Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 12

JUNE 2024

HISTORY P1
MARKING GUIDELINE

MARKS: 150

This marking guideline consists of 21 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 the 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 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 (✓✓✓✓)

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Paragraph question

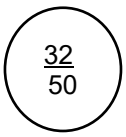
Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- 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

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.



- 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.
- When assessing open-ended source-based questions, learners should be credited for *any other relevant answer*s.

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2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The construction of argument
- The appropriate selection of factual evidence to support such argument
- The learner's interpretation of the question.

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum), e.g. in an answer where there are 5 main points there will be 7 ticks.

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 a 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 all 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.

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

- Introduction, main aspects and conclusion not properly contextualised ^
- Wrong statement _____
- Irrelevant statement |
- Repetition R
- Analysis A√
- Interpretation I√
- Line of argument LOA ↕

2.5 **The matrix**

2.5.1 Use of the matrix in the marking of essays.

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

(a) The first reading of 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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MARKING MATRIX FOR ESSAY: TOTAL: 50

PRESENTATION → / CONTENT ↓	LEVEL 7 Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	LEVEL 6 Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	LEVEL 5 Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	LEVEL 4 Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	LEVEL 2 Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	LEVEL 1* Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

*Guidelines for allocating a mark for Level 1:

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Question 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

QUESTION 1: HOW DID THE MARSHALL PLAN ADDRESS THE ECONOMIC AND POLITICAL INSTABILITY IN EUROPE IN THE 1940s?

1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- Europe
- Asia
- Africa (3 x 1) (3)

1.1.2 *[Extraction of evidence from Source 1A – L1]*
- Countries could not produce enough goods for its people
- much less for export. (2 x 1) (2)

1.1.3 *[Extraction of evidence from Source 1A – L1]*
- USA (1 x 1) (1)

1.1.4 *[Analysis of evidence from Source 1A – L1]*
- To pay for imports
- and make debt repayments. (2 x 1) (2)

1.1.5 *[Analysis of evidence from Source 1A – L2]*
- They had no money to buy goods.
- They had no excess products to sell.
- Any other relevant response. (Any 1 x 2) (2)

1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- It is essential to the maintenance of the civilisation in which the American way of life is rooted. (1 x 2) (2)

1.2.2 *[Definition of historical concept from Source 1B – L1]*
- States where the government has complete control over the people and the way they live.
- Any other relevant response. (1 x 2) (2)

1.2.3 *[Interpretation of evidence from Source 1B – L2*]
- The Marshall Plan will bring freedom to European countries.
- Success of the Marshall Plan will protect Europe from Communism.
- Economic recovery will ensure continuation of capitalism and democracy.
- Any other relevant response. (Any 1 x 2) (2)

1.2.4 *[Interpretation of evidence from Source 1B – L2]*
- European countries would be forced into totalitarianism.
- Communism would be forced into Europe.
- There would be conflict between communism and capitalism.
- Any other relevant response. (Any 2 x 2) (4)

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1.2.5 *[Evaluation of usefulness of Source 1B – L3]*

The source is useful because:

- It is an excerpt from a speech made by Truman in 1949.
- Truman is the USA president that approved the Marshall Plan.
- Any other relevant response. (2 x 2) (4)

1.3 1.3.1 *[Explanation of a historical concept from Source 1 – L2]*

- Economic assistance given to European countries whose economies were destroyed by the Second World War.
- Any other relevant response. (1 x 2) (2)

1.3.2 *[Extraction of evidence from Source 1C – L1]*

- The Marshall Plan provided much-needed trading dollars.
- Saved Western Europe from following a socialist path. (1 x 2) (2)

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

- Made sure there was no repeat of the chaos that ensued after the 1919 Versailles Agreement.
- Prevent losers from falling into communism.
- To open markets for USA trade.
- Any other relevant response. (2 x 2) (4)

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

- The USA is rebuilding Europe with the Marshall Plan.
- Economies of the war-torn countries will start to grow.
- Any other relevant response. (Any 1 x 2) (2)

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

- The Marshall Plan will bring peace to Europe.
- Countries benefitting from the Marshall plan will be protected by USA.
- Any other relevant response. (Any 1 x 2) (2)

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

- The Marshall Plan was a USA plan for European recovery.
- The funds for European recovery came from USA.
- Any other relevant response. (Any 1 x 2) (2)

1.5 *[Comparison of evidence from Sources 1C and 1D – L3]*

- Both sources indicate that American dollars were used for the European recovery.
- Source 1C states that the Marshall Plan led to rapid economic recovery in Europe and Source 1D, the growing leaves indicate economic recovery.
- Any other relevant response. (Any 2 x 2) (4)

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

- The economy of Europe was ruined by Second World War. (Source 1A)
- The shortage of consumer goods worsened after the war. (Source 1A)
- Many countries in Europe could not pay their debts and trade was badly affected. (Source 1A)
- The USA implemented the Marshall Plan for the recovery of the European economy.
- Truman believed that the Marshall Plan was necessary to protect the freedom of European countries. (Source 1B)
- The USA believed that the Marshall plan would protect democracy and capitalism. (Source 1B)
- The Marshall Plan was used to contain the spread of communism in Europe.
- The Marshall Plan provided USA dollars to boost European recovery. (Source 1C)
- Both the winners and the losers benefitted from the Marshall Plan. (Source 1C)
- The losers had to get assisted so that they do not turn to communism. (Source 1C)
- The economies of the European countries was revived.
- Any other relevant response. (8)

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g., shows little or no understanding **of how the Marshall Plan addressed economic and political instability in Europe in the 1940s.** • 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 Marshall Plan addressed economic and political instability in Europe in the 1940s.** • 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 addressed the economic and political instability in Europe in the 1940s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)

[50]

QUESTION 2: WHY DID THE FOREIGN POWERS GET INVOLVED IN THE ANGOLAN CIVIL WAR FROM 1975?

2.1 2.1.1 *[Definition of a historical concept from Source 2A – L1]*
- Against the rule of a country by a foreign country.
- Any other relevant response. (1 x 2) (2)

2.1.2 *[Extraction of evidence from Source 2A – L1]*
- MPLA
- UNITA
- FNLA (3 x 1) (3)

2.1.3 *[Extraction of evidence from Source 2A – L1]*
- For power (1 x 1) (1)

2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- They felt that the movement best represented the interests of US in Angola.
- To stop communist aligned MPLA from ruling Angola.
- To prevent the spread of communism in Southern Africa.
- Any other relevant response. (Any 2 x 2) (4)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- Zaire
- South Africa (2 x 1) (2)

2.2.2 *[Definition of a historical concept from Source 2B – L2]*
- Attack on Angola by foreign countries.
- Any other relevant response. (1 x 2) (2)

2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- USA did not want to be seen as interfering in the affairs of Angola.
- USA wanted to ensure that a US friendly government is set up in Angola.
- Any other relevant response. (Any 1 x 2) (2)

2.2.4 *[Interpretation of evidence from Source 2B – L2]*
- He MPLA had requested Cuba to assist them when they were attacked by foreign countries.
- To help the communist aligned MPLA remain in power.
- Any other relevant response. (Any 2 x 2) (4)

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2.3 2.3.1 *[Interpretation of evidence from Source 2C – L2]*
- To show how the Cuban soldiers helped Angolans during the Angolan Civil War.
- There is a good relationship between Cuba and Angola.
- Any other relevant response. (2 x 2) (4)

2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- The Angolans welcomed the intervention of the Cubans.
- Any other relevant response (1 x 2) (2)

2.4 2.4.1 *[Extraction of evidence from Source 2D – L1]*
- Russians
- Cubans (2 x 1) (2)

2.4.2 *[Extraction of evidence from Source 2D – L1]*
- When South Africa troops began to invade Angola in October there were hardly any Russians and very few Cubans in the country. (1 x 2) (2)

2.4.3 *[Interpretation of evidence from Source 2D – L2]*
- MPLA was assisted by the Cubans and Russians.
- MPLA was friendly towards SWAPO that was fighting South Africa in South West Africa.
- Any other relevant response. (Any 1 x 2) (2)

2.4.4 [*Extraction of evidence from Source 2D – L1]*
- Zaire
- Zambia (2 x 1) (2)

2.4.5 [*Evaluate limitations of evidence from Source 2D – L3]*
The source is limited because:
- It gives only South Africa's point of view.
- It is biased against Cuba and Russia.
- Any other relevant response. (2 x 2) (4)

2.5 *[Comparison of evidence from Sources 2B and Source 2C – L3]*
- Both sources show that Cuba was involved in the Angolan Civil War.
- Source 2B states that a battalion of regular troops was sent by Cuba to Angola. Source 2C is a picture of Cuban troops in Angola.
- Any other relevant response. (Any 2 x 2) (4)

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2.6 *[Interpretation, analysis and synthesis of evidence from relevant sources – L3]*

- In 1975 Portugal gave Angola its independence without proper handover of power.
- The MPLA, UNITA and FNLA competed for power leading to a civil war.
- The civil war led to the arms race as the three liberation movements were assisted by foreign powers. (Source 2A)
- USA secretly assisted FNLA with funds to protect their interests in Angola. (Source 2A)
- The Soviet Union assisted MPLA with arms and war equipment. (Source 2A)
- Cuba sent military advisors and ran training camps for the MPLA. (Source 2A)
- South Africa provided weapons and training to both UNITA and FNLA. (Source 2A)
- Fidel Castro accused USA of instigating Zaire and South Africa against the MPLA. (Source 2B)
- Cuba was involved in Angola at the request for assistance by the MPLA.
- Vorster blamed Russia and Cuba for the intervention of South Africa in Angola. (Source 2D)
- South Africa wanted to stop MPLA from being in power in Angola. (Source 2D)
- Zambia and Zaire welcomed South Africa's support for UNITA and FNLA. (Source 2D)
- The involvement of foreign powers escalated the civil war.
- The Angolan Civil War became a battlefield for the Cold War competition.
- 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 why the foreign powers got involved in the Angolan Civil 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 great extent to the topic e.g., **shows some understanding of why the foreign powers got involved in the Angolan Civil War.** • 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 why the foreign powers got involved in the Angolan Civil War.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)

[50]

QUESTION 3: HOW DID THE CIVIL RIGHTS MOVEMENT ACHIEVE VOTING RIGHTS FOR BLACKS IN THE USA IN THE 1960s?

3.1 3.1.1 *[Definition of a concept from Source 3A – L1]*
- Rights that are enjoyed by all the citizens.
- Personal rights protected by the constitution.
- Any other relevant response. (1 x 2) (2)

3.1.2 *[Extraction of evidence from Source 3A – L1]*
- Southern Christian Leadership Council (SCLC)
- Student Nonviolent Coordinating Committee (SNCC) (2 x 1) (2)

3.1.3 *[Extraction of evidence from Source 3A – L1]*
- Alabama Governor George Wallace was a notorious opponent of desegregation.
- The local county sheriff in Dallas County had led a steadfast opposition to Black voter registration drives. (2 x 1) (2)

3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- To show that contrary to the views of the segregationists, black people were interested in voting.
- Increase in the number of black voters would win some rights for the blacks.
- Interests of the black people would be catered for.
- Any other relevant response. (Any 1 x 2) (2)

3.2 3.2.1 *[Extraction of evidence from Source 3B – L1*]
- to become SNCC's first field staff
- commit to full-time movement work. (2 x 1) (2)

3.2.2 *[Interpretation of evidence from Source 3B – L2]*
- Blacks were attacked when they tried to register to vote.
- Earlier attempts to register to vote were not successful.
- Blacks had lost hope of getting equal rights.
- Any other relevant response. (Any 2 x 2) (4)

3.2.3 *[Extraction of evidence from Source 3B – L1]*
- Voting Rights Act.
- expanding the electorate
- ending the undemocratic stranglehold of the southern Dixiecrats.
- made the national Democratic Party more explicitly representative (in race and gender)
- Any other relevant response. (Any 2 x 1) (2)

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3.3 3.3.1 *[Interpretation of evidence from Source 3D – L2]*

- State troopers attacking marchers with clubs.
- Marchers running away without fighting back.
- A peaceful march turning into a Bloody Sunday.
- Any other relevant response. (Any 2 x 2) (4)

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

- They were following orders of the Governor.
- They were against integration/supported segregation.
- They were racists.
- Any other relevant response. (Any 1 x 2) (2)

3.3.3 [*Ascertaining reliability of Source 3C – L3*]

The source is reliable because:

- The picture is a primary source taken during the event.
- Bloody Sunday is corroborated by other sources.
- Any other relevant response. (2 x 2) (4)

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

- John Lewis
- Hosea Williams (2 x 1) (2)

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

- Many people became aware of the work of the Civil Rights Movement.
- More people sympathised with the Black people in USA.
- Membership of the Civil Rights Movement increase.
- Any other relevant response. (Any 2 x 2) (4)

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

- whose refusal to give up her seat on a Montgomery bus had helped set off the modern Civil Rights Movement. (1 x 2) (2)

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

- The march led to the passing of the Voting Rights Act.
- The federal government was forced to take action.
- The numbers of black voters increased in USA.
- Any other relevant response. (Any 2 x 2) (4)

3.5 *[Comparison of evidence from Source 3C and Source 3D – L3]*

- Both sources show that the Civil Rights Movement fought for the voting rights of the Blacks.
- Source 3C shows marchers being attacked by the state troopers. Source 3D confirms that the marchers were attacked by the troopers on the Bloody Sunday.
- Both sources indicate that the marchers were peaceful.
- Any other relevant response. (2 x 2) (4)

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3.6 [*Interpretation, analysis and synthesis of evidence from relevant sources – L3]*

- The Civil Rights Act passed in 1964 prohibited discrimination in voting based on race but Blacks were still denied vote in the Southern states in the US. (Source 3A)
- The Civil Rights Movement continued to encourage blacks to register to vote. (Source 3A)
- In 1965 Martin Luther King Jr. and the SCLC started a black voter registration campaign in Selma, Alabama. (Source 3A)
- Both the Governor of Alabama and the local sheriff were against integration and the Black voter registration drive. (Source 3A)
- Only 2 percent of Blacks in Selma managed to register to vote because of this resistance to black voting. (Source 3A)
- Members of the SNCC went door to door encouraging Blacks to register to vote. (Source 3B)
- Some put on hold school and jobs to do the work of the movement full-time. (Source 3B)
- Their work led to the passing of the Voters Right Act and an increase in the number of registered black voters. (Source 3B)
- On Sunday 7 March 1965 Lewis and Williams led a peaceful march in Selma. (Source 3B)
- State troopers met the marchers with violence and this turned into the Bloody Sunday, published live in the media. (Source 3B)
- The Bloody Sunday forced the federal government to take action and the voting right act was passed.
- 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 Civil Rights Movement achieved voting rights for Blacks in the USA in the 1960s**. • 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 great extent to the topic, e.g. **shows some understanding of the Civil rights movement achieved voting rights for Blacks in the USA in the 1960s**. • 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 the Civil Rights Movement achieved voting rights for blacks in the USA in the 1960s**. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)

[50]

SECTION B: ESSAY QUESTIONS

QUESTION 4: THE COLD WAR – VIETNAM

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

Candidates should provide a balanced response which critically discusses the military strategies of both the USA and the Viet Cong in Vietnam between 1963 and 1973.

SYNOPSIS

Candidates must be able to critically discuss why the USA was unable to defeat a small nation of Vietnamese peasants during the Vietnam War between 1963 and 1973. An outline of the tactics and strategies employed by the USA's army and the Vietminh/Viet Cong (National Liberation Front) during the war should also be highlighted. An analysis of how the Viet Cong were able to outflank the US army should be elaborated upon.

MAIN ASPECTS

Candidates should include the following aspects in their responses:
Introduction: Candidates should critically discuss the statement and develop a relevant line of argument.

ELABORATION

- The Geneva Agreement promised elections to unite the country by 1956
- The USA wanted to prevent the spread of communism in South East Asia – the 'Domino Effect'
- The USA sent weapons and advisors – failed.
- Villagisation/strategic hamlet programme (USA and South Vietnam government created new villages and attempted to separate villagers [farmers] from guerrillas) which was a failure.
- Vietnamese farmers were also guerrillas (Vietcong) and were not easily identifiable by USA soldiers.
- Gulf of Tonkin Resolution (1964) gave President Johnson wide military powers resulting in the escalation of warfare in Vietnam.
- The USA launched Operation Rolling Thunder to destroy the Ho Chi Minh Trail – failed – led to more support for the Viet Cong
- The Vietcong launched the Tet Offensive (1968) – captured about 80% of towns and villages
- The Tet Offensive turned public opinion against the war.
- The VietCong were highly experienced having fought liberation against colonial rule / the USA (drafted) conscripted young inexperienced soldiers and the USA army were not trained in guerrilla war.
- 'Operation Ranch Hand' – used chemicals to destroy forests (Agent Orange) and crops (Agent Blue).
- The USA sent young and inexperienced soldiers to Vietnam.
- Highly effective use of guerrilla tactics by the Vietcong frustrated. American strategies.

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- The USA used search-and-destroy missions – which resulted in large numbers of civilian deaths.
- The My Lai Massacre dented the image of the USA.
- The media applied pressure on the US government to withdraw from the war.
- Students and disarmament movements protested against USA involvement in the war.
- President Nixon's Vietnamisation policy/including WHAM (Winning the hearts and mind of the Vietnamese) was an attempt by the USA to withdraw from war and 'save face'.
- The USA withdrew all troops by 1973 and North Vietnam took control of Saigon in 1975.
- Vietnam became a united country under communist regime.
- Any other relevant response.

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

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 need to explain whether they agree or disagree with the statement. In agreeing with the statement, they need to explain how Mabuto Sese Seko's political and economic policies succeeded in developing Congo into a prosperous country after attaining independence from Belgium in the 1960s. If the candidates disagree with the statement, they need to substantiate their lines of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

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

Economic policies

- Colonial legacies: (as background information)
    - Exploitation – Belgian prosperity based on exploitation of cotton; rubber plantations; and mines (copper, tin and 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 were placed under control of his allies and family members
- Introduced Zairianisation (replacing foreigners with Zairian nationals)
- Zairianisation led to corruption, theft and mismanagement
- The economy was characterised by nepotism and elitism (created a 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 created a kleptocracy where 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

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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; political parties formed along regional and ethnic groupings
  - 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 the 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 the secession of Katanga for its own independence
- 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 (Mobutoism)
- Mobutoism made Congo an autocratic state under himself as a military dictator
- Mobutu was supported by the USA because he was seen as an anti-communist ally
- He created a strong centralised government and controlled all appointments, promotions and the allocation of government revenue
- He introduced a policy of Zairianisation, 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

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

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

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

SYNOPSIS

Candidates need to explain to what extent the Black Power philosophy succeeded in organising African Americans to challenge discrimination and segregation in the USA in the 1960s. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates should take a stance by indicating to what extent the Black Power philosophy succeeded in organising African Americans to challenge discrimination and segregation in the USA in 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 philosophy 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' (succeeded in eliminating inferiority complex)
- 1966 Bobby Searle and Huey Newton formed the Black Panther Party (BPP) for self-defence against police brutality (succeeded in encouraging African Americans to be assertive)
- Adopted the 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 (eliminate poverty)
- The BPP literacy projects eradicated illiteracy amongst the African American communities
- The 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

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- 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 the idea 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
- 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]**

TOTAL: 150

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