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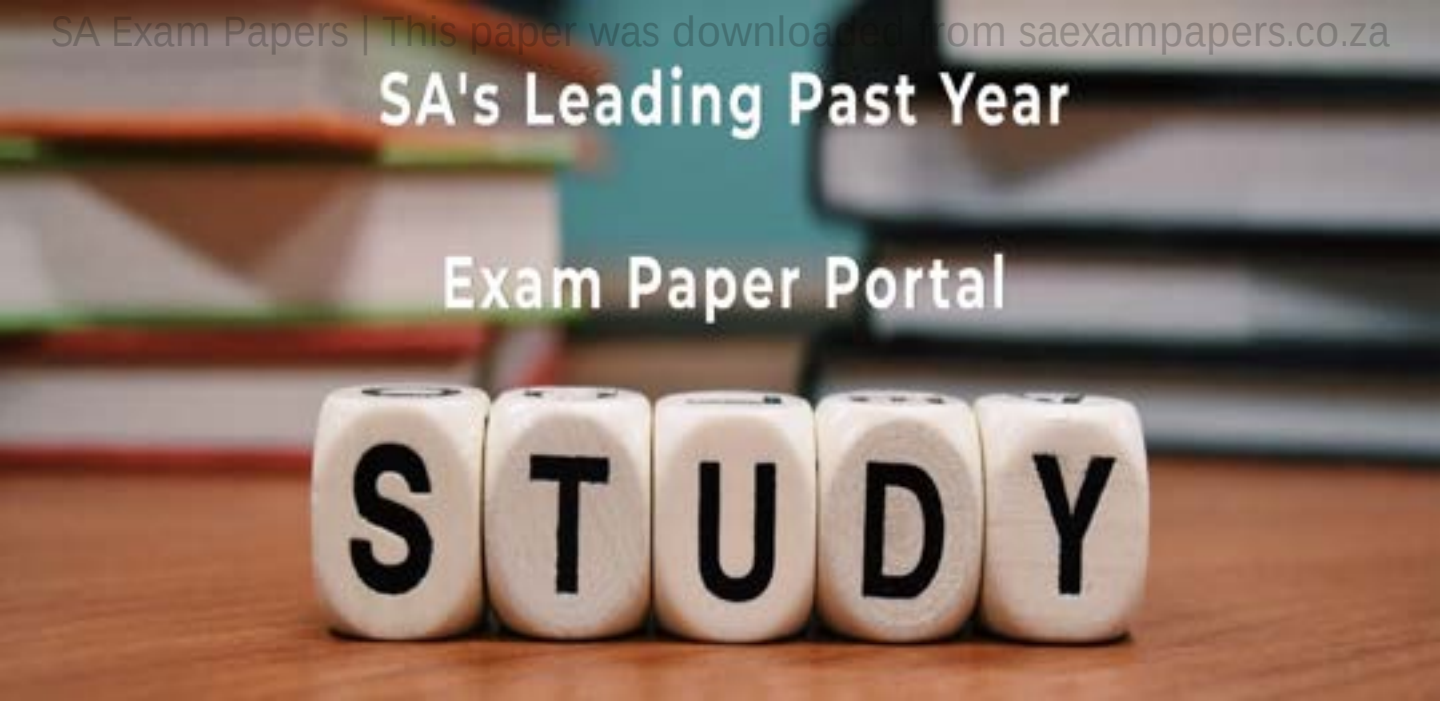

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GAUTENG PROVINCE
EDUCATION
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PREPARATORY EXAMINATION

2023

MARKING GUIDELINES

HISTORY (PAPER 1) (10791)

23 pages

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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 guidelines, 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 (✓✓✓✓).

Paragraph questions

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.

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

_____ . _____ . _____

_____ . _____

✓✓✓✓✓
Level 2
Used mostly relevant evidence to write a basic paragraph.

- Count all the ticks for the source-based question and then write the mark on the bottom margin to the right, 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:

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 must be guided by the marking guidelines.
- 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)

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2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

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

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

P	**Point:** The candidate introduces the essay by taking a line of argument/making a major point. 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 ∧
- Wrong statement _____
- Irrelevant statement |
- Repetition R
- Analysis A ✓
- Interpretation I ✓
- Line of Argument LOA ↕

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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.

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GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

	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, 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 is 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 the line of argument.	**43 – 46**	**40 – 42**	**38 – 39**				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	**36 – 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 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

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SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question, but not more than TWO questions in this section. Source material that is required to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID THE WESTERN POWERS, BRITAIN, FRANCE AND THE UNITED STATES OF AMERICA RESPOND TO THE BERLIN BLOCKADE IN 1948?

1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- The United States
- Great Britain
- Soviet Union
- France (4 x 1) (4)

1.1.2 *[Extraction of evidence from Source 1A – L1]*
- Money
- Industrial equipment
- Resources (any 2 x 1) (2)

1.1.3 *[Explanation of concept from Source 1A – L1]*
- Money paid to countries or victims that suffered during World War 2
- Compensation for loss suffered during Second World War
- Compensation for a loss/harm

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

1.1.4 *[Interpretation of information in Source 1A – L2]*

(a)
- USA supported capitalism and therefore wanted to promote the economic recovery of Germany through the use of capitalism.
- It wanted to ensure quick German recovery as the USA would benefit from trade with Germany.
- USA wanted to use Marshall plan to strengthen the economy of West Germany

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

(b)
- USSR supported Communism and wanted to control the whole of Germany through the use of communism.
- Focused more on punishing Germany for damages, occurred during Second World War so that it can never be a threat to the USSR again.

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

1.1.5 *[Interpretation of information in Source 1A – L2]*
- Both superpowers were almost on the brink of a physical war/fight
- The world thought that western powers would break the Soviet Union Blockade/ that was going to lead to physical confrontation.

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

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

- Defence Secretary/ James Forrestal
- Secretary of the Army /Kenneth Royall
- Undersecretary of State/ Robert Lovett (any 2 x 1) (2)

1.2.2 *[Explanation of concept from Source 1B – L2]*

- Action taken by Soviet Union to close all roads, railways and canals leading to Berlin in an attempt to push the West out of Berlin.
- A total closing off of the Western sectors of Berlin by the USSR as a countermeasure to the reforms made by the US and their allies.

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

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

- Operation Vittles (1 x 2) (2)

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

- They were also capitalist countries that supported Western powers' ideologies of democracy and capitalism.
- They had economic and political relations with the Western powers, but specifically Britain as they were former colonies/they were members of common wealth

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

1.3 1.3.1 *[Interpretation of evidence from Source 1C – L2]*

- Stalin is threatening to end the airlift by using force (weapon in his hand), but he refrained from using violence because he did not want to be the aggressor.
- It shows that USSR failed to get Western powers out of Berlin because they still managed to use airlifts to access West Berlin.
- Western powers managed to deliver food and other supplies to West Berlin.
- Allies were giving hope to the people of West Berlin

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

1.3.2 *[Evaluating the limitation of Source 1C – L3]*

- It is one sided, it focused on British/Allied view as Stalin is portrayed in a negative light by the cartoonist.
- It focuses only on the heroic actions of Western powers while Stalin is shown with a weapon (the aggressor).
- It is pro-Western; it shows the success of capitalist countries in countering the blockade without using any force or form of violence.
- The British cartoonist supports western powers
- The Date of the publication of the source is not mentioned

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

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

- In Source 1B the decision was made to introduce the airlift to get supplies to West Berlin while Source 1C is showing the use of the airlift.
- In Source 1B it is mentioned that "milk and flour" were delivered to Berlin while this is portrayed in Source 1C where storks are carrying parcels labelled "food".
- Source 1B states that the Western powers used the airlift to deliver coal, food and other necessities in West Berlin and Source 1C shows the success of western powers

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

1.5 1.5.1 *[Extraction of evidence from Source 1D – L1]*

- Drastic power cuts
- Food was strictly rationed.
- Fresh vegetables were scarce. (any 2 x 1) (2)

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

- The blockade failed to get Western powers out of Berlin as they reacted with an airlift.
- Western powers did not give in to Soviet demands, they managed to counter the blockade.
- The United States had no intention of withdrawing from West Berlin as it could be seen as a victory for communism if the West retreated from West Berlin.
- The airlift was an international embarrassment to the Soviet Union because they displayed Soviet aggression while the West did not resort to the use violence.

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

1.5.3 *[Explanation of evidence from Source 1D – L2]*

- To protect themselves against future Soviet aggression
- The Berlin Blockade proved that USA and USSR might engage in a direct war and an army was needed to protect them.
- Western Europe wanted to commit itself to defending democracy/ removing Soviet aggression/communism.

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

1.5.4 *[Explanation of evidence from Source 1D – L2]*

- West Berlin continued to prosper under Western control.
- It recovered economically as Western powers spent more money to remove the Soviet threat.
- There were lots of economic opportunities of employment, higher wages and a better standard of living in West Berlin.
- It gained lots of skilled professionals as more people from East Berlin found living in West Berlin more attractive.

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

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

- Germany was divided among four powers, but the Soviet Union and the West had different views on how to govern their zones.(Source 1A)
- The Soviet Union demanded huge reparation from East Germany while the US wanted the economic recovery of Germany.(Source 1A)
- Britain, France and USA combined their zones in Germany and introduced their new currency. (Source 1A)
- The Soviet Union in reaction to the introduction of the new currency closed the roads, railroads and waterways that linked West Berlin to western zones. (Source 1A)
- Western powers responded with the airlift. (Source 1B)
- The airforce delivered 80 tons of cargo which included medicine, milk, and flour. (Source 1B)
- 1,500 flights delivering over 4,500 tons of needed supplies a day (Source 1B)
- USSR failed to stop the airlift although Stalin threatened to use force to stop the airlift. (Source 1C)
- The airlift led to the creation of NATO. (Source 1D)
- Western Europe continued to prosper under the Marshall plan. (Source 1D)
- Berlin Blockade had the potential power to spark a war (own knowledge).
- The blockade led to military cooperation between Western powers/creation of NATO. (Source 1D)
- Continued Western presence led to Berlin being a hotspot (own knowledge).

Any other relevant response (8)

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner, e.g., shows no or little understanding of **how the Western powers, Britain, France and the United States of America responded to the Berlin Blockade in 1948.** • Uses evidence partially or cannot write a paragraph.	**MARKS** **0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g., shows some understanding of **how the Western powers, Britain, France and the United States of America responded to the Berlin Blockade in 1948.** • 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 **how the Western powers, Britain, France and the United States of America responded to the Berlin Blockade in 1948.** • Use evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS** **6 – 8**

(8)
[50]

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QUESTION 2: HOW DID THE SOVIET UNION CONTRIBUTE TO THE CIVIL WAR IN ANGOLA WITHIN THE CONTEXT OF THE COLD WAR?

2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- United States (US)
- Union of Soviet Socialist Republics (USSR) (2 x 1) (2)

2.1.2 *[Extraction of evidence from Source 2A – L1]*
- Diamonds
- Oil (2 x 1) (2)

2.1.3 *[Explanation of historical concepts 2A – L2]*
- State/Collective ownership of the means of production – ideology of the MPLA and its supporters

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

2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- The USA and South Africa were capitalist/anti-communist and thus supported UNITA which was pro-capitalist.
- The USA and South Africa saw the MPLA as a threat and thus supported their main enemy, UNITA.
- The USA and South Africa saw supporting UNITA as a way to oppose the spread of Communism in Africa.
- The USA and South Africa saw funding UNITA as a way to limit the growing influence of the USSR in Africa.
- The MPLA supported organisations (SWAPO and the ANC) which were seen as a threat to capitalist South Africa and its backer, the USA.

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

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- Access strategic military facilities
- Increase in political influence to undermine the West
- Gain access to raw materials. (3 x 1) (3)

2.2.2 *[Extraction of evidence from Source 2B – L1]*
- It would permit the USSR to threaten vital lines of communication.
- Gain access to wealthy raw materials
- To establish a base fit for the Soviets (any 2 x 1) (2)

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

- The USSR supported black liberation organisations like SWAPO and the ANC because the USSR was generally opposed to colonialism.
- The white regimes in Southern Africa were capitalist and the USSR opposed capitalism and supported communism.
- Most of the white regimes were allies of America, a capitalist country and direct opposite of what the Soviet Union stood for in the Cold War and thus enemies of the USSR.
- The USSR opposed the racist policies of the white Apartheid government because communism stood for equality.
- Soviet influence would take away control of vital mineral resources in Angola

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

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

- Access to Angola's natural resources would have boosted the economy of the USSR.
- The USSR could have used the resources to further expand their influence in Africa.
- Resources could be used to provide supplies for the Soviet army.
- The USSR could have used the resources to help the organisations they supported.

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

2.2.5 *[Evaluation of evidence from Source 2B – L3]*

- The source reflects only the viewpoint of the American government, because it is written by the American Defense Intelligence Agency.
- The source does not contain information on the MPLA itself that can give insight into their relationship with the Soviet Union.
- The source focuses on the involvement of the USSR and not other nations.
- The source does not contain detailed information on the Cuban involvement in Angola.
- The source is generally negative in its portrayal of the USSR's involvement in Africa.

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

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2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- Captain Evgeny Lyashchenko (1 x 1) (1)

2.3.2 *[Extraction of evidence from Source 2C – L1]*
- Teach in military schools and academies
- Train our regular units (2 x 1) (2)

2.3.3 *[Explanation of historical concepts 2C – L1]*
- A war between two or more groups within the same country in the case of Angola, that would be the MPLA and UNITA.

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

2.3.4 *[Interpretation/Analysis of evidence from Source 2C – L2]*
- The MPLA did not have experience using the equipment and weapons that the USSR supplied.
- The MPLA lacked military experience, training and resources required for fighting a war.
- The MPLA lacked sufficient weapons and equipment.

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

2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*
- The USSR supported the MPLA because there is a Soviet advisor in the photo and they provided the necessary training/advice to the MPLA.
- The MPLA was grateful to the USSR because both the soldier and the trainer are smiling, showing that they seem happy with the situation.
- The USSR supplied weapons to the MPLA's soldiers (the AK47 rifles in the photo).
- Women were involved in the USSR army (the advisor in the photo is female) that provided training to MPLA soldiers.

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

2.4.2 *[Interpretation of evidence from Source 2D – L2]*
- The relationship between the MPLA soldiers and the Soviet trainers was positive
- The MPLA and the USSR had a good working relationship Any other relevant response (any 1 x 2) (2)

2.5 *[Comparison of evidence from source 2C and 2D – L3]*
- In Source 2C the USSR provided advisors/training to assist the MPLA's regular units and in Source 2D we see a soviet advisor with an MPLA soldier/member of a MPLA regular unit.
- In Source 2C the USSR provided weapons to the MPLA and in Source 2D we see the advisor and an MPLA soldier carrying weapons.
- In Source 2C the source views the Russian intervention in a positive light and in Source 2D the soldier and the advisor appear happy.

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

2.6 *[Interpretation, analysis and synthesis of evidence from all sources and own* (8)

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knowledge – L3]

Candidates must show an understanding of how the Soviet Union contributed to the Civil War in Angola within the context of the Cold War.

- The Angolan Civil War occurred at the height of the Cold War. (Source 2A)
- The Angolan Civil War was a proxy war between the USA and the USSR. (Source 2A)
- Angola was important because of its mineral resources, especially oil and diamonds. (Source 2A)
- The MPLA was aided by the USSR and Cuba. (Source 2A)
- The USA and South Africa funded UNITA. (Source 2A)
- The USSR wanted to expand the ideology of Communism. (own knowledge)
- The USSR provided military assistance. (Source 2B)
- The USSR aimed at increasing its political influence and access to facilities in the region. (Source 2B)
- The USSR wished to threaten lines of communication. (Source 2B)
- The USSR wished to enhance its strategic position in Africa (Source 2B)
- The USSR provided massive deliveries of arms and equipment. (Sources 2B, 2C and 2D)
- The Soviets sent military advisors to Angola. (Sources 2C and 2D)
- The Soviets provided training to the MPLA in Angola. (Source 2C and 2D)
- Some members of the MPLA received training in Russia. (Source 2C)
- The Soviets worked with the Cubans in Angola. (Source 2C)
- The USSR and the MPLA had an effective and friendly relationship. (Source 2D)

Any other relevant response

[50]

Use the following rubric to allocate a mark

LEVEL 1	• Uses evidence in an elementary manner. Shows little understanding of **how the Soviet Union contributed to the Civil War in Angola within the context of the Cold War.** • Uses evidence partially to report on topic or cannot report on topic.	**Marks: 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a greater extent to the topic. Shows an understanding of **how the Soviet Union contributed to the Civil War in Angola within the context of the Cold War.** • Uses evidence from the sources in a basic manner.	**Marks: 3 – 5**
LEVEL 3	• Evidence is relevant and relates to the topic. Shows a thorough understanding of **how the Soviet Union contributed to the Civil War in Angola within the context of the Cold War.** • Uses evidence effectively in an organised paragraph that shows an understanding of the topic.	**Marks: 6 – 8**

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QUESTION 3: HOW DID THE MONTGOMERY BUS BOYCOTT SUCCESSFULLY STRENGTHEN THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES OF AMERICA DURING THE 1950s?

3.1 3.1.1 *[Definition of a historical term from Source 3A – L2]*

- The overthrow of a social order by resisting segregation in buses at Montgomery , in order to establish a new system
- A sudden, radical, or complete change in the political and social system in order to bring integration on public transport.
- Blacks wanted to end segregation on buses in the state of Montgomery

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

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

- She was protesting against the racial segregation of the city's public buses it violated her human rights.
- She was defying the principles of the racial laws (Jim Crow Laws) in a non-violent manner.

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

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

- It strongly affirmed that the African Americans were not permitted to sit on the front seats of the bus.
- It symbolised segregation in the buses of which the number ten expressed a very strong disapproval for African Americans to sit on the front seats of the bus.
- The number ten – was an offensive reminder of the reservation of seats in any public space.
- Condemned the blacks to a punishment – to sit only on the seats at the back of the bus.

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

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

- Black passengers should be treated with courtesy.
- Seating should be allotted (chosen) on a first-come-first-serve basis.
- African American drivers should drive routes that primarily serviced African Americans. (3 x 1) (3)

3.1.5 *Extraction of evidence from Source 3A – L1]*

- "99 percent of the city's African Americans refused to ride the buses." (1 x 2) (2)

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

- There must be a space reserved for white passengers.
- There must be a space reserved for negro passengers in the bus.
- Clear signs must be placed on the seats of all sections reserved for the white passengers and the negro passenger buses. (2 x 1) (2)

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

- They were determined to sustain racial segregation because they believed that the policy "meets all the requirements of equal privileges".
- The federal constitutional and civil rights laws which gave African Americans a full citizenship in USA did not matter.
- The Jim Crow Laws made them believe that the whites are superior and privileged to be seated in the front of the bus.
- Desegregation threatened the way of life of white supremacists in the south and they needed to defend it.

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

3.2.3 *[Explanation of a historical term from Source 3B – L1]*

- Refusal to participate in an activity/ to buy certain products/ refusal to support certain businesses or institutions.
- The withdrawal of support as an act of resistance/defiance
- A civil rights protest which campaigned for the desegregation of buses during which African Americans refused to ride city buses in Montgomery, Alabama.
- A non-violent protest that took place from 5 December 1955 to 20 December 1956 in Montgomery, Alabama, that aimed at desegregating buses.
- A protest by the black bus passengers who wanted to end racial reservation of seats in Montgomery.

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

3.3 *[Comparison of evidence from Sources 3A and 3B – L3]*

- In Source 3A the Montgomery Improvement Association demanded that bus passengers must sit on a first-come-first-serve basis but in Source 3B the whites in the bi-racial committee recommended that each race should sit in the reserved sections.
- The reservation of seats in the buses was seen as an offensive act in Source 3A but in Source 3B the reservation of seats in the buses was seen as compliance to the laws of Alabama and the Code of the City of Montgomery.
- Source 3A states that the African Americans wanted to end the reservation of seats because it was humiliating but in Source 3B it is asserted that the reservation of seats for each race prevented incidents that create tension.

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

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3.4 3.4.1 *[Extraction of evidence from Source 3C – L1]*

- Segregation
- Peace
- Order
- Domestic tranquillity
- Preservation of our State's rights (any 4 x 1) (4)

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

- The whites were encouraged to unite and uphold racial segregation – *'dedicated to maintenance of segregation…'.*
- It signifies that many whites in the South of America adhered to the belief that blacks are inherently inferior to whites – *'preservation of our state right…'.*
- Many whites perceived the end of segregation would lead to the political power and control – *'in our state'.*

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

3.4.3 *[Ascertaining the usefulness of evidence from Source 3C – L3]*

The source is useful because:

- The flyer was used to mobilise support to uphold segregation in the South.
- The flyer was distributed at the time of the boycott in 1966.
- The flyer is an original document that was used by protesters during the time of boycott.
- The flyer outlines the reasons why the whites needed to unite and maintain segregation.
- The growing numbers of the council after the bus boycott shows that the whites did not accept the court's ruling ending segregation in the buses.
- It was an original document that was used to mobilise support

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

3.5 3.5.1 *[Extraction of evidence from Source 3D – L1]*

- Blacks used personal cars to create what was called a 'private taxi' system.
- They shared rides, carried one another to work to school and to church.
- Black churches bought station wagons to help support the 'private taxi' operation. (3 x 1) (3)

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

- The bus company lost revenue when 45% of the black population boycotted the public transportation.
- The company was taken to the supreme court, and they lost the case
- The company's image was dented .
- The bus company was driven out of business for 11 months.

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

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

- The bus company was violating the constitution and laws of the United States. (2)

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- The reservation of seats per race was a violation of human rights.
- Sitting anywhere in a bus was not a criminal offence
- The black passengers were constantly humiliated by the bus employees and the police.
- The supreme court wanted to end bus segregation in all of the US

Any other relevant response (any 1 x 2)

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3.5.4 *[Interpretation of evidence from Source 3D - L2]*

- He advocated for non-violent protests to end segregation.
- He supported civil rights activists openly thus he was jailed several times.
- He was a charismatic leader/Christian and a good orator.
- He was actively involved in the case that led to a Supreme Court decision ordering Montgomery to integrate its bus system.
- His leadership had led to the desegregation of public transport

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

3.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources – L3]*
Candidates could include the following aspects in their response:

- Rosa Parks encouraged African Americans to protest against racial segregation on the Montgomery bus service when she quietly refused to give up a seat for a white passenger. (Source 3A)
- Rosa Parks became an icon who encouraged equality after the bus boycott in Montgomery (own knowledge).
- The Montgomery Improvement Association (MIA) organised a successful bus boycott, which was well supported by African Americans. (Source 3A)
- Martin Luther Jr. encouraged the civil rights activists to continue with the boycott when the whites refused to meet the demands of the African Americans. (Source 3B)
- The churches successfully created a private system of taxis that fared workers and elders. (Source 3D)
- Segregation in the buses ended when the Supreme Court ruled in favour of African Americans. (Source 3D)
- It was an example of determination and perseverance which inspired the civil rights activists to continue using various forms of protests to end segregation. (own knowledge)
- Reverend Martin Luther King Jr. became the face and leader of the Civil Rights Movement. (Source 3D)
- The non-violent protests encouraged some of the whites to support the CRM in a mission to end segregation. (own knowledge)

Any other 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 Montgomery bus boycott successfully strengthened the civil rights movement in the United States during the 1950s.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g., shows some understanding of **how the Montgomery bus boycott successfully strengthened the civil rights movement in the United States during the 1950s.** • 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 **how the Montgomery bus boycott successfully strengthened the civil rights movement in the United States during the 1950s.** • Use evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6 – 8**

(8)

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[50]

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SECTION B: ESSAY QUESTIONS

QUESTION 4:THE EXTENSION OF THE COLD WAR: CASE STUDY – VIETNAM

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

SYNOPSIS

Candidates must be able indicate a stance and indicate to what extent the strategies used by the Vietcong were successful in containing the spread of capitalism in Vietnam between 1965 and 1975. Outline of the tactics and strategies employed by the Vietminh/Viet Cong and the USA (National Liberation Front) during the war should also be highlighted. An analysis of how the Viet Cong were able to face the US army should be elaborated.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance by indicating to what extend the strategies used by the Vietcong were successful in containing the spread of capitalism in Vietnam between 1965 and 1975 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.

- Division of North and South Vietnam (Background)
  - USA first intervention in South Vietnam – sent weapons and military advisors against the Vietcong (Vietnamese communists).
  - Ho Chi Minh Trail and its significance (used by the Vietminh [communist guerrillas from North Vietnam] to support the Vietcong) in the south. (successful)
- USA introduced 'Safe Village' policy/Hamlet strategy/Villagisation – trying to isolate/ separate guerrillas from villagers (1962).
  - Safe village policy failed because the Vietcong operated inside villages.
- The Gulf of Tonkin incident and resolution (1964) – excuse for escalation of the army
- 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) – (environmental factors) 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 – ineffectiveness of a conventional strategy as opposed to unconventional guerrilla warfare.
- Use of chemical weapons, e.g. Napalm gas made USA unpopular, and many countries condemned the USA – caused most damage to the environment.
- Guerrilla warfare by the Vietminh and Vietcong (difficulty in separating guerrillas from villagers – farmers/peasants) (successful)
- Vietcong responded with the Tet Offensive (1968) – surprise attacks on 100 cities (unconventional strategies) – ambushed USA controlled cities. (successful)

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- Number of USA soldiers killed increased – led to anti-war demonstrations in the USA.
- Highly effective use of guerrilla tactics by the Vietcong (unconventional strategies). (successful)
- 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.
- USA atrocities and My Lai massacre (March 1968) turned public opinion against the USA waged 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 and sabotage (environmental factors). (successful)
- Underground tunnels – narrow to fit Vietcong body structure but not for the big USA soldiers. (successful)
- 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. (successful)
- 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 USA involvement in the Vietnam war.
- North Vietnam took control of Saigon in 1975. (successful)
- Vietnam was united under communist control.

Any other relevant response

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

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QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

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

SYNOPSIS: Candidates should demonstrate an understanding that Mobuto's leadership was not successful and, as a result, Congo was unable to successfully develop and grow in the political and economic fields.

MAIN ASPECTS:
Candidates should include the following aspects in their response:
Introduction: Candidates should contextualise the question by referring to Mobutu's unsuccessful leadership and ineffective/harmful political and economic policies. They should take a stance and indicate how they intend to support their line of argument.

ELABORATION

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

Political:
- Mobutu Sese Seko came into power by a military coup.
- He believed in a centralised state.
- Mobutu Sese Seko turned the Congo into a one-party state.
- Mobutu became a dictator.
- Opposition parties were silenced and there was evidence of imprisonment and human rights violations.
- The Congo was highly fragmented along ethnic groups.
- Mobutu was a tool of the West (in particular of the USA) in the Cold War in Africa.
- He created a cult of personality with himself at the center of the Congo's national identity.

Economic:
- Aim was to develop or diversify the economy, promote economic growth and job creation to benefit all citizens.
- 1973/4 Zaireanisation – the era of "Les Grosses Legumes" ("The Big Vegetables") – nationalisation of the economy – assets of foreign companies and individuals seized and reallocated to Zairian natives. Done in a very chaotic and unplanned way.
- Switched to promote capitalism and foreign investment which effectively gave the West access to Zaire's resources.
- Mobutu's economic policy was characterised by nepotism and kleptocracy which led to the creation of a rich, powerful elite which owed its allegiance to Mobutu.
- Personal enrichment and waste of resources (e.g. on his palace at Gbadolite)
- Inflation rates reached 100% and social welfare was cut. Production and exports declined.
- Accepted foreign aid Blumenthal Report – Blumenthal was the World Bank representative in Zaire. In a leaked report he stated that there was no chance the country would ever repay its debts.

Any other relevant answer

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

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

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

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

SYNOPSIS

Candidates should indicate whether they agree that the Black Power movement was based on the philosophy that African Americans should shape their own destiny and culture, and in pursuing this goal, they were prepared to use violence.
Candidates should use relevant examples to support their line of argument.

MAIN ASPECTS
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 the Black Power philosophy which promoted the spirit of 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'.
- Malcolm X promoted armed self-defence against white oppression. (prepared to use violence)
- 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. (prepared to use violence)
- 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. (prepared to use violence)
- Advocated for the exclusion of white 'liberals' as a philosophy for African Americans
- He promoted one plan to split the USA 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.

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- 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.
- 1966 Bobby Seale and Huey Newton formed the Black Panther Party (BPP) for Self-Defence – against police brutality. (prepared to use violence)
- 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.

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

TOTAL: 150

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