Province of the
EASTERN CAPE
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo
Provinsie van die Oos Kaap: Departement van Onderwys
Porofensie Ya Kapa Botjhabela: Lefapha la Thuto

NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2024

HISTORY P1
MARKING GUIDELINE

MARKS: 150

This marking guideline consists of 21 pages.

1. SOURCE-BASED QUESTIONS

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

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	• Extract evidence from sources. • Selection and organisation of relevant information from sources. • Define historical concepts/terms.	**30% (15)**
LEVEL 2	• Interpretation of evidence from sources. • Explain information gathered from sources. • Analyse evidence from the sources.	**40% (20)**
LEVEL 3	• Interpret and evaluate evidence from sources. • Engage with sources to determine its usefulness, reliability, bias and limitations. • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions.	**30% (15)**

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

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

1.3 Assessment procedures for source-based questions

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

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Paragraph question

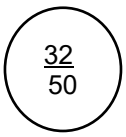
Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (.) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.
- At the end of the paragraph indicate the ticks **(√)** that the candidate has been awarded for the paragraph; as well as the level (1, 2 or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ + _____ + _____
_____ + _____ + _____
√√√ Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the right-hand bottom margin e.g.



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

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for *any other relevant answer*s.

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2.3 Global assessment of the essay

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

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

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

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

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

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

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

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

2.5 **The matrix**

2.5.1 Use of the matrix in the marking of essays.

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

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	} 26–27
P	LEVEL 3	

COMMENT

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

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MARKING MATRIX FOR ESSAY: TOTAL: 50

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

*Guidelines for allocating a mark for Level 1:

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Question includes basic and generally irrelevant information; no attempt to structure the essay = 1–6
- Question inadequately addressed and vague; little attempt to structure the essay = 7–13

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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID THE BERLIN WALL INTENSIFY THE COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA AND THE SOVIET UNION?

1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- Demanded that the United States and its Allies relinquish their occupation roles in Berlin.
- Declared that if they do not sign an agreement to this effect within six months, the Soviet Union would no longer honour their post war agreements. (2 x 1) (2)

1.1.2 *[Extraction of evidence from Source 1A – L1]*
- Eisenhower refused Khrushchev's demands, insisting that their Berlin agreement still holds. (1 x 2) (2)

1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- Germany was divided into four zones of occupation.
- Four power control of Germany by USSR, USA, France and Britain.
- Berlin was also under four-power control.
- West Berlin was under the control of the Allies.
- Any other relevant response. (Any 1 x 2) (2)

1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- Berlin would soon be controlled by communist East Germany.
- USSR would prevent the Allies from having free access to West Berlin.
- USSR would spread communism to the whole of Berlin.
- Any other relevant response. (Any 1 x 2) (2)

1.1.5 *[Interpretation of evidence from Source 1A – A2]*
- East Berlin would be left without skilled people.
- Economy of East Berlin would be negatively affected.
- Any other relevant response. (Any 1 x 2) (2)

1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- East German leader, Walter Ulbricht. (1 x 1) (1)

1.2.2 *[Definition of historical concept from Source 1B – L1]*
- Ideological competition between USSR with communism and USA with capitalism.
- Any other relevant response. (1 x 2) (2)

1.2.3 *[Extraction of evidence from Source 1B – L1]*
- Prevent West from having further influence on the East.
- Would stop the flow of migrants out of the communist sector.
- Would ultimately become the mist iconic image of the Cold War in Europe. (3 x 1) (3)

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1.2.4 *[Extraction of evidence from Source 1B – L1]*
- US
- Soviet (2 x 1) (2)

1.2.5 *[Interpretation of evidence from Source 1B – L2]*
- US and Soviet troops could attack each other.
- There was a possibility of a nuclear war.
- The destruction of the nuclear war would affect many innocent people.
- Any other relevant response. (Any 1 x 2) (2)

1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- To ease tensions along the wall dividing the city. (1 x 2) (2)

1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- Soviet Union will assist Eastern German soldiers guarding the Berlin Wall.
- Any action against Eastern Germany was seen as a provocation against the Soviet Union.
- Soviet Union will also use violence to protect their sector of Berlin.
- Any other relevant response. (1 x 2) (2)

1.3.3 *[Explanation of a historical concept from Source 1C – L2]*
- Negotiations between Britain, France, United States of America and the Soviet Union to solve the Berlin crisis.
- Any other relevant response. (1 x 2) (2)

1.3.4 [*Ascertaining usefulness of evidence from Source 1C – L3*]
The source is useful because:
- The article was published in the New York Herald Tribute in 1962.
- Source confirms the four-power talks held in Berlin.
- The source reports on the agreements made between US and the Soviets during the meetings.
- Any other relevant response. (2 x 2) (4)

1.4 1.4.1 *[Interpretation of evidence from Source 1D – L2]*
- There were opportunities for employment in West Berlin.
- West Berlin was flourishing with better standards of living.
- They did not want to be under communism.
- They wanted freedom offered in West Berlin under Democracy and Capitalism.
- Any other relevant response. (2 x 2) (4)

1.4.2 *[Interpretation of evidence from Source 1D – L2]*
- The West Berlin police were ready to help the teenager as they waived to him to cross over.
- The police welcomed the teenager to West Berlin.
- The attitude of the police encouraged anyone who wanted to escape to West Berlin to do so.
- Any other relevant response. (2 x 2) (4)

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1.5 *[Comparison of sources 1B and 1C – L3]*

- Both sources indicate that the Berlin Wall caused tensions between USA and USSR in Berlin.
- Both sources indicate that East Berliners were shot trying to cross the Berlin Wall to West Berlin.
- Any other relevant response. (2 x 2) (4)

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

- At the Yalta conference, Germany was divided into 4 zones of occupation.
- Berlin was also controlled by USA, Britain, France and the Soviet Union.
- Berlin was situated inside the Soviet zone and the Soviets felt entitled to the control of the whole of Berlin.
- In November 1958 Soviet Premier, Nikita Khrushchev demanded that the Allies should hand over the control of Berlin to the Soviet Union. (Source 1A)
- The US President, Dwight Eisenhower refused Khrushchev demands and insisted that their Berlin would still be under four-power control. (Source 1A)
- Tension mounted between the USA and the Soviet Union as Britain refused the Soviet demands. (Source 1A)
- On 13 August 1961, Berliners discovered that the Berlin Wall had been built, separating East Berlin from the West (Source 1B)
- USA condemned the wall which divided families and limited freedom of movement of the people of Berlin. (Source 1B)
- Shortly after the building of the Berlin Wall, a deadlock between US and Soviet troops and this nearly led to a war. (source1B).
- A dispute arose over whether the East German or Soviet guards were authorised to patrol the check points. (Source 1B)
- It resulted to the United States deciding to station tanks on its side of the check point. (source 1B)
- To ease the tension, four power talks among the local military commanders in Berlin took place. (Source 1C)
- As a result of the existing tension, Russia warned of the dangerous provocation involved in shooting incidents at the wall. (Source 1C)
- The Soviets also made disguised threats about not remaining a “passive observer”. (Source 1C)
- Although people knew that they would be killed, they nevertheless risked their lives and crossed the wall. (Source 1D)
- Any other relevant response. (8)



Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g., shows little or no understanding **of how the Berlin Wall intensified the Cold War tensions between the United States of America and the Soviet Union.** • Uses evidence partially to report on topic or cannot report on topic.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to the topic e.g., shows some understanding **of how Berlin Wall intensified the Cold War tensions between the United States of America and the Soviet Union.** • Uses evidence in a very basic manner.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence e.g., demonstrates an insight **on how the Berlin Wall intensified the Cold War tensions between the United States of America and the Soviet Union.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]



QUESTION 2: WHAT IMPACT DID THE BATTLE OF CUITO CUANAVALE HAVE ON SOUTHERN AFRICA?

2.1 2.1.1 *[*Extraction of evidence from Source 2A – L1*]*
- UNITA
- FAPLA (2 x 1) (2)

2.1.2 *[Extraction of evidence from Source 2A – L1]*
- Angolan government forces (FAPLA) attempted to advance on Jonas Savimbi's UNITA stronghold at Mavinga. (1 x 2) (2)

2.1.3 *[Extraction of evidence from Source 2A – L1]*
- It was in the interests of the South African government that UNITA did not succumb to the Cubans and FAPLA.
- They were of the opinion that it would disrupt peace in Namibia and enable Umkhonto we Sizwe (MK) bases to operate from Angola, (2 x 1) (2)

2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- The conflict was now based on Capitalism and Communism.
- The sides supported each other based on their ideological belief.
- South Africa supported Capitalist aligned UNITA and Cuba supported the Communist aligned FAPLA.
- Any other relevant response. (1 x 2) (2)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- The prospect of more white conscripts being killed by a well-armed Cuban adversary.
- The cost of the war and the impact it had on South Africa's economy. (2 x 1) (2)

2.2.2 *[Definition of a historical concept from Source 2B – L1]*
- Discussions/talks held by different groups in order to reach an agreement on a certain issue.
- Any other relevant response. (1 x 2) (2)

2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- South Africa would lose control of Namibia.
- Communist aligned Swapo would take control of Namibia.
- Swapo was friendly towards South Africa's enemy, the ANC.
- Any other relevant response. (Any 2 x 2) (4)

2.2.4 *[Interpretation of evidence from Source 2B – L2]*
- United Nations Organisation had a responsibility to broker peace in Angola.
- Cuba, Angola and South Africa were members of the UN.
- UN played a key role in the mediation process.
- Any other relevant response. (Any 1 x 2) (2)

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2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- Their overriding incentive was to fight for the liberation of Southern Africa from colonial and reactionary forces. (1 x 2) (2)

2.3.2 *[Extraction of evidence from Source 2C – L1]*
- Will continue to honour and remember fallen and living heroes of the struggle against liberation. (1 x 2) (2)

2.3.3 *[Interpretation of evidence from Source 3C – L2]*
- Nelson Mandela suggested that Cuba's role in Africa can never be forgotten.
- Mandela meant South Africa and Africa as a whole are thankful for Cuba's contribution.
- Any other relevant response. (2 x 2) (4)

2.3.4 *[Explanation of a historical concept from Source 3C – L2]*
- Namibia was no longer ruled by South Africa but could rule themselves.
- Any other relevant response. (1 x 2) (2)

2.3.5 *[Determine limitations of Source 3C – L3]*
The source is limited because:
- The source is biased against South African troops in Angola.
- It shows only the perspective of the anti-apartheid forces.
- The use of propaganda is evident in the source.
- Any other relevant response. (Any 2 x 2) (4)

2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*
- The Cuban soldiers are celebrating their victory during the Battle of Cuito Cuanavale.
- The Cuban soldiers used heavy artillery during the Battle of Cuito Cuanavale.
- Any other relevant response. (1 x 2) (2)

2.4.2 *[Interpretation of evidence from Source 2D – L2]*
- The Cuban involvement led to the independence of Namibia.
- South Africa started negotiations for a democratic government.
- Any other relevant response. (2 x 2) (4)

2.5 *[Comparison of Sources 2C and 2D – L3]*
- Both sources indicate that South African troops were defeated by the Cubans at the battle.
- Both sources indicate that the battle led to Namibia getting its independence.
- Any other relevant response. (Any 2 x 2) (4)

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

- A Civil War started between Angola's Three liberation movements.
- Foreign countries entered the war and supported the different groups.
- The Battle of Cuito Cuanavale was a huge battle fought on the banks of the Lomba River in the vicinity of Cuito Cuanavale. (Source 2A)
- The battle was fought as a result of ideological convictions. (Source2A)
- It marked the beginning of the end of white minority rule in Southern Africa. (Source 2A)
- South African troops were defeated by Cubans at the Battle of Cuito Cuanavale. (Source 2B)
- South Africa agreed to negotiate Namibian independence in exchange for Cuban withdrawal from Angola. (Source 2B)
- The Battle of Cuito expedited the liberation of Namibia, South Africa and the SADC region. (Source 2C)
- Nelson Mandela praised the Cubans for their role in the liberation of South Africa and Africa as a whole. (Source 2C)
- Mandela stated that their role will never be forgotten as their names are listed. (Source 2C)
- The Cubans contributed in assisting Southern Africa to gain freedom for no benefit other than their overriding incentive of internationalist solidarity. (Source 2C)
- Oliver Tambo referred to the battle as the Waterloo of racist South Africa. (Source 2C)
- The Cuban forces celebrated after they had contributed to freeing Southern Africa. (Source 2D)
- Any other relevant response. (8)

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g., shows little or no understanding **of the impact that the Battle of Cuito Cuanavale had on Southern Africa.** • Uses evidence partially to report on topic or cannot report on topic.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to the topic, e.g. shows some understanding **of the impact that the Battle of Cuito Cuanavale had on Southern Africa.** • Uses evidence in a very basic manner.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence e.g., demonstrates an insight **on the impact that the Battle of Cuito Cuanavale had on Southern Africa.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)

[50]

QUESTION 3: HOW DID THE MARCH ON WASHINGTON CONTRIBUTE TO THE END OF DISCRIMINATION AND SEGREGATION IN THE UNITED STATES OF AMERICA (USA) IN THE 1960s?

3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- High levels of unemployment.
- Work that offered most African Americans only minimal wages.
- Poor job mobility.
- Systematic disenfranchisement of many African Americans.
- Persistence of racial segregation in the South. (Any 3 x 1) (3)

3.1.2 *[Extraction of evidence from Source 3A – L1]*
- The Congress of Racial Equality / CORE
- Negro American Labor Council / NALC
- Student Non-violent Coordinating Committee / SNCC
- Southern Christian Leadership Conference / SCLC (Any 3 x 1) (3)

3.1.3 *[Explanation of a historical concept from Source 3A – L2]*
- Civil rights refer to the basic human rights that ought to be enjoyed by all American citizens, but these were given to White Americans only.
- Any other relevant response. (1 x 2) (2)

3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- King was saying that African Americans were in the majority and yet had no rights in America.
- King gave the march a go ahead, stating that African Americans must take the lead in liberating themselves.
- African Americans should not fold hands and watch their own discrimination and segregation.
- Any other relevant response. (Any 2 x 2) (4)

3.2 3.2.1 *[Extraction of evidence from Source 3B – L1*]
- To protest racial discrimination.
- To show support for major civil rights legislation that was pending in the Congress.
- To demand equal justice for all citizens under the law. (2 x 1) (2)

3.2.2 *[Definition of a historical concept from Source 3B – L1]*
- Unjust treatment of different categories of people on the grounds of race, ethnicity etc.
- Any other relevant response. (1 x 2) (2)

3.2.3 *[Interpretation of evidence from source 3B – L2]*
- King implied that discrimination and segregation will be history one day in America.
- King implied that the people of America will enjoy equal rights.
- Any other relevant response. (Any 1 x 2) (2)

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

- Abraham Lincoln was the president that signed the Emancipation proclamation in 1863.
- Blacks are standing in the Lincoln Memorial 100 years after the Emancipation proclamation and they still have no equal rights.
- Any other relevant response. (1 x 2) (2)

3.3 3.3.1 *[Extraction of evidence from Source 3C – L1]*

- it is hard to believe that the 1964 Civil Rights Act would have occurred without it. (1 x 2) (2)

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

- What do these Negroes want? (1 x 2) (2)

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

- The speech explains that King and the other Negroes wanted an end to discrimination.
- Negroes wanted equal rights with the white Americans,
- Any other relevant response. (1 x 2) (2)

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

- Segregation in schools was ruled as illegal.
- The doctrine of separate but equal was not acceptable.
- The schools were to be desegregated immediately.
- Any other relevant response. (Any 2 x 2) (4)

3.4 3.4.1 [*Interpretation of evidence from Source 3D – L2]*

- Thousands of people attended the march on Washington.
- Martin Luther King Jr made his famous speech during the march on Washington.
- Many people supported the demands of the Civil Rights Movement.
- Any other relevant response. (Any 2 x 2) (4)

3.4.2 *[Ascertaining the reliability of Source 3D – L3]*

The source is reliable because:

- It is a primary source, a photograph taken during the march.
- The speech made by King became famous.
- It can be corroborated by other sources.
- Any other relevant response. (2 x 2) (4)

3.5 *[Comparison of Source 3B and 3C – L3]*

- Source 3B states that the march was attended by an estimated 250 000 people, Source 2D is a picture of many people in the march.
- Source 3B states that Martin Luther King delivered his "I have a dream" speech during the march, Source 3D shows King delivering the speech.
- Any other relevant response. (2 x 2) (4)

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

- By 1963, what the earlier protests had fought for had not been realized, such as high levels of unemployment, poor job mobility and systematic disenfranchisement. (Source 3A)
- Various movements like NALC, CORE, SCLC and SNCC wrote a letter requesting permits for the planned March on Washington on 28 August 1963. (Source 3A)
- The stated goals of the protest included "a comprehensive civil rights bill" that would do away with segregation. (Source 3A)
- The March on Washington on 28 August 1963 was attended by more than 200 000 demonstrators. (Source 3B)
- The event included musical performances by Joan Baez, Bob Dylan, and there were also presentations by numerous speakers. (Source 3B)
- A tribute was paid to Bates, Rosa Parks, Myrlie Evers, Diane Nash and other Black women in the Civil Rights Movements. (Source 3B)
- In his address, Martin Luther King Jr expressed his unwavering hope that "one day his four little children will live in a country where they will not be judged by the colour of their skin …". (Source 3B)
- During the 60th anniversary of the march interviewees remembered the day of the march. (Source 3C)
- The March on Washington contributed to the passing of the Civil Rights Act of 1964. (Source 3C)
- The speech made by King explained what the Negroes wanted. (Source 3C)
- The March on Washington was a success, and this is shown in the photograph in which King addressed the crowd. (Source 3D)
- Any other relevant response (8)

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner, e.g. shows little or no understanding **of how the march on Washington contributed to the end of discrimination and segregation in USA in the 1960s.** • Uses evidence partially to report on the topic or cannot report on the topic.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to the topic, e.g. shows some understanding **how the march on Washington contributed to the end of discrimination and segregation in USA in the 1960s.** • Uses evidence in a very basic manner.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence e.g. demonstrates an insight **on how the march on Washington contributed to the end of discrimination and segregation in USA in the 1960s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)

[50]

SECTION B: ESSAY QUESTIONS

QUESTION 4: THE COLD WAR – VIETNAM

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

SYNOPSIS

Candidates need to explain to what extent the United States of America was successful in containing the spread of communism in Vietnam in the period 1965 to 1975. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates should take a stance by explaining to what extent the United States of America was successful in containing the spread of communism in Vietnam in the period 1965 to 1975. They should provide an outline of how they will support their line of argument.

ELABORATION

Reasons why the United States became involved in the Vietnam War (contain the spread of communism, fear of the 'Domino Effect', spread of Capitalism)

- The USA supported Diem's corrupt capitalist regime in South Vietnam.
- Gulf of Tonkin resolution (escalation).
- Failure of 'Operation Rolling Thunder' (bombing mission from March 1965 was to destroy the north Vietnamese economy to stop them helping the South; to destroy the National Liberation Front).
- Guerrilla warfare by the Vietminh/Vietcong confused and undermined the morale of USA.
- Ho Chi Minh Trail and its significance.
- Failure of 'Operation Ranch Hand' (Conventional tactics used by the USA's army were not effective because of dense vegetation) forced to use napalm, agent orange - destroyed the environment but not the Ho Chi Minh Trail.
- Tet Offensive.
- Anti-war protests movement in USA and internationally.
- The role of the media in showing the impact of war on the Vietnamese people and on American soldiers.
- WHAM (Winning the hearts and minds of the Vietnamese) signified firstly the implementation of the withdrawal process of American troops from Vietnam.
- Search and destroy (My Lai village massacre).
- Role of Nixon – Vietnamisation (failure of the army of the South Vietnam to fight effectively).
- Bombing of North Vietnam (Laos and Cambodia fall to communism).
- Negotiations for peace between US and Vietnam.
- Saigon (South Vietnam) fell to communist North Vietnam in 1975.
- Any other relevant response.

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

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QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

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

SYNOPSIS

Candidates should critically discuss whether political and economic policies introduced by Mobuto Sese Seko in the newly independent Congo brought growth and prosperity. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates should take a stance by critically discussing whether Mobuto Sese Seko's political and economic policies introduced in the newly independent Congo brought growth and prosperity. They should indicate how they intend to support their line of argument.

ELABORATION

Political policies

- Colonial legacies: (as background information)
- Paternalism – Congolese were treated as children – with no responsibility in administration or representation of the government.
- 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 centralized, 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.
- Mobuto seized power from Kasavubu through a coup d état in 1965 (ambitious)
- He applied authoritarianism to achieve political stability.
- In 1967 Mobuto managed to stop the Katanga rebellion.
- Mobuto 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).
- Mobuto developed a personality cult (Mobutoism) (poor leadership) – self-centered leadership.
- Mobutoism 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 – 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 Zairianisation, a policy that replaced skilled foreigners or those occupying strategic management positions with the unskilled locals – which led to maladministration and mismanagement in political leadership roles.

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Economic policies

- Colonial legacies: (as background information)
  - Exploitation – Belgian prosperity based on exploitation of cotton; rubber; plantations; and mines (copper, tin and amp; 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.
- Mobuto inherited a capitalist economy (from Belgium).
- Economy in the hands of white settlers and foreigners.
- Some economy rich in natural resources: copper, cobalt, diamonds, and other materials which was based on foreign investment.
- He introduced nationalisation: Mobuto nationalised the country's copper mining industry and used profits from the 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.
- Introduced Zairianisation (replacing foreigners with Zairian nationals) (good leadership – empowering locals and reversing paternalism).
- Zairianisation led to corruption, nepotism, theft and mismanagement.
- The economy was characterised by nepotism and elitism (Created a 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. – affected Congolese negatively not welcomed by the Congolese.
- Mobuto created a kleptocracy – wherein a group of appointed public officials abused their position for financial gain (corruption).
- Mobuto was forced to introduce Retrocession (return of foreign owners) (ineffectiveness of Zairianisation) – failed policy.
- Very few foreign owners returned.
- Congo's economy collapsed (poor economic policies) – negative impact on Congolese.
- Congo became dependent on foreign aid and investment, e.g. from the World Bank remain under colonial influence not welcomed by the Congolese.
- Mobuto remained as president for life until his death in 2007.
- Any other relevant response

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



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

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

SYNOPSIS

Candidates need to explain whether they agree or disagree with the statement that the Black Power philosophy succeeded in instilling black pride, self-reliance, and the defence of African American's rights in the 1960s. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates should take a stance by indicating to what extent the Black. Power philosophy succeeded in instilling black pride, self-reliance, and the defence of African American's rights in the 1960s. They should also provide an outline of how they will support their line of argument.

ELABORATION

- Conditions in the USA: (Background information).
- African Americans still economically and politically crippled in the USA due to discriminatory (Jim Crow) laws.
- Lack of a sense of pride due to socio-economic circumstances (lived in ghettos and slum areas/poor housing/under-resourced facilities).
- African Americans became impatient with the slow pace of change and the impact of the Civil Rights Movement in the 1960s.
- African Americans subjected to police brutality – led to growth of nationalist feelings.
- Black Power philosophy advocated instilling confidence amongst African Americans.
- 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).
- 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 (instilled confidence).
- BPP literacy projects eradicated illiteracy amongst the African American communities (instilled confidence).
- BPP childcare projects took care of medical needs of African Americans in black communities (instilled confidence).

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- BPP demanded African History to be taught in schools.
- BPP became popular and it established branches in all the major cities.
- The most obvious forms of racism came to an end.
- Racial violence largely declined.
- Millions of blacks were lifted out of poverty.
- Blacks were elected to public offices.
- Affirmative action policies were implemented for government employment.
- Blacks gained full equality with whites.
- Greater racial pride and self-confidence were instilled amongst black people.
- Black voters were encouraged to support black candidates for office.
- Voters Rights Act was passed, and it eliminated literacy tests.
- There was an increase in government spending on the needy.
- There was a social and economic mobility of African Americans.
- Any other relevant response.

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

TOTAL: 150



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