basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/
NATIONAL SENIOR CERTIFICATE EXAMINATIONS

HISTORY P1

MAY/JUNE 2025

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 26 pages.

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1. SOURCE-BASED QUESTIONS

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

Cognitive Levels	Historical skills	Weighting of questions
LEVEL 1	• Extract evidence from sources • Selection and organisation of relevant information from sources • Define historical concepts/terms	**30% (15)**
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	**40% (20)**
LEVEL 3	• Interpret and evaluate evidence from sources • Engage with sources to determine its usefulness, reliability, bias and limitations • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	**30% (15)**

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

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guidelines, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

1.3 Assessment procedures for source-based questions

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

Paragraph 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 bottom margin to the right, e.g. $\frac{32}{50}$
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of an argument (planned, structured and has an independent line of argument)

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

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

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

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

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

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

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

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

*Guidelines for allocating a mark for Level 1:

- Question not addressed at all/totally irrelevant content/no attempt to structure the essay = 0
- 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 SPREAD OF COMMUNISM IN EUROPE AFTER THE SECOND WORLD WAR (1945) LEAD 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]*
- '… their expansive (growing bigger) tendencies' (1 x 2) (2)

1.1.2 *[Definition of a historical concept from Source 1A – L1]*
- An imaginary line that divided Eastern Europe (communist) and Western Europe (capitalist) after Stalin had spread his sphere of influence into Eastern Europe
- Any other relevant response (1 x 2) (2)

1.1.3 *[Extraction of evidence from Source 1A – L1]*
- '… Warsaw …'
- '… Berlin …'
- '… Prague …'
- '… Vienna …'
- '… Budapest …'
- '… Belgrade …'
- '… Bucharest …'
- '… Sofia' (any 2 x 1) (2)

1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- Fear of totalitarian control of Eastern Europe by communist parties
- Fear of the spread of Communism into Western Europe
- Because communist parties were becoming popular in Eastern European countries
- Communism was emerging as a dominant ideology over capitalism
- Any other relevant response (any 1 x 2) (2)

1.1.5 *[Determining the reliability of Source 1A – L3]*
The source is RELIABLE because:

- It is an extract from a speech delivered by Sir Winston Churchill
- Churchill delivered the speech as the former British Prime Minister
- It was delivered on 5 March 1946 – which was the time of the creation of spheres of influence – immediately after the Second World War
- The 'Iron Curtain' speech signalled the origins of the Cold War between the communist East and the capitalist West
- Any other relevant response (any 2 x 2) (4)

1.2

1.2.1 *[Interpretation of evidence from Source 1B – L2]*
Stalin is portrayed as:

- An expansionist/imperialist/aggressor attempting to take control of Europe unilaterally
- A tactician who is systematically taking over Europe
- Forceful by grabbing Eastern European countries in his intention of spreading communism to the West/menacing/intimidating
- Any other relevant response (any 2 x 2) (4)

1.2.2 *[Analysis of evidence from Source 1B – L2]*
(a)

- The US Congress had allocated financial aid (Marshall Plan) to Greece and Turkey to stop a communist takeover
- The communist parties in Greece and Turkey were overpowered by the Western backed democratic government armies
- Any other relevant response (1 x 2) (2)

(b)

- Communist parties had not yet taken over the government in France because they were still in the minority
- US used the Truman Doctrine and the Marshall Plan to strengthen France militarily and economically so that it would not fall under communist control
- France was still on the western side of the Iron Curtain
- Any other relevant response (any 1 x 2) (2)

1.3

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

- '… George Marshall …' (1 x 1) (1)

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

- '… claimed to be under severe Soviet pressure …'
- '… could not guarantee their own survival.' (2 x 1) (2)

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

- Convincing the legislators to support Greece and Turkey proved to be very difficult – it was like war
- A decision to support Greece and Turkey was a matter of life or death
- If the administration officials failed to convince the legislators to support Greece and Turkey, the whole capitalist world would be destroyed
- Any other relevant response (any 2 x 2) (4)

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

- 'The crisis in South-eastern Europe, … was no local dust-up (small fight) but one that involved the two Cold War powers'
- 'The Soviets were pressuring Turkey and Greece'
- 'At stake was a vast portion of the free world, for if Greece went communist, the corruption of Greece would infect all to the east'. /'It would also carry infection to Africa through Asia Minor, and Europe through Italy and France'
- 'Only the United States stood in the way of a communist onslaught (attack) that would, if successful, snuff out freedom and destroy all hope of economic recovery' (any 2 x 1) (2)

1.4. *[Comparison of evidence in Sources 1A and 1C to determine similarities – L3]*

- Source 1A indicates that the promising future that had been brought up by the Allied victory was being threatened by the communist expansionism and Source 1C states that the majority of the free people across the world are going to be the victims/Both sources demonstrate how the expansion of communism threatened people across the world
- Source 1A refers to countries being placed under a very high measure of control from Moscow and Source 1C refers to Greece and Turkey being put under severe Soviet pressure that threatens their survival/Both sources show that the Soviets wanted control over their rivals by spreading communism
- Source 1A indicates that the Russian-dominated (communists) Polish government made inroads into Germany and Source 1C refers to the corruption of communism that might spread to the West and the other continents/Both sources state that communism was spreading throughout the West
- Any other relevant response (any 2 x 2) (4)

1.5

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

- '… Czechoslovakia …'
- '… Poland …' (2 x 1) (2)

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

- '… Stalin saw the American offer as a challenge to his sphere of influence' (1 x 1) (1)

1.5.3 *[Explanation of a historical concept from Source 1D – L2]*

- Implementation of Stalin's dictatorship and elimination of opposition in the Eastern European countries that followed communism after the Second World War
- A process by Eastern European countries adopting or being forced to adopt the policies and practices of Soviet leader Joseph Stalin
- Any other relevant response (any 1 x 2) (2)

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

- They exposed the brutality of the Soviet Union through the coup and the construction of the Berlin Wall
- They exposed the dictatorship (totalitarian control) of the communists
- The Soviet Union is the source of the economic misery to both countries (Czechoslovakia and East Germany/East Berlin)
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- By the end of the Second World War Stalin secretly started influencing the establishment of communist parties in Eastern Europe (own knowledge)
- Churchill was shocked by the expansion of the Soviet sphere of influence over Eastern Europe (Source 1A)
- Soviet Russia had firm control of its states to the extent that the West saw democracy dying in those countries (Source 1A)
- Those who were in communist influenced countries used every opportunity to defect to the West due to political and economic hardships (own knowledge)
- Aggressive tendencies by Stalin by expanding into Europe created Cold War tensions (Source 1B)
- Turkey and Greece claimed they were put under severe Soviet pressure that threatened their survival (Source 1C)
- The US was begged to come to the rescue of these countries (Greece and Turkey) (Source 1C)
- The US used economic aid (Marshall Plan) as well as military measures (Truman Doctrine) to stop communist parties' dominance in some European countries (own knowledge)
- Communism was seen as a threat that would spread corruption across three continents (Source 1C)
- The threat of communism would take away the freedom people had won after the Second World War (Source 1C)
- Communism was seen as a threat to any hope of economic recovery in Europe (Source 1C)
- The Soviet Union rejected the European Recovery Programme (ERP) that was introduced by the US/The Soviet Union persuaded East European states against joining the ERP (Source 1D)
- The Soviet Union saw the ERP as a challenge to their sphere of influence (Source 1D)
- Cominform was established to spread communism in Europe and counter Western capitalism (Source 1D)
- Stalinisation of the region followed – only communist parties were promoted (Source 1D)
- Those opposed to communism in East European countries were purged (Source 1D)
- Competition over winning hearts and minds of the people started between the US and the Soviet Union (Source 1D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of how the spread of communism in Europe after the Second World War (1945) led to Cold War tensions between the United States of America (USA) and the Soviet Union (USSR).** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of how the spread of communism in Europe after the Second World War (1945) led to Cold War tensions between the United States of America (USA) and the Soviet Union (USSR).** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of how the spread of communism in Europe after the Second World War (1945) led to Cold War tensions between the United States of America (USA) and the Soviet Union (USSR).** • 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 REGIONAL ETHNIC DIVISIONS IN ANGOLA HAVE ON THE CIVIL WAR DURING THE 1970s?

2.1

2.1.1 *[Extraction of evidence from Source 2A – L1]*

- 'The military ineffectiveness of the anti-colonial movements …' (1 x 1) (1)

2.1.2 *[Definition of a concept from Source 2A – L1]*

- Militant nationalist liberation movements fighting for independence/unity against colonialism/oppressive regimes
- Armed political organisation fighting for the freedom of a nation against imperialism
- Any other relevant response (any 1 x 2) (2)

2.1.3 *[Interpretation of evidence from Source 2A – L2]*

- The anti-colonial movements did not offer a formidable force against Portugal
- The Portuguese government was still in control of the Angolan borders/anti-colonial movements were not united
- The Portuguese encouraged divisions and civil war in Angola for continued colonial control
- Any other relevant response (any 2 x 2) (4)

2.1.4 *[Extraction of evidence from Source 2A – L1]*

- '… the development of political and economic forces in Portugal had outgrown the structure of authority so well-maintained for 40 years by Salazar (Portuguese dictator)'
- 'His successor, Marcelo Caetano, had promised change but did (or could) not deliver it fast enough' (2 x 1) (2)

2.2

2.2.1 *[Extraction of evidence from Source 2B – L1]*

- 'The Popular Movement for the Liberation of Angola'/'(MPLA)'
- 'The National Front for the Liberation of Angola'/'(FNLA)'
- 'The National Union for the Total Independence of Angola'/(UNITA' (3 x 1) (3)

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

- The three liberation movements were not fully committed to a coalition government
- The three liberation movements were competing for the total control of Angola
- They were all not willing to compromise their ideological beliefs or political dominance
- They were aligned to different foreign powers with different ideological beliefs that compromised a coalition
- Any other relevant response (any 2 x 2) (4)

2.2.3 *[Extraction of evidence from Source 2B – L1]*
- '… sought first to achieve Angolan unity …'
- '… brought together Neto, Roberto and Savimbi to negotiate a common front in January 1975.'
- 'They indeed signed the tri-lateral accord (Alvor Agreement) …'
- '… then proceeded to negotiate an agreement with Portugal …' (any 2 x 1) (2)

2.2.4 *[Explanation of a historical term from Source 2B – L2]*
- A temporary power-sharing agreement allowing the three parties namely, MPLA, FNLA and UNITA in Angola to govern together
- Any other relevant response (1 x 2) (2)

2.3

2.3.1 *[Interpretation of evidence from Source 2C – L2]*
- MPLA's main support base was the Mbundu ethnic group that occupied the north central regions where Luanda was also located
- MPLA enjoyed the support of mesticos (mixed race) that were mostly based in Luanda
- MPLA controlled the sea port and major industrial area in Luanda – thus giving it more economic power
- Luanda was the capital city of Angola where the administration of the government would be based
- Any other relevant response (any 2 x 2) (4)

2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- Zaire (Congo) bordered Angola on the northern side
- The United States provided extensive support to Mobutu through the CIA and Roberto to drive the Cubans (supporting MPLA) out of Angola
- Zaire (Congo) identified with the Bakongo ethnic group in the north that formed the base of the FNLA
- Zaire (Congo) and FNLA were both financially and militarily dependent on the United States
- Any other relevant response (any 1 x 2) (2)

2.3.3 *[Determining usefulness of Source 2C – L3]*
The source is USEFUL because:

- It is the map of Angola that gives geographical insight into areas occupied by ethnic groups that formed bases for the liberation movements
- The map represents the divisions of ethnic groups in Angola before the civil war ended
- It shows how the economic backbone of Angola, Luanda, was strategically located to be controlled by the MPLA
- Any other relevant response (any 2 x 2) (4)

2.4 *[Comparison of Sources 2B and 2C to ascertain similarities – L3]*

- Source 2B states that the three liberation movements had distinctive ethnic bases and Source 2C shows regions determined by different ethnic groups
- Source 2B states that the MPLA was an urban movement and Source 2C shows that Luanda, the capital city of Angola was in the MPLA Mbundu region
- Both sources show how the three ethnic based liberation movements were geographically divided - that ultimately influenced civil war conflict
- Any other relevant response (any 2 x 2) (4)

2.5

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

- ' … to open and maintain social and ethnic divisions among the nationalists …'
- '… always establishing accords with one movement in detriment (disadvantage) to the other …' (2 x 1) (2)

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

- Through the involvement of foreign powers in supporting the three liberation movements along ideological lines
- The three Angolan liberation movements lost focus on the independence of their country and were used as pawns by rival Cold War powers (US and the Soviet Union)
- The Angolan civil war laid fertile ground for Cold War conflicts
- Any other relevant response (any 1 x 2) (2)

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

- '… antagonisms (hatred) …'
- '… divisions of areas of operation.' (2 x 1) (2)

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

- MPLA was supported by the Portuguese colonial government
- MPLA was the party that was handed political power by the Portuguese colonial government when they withdrew from Angola in 1975
- MPLA was supported by the mesticos (mixed race) who had blood links with the Portuguese
- The MPLA support base of mesticos based in Luanda (capital city) was perceived as middle or higher class as compared to the rural support base of FNLA and UNITA
- Any other relevant resources (any 1 x 2) (2)

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

Candidates could include the following aspects in their response.

- Although the three liberation movements believed in nationalism they did not work in unison (they were divided) because of different ethnic bases (Source 2A)
- Three major ethnic groups, (Bakongo, Mbundu and Ovimbundu) formed foundations for the three major liberation movements namely, FNLA, MPLA and UNITA respectively (Source 2A)
- The Portuguese governments' abrupt departure created room for the rivalry amongst the three ethnic groups (Source 2A)
- The divided ethnic groups could not work together thus the Alvor Agreement failed to stop the civil war (Source 2B)
- The coalition government coerced by the Organisation of African Unity could not stop the civil war created by ethnic divisions (Source 2B)
- The economic heartbeat of Angola (Luanda) was highly contested by the three liberation movements (own knowledge)
- The intervention of the foreign powers in the Angolan civil war further divided the ethnic groups and Angolans (Source 2C and own knowledge)
- The geographical location of the three main ethnic groups set Angola up for differences that resulted in a prolonged civil war (own knowledge)
- The social and ethnic division created by the colonialists led to lack of cooperation and animosity amongst the three leaders of the liberation movements (Source 2D)
- The three leaders of the liberation movements failed to work together to focus on the independence of Angola (Source 2D)
- Distinctive regional ethnic divisions remained after Angola was declared independent (Source 2D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of the impact that regional ethnic divisions in Angola had on the civil war during the 1970s.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of the impact that regional ethnic divisions in Angola had on the civil war during the 1970s.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of the impact that regional ethnic divisions in Angola had on the civil war during the 1970s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

QUESTION 3: HOW DID STATE AUTHORITIES IN ALABAMA DEAL WITH THE NON-VIOLENT CHILDREN'S MARCH DURING THE BIRMINGHAM CAMPAIGN IN 1963?

3.1

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

- 'Eighteen unsolved bombings in black neighbourhoods between the late 1950s and 1963' (1 x 1) (1)

3.1.2 *[Definition of a term from Source 3A – L1]*

- Individuals who actively participate in the civil and political life of their society/community/country
- Individuals who fight to protect the rights of people from government violations
- Any other relevant response (any 1 x 2) (2)

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

- He was the leader of the Civil Rights Movement – that opposed segregation by the US government/a threat to the US government
- To prevent further communication between Dr King and civil rights activists
- To intimidate other civil rights activists and prevent the Birmingham campaign from taking place
- To weaken the support of the Civil Rights Movement
- Any other relevant response (any 2 x 2) (4)

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

- 'More than 900 of them were arrested that day.'
- '… police barricaded (blocked) the Sixteenth Street Baptist Church with a thousand protestors inside.'
- '… assaulted with fire hoses set to pressure that would strip off tree bark'
- '… clubbed (beaten) indiscriminately (randomly) …'
- '… attacked by police dogs' (any 2 x 1) (2)

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

- '… repudiated (rejected) non-violence …'
- '… rioted against their oppressors' (2 x 1) (2)

3.2

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

- 'SEGREGATION MUST GO'
- 'The City Officials WONT TALK To Us CHILDREN'
- 'DON'T BUY IN SEGREGATED St John County' (any 2 x 1) (2)

3.2.2 *[Interpretation of evidence from Sources 3B – L2]*
Because Martin Luther King Jr

- Was the leader of the Civil Rights Movement and role model to the youth
- Was one of the key role players in influencing the Children's March
- Advocated for their non-violent means of protest
- Inspired the children and youth who participated in the Children's March
- His presence drew the attention of the American nation to police brutality in Birmingham, Alabama
- His presence attracted media attention to the Birmingham campaign
- Any other relevant response (any 2 x 2) (4)

3.3 *[Comparison of evidence in Sources 3A and 3B to ascertain how they support each other – L3]*

- Source 3A states that adolescents and children had been enlisted to participate in the Children's March in May 1963 and Source 3B depicts children participating in the March/Both sources state that children participated in the march
- Source 3A refers to the Children's March taking place after Dr King was released from jail and Source 3B shows Dr King with protesting children during the March/Both sources indicate how Dr King participated in the protest
- Both sources depict the non-violent means of protest
- Any other relevant response (any 2 x 2) (4)

3.4

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

- '… I wasn't nervous or scared'
- 'We started at the Sixteenth Street Church'
- 'We always sang when we left the church'
- 'The singing was like a jubilance (overjoyed)'
- 'It was release … it also gave you calmness and reassurance'
- 'We went down … by Kelly Ingram Park and marched about half a block'
- 'Then the police put us in paddy wagons'
- 'There were lots of kids, but I think I must have been the youngest child in there' (any 2 x 1) (2)

3.4.2 *[Interpretation of evidence from Source 3C – L2]*
The policemen wanted:

- To act like they sympathise with her (Audrey Faye Hendriks)
- To intimidate Audrey Faye Hendriks to reveal all details regarding the Children's March/To obtain details about the organisers of the Children's March
- To obtain information about the details of the Birmingham campaign
- To believe that Faye was too young and naïve to participate in the march
- Any other relevant response (any 2 x 2) (4)

3.4.3 *[Extraction of evidence from Source 3C – L1]*
- 'We slept in little rooms with bunk beds… about twelve to a room'
- 'The food wasn't home cooking'
- 'I remember some grits (oatmeal porridge) and they weren't good'
- 'My parents couldn't get word to me for seven days' (any 1 x 1) (1)

3.4.4 *[Ascertaining the limitations of Source 3C – L3]*
The source is LIMITED because:

- Audrey Faye Hendriks was only 9 years old when the event took place (too young to remember everything)
- The interview was conducted in 1995, 32 years after the event – her memory could have faded
- It could be a biased source – Audrey Faye Hendriks only provides the perspective of the protestors
- Any other relevant response (any 2 x 2) (4)

3.5

3.5.1 *[Extraction of evidence from Source 3D – L1]*
- '… the nation …'
- '… the world' (2 x 1) (2)

3.5.2 *[Interpretation of evidence from Source 3D – L2]*
- Gloria Clark implied that she was alarmed about the way in which peaceful protestors were being treated with brutal force by the Birmingham police
- She was shocked at the discriminatory attitude of Bull Connor towards African Americans who protested during the Birmingham campaign
- Gloria Clark was offended by Bull Connor's disrespect of the US Constitution which protected the rights of all American citizens
- She was committed to continue fighting for civil rights
- Any other relevant response (any 2 x 2) (4)

3.5.3 *[Explanation of a term from Source 3D – L2]*
- It refers to the opening of public facilities to all racial groups as a result of the efforts of the protestors who participated in the Birmingham campaign
- The process of repealing segregation (discrimination) laws in the US due to the civil rights protests
- Any other relevant response (any 1 x 2) (2)

3.5.4 *[Interpretation of evidence from Source 3D – L2]*
- The violent outcome in Birmingham, Alabama convinced Attorney General Robert Kennedy to speed up the process of change in the US
- Robert Kennedy felt it was important to prioritise the issue of civil rights in the US/Kennedy was sympathetic to the cause of the Civil Rights movement
- The Birmingham campaign convinced Robert Kennedy that segregation in the US should come to an end
- Any other relevant response (any 1 x 2) (2)

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

Candidates could include the following aspects in their response.

- Birmingham, (Alabama) was regarded as one of the most racist cities in the United States (Source 3A)
- Civil rights activists decided to protest against police brutality and bombings in Birmingham (Source 3A)
- The Birmingham campaign was initiated to bring attention to the integration efforts of African Americans in Birmingham, Alabama (own knowledge)
- Dr Martin Luther King Jr was imprisoned during this time but he urged civil rights activists not to give up (Source 3A)
- The Children's March was organised to increase support for the Civil Rights Movement through the Birmingham campaign (Source 3A)
- Children and the youth who participated in the Children's March did not give up even when attacked by police dogs and had fire hoses opened on them (Source 3A)
- President Kennedy ordered 3000 US Army troops to Birmingham to protect civil rights activists (Source 3A)
- Kennedy also federalised the Alabama Guard to prevent Governor Bull Connor from taking matters into his own hands (Source 3A)
- Dr Martin Luther King Jr joined the children who participated in the Children's March to inspire them (Source 3B)
- The children carried placards indicating that segregation in Birmingham had to end (Source 3B)
- High school, college and elementary school students were trained in the use of non-violent tactics (own knowledge)
- The Children's March was conducted in a non-violent manner in keeping with the philosophy of non-violence (own knowledge)
- Some children, such as Audrey Faye Hendriks, were interrogated by Birmingham policemen who wanted details of the Birmingham campaign but stood firm (Source 3C)
- The conditions in which the children were held in police cells were appalling as they slept in congested rooms but they remained firm/Those arrested were not allowed visitation rights from family members (Source 3C)
- Liberal white Americans, were determined to fight the Alabama Governor, Bull Connor's discriminatory attitude (Source 3D)
- Changes were introduced in Birmingham, as lunch counters and other facilities began to be desegregated (Source 3D)
- In response to these changes further violence flared up in Birmingham (own knowledge)
- President Kennedy decided to prioritise the issue of civil rights (Source 3D)
- The US Supreme Court on 20 May 1963 deemed the segregation orders in Birmingham to be unconstitutional (Source 3D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of how the state authorities in Alabama dealt with the non-violent Children's March during the Birmingham campaign in 1963.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of how the state authorities in Alabama dealt with the non-violent Children's March during the Birmingham campaign in 1963.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of how the state authorities in Alabama dealt with the non-violent Children's March during the Birmingham campaign in 1963.** • 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 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 need to indicate whether they **agree** or **disagree** with the statement. Candidates need to explain whether the strategies of the US army were **able or unable** to defeat a small dedicated army of Viet Cong guerrillas in the Vietnam War between 1962 and 1973. Candidates need to support their line of argument with relevant historical evidence. If candidates disagree, 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 need to take a stance by **agreeing** or **disagreeing** with the statement that the strategies of the US army were **able or unable** to defeat a small dedicated army of Viet Cong guerrillas in the Vietnam War between 1962 and 1973. Candidates need to give an outline of the content they would use to support their line of argument. If candidates disagree, they need to substantiate their line of argument with relevant historical evidence.

ELABORATION

- Division of North and South Vietnam – US first intervention in South Vietnam – sent weapons and military advisors against the Viet Cong (Vietnamese communists) (background information)/Domino Theory/Policy of Containment
- US introduced 'Safe Village' policy/Hamlet strategy/Villagisation – trying to isolate/separate guerrillas from villagers/Safe village policy failed because the Viet Cong operated inside villages
- President Johnson used the Gulf of Tonkin incident and a Resolution (1964) – an excuse for the escalation of the army
- The US felt the war in Vietnam was not a conventional war like the Second World War
- US sent 3 500 marines and ground troops to Vietnam on 8 March 1965
- Operation Ranch Hand (1962–1971) – use of chemical defoliants (Agent Orange to destroy the forest) – and Agent Blue (to destroy agricultural products and food to weaken the Viet Cong)
- President Johnson introduced Operation Rolling Thunder in March 1965 to quickly eliminate the Viet Cong – ineffectiveness of a conventional strategy as opposed to unconventional guerrilla warfare (Ho Chi Minh Trail)
- Use of chemical weapons, e.g. napalm gas made US unpopular and many countries condemned the US – caused most damage to the environment
- Viet Cong responded with the Tet Offensive (1968) – surprise attacks on 100 cities – ambushed US controlled cities
- Number of US soldiers killed increased – led to anti-war demonstrations in the US
- Difficulty in separating guerrillas from villagers – farmers/peasants (guerrilla warfare by the Vietminh and Viet Cong)
- Highly effective use of guerrilla tactics by the Viet Cong
- US sent young and inexperienced soldiers to Vietnam

- US used Search and Destroy policy to destroy villages supporting the Viet Cong failed due to guerrilla tactics
- US atrocities and the My Lai massacre (March 1968) turned public opinion against the US waged war/this resulted in large numbers of civilian deaths leading to more support for the Viet Cong
- North Vietnam received military support from the USSR and China so the Vietminh and Viet Cong had access to some modern weapons
- Guerrilla warfare was effectively used by the Viet Cong, supported by Vietminh from the north and used tactics such as booby traps, hit and run, sabotage and underground tunnels – narrow to fit the Viet Cong body structure but not the big US soldiers
- The Viet Cong increased its support base because of the tactics used against the US 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 US to stop Vietnam from becoming a communist state and its subsequent withdrawal
- US withdrew all troops by 1973 (President Nixon had signed the Paris Peace Accords on 27 January 1973 – ending US involvement in the Vietnam War)
- North Vietnam took control of Saigon in 1975
- Vietnam was united under communist control
- Any other relevant response

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

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

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

SYNOPSIS

Candidates should critically discuss the effectiveness of Mobutu Sese Seko's political and economic policies in developing the Congo after attaining independence from Belgian rule in the 1960s. The critical discussion should provide a balanced view by indicating instances where the policies were **effective or ineffective** in developing the Congo in the 1960s. 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 that provides a balanced view of the effectiveness of Mobutu's political and economic policies in developing the Congo in the 1960s. They should provide an example or examples of when the policies were **effective** and when they were **ineffective** in developing the Congo in the 1960s.

ELABORATION

Political policies

- Colonial legacies: Paternalism – Congolese were treated like children – with no responsibility in administration or representation of the government/Belgium did not prepare for the proper transition of a new leadership takeover (background information)
- Congo became independent on 30 June 1960 with Joseph Kasavubu as President and Patrice Lumumba as Prime Minister. Kasavubu preferred that the Congo be a federal state while Lumumba was for a strong centralised national government
- 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 (ineffective)
- Mobutu seized power from Kasavubu through a coup d'état in 1965 (ineffective)
- He applied authoritarianism to achieve political stability (effective/ineffective)
- 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) (effective/ineffective)
- Congo became a one-party state within the first five years after gaining independence with all opposition suppressed (authoritarian) (ineffective)
- Mobutu developed a personality cult (Mobutuism) – self-centred leadership (ineffective)
- Mobutuism made Congo an autocratic state under himself as a military dictator (ineffective)
- He was supported by the USA because he was seen as an anti-communist ally (effective/ineffective)
- He created a strong centralised government and controlled all appointments, promotions and the allocation of government revenue (effective/ineffective)
- He introduced a policy of Zairianisation, a policy that replaced skilled foreigners or those occupying strategic management positions with the unskilled locals (effective/ineffective)
- Any other relevant response

Economic policies

- Colonial legacies: Exploitation – Belgian prosperity based on exploitation of cotton; rubber plantations; and mines (copper, tin and diamonds) 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 (as background information)
- Mobutu inherited: a colonial, capitalist economy (ineffective)
- Economy in the hands of white settlers and foreigners (ineffective)
- An economy rich in natural resources: copper, cobalt, diamonds, and other materials which was based on foreign investment (ineffective)
- He introduced nationalisation: Mobutu nationalised the country's copper mining industry and used profits from the copper industry to finance his 10-year industrialisation plan (effective)
- Nationalised foreign-owned companies without compensation (effective)
- Foreign companies were placed under control of his allies and family members (ineffective)
- Introduced Zairianisation (replacing foreigners with Zairian nationals) – empowering locals and reversing paternalism) (effective/ineffective)
- Zairianisation led to corruption, nepotism, theft and mismanagement (ineffective)
- The economy was characterised by nepotism and elitism (ineffective)
- Weak economic policies led to the decline in the state of infrastructure such as roads, etc. (ineffective)
- Mobutu created a kleptocracy – wherein a group of appointed public officials abused their positions for financial gain (ineffective)
- Mobutu was forced to introduce retrocession (return of foreign owners) (ineffectiveness of Zairianisation)
- Very few foreign owners returned (ineffective)
- Congo's economy collapsed (ineffective)
- Congo became dependent on foreign aid and investment, e.g. from the World Bank (ineffective)
- 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 that the Black Power philosophy successfully instilled self-pride and courage among African Americans in confronting segregation and police brutality in the United States of America (USA) during the 1960s to 1970s, either to a **greater or lesser extent**. 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 stating that the Black Power philosophy successfully instilled self-pride and courage among African Americans in confronting segregation and police brutality in the United States of America (USA) from the 1960s to 1970s, either to a **greater or lesser extent**. They should also provide an outline of how they will support their line of argument.

ELABORATION

- Conditions in the USA: Jim Crow Laws, poor socio-economic status, slow pace of change, police brutality (background information)
- Black Power philosophy advocated: self-pride 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 and instilling self-pride and courage)

Contribution by Malcolm X

- Supported the use of violence as a means of self-defence against those who attacked African Americans (instilled courage and self-pride)
- He promoted armed self-defence against white oppression (instilled self-pride)
- He argued that bloodshed was necessary for revolution (black nationalism) and advocated for self-respect and self-discipline (instilled courage)
- Promoted the concept of 'Black Pride' (self-pride/self-esteem/self-respect/self-help)
- Encouraged African Americans to stand up and challenge white American authorities in pursuit of freedom, justice and equality by whatever means possible (instilled courage and self-pride)

Contribution by Stokely Carmichael

- 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 (instilled courage)
- 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

Contribution by Bobby Searle and Huey Newton (Black Panther Party)

- In 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 courageous and have self-pride)
- BPP's Ten Point Plan would instil self-pride amongst African Americans' social, political and economic goals that were formulated for the upliftment of the African American community
- BPP literacy projects eradicated illiteracy amongst the African American communities (instilled self-pride)
- BPP childcare projects took care of medical needs of African Americans in black communities (instilled self-pride)
- BPP members patrolled the streets to monitor police activities - police the police (self-pride and courage) and defend themselves against police brutality – a sign of courage based on human rights
- BPP demanded that African American history must be taught in black schools – self-acceptance and removing inferiority complex (instilled self-pride)

Contribution by Community Projects

- Community Programme/Projects -The BPP ran feeding schemes, childcare and literacy projects in Black communities - the feeding schemes eradicated hunger amongst the youth and improved learning in schools (instilled self-pride)
- **Results** – African Americans were elected to public offices (instilled self-pride)
- Housing and facilities of African Americans were improved (instilled self-pride)
- Black literacy improved and dependency on state grants were limited (instilled self-pride)
- 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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