Province of the
EASTERN CAPE
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo
Provinsie van die Oos Kaap: Department van Onderwys
Porafensie Ya Kapa Botjahabela: Lefapha la Thuto

NATIONAL SENIOR CERTIFICATE



GRADE 12

JUNE 2025

HISTORY P1
MARKING GUIDELINE

MARKS: **150**

This marking guideline consists of 24 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% (14)**
LEVEL 2	• Interpretation of evidence from the Sources. • Explain information gathered from the 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% (16)**

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.

32
50

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

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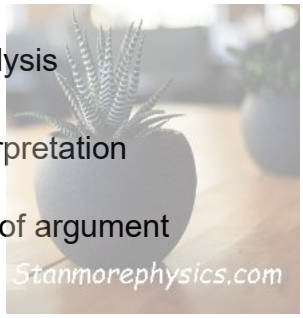
2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (which indicated by a bullet in the marking guideline), each of the main points/aspects that is properly contextualised (which is indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (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.
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.

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.

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

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*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

SECTION A: SOURCE BASED QUESTIONS

QUESTION 1: HOW DID THE USA ATTEMPT TO CONTAIN THE SPREAD OF COMMUNISM IN EUROPE IN THE 1940s?

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

- 'His views on the Soviet Union's intentions and behaviour.'

(1 x 2) (2)

1.1.2 *[Extraction of evidence from Source 1A – L1]*

- 'To counter the perceived threat posed by Soviet expansionism.' (1 x 2) (2)

1.1.3 *[Definition of a historical concept from Source 1A – L2]*

- United States policy of stopping the spread of communism
- Any other relevant response. (1 x 2) (2)

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

- Kennan wanted to avoid a war between USA and the Soviet Union.
- USA did not want to be seen as the aggressor/USA wanted to maintain peace where possible.
- Any other relevant response. (any 1 x 2) (2)

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

- USA used capitalism which was an opposite of communism.
- USA feared the Domino effect / feared the spread of communism.
- USA wanted to win the Cold War competition.
- Any other relevant response. (any 2 x 2) (4)

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

- 'Greece'
- 'Turkey' (2 x 1) (2)

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

- 'the detail of American civilian and military personnel to Greece and Turkey.'
- 'the instruction and training of selected Greek and Turkish personnel.'
- 'authority which will permit the speediest and most effective use of such funds as may be authorized.' (any 2 x 1) (2)

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

- If Greece falls into the hands of communists, the same will happen to Turkey.
- Any other relevant response. (1 x 2) (2)

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

- Poor countries easily fall into the hands of communists.
- Countries with weak economies are unable to fight communist takeover.
- Any other relevant response. (any 1 x 2) (2)

1.2.5 *[Ascertaining Reliability of Source 1B – L3]*

The source is reliable because:

- This is a primary Source – it is an excerpt from a speech made by President Harry Truman in 1947.
- The source outlines how the Truman doctrine was implemented in Europe.
- The fact that Turkey and Greece got financial aid from USA is corroborated by Source 1D.
- Any other relevant response. (2 x 2) (4)

1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*

- 'gave dollars to cash strapped European countries.'
- 'also addressed the issue of security.' (2 x 1) (2)

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

- 'Italy'
- 'France' (2 x 1) (2)

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

- The Soviet Union believed that USA used its dollars to spread capitalism.
- Countries with weak economies were targeted by the communists.
- Any other relevant answer. (any 1 x 2) (2)

1.3.4 *[Definition of a historical concept from Source 1C – L1]*

- A system where the resources are controlled by the state.
- A system based on a classless society.
- Any other relevant response. (any 1 x 2) (2)

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

- The USA provided financial support to Greece and Turkey.
- USA introduced a new foreign policy during the Cold War.
- Any other relevant response. (2 x 2) (4)

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

- USA introduced policies to contain the spread of communism in Europe.
- The Truman doctrine provided funds to support Greece and Turkey against the communist threat.
- Any other relevant response. (any 1 x 2) (2)

1.5 *[Comparison of evidence from Sources 1B and 1D to ascertain how they support each other – L3]*

- Both sources indicate that the Truman doctrine was introduced.
- Both sources indicate that Greece and Turkey received financial assistance from USA.
- Any other relevant response. (2 x 2) (4)

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

Candidates could include the following aspects in their response:

- After WW2 a Cold War competition developed between USA and USSR. (own knowledge)
- USA feared that if one country fell prey to communism their neighbours would follow suit. (own knowledge)
- Kennan wrote the Long Telegram proposing the use of the containment policy against the spread of communism. (Source 1A)
- The Truman doctrine assisted countries that were threatened by communist takeover. (Source 1B)
- Countries were assisted with money, supplies, military support and training. (Source 1B)
- Greece and Turkey received assistance from USA to protect them from communism. (Source 1B)
- USA believed that poor countries easily fell prey to communism. (Source 1B)
- The Marshall Plan assisted countries whose economies were destroyed by the Second World War. (Source 1C)
- The Marshall Plan was available to all European countries. (Source 1C)
- The Marshall Plan was meant to fend off communist aggression. (Source 1C)
- The Soviet Union and its satellite states rejected the Marshall Plan. (Source 1C)
- Western European countries like Italy, France and Germany benefitted from the Marshall Plan. (Source 1C)
- The Marshall Plan was seen as a defining moment in the Cold War. (Source 1C)
- Many European countries participated in the plan and were leaning towards capitalism. (own knowledge)
- Any other relevant response. (8)

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Use the following rubric to assess the paragraph:

	CRITERIA	MARKS
LEVEL 1	• Uses evidence in an elementary manner e.g., shows little or no understanding **of how the USA tried to contain the spread of communism in Europe in the 1940s.** • Uses evidence partially or cannot write a paragraph.	**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 USA tried to contain the spread of communism in Europe in the 1940s.** • Uses evidence in a very basic manner to write a paragraph.	**3–5**
LEVEL 3	• Uses relevant evidence e.g., demonstrates a thorough understanding **of how the USA tried to contain the spread of communism in Europe in the 1940s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**6–8**

(8)
[50]

QUESTION 2: WHAT FACTORS CONTRIBUTED TO THE OUTBREAK OF THE CIVIL WAR IN ANGOLA IN 1975?

2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- 'Holden Roberto'
- 'Agostinho Neto'
- 'Jonas Savimbi' (3 x 1) (3)

2.1.2 *[Extraction of evidence from Source 2A – L1]*
- '11 November 1975' (1 x 1) (1)

2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- To be part of the coalition government administering Angola.
- Portugal would retain a 24 000-man army in Angola. (2 x 1) (2)

2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- To prevent war between the nationalist groups.
- To build trust between the groups so that they can work together.
- Any other relevant response. (2 x 2) (4)

2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- When the coalition government took over the nationalist groups had different views on how to rule Angola.
- Each of the THREE nationalist groups felt they were better positioned to rule the country.
- Any other relevant response. (1 x 2) (2)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- 'A war between two or more groups vying for power in one country.'
- Any other relevant response. (1 x 2) (2)

2.2.2 *[Extraction of evidence from Source 2B – L1]*
- 'saw it as the least Marxist of the three.' (1 x 2) (2)

2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- Each country wanted Angola to use their ideology.
- The Nationalist groups asked for assistance from foreign countries.
- Any other relevant response. (2 x 2) (4)

2.2.4 *[Determining usefulness of Source 2B – L3]*
The source is USEFUL because:
- It is from a book, Africa since 1940, written by Frederick Cooper.
- It gives information about the support given by foreign countries to the Angolan nationalist.
- The source explains the roles played by the THREE different nationalist movements.
- Any other relevant response. (2 x 2) (4)

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2.3 2.3.1 *[Interpretation of evidence from Source 2C – L2]*

- To show how the involvement of foreign countries in the Angolan Civil War made it worse.
- To show that Cuba assisted MPLA during the civil war.
- Any other relevant response. (any 1 x 2) (2)

2.3.2 *[Interpretation of evidence from Source 2C – L2]*

- MPLA received economic and financial support.
- MPLA was able to win the war.
- Any other relevant response. (any 1 x 2) (2)

2.4 *[Comparison of evidence from Source 2B and Source 2C to ascertain similarities – L3]*

- Both sources indicate that a civil war started in Angola.
- Both sources indicate that Cuba supported MPLA during the civil war.
- Source 2B states that the MPLA was aided by Cuban troops. Source 2C shows Cuban troops assisting MPLA.
- Any other relevant response. (2 x 2) (4)

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2.5 2.5.1 *[Extraction of evidence from Source 2D – L1]*

- 'Cuba'
- 'Soviet Union' (2 x 1) (2)

2.5.2 *[Extraction of evidence from Source 2D – L1]*

- 'The CIA and United States that have promised to help us did not fulfill their promises.' (1 x 2) (2)

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

- He was expecting more violence to erupt in Angola.
- He wanted them to be safe.
- Since they were adopting guerrilla warfare, they would not have people to take care of them.
- Any other relevant response. (any 1 x 2) (2)

2.5.4 *[Explanation of historical concept from Source 2D – L2]*

- UNITA was going to use hit and run tactics during the civil war. (1 x 2) (2)

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

- Zambia assisted UNITA during the civil war.
- Any other relevant response. (1 x 2) (2)

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

- Portuguese colonial empire collapsed in 1974. (own knowledge)
- The Portuguese withdrew from Angola in November 1975 without formally handing power to any movement. (own knowledge)
- The Alvor Agreement was signed by the leaders of the main liberation movements. (Source 2A)
- The THREE nationalist movements were to form a transitional government. (Source 2A)
- A freeze on military positions was agreed on to try and maintain peace (Source 2A)
- On 31 January 1975 the transitional government took office though there was mistrust. (Source 2A)
- The nationalists failed to work together and the civil war started. (Source 2B)
- Foreign countries supported the different liberation movements thus escalating the war. (Source 2B)
- The first round of the war was won by MPLA supported by Cuba. (Source 2B)
- MPLA showed more interest in socialism. (own knowledge)
- The Angolan Civil War became the Cold War hotspot. (own knowledge)
- After suffering setbacks in the war UNITA decided to use guerilla warfare. (Source 2D)
- Zambia continued to support UNITA. (own knowledge)
- Any other relevant response. (8)

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Use the following rubric to allocate a mark:

	CRITERIA	MARKS
LEVEL 1	• Uses evidence in an elementary manner e.g., shows little or no understanding of **what factors contributed to the outbreak of the civil war in Angola in 1975.** • Uses evidence partially to report on topic or cannot report on topic.	**0–2**
LEVEL 2	• Evidence is mostly relevant and relates to the topic e.g., shows some understanding of **what factors contributed to the outbreak of the civil war in Angola in 1975.** • Uses evidence in a very basic manner.	**3–5**
LEVEL 3	• Uses relevant evidence e.g., demonstrates an insight of **what factors contributed to the outbreak of the civil war in Angola in 1975.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**6–8**

(8)

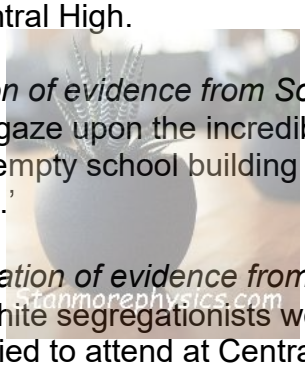
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QUESTION 3: WHAT CHALLENGES DID THE LITTLE ROCK NINE EXPERIENCE DURING THE INTEGRATION OF CENTRAL HIGH SCHOOL IN 1957?

3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- 'He had received information that caravans of automobiles filled with white supremacists (racists) were heading towards Little Rock from all over the state.' (1 x 2) (2)

3.1.2 *[Definition of a historical term from Source 3A – L1]*
- Nine African American students who volunteered for integration at Central High. (1 x 2) (2)

3.1.3 *[Extraction of evidence from Source 3A – L1]*
- '… to gaze upon the incredible (unbelievable) spectacle (scene) of an empty school building surrounded by 250 National Guard troops.' (1 x 2) (2)



3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- The white segregationists would attack the Little Rock Nine if they tried to attend at Central High.
- Violence might erupt between the whites and the African Americans at Central High.
- Any other relevant response. (2 x 2) (4)

3.1.5 *[Determining the limitations of Source 3A – L3]*
- It is one sided only the view of Daisy Bates.
- Biased against Faubus because Daisy Bates was the President of NAACP.
- Any other relevant response. (2 x 2) (4)

3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- 'Eight arrived together, driven by Daisy Bates.'
- '… Eckford arrived alone.' (2 x 1) (2)

3.2.2 *[Extraction of evidence from Source 3B – L1]*
- 'Through an angry mob of some 1 000 white protesters gathered outside.' (1 x 2) (2)

3.2.3 *[Interpretation of evidence from Source 3B – L2]*
- They were following orders from the governor.
- They were against integration.
- Any other relevant response. (any 1 x 2) (2)

3.2.4 *[Interpretation of evidence from Source 3B – L2]*
- To enforce the constitution of USA.
- To prevent violence from escalating in Little Rock.
- So that integration can take place smoothly.
- Any other relevant response. (any 1 x 2) (2)

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

- Mob of segregationists harassing Elizabeth Eckford.
- White mob is trying to stop integration at Central High.
- Any other relevant response. (2 x 2) (4)

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

- To highlight the plight of the Black Americans in Little Rock.
- To force the federal government to enforce integration.
- Any other relevant response. (any 1 x 2) (2)

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

- 'Saw a sea of angry faces.'
- 'A jeering (mocking) mob blocked her path.' (2 x 1) (2)

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

- 'Eckford was one of nine students who had volunteered to be among the first African Americans to attend Central High School.' (1 x 2) (2)

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

- The mob wanted to hang Elizabeth Eckford.
- Segregationists were prepared to kill to prevent integration.

(any 1 x 2) (2)

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

- She supported integration.
- She felt sorry for Elizabeth Eckford.
- Any other relevant response. (any 1 x 2) (2)

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

- Soon Central High would be integrated.
- Ultimately the constitution would be enforced.
- Any other relevant response. (any 1 x 2) (2)

3.5 *[Comparison of evidence from Source 3B and Source 3C to ascertain similarities – L3]*

- Both sources indicate that Elizabeth Eckford went to Central High for the first day at school**.**
- Both sources indicate that the segregationists prevented Elizabeth Eckford from entering Central High School.
- Both sources indicate that the National Guard prevented Elizabeth Eckford from entering Central High.
- Any other relevant response. (any 2 x 2) (4)

3.6 *[Interpretation, evaluation and synthesis from relevant Sources – L3]*

- In 1954 the US Supreme court had ruled in the Brown vs Board of education that segregated schools are inherently unequal. (own knowledge)
- Nine African American students enrolled at Central High in 1957. (own knowledge)
- Governor Faubus ordered the National Guard to prevent the Little Rock Nine from entering Central High. (Source 3A)
- Faubus said blood will run in the streets if African American students were integrated at Central High. (Source 3A)
- On 3 September the National Guard prevented the Little Rock Nine from entering Central High. (Source 3A)
- The parents of the African American students were scared and confused by the attitude of Faubus. (Source 3A)
- On the first day of school Daisy Bates brought eight of the Little rock nine to Central High. (Source 3B)
- Elizabeth Eckford arrived alone because she had no telephone, she did not get the message to meet the others. (Source 3B)
- When she arrived at school, she was met by a group of angry segregationists. (Source 3B)
- The National Guard refused her entry into the school. (Source 3B)
- Federal Judge Davies ordered the removal of the National Guard from Central High. (Source 3B)
- President Eisenhower ordered the 101st Airborne Division to take over and protect the African American students from the mob. (Source 3B)
- On 4 September Elizabeth Eckford was mocked and jeered by the angry mob. (Source 3D)
- The angry mob wanted to hang her with a rope. (Source 3D)
- Grace Lorch saved Elizabeth Eckford from the angry mob. (Source 3D)
- Any other relevant response. (8)

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Use the following rubric to allocate a mark:

	CRITERIA	MARKS
LEVEL 1	• Cannot extract evidence or extract evidence from the sources in a very elementary manner e.g. **shows no or little understanding of what challenges the Little Rock Nine experienced during the integration of Central High School in 1957.** • Uses evidence partially to report on topic or cannot report on topic.	**0–2**
LEVEL 2	• Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic e.g., shows some understanding **of what challenges the Little Rock Nine experienced during the integration of Central High School in 1957.** • Uses evidence in a very basic manner.	**3–5**
LEVEL 3	• Use evidence from Sources very effectively in an organised paragraph that shows an understanding of the topic e.g, demonstrates a thorough understanding **of what challenges the Little Rock Nine experienced during the integration of Central High School in 1957.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**6–8**

(8)
[50]

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 should explain whether they agree or disagree that the tactics used by the USA against the Vietcong could not help to defeat the Vietcong during the Vietnamese War. In agreeing with the statement, they need to explain how the tactics failed. 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 that the tactics used by the USA against the Vietcong could not help to defeat the Vietcong during the Vietnamese War. 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
- The division of Vietnam and the formation of the Vietcong
- Reasons for USA involvement: containment and domino theory
- USAs first intervention in South Vietnam was to send weapons and military advisors between 1957 and 1965 – first phase against the Vietcong (Vietnamese communist)
- Ho Chi Minh Trail was used by the Vietminh (communist guerrillas from North Vietnam) to support the Vietcong – helped to supply the Vietcong with food and weapons.
- USA used their resources to introduce 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 relied on modern technology for a conventional war
- USA sent 3 500 marines on 8 March 1965 and ground troops to Vietnam/ conventional military strategy were confused by guerrilla tactics
- 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)
- Use of chemical weapons made USA unpopular, and many countries condemned the USA
- President Johnson introduced Operation Rolling Thunder in March 1965 hoping to eliminate the Vietcong in a matter of weeks

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- Guerrilla warfare by the Vietminh and Vietcong (difficulty in separating guerrillas from villagers – farmers/peasants)
- Vietcong responded with the Tet Offensive (1968) – successful surprised attacks on 100 cities controlled by the USA
- Number of USA soldiers killed increased – led to anti-war demonstrations
- Highly effective use of guerrilla tactics by the Vietcong
- USA sent young and inexperienced soldiers to Vietnam – modern weapons could not assist due to inexperience of young USA soldiers
- USA used modern weapons for search and destroy missions (My Lai massacre) to destroy villages supported by Vietcong
- This resulted in large numbers of civilian deaths – which called for more support for the Vietcong
- USA 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 also 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 USA involvement in the Vietnam War
- North Vietnam took control of Saigon in 1975
- The spirit of fighting and defending their country gave birth to determination that triumphed over modern weapons used by the USA
- 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: CHALLENGES FACED BY THE CONGO AFTER INDEPENDENCE

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

SYNOPSIS

Candidates should critically discuss whether Mobutu Sese Seko's political and economic policies introduced by the newly independent Congo in the early 1960s were welcomed by all the Congolese. They should support their line of argument with evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should take a stance by critically discussing whether Mobutu Sese Seko's political and economic policies introduced in the newly independent Congo in the early 1960s were welcomed by all the Congolese. They should indicate how they intend to support their line of argument.

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ELABORATION

Political policies

- Colonial legacies: (as background information)
  - Paternalism – Congolese were treated as children – with no responsibility in administration or representation of the government
  - Belgium did not prepare for the proper transition of a new leadership take over
- Congo became independent on 30 June 1960 with Joseph Kasavubu as president and Patrice Lumumba as prime minister
- Kasavubu preferred that Congo be a federal state while Lumumba was for a strong centralised national government/Lumumba was also in conflict with Moise Tshombe
- The newly independent Congo started with lots of political instability, e.g. Tshombe focused on secession of Katanga for its own independence – a sign for the need of strong political policies
- Mobutu seized power from Kasavubu through a coup d'état (ambitious) in 1965
- He applied authoritarianism to achieve political stability
- 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 (authoritarian) – not welcomed by the Congolese
- Mobutu developed a personality cult (Mobutuism) (poor leadership) – self-centred learnership – not welcomed by the Congolese
- Mobutuism made Congo an autocratic state under himself as a military dictator (poor leadership) – not welcomed by the Congolese

- He was supported by the USA because he was seen as an anti-communist ally – continuing colonial domination
- He created a strong centralised government and controlled all appointments, promotions and the allocation of government revenue – led to nepotism not welcomed by the Congolese
- He 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
- Any other relevant response

Economic policies

- Colonial legacies: (as background information)
  - Exploitation – Belgian prosperity based on exploitation of cotton; rubber plantations; and mines (copper, tinand 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
- Mobutu inherited a capitalist economy (from Belgium)
- Economy in the hands of white settlers and foreigners
- An economy rich in natural resources: copper, cobalt, diamonds, and other materials which was based on foreign investment
- He introduced nationalisation: Mobutu nationalised the country's copper mining industry and used profits from copper industry to finance his 10-year industrialisation plan (appearing pro-Congolese at face value)
- Nationalised foreign owned companies without compensation (appearing pro-Congolese at face value)
- Foreign companies placed under control of his allies and family members – not welcomed by the Congolese
- Introduced Zaireanisation (replacing foreigners with Zairian nationals) (good leadership – empowering locals and reversing paternalism)
- Zaireanisation led to corruption, nepotism, theft and mismanagement–not welcomed by the Congolese
- The economy was characterised by nepotism and elitism (created big gap between the elite and ordinary citizens/rich and poor) (poor leadership) not welcomed by the Congolese
- Weak economic policies led to the decline in the state of infrastructure such as roads, etc. – affected Congolese negatively, not welcomed by the Congolese
- Mobutu created a kleptocracy – wherein a group of appointed public officials abused their position for financial gain (corruption – not welcomed by the Congolese
- Mobutu was forced to introduce Retrocession (return of foreign owners) (ineffectiveness of Zaireanisation) – failed policy not welcomed by the Congolese
- Very few foreign owners returned
- Congos economy collapsed (poor economic policies) – negative impact on Congolese not welcomed by the Congolese
- Congo became dependent on foreign aid and investment, e.g. from the World Bank – remain under colonial influence not welcomed by the Congolese

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- Mobutu remained as 'president for life' until his death in 2007 – not welcomed by the Congolese
- Any other relevant response
- Conclusion: Candidates should tie 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 instilled confidence amongst African Americans to challenge discrimination in the United States of America (USA) from the 1960s to 1970s. 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 indicating to what extent the Black Power philosophy instilled confidence amongst African Americans to challenge discrimination in the United States of America (USA) from the 1960s to 1970s. 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 instilling confidence amongst African Americans by promoting a sense of: assertiveness; self-reliance; black pride; control of politics in their own communities (advocated by Stockley Carmichael); African Americans to protect themselves against police brutality; African Americans 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 and instilled confidence)
- BPPs Ten Point Plan would instill confidence amongst African Americans social, political and economic goals that were formulated 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 (instilled confidence)
- BPP literacy projects eradicated illiteracy amongst the African American communities (instilled confidence)

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- BPP childcare projects took care of medical needs of African Americans in black communities (instilled confidence)
- BPP members patrolled the streets to monitor police activities (police the police) and defend themselves against police brutality – sign of confidence based on human rights (instilled confidence)
- BPP demanded that African-Americans history must be taught in black schools – self acceptance and removing inferiority complex (instilled confidence)
- Malcolm X promoted armed self-defence against white oppression (instilled confidence)
- He argued that bloodshed was necessary for revolution (black nationalism) and advocated for self-respect and self-discipline (instilled confidence)
- Promoted the concept of 'Black Pride' (self-esteem/self-respect/self-help) (instilled confidence)
- Encouraged African Americans to stand up and challenge white American authorities in pursuit of freedom, justice and equality by whatever means possible (instilled confidence)
- 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 communities
- 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 (instilled confidence)
- Housing and facilities of African Americans were improved (instilled confidence)
- Black literacy and dependence on state grants were limited (instilled confidence)
- 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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