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

## SEPTEMBER 2025

# HISTORY P1 MARKING GUIDELINE

**MARKS:** **150**

This marking guideline consists of 28 pages.

# 1. SOURCE-BASED QUESTIONS

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

| COGNITIVE LEVELS | HISTORICAL SKILLS | WEIGHTING OF QUESTIONS |
|---|---|---|
| **LEVEL 1** | • Extract evidence from sources.<br>• Selection and organisation of relevant information from sources.<br>• Define historical concepts/terms. | **30% (15)** |
| **LEVEL 2** | • Interpretation of evidence from the sources.<br>• Explain information gathered from the sources.<br>• Analyse evidence from the sources. | **40% (20)** |
| **LEVEL 3** | • Interpret and evaluate evidence from sources.<br>• Engage with sources to determine its usefulness, reliability, bias and limitations.<br>• 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**

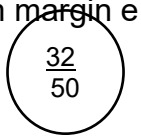
Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- 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 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 a*ny 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 an 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. |
| **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 |√
- 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 MARKS

| PRESENTATION → / CONTENT ↓ | LEVEL 7<br>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<br>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<br>Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument. | LEVEL 4<br>Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence. | LEVEL 3<br>Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence. | LEVEL 2<br>Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion. | LEVEL 1*<br>Little or no attempt to structure the essay. |
|---|---|---|---|---|---|---|---|
| ***LEVEL 7***<br>Question has been fully answered. Content selection fully relevant to line of argument. | **47–50** | **43–46** | | | | | |
| ***LEVEL 6***<br>Question has been answered. Content selection relevant to a line of argument. | **43–46** | **40–42** | **38–39** | | | | |
| ***LEVEL 5***<br>Question answered to a great extent. Content adequately covered and relevant. | **38–39** | **36–37** | **34–35** | **30–33** | **28–29** | | |
| ***LEVEL 4***<br>Question recognisable in answer. Some omissions or irrelevant content selection. | | | **30–33** | **28–29** | **26–27** | | |
| ***LEVEL 3***<br>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***<br>Question inadequately addressed. Sparse content. | | | | | **20–23** | **18–19** | **14–17** |
| ***LEVEL 1****<br>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 GROWING SPHERES OF INFLUENCE IN EUROPE CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA (USA) AND THE SOVIET UNION (USSR)?

1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- 'Exhausted'
- 'Ruined by war' (2 x 1) (2)

1.1.2 [*Extraction of evidence from Source 1A – L1]*
- Its navy and air force were unrivalled
- it was the only country with the capacity to produce nuclear weapons
- Any other relevant response (Any 2 x 1) (2)

1.1.3 *[Explanation of a historical concept from Source 1A – L1]*
- The USA expanding its power and influence over other regions.
- Any other relevant response (1 x 2) (2)

1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- Communist Governments were imposed on Eastern European countries
- Citizens in Eastern European Countries lost their right to vote
- The citizens in these countries were forced to accept communism
- Any other relevant response (Any 1 x 2) (2)

1.1.5 *[Interpretation of evidence from Source 1A – L2]*
- Europe became the centre of conflict between the USA and the USSR
- Many conflicts between the two countries took place in Europe
- The Berlin Blockade was one example of the struggles between the USA and USSR
- Both sides were competing against each other in Europe.
- Any other relevant response (Any 2 x 2) (4)

1.2 1.2.1 [*Extraction of evidence from Source 1B – L1*]
- Soviet Union begun shaping Eastern Europe in their image
- Bringing the governments of many nations into line with Moscow

(2 x 1) (2)

1.2.2 [*Extraction of evidence from Source 1B – L1*]
- Stettin in the Baltic
- To Trieste in the Adriatic (2 x 1) (2)

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

- They regarded communism as a hostile ideology seeking global influence
- Communist take overs in Eastern European countries could lead to war
- They were worried that Soviet Union may try to destabilise countries, in order to gain communist, take overs
- They considered communism an aggressive challenge to international peace
- Any other relevant response (Any 1 x 2) (2)

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

- 'as a Warmonger who aimed at Anglo-Saxon racial world domination' (1 x 2) (2)

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

- "the Soviet dictator had begun preparations for a possible confrontation with the West" (1 x 2) (2)

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

- The ideological and physical divide between the Soviet Union (Communism) and Western Europe (Democracy) during the Cold War
- The division of Europe during the Cold War, characterized by the Soviet Union's efforts to isolate its satellite states from the West through a combination of political, military and ideological barriers
- Any other relevant response. (Any 1 x 2) (2)

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

- They had been devastated by the war
- They had become reliant on American canned food
- They feared the consequences of another war
- Any other relevant response. (Any 1 x 2) (2)

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

- The people of the Soviet Union did not perceive the West to be a threat.
- Ordinary Soviet citizens saw the West as allies
- Any other relevant response (Any 1 x 2) (2)

1.3.6 *[Ascertaining the Usefulness of the Source 1C – L3]*

**The source is USEFUL because:**

- It contains extracts of Stalin's immediate and calculated response to Churchill's
- The source was written by a Vladislav Zubok, a cold war historian and expert on the Soviet Union making it a well-informed and credible account of Stalin's response to Churchill's speech
- The source explains how the Stalin used to Churchill's speech to turn the Soviet people against the West.
- Any other relevant response (Any 2 x 2) (4)

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

- Stalin adopted an aggressive policy of expansion in Eastern Europe after the war
- Communism was expanding rapidly in Europe
- Action needed to be taken by the West to keep Stalin in line
- Any other relevant response (2 x 2) (4)

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

- To ensure that he had more Communist friendly support
- To create a buffer zone between Western Europe and Russia
- The increase Russia/communist influence and control
- To win the Cold War competition with the West
- Any other relevant response. (Any 1 x 2) (2)

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

- **Both** sources mention the possibility of war between the USA and the USSR.
- **Source 1B** says Churchill warned in his "Iron Curtain" speech that the Soviet Union posed a threat to peace and stability.
  **Source 1C** shows Stalin reacting by portraying Churchill as a warmonger and preparing for confrontation
- **Source 1B** states that the 'Long Telegram' warned of the Soviet Union's perpetual hostility to the west.
- **Source 1C** states that Stalin had begun preparations for a possible confrontation with the West
- Any other relevant response (Any 2 x 2) (4)

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

- After World War II the division of Europe into two armed camps created increasing tension between the West and the Soviet Union (own knowledge)
- Each country feared the newfound power of the other (Source 1A)
- The Soviets felt threatened by the West and accused the West of imperialist expansion (Source 1A)
- The West was concerned with Communist expansion (Source 1A)
- The Soviet blockade of Berlin increased tensions between the two superpowers (Source 1A)
- The Soviet Union began shaping Eastern Europe in their image (Source 1B)
- The 'Long Telegram' warned of the Soviet Union's hostility towards the West (Source 1B)
- The creation of the "Iron Curtain" increased tension between the West and the Soviet Union
- Churchill and Truman believed that the Soviet Union and Communism posed a threat to the peace and stability of the post-war world (Source 1B)
- Stalin viewed Churchill as a warmonger who aimed at Anglo-Saxon … racial world domination (Source 1C)

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- Stalin used the Iron Curtain speech to mobilize the Soviet people against the West (Source 1C)
- Stalin's attempts to increase Communist influence in Europe created increased tension between the West and the Soviet Union. (Source 1D)
- The Iron Curtain divided Europe into Capitalist and Communist states – creating tension (Source 1D)
- Any other relevant response (8)

**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 how the growing spheres of influence in Europe contributed to Cold War tensions between the United States and the Soviet Union**<br>• 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 understanding of how the growing spheres of influence in Europe contributed to Cold War tensions between the United States and Soviet Union.**<br>• 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 growing spheres of influence in Europe contributed to Cold War tensions between the United states and the Soviet Union.**<br>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. | **6–8** |

(8)
**[50]**

**QUESTION 2: WHAT WERE THE REASONS FOR THE INVOLVEMENT OF SOUTH AFRICA IN THE ANGOLAN CIVIL WAR?**

2.1 2.1.1 [*Definition of a historical concept from Source 2A – L1]*
- War between citizens of the same country
- Any other relevant response (1 x 2) (2)

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

2.1.3 *[Extraction of evidence from Source 2A – L1]*
- Marxist base
- Supported by Russia, Cuba and other Communist countries (2 x 1) (2)

2.1.4 [*Interpretation of evidence from Source 2A – L2]*
- The MPLA was starting to gain control of Angola
- UNITA and the FNLA were being defeated
- A MPLA victory was very possible
- Any other relevant response (Any 1 x 2) (2)

2.1.5 [*Interpretation of evidence from Source 2A – L2]*
- The South African government did not want to draw any attention to itself from outside countries
- Supporting UNITA and the FNLA goes against South Africa's policy of Apartheid
- The South African Government did not want Angola to become communist
- The South African Government wanted to secretly protect its interests in Namibia
- Any other relevant response (Any 2 x 2) (4)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- "as a key part of the buffer of white-ruled states that separated South Africa from black-ruled Africa to the north"
- provided South Africa with a protective shield (1 x 2) (2)

2.2.2 *[Extraction of evidence from Source 2B – L1]*
- To avoid external scrutiny
- Portugal did not want to be seen to be working openly with racist South Africa
- South African government did not want its electorate (voters) to know the extent of its commitments in the Portuguese colonies. (3 x 1) (3)

2.2.3 *[Extraction of evidence from Source 2B – L1]*
- would give succour (help) and support to SWAPO
- would provide bases at which MK cadres could be trained before returning to fight in South Africa (2 x 1) (2)

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

- They believed that the MPLA were controlled by Soviet Union
- They believed that the Soviet Union were using the MPLA to extend their control in Angola
- Any other relevant response (Any 1 x 2) (2)

2.2.5 *[Explanation of historical concept from Source 2B – L2]*

- The Soviet Union's Policy of increasing its influence and control in Southern Africa
- Any other relevant response (1 x 2) (2)

2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*

- the MPLA, with Russian and Cuban help, would have taken over the whole of Angola
- would have sub-jugated (conquered) the entire population

(Any 2 x 1) (2)

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

- They wanted to keep the actions of Russia and Cuba a secret
- The announcement of Russian and Cuban support in Angola would lead to the West supporting UNITA and the FNLA
- Any other relevant response (Any 1 x 2) (2)

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

- South Africa's involvement created awareness to the involvement of Russia and Cuba in Angola
- If South Africa did not get involved in Angola, it would lead to the spread of Communism – threat to the "Free World"
- Any other relevant response (Any 1 x 2) (2)

2.3.4 [Interpretation of evidence from Source 2C – L3]

**The Source is LIMITED because:**

- The source only gives the point of view of the South African Government.
- The source It is biased towards the role played by the National Party Government in Angola, as it was from the Prime Minister, B.J Vorster
- It does not indicate that the Government was looking after its own interests in the area
- The information in the source makes the National Party look like the saviour of the Angolan people
- Any other relevant response (Any 2 x 2) (4)

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2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2*]

- South Africa's initial involvement in Angola was limited
- The South African government only sent a small number of troops into Angola
- South Africa wanted to keep its involvement in Angola secret
- The South African Government did not involve itself openly in the Angolan Civil War
- Any other relevant response (Any 2 x 2) (4)

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

- They did not want their presence in Angola known
- They feared how countries like Russia and Cuba would respond
- They were worried how white South African's would respond to their support of an African Liberation movement
- Any other relevant response (Any 1 x 2) (2)

2.5 [*Comparison of evidence from Sources 2B and 2C to ascertain how they support each other – L3*]

- Source **2B** views the MPLA as a hostile government
- Source **2C** states that the MPLA would have conquered the entire Angolan population
- In Source **2B** the South African Government feared that the MPLA was a puppet party of the Soviet Union
- Source **2C** states that the MPLA was supported by the Russians and the Cubans
- Source **2B** states that the South African Government viewed the arrival of the Cubans as a major threat to their power in the region
- Source **2C** states that the Russians and the Cubans operated in secret when they arrived in Angola
- **Both** sources highlight support of Communist regimes towards the MPLA
- **Both** sources imply that if the MPLA came to power they would be supported by communist governments
- Any other relevant response (Any 2 x 2) (4)

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

- After independence Angola was plunged into a civil war (own knowledge)
- Three liberation movements from Angola were involved in the war (own knowledge)
- The involvement of foreign countries in the Angolan Civil War increased the Cold War tensions (own knowledge)
- UNITA and the FNLA approached South Africa for support (Source 2A)
- The involvement of the CIA led to the South African government offering secret military support to the UNITA and the FNLA (Source 2A)
- The aim of South Africa was to expel the MPLA from Angola (Source 2B)
- The South African Government wanted to rid Angola of Communism (Source 2B)
- Angola was viewed as a key part of the buffer between white-ruled states that separated South Africa from black-ruled Africa to the North (Source 2B)
- South Africa feared a hostile government if the MPLA came to power (Source 2C)
- They were concerned that Angola would provide support to SWAPO and provide bases for MK cadres to be trained before returning to fight in South Africa (Source 2C)
- The South African Government feared the presence of a Communist government in Angola (Source 2C)
- The arrival of Cubans in Angola posed a threat to South Africa's power in the region (Source 2C)
- South Africa was concerned that he Cubans might intervene elsewhere in the region (Source 2C)
- South Africa supported UNITA in an attempt to prevent the Communist backed MPLA from taking control in Angola
- The MPLA with the aid of Russia and Cuba, would have taken over the whole of Angola (Source 2D)
- If the OAU recognized the MPLA as the ruling party of Angola, South Africa would have been condemned by the OAU (Source 2D)
- Any other relevant response (8)

**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 **why South Africa got involved in the Angolan Civil War.**<br>• 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 **why South Africa got involved in the Angolan Civil War.**<br>• Uses evidence in a very basic manner. | **3–5** |
| **LEVEL 3** | • Uses relevant evidence e.g., demonstrates an insight of **why South Africa got involved in the Angolan Civil War.**<br>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. | **6–8** |

(8)
**[50]**

**QUESTION 3: WHAT CHALLENGES DID THE CIVIL RIGHTS ACTIVISTS FACE IN THEIR ATTEMPTS TO DESEGREGATE BIRMINGHAM?**

3.1 3.1.1 [*Extraction of evidence from Source 3A – L1]*
- Southern Christian Leadership Conference (SCLC)
- Alabama Christian Movement for Human Rights (ACMHR) (2 x 1) (2)

3.1.2 [*Extraction of evidence from Source 3A – L1]*
- Mass Meetings
- Lunch counter sit-ins
- A march to city hall
- A boycott of downtown merchants (4 x 1) (4)

3.1.3 [Explanation *of a historical term from Source 3A – L2]*
- The separation of black and white Americans
- A form a racial discrimination in the United States
- Any other relevant response (1 x 2) (2)

3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- The protest was affecting local businesses
- The protest was gaining more support
- The government was against desegregation
- Any other relevant response (Any 1 x 2) (2)

3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- collection of the facts to determine whether injustices are alive
- negotiation
- self-purification
- direct action (4 x 1) (4)

3.2.2 [Definition of a historical term from Source 3B – L1]
- A negative attitude or belief about people of a different race
- Any other relevant response (1 x 2) (2)

3.2.3 *[Interpretation of evidence from Source 3B – L2]*
- African Americans had very few legal rights in Birmingham
- The legal system treated African Americans unfairly
- Very few bombings of African American houses and churches were ever solved
- Any other relevant response (Any 1 x 2) (2)

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

- The Birmingham government was not willingly going to give equal rights to African Americans
- Nothing would change in Birmingham, unless the Government was put under pressure to make changes
- Any other relevant response (Any 1 x 2) (2)

3.2.5 [*Ascertaining Reliability of Source 3B – L3*]

**The Source is RELIABLE because:**

- It is a primary source as it is an extract of a letter written by Martin Luther King Jr in his cell after his arrest in Birmingham
- The date of the source corresponds with the date of the Birmingham march
- The source informs the readers about the conditions and the reasons for the march in Birmingham.
- The source can be corroborated with Source 3A regarding the arrest of King
- Any other relevant response (Any 2 x 2) (4)

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

- Birmingham still applied segregatory laws and reacted strongly against civil rights protestors
- The culture of police brutality against African Americans still prevailed
- The Birmingham authorities strongly opposed desegregation
- Harsh methods were used in order to prevent further Civil Rights protests
- Any other relevant response (Any 1 x 2) (2)

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

- Public opinion would likely have been more supportive of Civil Rights activist
- Photographs like this exposed the injustices taking place in America
- Could lead to more support for the Civil Rights Movement
- Any other relevant response (Any 1 x 2) (2)

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

- Bull Connor
- The merchants (2 x 1) (2)

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

- No arrests were made
- The police did not arrest any of the students
- The police did not use violence against the protestors
- Any other relevant response (Any 1 x 2) (2)

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

- The police assaulted unarmed protestors with clubs
- Dogs were used to attack the protestors
- The number of police that responded could be viewed as excessive
- The use of fire hoses had the potential to inflict serious harm on the unarmed protestors
- Any other relevant response (Any 2 x 2) (4)

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

- If the protests responded with violence, the actions of the authorities could have been justified
- The movement used nonviolent protest, marches, and demonstrations to achieve its goals
- He feared that the authorities might react in an even harsher manner
- Any other relevant response (Any 1 x 2) (2)

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

- Source **3D** states that the students were confronted by powerful streams of water
- Source **3C** shows students being hit by a stream of water
- **Source 3D** states that a stream of water slammed Rev. Fred Shuttlesworth against the church wall
- **Source 3C** shows protestors slammed against the wall by a water stream
- Source **3D** mentions the use of water hoses in the protest
- Source **3C** shows water hoses used against the protestors
- Any other relevant response. (Any 2 x 2) (4)

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

- Birmingham was one of the most segregated cities in in America (own knowledge)
- Black citizens faced legal and economic disparities, and violent retribution when they attempted to draw attention to their problems (own knowledge)
- The city government obtained a state court injunction (ruling) against the protests (Source 3A)
- Leaders of the campaign were arrested and placed in solitary confinement (Source 3A)
- Martin Luther King was arrested (Source 3B)
- Fireman was instructed to use water hoses to disperse the protestors (Source 3C)
- The police arrested many of the protestors (Source 3D)
- Signs were torn up and protestors were told to go home (Source 3D)
- The police attacked the protestors with clubs (Source 3D)
- The police used dogs to attack the protestors (Source 3D)
- Fireman used fire hoses to spray the protestors (Source 3D)
- The water streams were so powerful that as the streams hit trees, the bark was ripped off. Bricks were torn loose from the walls (Source 3D)
- A stream of water slammed Rev. Fred Shuttlesworth against the church wall, causing internal injuries (Source 3D)
- The local authorities used harsh methods in response to the peaceful protest (own knowledge)
- The aim was to prevent any further civil disobedience in Birmingham
- Any other relevant response (own knowledge) (8)

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 did the civil rights activists face in their attempts to desegregate Birmingham.**<br>• 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 did the civil rights activists face in their attempts to desegregate Birmingham.**<br>• 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 did the civil rights activists face in their attempts to desegregate Birmingham.**<br>• 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 "Although the Viet Cong were out gunned by the United States of America, they were smarter and had more to fight for in Vietnam". 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 whether they agree or disagree that "Although the Viet Cong were out gunned by the United States of America, they were smarter and had more to fight for in Vietnam". 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
- USA's 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.
- Under Kennedy the 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 (Smarter)
- Lyndon Johnson and The Gulf of Tonkin incident and resolution (1964)
- The USA relied on modern technology for a conventional war (They were not prepared for the unconventional warfare tactics)
- USA sent 3 500 marines on 8 March 1965 and ground troops to Vietnam/ conventional military strategy were confused by guerrilla tactics (Smarter 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)
- The dense vegetation was used to the Vietcong's advantage (Smarter)
- 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
- 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 (better Weapons)
- (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
- ➢ American Soldiers very quickly lost their moral to fight
- ➢ Not fighting for a cause / Unlike the Vietnamese (More to fight for)
- 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 (more to fight for)
- 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 desire to defend their country gave birth to the 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 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 need to explain to what extent the political and economic policies introduced by Mobutu Sese Seko were responsible for turning the Congo into a one-party state. They should support their line of argument with evidence.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates need to explain to what extent the political and economic polices introduced by Mobutu Sese Seko in the newly independent Congo in the early 1960s transformed the Congo into a one-party state. They should support their line of argument with relevant historical information.

### 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 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 in 1965
- He applied authoritarianism to achieve political stability (begging of a one party state)
- 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)
- Mobutu developed a state ideology (Mobutuism) self-centred leadership – (ensuring that Congo was a one-party state)
- Mobutuism made Congo an autocratic state under himself as a military dictator (poor leadership)
- He 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 – led to nepotism

- He introduced a policy of Zaireanization, 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, tin & diamond) by colonial companies; Profits from minerals (mines) based on exploitation of Congolese workers
- At independence Congo was considered most prosperous but with the economic wealth owned by foreign owners
- Mobutu inherited: a capitalist economy (from Belgium)
- Economy in the hands of white settlers and foreigners
- 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 (ensuring his government controlled all the finances)
- Nationalised foreign owned companies without compensation
- Foreign companies placed under control of his allies and family members (ensuring greater financial control)
- Introduced Zaireanisation (replacing foreigners with Zairian nationals) (good leadership – empowering locals and reversing paternalism)
- Zaireanisation led to corruption, nepotism, theft and mismanagement (possible because of no opposition)
- The economy was characterised by nepotism and elitism (Created big gap between the elite and ordinary citizens/rich and poor) (poor leadership)
- Weak economic policies led to the decline in the state of infrastructure such as roads etc. (no opposition to these polices)
- Mobutu created a kleptocracy – wherein a group of appointed public officials abused their position for financial gain
- Mobutu was forced to introduce Retrocession (return of foreign owners) (ineffectiveness of Zaireanisation) – His previous polices did not inspire people
- Very few foreign owners returned
- Congo's economy collapsed (poor economic policies) – Ineffectiveness of his one-party state
- Congo became dependent on foreign aid and investment, e.g. from the World Bank
- Mobutu remained as 'president for life' until his death in 2007
- Any other relevant response
- Conclusion: Candidates should tie their argument with a relevant conclusion **[50]**

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

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

### SYNOPSIS

Candidates need to critically discuss how effective the Black Power Movement shift from non-violent protest to a more militant approach was in bringing about change in the United States of America during the 1960s and the1970s. The critical discussion should provide a balanced view by indicating where the approach was **effective** or **ineffective** in bringing about change in the United States of America. 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 critically discuss how effective the Black Power Movement shift from non-violent protest to a more militant approach was in bringing about change in the United States of America during the 1960s and the 1970s. The critical discussion should provide a balanced view by indicating where the approach was effective or ineffective in bringing about change in the United States of America.

### ELABORATION

- Conditions in the USA: (Background information)

- African Americans still economically and politically crippled in the USA due to discriminatory (Jim Crow) laws
- Lacked 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**

- 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 Stokely Carmichael); African Americans to protect themselves against police brutality.
- African Americans to seek freedom from White authority
- Promotion of Afro hairstyle and African clothing coined the slogan 'Black is beautiful'

**Black Panther Party**

- 1966 Bobby Searle and Huey Newton formed the Black Panther Party (BPP) for Self-Defence – against police brutality
- BPP's Ten Point Plan would instil 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.

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- 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 African Americans history must be taught in black schools
- COINTELPRO, the FBI's counterintelligence program, targeted the Black Panther Party.
- Leaders were arrested or killed
- Militant image sometimes overshadowed community development programmes
- Internal divisions and government repression led to decline by late 1970s.

**Malcom X**

- Malcolm X promoted armed self-defence against white oppression
- He argued that bloodshed was necessary for revolution (black nationalism) and advocated for self-respect and self-discipline.
- Promoted the concept of 'Black Pride'
- Encouraged African Americans to stand up and challenge white Ame 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**

- Stokely Carmichael believed that the non-violent strategy fai violence against African Americans
- Advocated the exclusion of white 'liberals' as a philosophy fo
- He promoted the idea to split the USA into separate black an
- He was against the USA's involvement in the Vietnam war

**Achievements:**

- 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

**Shortcomings:**

- Limited in achieving long-term structural economic change; confrontational stance led to state repression and reduced broad public support.
- Did not achieve full economic equality – poverty and unemployment persisted.
- Schools in predominantly black areas remain underfunded.
- Discrimination still persists in policing, employment, and healthcare.
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion **[50]**

**TOTAL: 150**

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