from the USSR and China so the Vietminh and Vietcong had access to some modern weapons
- Guerrilla warfare was effectively used by the Vietcong, supported by Vietminh from the north and used tactics such as booby traps, underground tunnels, hit and run, sabotage
- The Vietcong increased its support base because of the tactics used against the USA soldiers
- The Vietnamese were united in the defence of their country
- Vietnamisation: President Nixon came up with the policy of strategic withdrawal from Vietnam. Also called WHAM (Winning the hearts and minds of the Vietnamese) signalled the failure of USA to stop Vietnam from becoming a communist state and its subsequent withdrawal
- USA withdrew all troops by 1973 (President Nixon had signed the Paris Peace Accords on 27 January 1973 – ending US involvement in the Vietnam war
- North Vietnam took control of Saigon in 1975
- Vietnam was united under communist control
- Any other relevant response

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

QUESTION 5

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

SYNOPSIS
Candidates should critically discuss Mobutu Sese Seko's political, economic, social and cultural policies and how they created a new and better life for all Congolese citizens after attaining independence from Belgium in the 1960s.

MAIN ASPECTS
Candidates should include the following aspects in their response:
- Introduction: Candidates should take a stance and critically discuss Mobutu Sese Seko's political, economic, social and cultural policies and how they created a new and better life for all Congolese citizens after attaining independence from Belgium in the 1960s. They should also indicate how they intend supporting their line of argument.

ELABORATION

Political policies
- Colonial legacies: (as background information)
  - Paternalism – Congolese were treated as children – with no responsibility in administration or representation of the government;
  - Political parties were banned and with quick Belgian withdrawal - due to the 1959 Leopoldville riots - many political parties (representing different regions and ethnicities) were formed;
  - 120 political parties participated in the 1960 elections; no single political party won outright majority – Patrice Lumumba's Movement National Congolese (MNC) won most of the seats because unlike other regional parties, it had some level of nation-wide support
  - Lack of political unity
- Congo became independent on 30 June 1960 with Joseph Kasavubu as President and Patrice Lumumba as Prime Minister. Joseph Kasavubu preferred that Congo be a federal state while Patrice Lumumba was for a strong centralised national government/Lumumba also in conflict with Moise Tshombe
- Congo started with a lot of political instability – with Tshombe focused on secession of Katanga for its own independence
- Joseph Mobutu seized power from Kasavubu through a coup d'état in 1965
- He managed to bring some form of political stability (based on authoritarianism)
- In 1967 Mobutu managed to stop the Katanga rebellion and gave his country a new constitution as a one party-state under his party, the Popular Movement for the Revolution (MPR)
- Congo became a one-party state within the first five years after gaining independence with all opposition suppressed
- Mobutu developed a personality cult (Mobutuism)
- Mobutuism made Congo an autocratic state under himself as a military dictator
- Was supported by the USA because he was seen as anti-communist ally
- Created a strong centralised government and controlled all appointments, promotions and the allocation of government revenue.

- Introduced a policy of Zaireanisation, a policy that replaced skilled foreigners or those occupying strategic management positions with the unskilled locals – which led to maladministration and mismanagement in political leadership roles
- He allowed nepotism (kleptocracy)
- Mobutu remained as 'president for life' until his death in 2007
- Any other relevant response

Economic policies
- Colonial legacies: (as background information)
  - ➢ Exploitation – Belgian prosperity based on exploitation of cotton; rubber plantations; and mines (copper, tin & diamond) by colonial companies; Profits from minerals (mines) based on exploitation of Congolese workers
  - ➢ At independence Congo was considered most prosperous but with the economic wealth owned by foreign owners
- Inherited a capitalist economy from Belgium
- Initially left the economy in the hands of white settlers and foreigners
- The country's rich natural resources of copper, cobalt, diamonds and other materials attracted foreign investment
- Nationalisation: Mobutu nationalised the country's copper mining industry and used profits from copper industry to finance his 10-year industrialisation plan
- Nationalised foreign-owned companies without compensation
- Foreign companies placed under control of his allies and family members
- Introduced Zaireanisation (replacing foreigners with Zairian nationals)
- Zaireanisation led to corruption, theft and mismanagement
- The economy was characterised by nepotism and elitism (Created big gap between the elite and ordinary citizens/rich and poor)
- Weak economic policies led to the decline in the state of infrastructure such as roads etc.
- Mobutu Sese Seko created a kleptocracy were a group of appointed public officials abused their position for financial gain
- Mobutu was forced to introduce retrocession (return of foreign owners)
- Very few foreign owners returned
- Congo's economy collapsed
- Congo became dependent on foreign aid and investment, e.g. from the World Bank
- Any other relevant response

Social and cultural policies
- Colonial legacies: (as background information)
  - ➢ Promoted elitism: encouraged education of a small elite in a western style of knowledge and skills
  - ➢ Poor education system that did not benefit the Congolese nor empower them with skills
  - ➢ French used as medium of instruction in schools
  - ➢ At independence Congo had 14 university graduates out of 14 million people
- Implemented a policy of Authenticité (originally to promote indigenous customs and beliefs) to eradicate colonial influence and unify Zairians with a sense of pride for own culture. Also referred to as Africanisation

> ➤ Replaced Christian names with African names, e.g. The Congo was renamed Zaire in 1971; Leopoldville became Kinshasa, Elisabethville became Lubumbashi, and Stanleyville became Kisangani; Mobutu also changed his name from Joseph-Desire Mobutu to Mobutu Sese Seko Kuku Ngbedu Waza Banga, meaning, 'The All-Conquering Warrior Who, Because of his Endurance And Inflexible Will To Win, Will go from Conquest to Conquest Leaving Fire in His Wake.'

- Clothing: wearing of Western-style suits were outlawed (by a decree) and replaced with 'abacos' ('A bas le costumes'), meaning 'down with the suit'
- Promoted local music
- Mobutu regarded democracy as a foreign ideology to Africa – he ruled as a Chief in a traditional African style and used it to strengthen his own authoritarian position
- French remained the language of instruction and education system continued to favour the urban elite
- After independence, primary education and school enrolment rose from 1,6 million in 1960 to 4,6 million in 1974/When state funding was withdrawn by Mobutu, parents had to start paying and primary education started to decline
- Teachers and hospital staff went unpaid for months due to poor economic and political practices
- Any other relevant response

[50]

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

QUESTION 6

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

SYNOPSIS
Candidates need to explain to what extent the philosophy of Black Power empowered African Americans to be assertive and self-reliant during the 1960s. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS
Candidates should include the following aspects in their response:
- Introduction: Candidates should take a stance by explaining to what extent the philosophy of Black Power empowered African Americans to be assertive and self-reliant during the 1960s. They should also provide an outline of how they will support their line of argument.

ELABORATION
- Conditions in the USA: (Background information)
  - African Americans still economically and politically crippled in the USA due to discriminatory (Jim Crow) laws
  - Lack of a sense of pride due to socio-economic circumstances (Lived in ghettos and slum areas/poor housing/under-resourced facilities)
  - African Americans became impatient with the slow pace of change and the impact of the Civil Rights Movement in the 1960s
  - African Americans subjected to police brutality – led to growth of nationalist feelings.
- Black Power Movement advocated for assertiveness; self-reliance; black pride; control of politics in their own communities (advocated by Stokely Carmichael); African Americans to protect themselves against police brutality; blacks to seek freedom from white authority; promotion of Afro hairstyle and African clothing and coined the slogan 'Black is beautiful'
- 1966 Bobby Seale and Huey Newton formed the Black Panther Party (BPP) for Self-Defence – against police brutality
- Adopted Ten Point Plan to cover its social, political and economic goals for the upliftment of the African American community
- The Black Panther Party ran feeding schemes, childcare and literacy projects in black communities - the feeding schemes eradicated hunger amongst the youth and improved learning in schools
- BPP literacy projects eradicated illiteracy amongst the African American communities
- BPP childcare projects took care of medical needs of African Americans in black communities
- BPP members patrolled the streets to monitor police activities (police the police) and defend themselves against police brutality
- BPP demanded that Black history must be taught in black schools
- Malcolm X promoted armed self-defence against white oppression

- He argued that bloodshed was necessary for revolution (black nationalism) and he advocated self-respect and self-discipline
- Promoted the concept of 'Black Pride' (self-esteem/self-respect/self-help)
- Encouraged African Americans to stand up against white American authorities in pursuit of freedom, justice and equality by whatever means possible
- Supported the use of violence as a means of self-defence against those who attacked African Americans
- Stokely Carmichael believed that the non-violent strategy failed because of ongoing violence against African Americans
- Advocated the exclusion of white 'liberals' as a philosophy for African Americans
- He promoted one plan to split the United States into separate black and white countries
- He was against the USA's involvement in the Vietnam war
- Impact: the most obvious forms of racial discrimination ended
- Racial violence and tension declined
- African Americans were elected to public offices
- Housing and facilities of African Americans were improved
- Black literacy and dependence on state grants were limited
- Affirmative action policies for federal employment were put in place.
- Any other relevant response

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

TOTAAL: 150