basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

NOVEMBER 2022

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 30 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

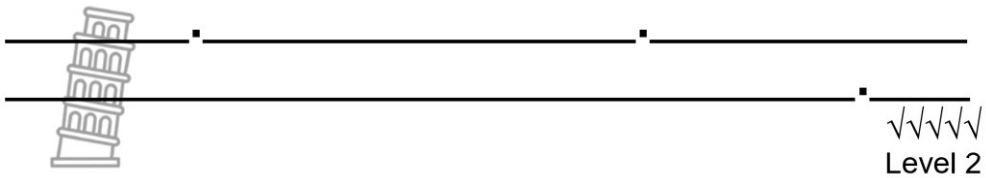
- Use a tick (✓) for each correct answer.
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓).
- If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓).

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. 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.

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

	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
- Content selection 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 TRUMAN DOCTRINE CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA (USA) AND THE SOVIET UNION (USSR) FROM 1947?

1.1

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

- 'the Soviet Union was quickly becoming a real threat to democracy around the world'
- 'The spread of communism was seen as the most dangerous threat to world stability' (2 x 1) (2)

1.1.2 *[Definition of a historical concept from Source 1A - L1]*

- A US foreign policy adopted after the Second World War to contain/restrict the further spread/expansion of communism
- A policy of preventing the expansion/spread of a hostile ideology/ideas
- Any other relevant response (1 x 2) (2)

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

- The Truman Doctrine formalised the replacement of England with the USA as a defender of capitalism against communism
- The USA had to stand up and challenge the Soviet Union that had emerged (after the Second World War) as a threat to democracy in the world
- The USA had to ascertain that its economic policy (capitalism) flourished in the whole world by supporting governments against the popularity of communist leaders
- The USA had to provide military support to governments that were threatened with protests due to shortage of resources after the war
- The USA had to provide advice and skills to weak governments in order to strengthen their leadership against communism
- Any other relevant response (any 2 x 2) (4)

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

- At the end of the Second World War most East European countries had been taken over by communist parties
- Stalin's creation of spheres of influence into Europe towards the end of the Second World War replaced capitalist governments with communist governments
- Communism was becoming a popular economic system amongst European countries as people had lost jobs and were starving due to the effects of the Second World War
- European governments were faced with protests led by communists and faced challenges to stop the riots
- The USA had a great fear of the Domino Theory
- Any other relevant response (any 1 x 2) (2)

1.2

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

- 'Funds'
- 'detail of American civilian and military personnel to Greece and Turkey'
- 'assist in the tasks of reconstruction'
- 'supervising the use of such financial and material assistance'
- 'instruction and training of selected Greek and Turkish personnel'
- 'provide authority which will permit the speediest and most effective use, in terms of needed commodities, supplies and equipment' (any 4 x 1) (4)

1.2.2 *[Explanation of historical concept from Source 1B - L2]*

- Reference by the West to forms of government and political systems introduced by the communists to outlaw democratically elected parties in European countries
- Reference by the West to forms of communist governments that had not been fairly elected when taking over East European countries after the Second World War
- A Western perception that communist governments are led by dictators
- Reference by the West to forms of communist governments that had taken over East European countries and led by leaders who held high degrees of control and regulations over public and private life
- Any other relevant response (any 1 x 2) (2)

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

That:

- Totalitarian regimes which are communists would thrive where there is lack of basic resources/would flourish in poor and needy countries
- Totalitarian regimes which are communists would most likely gain popularity in the European countries with weak economies as a result of the Second World War
- European governments would turn to dictatorship which are communists when they fail to meet the needs of their communities
- Any other relevant response (any 1 x 2) (2)

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

- 'We may endanger the peace of the world'
- 'we shall surely endanger the welfare of our own nation' (2 x 1) (2)

1.3

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

- Communism is depicted as a virus (threat) hovering over Europe which is capitalist
- President Truman is shown arriving with his Truman Doctrine and distributing amounts of American dollars to protect Europe from the virus (communism)
- NATO military tanks (to protect capitalism) have been placed in different European countries to protect them against the virus (communism)
- The clouds (virus of communism) and the parachute/hot air balloon (Truman Doctrine) represent the Cold War tension between the Soviet Union and the USA
- Bags of money (with dollar signs) represent financial aid (in the form of the Marshall Plan) to distribute to European countries for economic recovery
- Truman's political domination over Europe is represented by the parachute/hot air balloon
- Any other relevant response (any 2 x 2) (4)

1.3.2 *[Determining the limitations of Source 1C – L3]*

- The author is an American who might be against communism/shows bias against the Soviet Union
- The source portrays the ideology of communism negatively (in a bad light) as a virus
- The source portrays the Truman Doctrine as a solution while communism is depicted as a problem
- The source portrays the USA as a saviour of Europe and does not expose its real imperialist intentions
- Any other relevant response (any 2 x 2) (4)

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

- Source 1B provides an outline of how the USA wanted to contain the spread of Communism through provision of assistance financially and militarily which in Source 1C is depicted through Truman by distributing US dollars and providing military assistance to European countries
- Source 1B refers to Truman asking for funding from the Congress and in Source 1C Truman is seen distributing US dollars – implying that the Congress had granted funding
- In Source 1B reference is made to the speediest request of funds and in Source 1C the hot air balloon is used to speedily distribute the funds to Europe
- In Source 1B Truman stated that 'misery and want' are fertile ground of totalitarian regimes and in Source 1C Truman is seen distributing US dollars to stop poverty and want in Europe
- In Source 1B president Truman indicated that the world looked to the USA for maintaining their freedom, financial support and military assistance and Source 1C shows the USA financial and military support that was to ensure Europe was free from Communist infiltration
- Both sources show how the USA wanted to contain the spread of communism through the Truman Doctrine
- Any other relevant response (any 2 x 2) (4)

1.5

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

- USSR
- Yugoslavia
- Bulgaria
- Romania
- Hungary
- Poland
- Czechoslovakia
- Italy
- France (any 2 x 1) (2)

1.5.2 *[Interpretation of evidence from Source 1D - L2]*

- The Truman Doctrine weakened the communist's parties in France, Italy and Belgium
- The Truman Doctrine revived capitalist policies in France, Italy and Belgium – where Communism had infiltrated
- The communists were losing their grip in coalition governments
- Any other relevant response (any 1 x 2) (2)

1.5.3 *[Interpretation of evidence from Source 1D - L2]*

(a) The Capitalists/the USA /West/Truman (1 x 2) (2)

(b) The Communists/the Soviet Union/East/Stalin (1 x 2) (2)

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

- '… confirmed the establishment of Cominform'
- '… (confirmed) its role as an organisational bastion (defender) against an aggressively hostile, American-led, anti-socialist campaign' (2 x 1) (2)

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

Candidates could include the following aspects in their response:

- The Truman Doctrine was from its inception to fight against the spread of communism in Europe (Containment policy) (Sources 1A and 1C)
- The spread of communism was seen as a threat to democracy around the world (Source 1A)
- The Truman Doctrine was intended to apply counter pressure to every political, military or economic advances made by the Soviets (Source 1A)
- The Truman Doctrine was a step by the USA towards making capitalism become a world ideology while suppressing communism (Source 1A)
- The Truman Doctrine assumed that the Soviet Union was expansionist and would move into the vacuum left by the British as world leaders (Source 1A and own knowledge)
- The Truman Doctrine was meant to contain communism that was seen as an unstoppable virus (Sources 1A, 1D)
- While delivering his speech, Truman referred to communist governments as totalitarian regimes (Source 1B)
- The Truman Doctrine asked for authority to train selected Greek and Turkish personnel in order to stop communist infiltration into Eastern Europe (Source 1B)
- The Soviet bloc saw the Truman Doctrine as interfering in the Greek internal affairs before the UN made its report (own knowledge)
- The Truman Doctrine placed military tanks across European countries against the threat of communism (seen as a virus) (Source 1C)
- Due to the Truman Doctrine, powerful communist parties in France, Italy and Belgium were removed from coalition governments (Source 1D)
- Cominform was introduced in response to the Truman Doctrine (Source 1D and own knowledge)
- Cominform saw the world as divided into two blocs of the USA (imperialist) and Soviet Union (anti-imperialist) (Source 1D)
- Cominform saw the Truman Doctrine as aggressively hostile and anti-socialist (Source 1D)
- The Soviet press saw the Truman Doctrine as a threat to Russia's territorial integrity and as an example of capitalistic imperialism (own knowledge)
- 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 Truman Doctrine contributed to Cold War tensions between the United States of America (USA) and the Soviet Union (USSR) from 1947.** • 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 Truman Doctrine contributed to Cold War tensions between the United States of America (USA) and the Soviet Union (USSR) from 1947.** • 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 Truman Doctrine contributed to Cold War tensions between the United States of America (USA) and the Soviet Union (USSR) from 1947.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

QUESTION 2: HOW DID THE STATISTICS (INFORMATION SHOWN IN NUMBERS) CREATE DEBATES AND CONTROVERSIES ABOUT THE OUTCOME OF THE BATTLE OF CUITO CUANAVALE (1987–1988)?

2.1

2.1.1 *[Extraction of evidence from Source 2A - L1]*
- 'To capture the military stronghold of the Angolans at Menongue'
- 'To set up a provisional government of UNITA in Angola' (2 x 1) (2)

2.1.2 *[Definition of a historical term from Source 2A –L1]*
- An interim/temporary government set up to manage a transition from one government to the next
- An emergency or temporary government established to take care of a process of change of governments
- Any other relevant response (any 1 x 2) (2)

2.1.3 *[Extraction of evidence from Source 2A - L1]*
- 'SADF'
- 'FAPLA' (2 x 1) (2)

2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- FAPLA was forced to withdraw from Lomba to Cuito because the SADF had the upper hand
- FAPLA withdrew to Cuito but SADF could only lay siege and not defeat FAPLA
- FAPLA/Angolans were stuck/pinned down by SADF at Cuito
- Angolans retreated not to allow the enemy to have a decisive victory
- Any other relevant response (any 2 x 2) (4)

2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- To protect the Angolan government against invasion from South Africa (by SADF)
- To prevent SADF from taking control of Cuito Cuanavale
- To defend the communist FAPLA government against the capitalist apartheid regime
- They shared the same ideology
- The Angolans needed sophisticated weapons provided by the Cubans/secure victory
- Any other relevant response (any 2 x 2) (4)

2.2

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

(a) 94 (1 x 1) (1)

(b) 3 (1 x 1) (1)

2.2.2 *[Interpretation of evidence from Source 2B – L2]*
It suggests that:
- FAPLA suffered more losses than the SADF
- SADF was victorious during the combat at Cuito Cuanavale
- Any other relevant response (any 1 x 2) (2)

2.2.3 *[Determining the reliability of Source 2B – L3]*
Candidates can choose either RELIABLE or NOT RELIABLE and substantiate their responses with relevant evidence.

RELIABLE
- The evidence is published in a book by an academic – a product of research
- Geldenhuys was actively involved in the Battle of Cuito Cuanavale – eye witness account/General of the SADF, Chief of the SADF
- Any other relevant response

NOT RELIABLE
- Only the SADF perspective is reflected showing huge losses by opponents
- Losses suffered by Cuba/FAPLA are allegedly inflated to suggest that they lost the war
- It is statistics provided by a SADF army, General Jannie Geldenhuys
- Any other relevant response (any 2 x 2) (4)

2.3

2.3.1 *[Extraction of evidence from Source 2C – L1]*
- 'Geldenhuys cites, to put it mildly, incorrect data about the losses of the South Africans, in particular the aircraft'
- 'He does not mention the heavy losses of UNITA troops and South West African Territorial Force (SWATF), but only those in SADF'
- 'intentionally or unintentionally he lumps (combined) together FAPLA with the Cubans'
- 'He does not even remember SWAPO'
- 'He minimises the threat of Fidel Castro to seize the whole of Namibia to resolve the outcome of the war' (any 2 x 1) (2)

2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- He did not refer to thousands of Cuban troops that were deployed in Angola to support FAPLA
- He was not convinced that the Cuban army was well equipped to match the SADF
- He never acknowledged air superiority of the Cuban force over SADF/Korolkov believed Geldenhuys did not want to admit defeat by the communists
- Any other relevant response (any 2 x 2) (4)

2.3.3 *[Explanation of a historical term from Source 2A –L2]*

- A ceasefire reached between warring factions (Cuba and South Africa) leading to the withdrawal of Cuba and South Africa from Angola
- Peace agreement signed by Cuba and South Africa ending the Battle of Cuito Cuanavale and leading to the granting of independence to Namibia in return for Cuban withdrawal from Angola and Namibia
- Any other relevant response (any 1 x 2) (2)

2.4 *[Comparison of evidence in Sources 2B and 2C - L3]*

- Source 2B gives the least number of losses suffered by SADF as provided by General Geldenhuys while Source 2C contradicts the numbers given by the SADF General
- Sources 2B highlights a pro-SADF (minor losses) perspective whilst Source 2C is from a Russian soldier's perspective (refutes statistics provided by General Geldenhuys)
- Source 2B portrays SADF as victors while Source 2C portrays the SADF and its allies as losers during the battle at Cuito Cuanavale
- Any other relevant response (any 2 x 2) (4)

2.5

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

Arguments:

- 'how important the battle was'
- 'Who won'
- 'Whether the South African army was really defeated'
- 'the Angolan government claim that the South African army was decisively defeated'
- 'many South Africans who fought in Angola swear that they were never defeated'
- 'The objective observers declared the end to have been a tactical military stalemate' (any 2 x 1) (2)

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

- Each of the parties claimed victory/neither side admitted defeat
- Because they signed a peace agreement to end the war
- Because both Cuba and South African forces had to withdraw from Angola
- The stalemate led to political changes seeing the withdrawal of Cuba and South Africa from Angola and the independence of Namibia
- Both settled for a political solution regarding the withdrawal from Angola and Namibia
- Any other relevant response (any 2 x 2) (4)

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

- 'For supporting liberation struggles in southern Africa' (1 x 2) (2)

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

Candidates could include the following aspects in their response:

- Representatives of rival warring factions provided own statistics of losses suffered to suggest the outcome of the Battle of Cuito Cuanavale (Sources 2A and 2C)
- South Africa (SADF) lost 230 soldiers, 41 aircraft, 3 helicopters and over 31 vehicles and UNITA over 1 000 soldiers (Source 2A)
- South Africa (SADF) generals had to fight with 9 000 troops which makes them look weaker (Source 2A)
- Statistics by General Jannie Geldenhuys claims that the SADF was victorious against Cuba/FAPLA forces in the battle of Cuito Cuanavale, e.g. 4 785 (Cuba/FAPLA) against 31 (SADF) soldiers killed (Source 2B)
- The statistics in Source 2B suggest minimal losses and a victory for SADF (Source 2B)
- Korolkov believed that Geldenhuys provided incorrect data (Source 2C)
- Korolkov accused Geldenhuys of adding FAPLA and Cuba losses together but not SADF and UNITA together (Source 2C and own knowledge)
- Korolkov accused Geldenhuys of intentionally excluding SWAPO data on the Battle of Cuito Cuanavale (Source 2C)
- Cuban offensive was backed by 700 to 800 tanks, 40 000 military personnel and 60–70 combat planes which makes them look strong (Source 2C)
- Cubans and Angolan government claimed they defeated SADF (Source 2D)
- Arguments by South Africans who fought in the war claiming that SA was never defeated (Source 2D)
- Arguments by observers maintaining that there was a stalemate leading to changes in the Southern Africa region with Cuba and SA withdrawing from Angola and Namibia getting independence (Source 2D)
- The battle of Cuito Cuanavale was part of a proxy war in the Cold War conflict because the Soviet Union and USA with their allies provided assistance to warring factions (own knowledge)
- 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 statistics (information shown in numbers) created debates and controversies about the outcome of the Battle of Cuito Cuanavale (1987–1988).** • 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 statistics (information shown in numbers) created debates and controversies about the outcome of the Battle of Cuito Cuanavale (1987–1988).** • 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 statistics (information shown in numbers) created debates and controversies about the outcome of the Battle of Cuito Cuanavale (1987–1988).** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

QUESTION 3: WHAT WERE THE CHALLENGES ENCOUNTERED BY CIVIL RIGHTS PROTESTORS WHO PARTICIPATED IN THE SELMA TO MONTGOMERY MARCHES IN MARCH 1965?

3.1

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

- Southern Christian Leadership Conference (SCLC)
- Student Non-Violent Coordinating Committee (SNCC)
- Dallas County Voters League (3 x 1) (3)

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

- Organised electoral campaigns which seek to influence the decision making of the voters
- Protests by African Americans to have voting rights
- Planned activities carried out over time in order to effect political and social changes by mobilising and convincing citizens to vote for a particular political party
- Any other relevant response (any 1 x 2) (2)

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

- Because of segregationist laws that denied many African Americans of voting rights in Alabama
- Many African Americans did not qualify to vote because they allegedly could not read and write (were illiterate)
- African American were subjected to literacy tests which they allegedly failed to ensure that they do not qualify to register to vote
- To prevent African Americans from taking control of local government
- To ensure that local government in Selma would be under the control of segregationist whites
- They faced threats and intimidation from white supremacists
- Registration facilities were not readily accessible to African Americans
- Any other relevant response (any 1 x 2) (2)

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

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

3.1.5 *[Interpretation of evidence from Source 3A - L2]*

- Brutality by police (State Troopers) was widely exposed/national television coverage/national outrage
- To the civil rights activists, it helped to identify the oppressors and the oppressed
- It led to national and international embarrassment to the pro-democratic country (USA) and its leaders
- It validated the demands of the demonstrators – this ultimately led to the passing of the Voting Rights Act of 1965
- It led to national and international sympathy in supporting the demands of the demonstrators
- Any other relevant response (any 1 x 2) (2)

3.2

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

- 'this is an unlawful assembly'
- 'This demonstration will not continue'
- 'You have been banned by the Governor'
- 'I am going to order you to disperse' (any 2 x 1) (2)

3.2.2 *[Interpretation of evidence from Source 3B - L2]*

- Major Cloud's intention was to ensure that the march was blocked
- He was not ready to listen and discuss the pleas of the protestors
- He was only carrying out orders given to him to block and disperse the marchers
- His mandate was to implement the courts' march restraining order
- The march was unlawful and unauthorised – no need to discuss the matter
- He showed arrogance towards African American protestors
- It revealed his racist attitude towards African Americans
- Any other relevant response (any 1 x 2)

(2)

3.2.3 *[Interpretation of evidence from Source 3B - L2]*

- They were racists towards African Americans
- To provoke the protestors to retaliate so as to justify the police's extensive use of violence, teargas and mounted police
- The police were also supremacists who did not want the African Americans to vote
- To break the courage and instil fear amongst African Americans
- Any other relevant response (any 2 x 2) (4)

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

- 'people became sick'
- 'started vomiting'
- 'forced off the highway and behind some buildings in the woods' (3 x 1) (3)

3.3 *[Comparison of evidence from Sources 3A and 3B – L3]*

- Both sources show that Major Cloud ordered the State Troopers to disperse the crowd
- The Southern Christian Leadership Conference leaders in Source 3A states that the peaceful CRM activists always awaited brutal attacks from the racist police and in Source 3B John Lewis explains how the police were instructed to attack the peaceful unarmed marchers demanding a right to vote (Both sources show that the police responded with violence)
- In Source 3A it is explained how the police were instructed to use clubs, tear gas to disperse the protestors and in Source 3B John Lewis testifies how the protestors were affected by the gas, they became sick and started vomiting
- In Source 3A it is stated that mounted police were used to disperse the protestors and in Source 3B John Lewis testifies that some of the protestors were forced off the highway and had to ran into the woods (4)
- Any other relevant response (any 2 x 2)

3.4

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

- 'over their terrible acts two weeks earlier' (1 x 2) (2)

3.4.2 *[Explanation of a historical concept - Source 3C – L2]*

- Voting rights for African Americans which were demanded during the Selma to Montgomery march
- Human rights guaranteed by USA constitution to its citizens
- Any other relevant response (any 1 x 2) (2)

3.4.3 *[Ascertaining the usefulness of evidence from Source 3C – L3]*

The source is USEFUL because:

- It is an extract from a piece of writing (direct source/first-hand information) by Martin Luther King Jr.
- Martin Luther King Jr. penned his writings as the leader of the Civil Rights Movement
- The writing was during the course of the Selma to Montgomery marches in March 1965
- It provides an outline of planning and preparations for the Second Selma to Montgomery March – 9 March 1965
- Any other relevant response (any 2 x 2) (4)

3.5

3.5.1 *[Interpretation of information from Source 3D- L2]*

- The Third Selma to Montgomery March was a success because they reached Alabama state capitol
- Protestors were committed to the march that started on 21 March and ended on 25 March 1965
- A large crowd of people had participated in the march – 25 000 gathered at Montgomery
- Any other relevant response (any 2 x 2) (4)

3.5.2 *[Interpretation of information from Source 3D- L2]*

- It was a victory for the CRM's non-violent strategy – 25 000 marchers (from all walks of life) participated in the march
- It was a success because after two attempts the demonstrators reached their destination – Montgomery capital city of Alabama state
- It was a victory for demonstrators in that a court order had given them permission to freely march after permission was twice denied
- Its success put a lot of pressure on the USA President to pass the Voting Rights Act – 1965
- Any other relevant response (any 2 x 2) (4)

3.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources - L3]*
Candidates could include the following aspects in their response:

- Civil rights protestors in the Selma to Montgomery march were demonstrating for voting rights (own knowledge)
- The African Americans were excluded from the voter registration in Selma (Alabama) (Source 3A)
- Only two per cent in Selma were on the voter's roll (Source 3A)
- The marchers faced police brutality during the protest (Source 3A)
- The marchers were faced with a blockade of police and ordered to disperse (Source 3A)
- The white supremacists cheered the police using violence against African Americans (Source 3A)
- Marchers were attacked with clubs, tear gas, beaten and chased by mounted police – Bloody Sunday incident (Source 3A)
- The police used derogatory language and hurled insults at the non-violent protestors (Source 3B)
- They were knocked down and pushed by State Troopers (Source 3B)
- Major Cloud refused to listen to the protestors - they were only given two minutes to disperse (Source 3B)
- Protestors were attacked even when they had assumed a lesser position by kneeling in drawing the attention to the violation of their human rights (Source 3B)
- The CRM leaders had to strategise and plan for a second march (Source 3C)
- The non-violent protestors considered using violence during the second march but this would have compromised their non-violent peaceful forms of protests (Source 3C)
- The courts also issued orders banning the peaceful protest leaving the activists angry and frustrated (Source 3C)
- The Third Selma to Montgomery march started on 21 March 1965 but only reached Montgomery on 25 March 1965 – 5 days (own knowledge)
- Despite the challenges, demonstrators ultimately reached their goal (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 the challenges that were encountered by civil rights protestors who participated in the Selma-Montgomery marches in March 1965.** • 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 challenges that were encountered by civil rights protestors who participated in the Selma-Montgomery marches in March 1965.** • 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 challenges that were encountered by civil rights protestors who participated in the Selma-Montgomery marches in March 1965.** • 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 should explain whether they agree or disagree with the statement. In agreeing with the statement, they need to explain how the USA lost the war in Vietnam due to unconventional strategies of guerrilla warfare on the ground and environmental factors in the country. If the candidates disagree with the statement, they need to substantiate their lines of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance by indicating whether they agree or disagree with the statement. They should also provide an outline of how they would support their line of argument

ELABORATION

Focus on the strategies used by both the USA and the Vietcong.

- Division of North and South Vietnam (Background)
  - USA first intervention in South Vietnam (fear of Domino Theory) – sent weapons and military advisors against the Vietcong (Vietnamese communists)
  - Ho Chi Minh Trail and its significance (used by the Vietminh [communist guerrillas from North Vietnam] to support the Vietcong) in the south
- USA introduced 'Safe Village' policy/Hamlet strategy/Villagisation – trying to isolate/separate guerrillas from villagers (1962)
  - Safe village policy failed because the Vietcong operated inside villages
- The Gulf of Tonkin incident and resolution (1964) – excuse for escalation of the army
- The USA felt the war in Vietnam was not a conventional war like World War II
- USA 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) – (environmental factors) and Agent Blue (to destroy agricultural products and food to weaken the Vietcong)
- President Johnson introduced Operation Rolling Thunder in March 1965 to quickly eliminate the Vietcong – ineffectiveness of a conventional strategy as opposed to unconventional guerrilla warfare
- Use of chemical weapons, e.g. Napalm gas made USA unpopular and many countries condemned the USA – caused most damage to the environment
- Guerrilla warfare by the Vietminh and Vietcong (difficulty in separating guerrillas from villagers – farmers/peasants)
- Highly effective use of guerrilla tactics by the Vietcong (unconventional strategies)
- Vietcong responded to USA tactics with the Tet Offensive (1968) – surprise attacks on 100 cities (unconventional strategies) – ambushed USA controlled cities
- Number of USA soldiers killed increased – led to anti-war demonstrations in the USA

- USA sent young and inexperienced soldiers to Vietnam
- USA used Search and Destroy Policy (missions) (My Lai massacre) to destroy villages supporting the Vietcong – confused by guerrilla tactics
- This resulted in large numbers of civilian deaths leading to more support for the Vietcong
- USA atrocities and My Lai massacre (March 1968) turned public opinion against the USA waged war
- North Vietnam received military support from the USSR and China so the Vietminh and Vietcong had access to some modern weapons
- Guerrilla warfare was effectively used by the Vietcong, supported by Vietminh from the north and used tactics such as booby traps, underground tunnels, hit and run, sabotage (environmental factors)
- Underground tunnels – narrow to fit Vietcong body structure but not big USA soldiers
- The Vietcong increased its support base because of the tactics used against the USA soldiers
- The Vietnamese were united in the defence of their country
- Vietnamisation: President Nixon came up with the policy of strategic withdrawal from Vietnam. Also called WHAM (Winning the hearts and minds of the Vietnamese) signalled the failure of USA to stop Vietnam from becoming a communist state and its subsequent withdrawal
- USA withdrew all troops by 1973 (President Nixon had signed the Paris Peace Accords on 27 January 1973 – ending USA involvement in the Vietnam war
- North Vietnam took control of Saigon in 1975
- Vietnam was united under communist control
- Any other relevant response

- Conclusion: Candidates should tie up their arguments with relevant conclusions.

[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 socio-economic and political policies in developing Congo after attaining independence from Belgian colonial rule in the 1960s.

MAIN ASPECTS

Candidates should include the following aspects in their response:
Introduction: Candidates should take a critical stance discussing the effectiveness of Mobutu Sese Seko's socio-economic and political policies in developing Congo after attaining independence from Belgian colonial rule in the 1960s. They should also indicate how they intend supporting their line of argument.

ELABORATION

Economic policies

- Colonial legacies: (as background information)
  - Exploitation – Belgian prosperity based on exploitation of cotton; rubber plantations; and mines (copper, tin & diamond) by colonial companies; Profits from minerals (mines) based on exploitation of Congolese workers
  - At independence Congo was considered most prosperous but with the economic wealth owned by foreign owners
- Inherited a capitalist economy from Belgium
- Initially left the economy in the hands of white settlers and foreigners
- The country's rich natural resources of copper, cobalt, diamonds and other materials attracted foreign investment
- Nationalisation: Mobutu nationalised the country's copper mining industry and used profits from copper industry to finance his 10-year industrialisation plan
- Nationalised foreign-owned companies without compensation
- Foreign companies were placed under control of his allies and family members
- Introduced Zaireanisation (replacing foreigners with Zairian nationals)
- Zaireanisation led to corruption, theft and mismanagement
- The economy was characterised by nepotism and elitism (created big gap between the elite and ordinary citizens/rich and poor)
- Weak economic policies led to the decline in the state of infrastructure such as roads etc.
- Mobutu created a kleptocracy where a group of appointed public officials abused their position for financial gain
- Mobutu was forced to introduce retrocession (return of foreign owners)
- Very few foreign owners returned
- Congo's economy collapsed
- Congo became dependent on foreign aid and investment, e.g. from the World Bank
- Any other relevant response

Social policies

- Colonial legacies: (as background information)
  - Promoted elitism: encouraged education of a small elite in a Western style of knowledge and skills
  - Poor education system that did not benefit the Congolese nor empower them with skills
  - French used as medium of instruction in schools
  - At independence (1960) Congo had 14 university graduates out of 14 million people
- Implemented a policy Authenticite (originally to promote indigenous customs and beliefs) to eradicate colonial influence and unify Zaireans with a sense of pride for their own culture.
- Africanisation/ Zaireanisation (renaming from European to Zairean names)
- Clothing: wearing of Western-style suits were outlawed (by a decree) and replaced with 'abacos' ('A bas le costumes'), meaning 'down with the suit' (social status)
- Promotion of local music
- Mobutu regarded democracy as a foreign ideology to Africa – he ruled as a Chief in a traditional African style and used it to strengthen his own authoritarian position
- French remained the language of instruction and education system continued to favour the urban elite
- After independence, primary education and school enrolment rose from 1,6 million in 1960 to 4,6 million in 1974/When state funding was withdrawn by Mobutu, parents had to start paying and primary education started to decline
- Teachers and hospital staff went unpaid for months due to poor economic and political practice
- Any other relevant response

Political policies

- Colonial legacies: (as background information)
  - Paternalism – Congolese were treated as children – with no responsibility in administration or representation of the government;
  - Political parties were banned and with quick Belgian withdrawal – due to the 1959 Leopoldville riots – many political parties (representing different regions and ethnicities) were formed; political parties formed along regional and ethnic groupings
  - 120 political parties participated in the 1960 elections; no single political party won outright majority – Patrice Lumumba's Movement National Congolese (MNC) won most of the seats because unlike other regional parties, it had some level of nation-wide support
  - Lack of political unity
- Congo became independent on 30 June 1960 with Joseph Kasavubu as President and Patrice Lumumba as Prime Minister. Joseph Kasavubu preferred that Congo be a federal state while Patrice Lumumba was for a strong centralised national government/Lumumba also in conflict with Moise Tshombe
- Congo started with a lot of political instability – with Tshombe focused on secession of Katanga for its own independence
- Mobutu seized power from Kasavubu through a coup d'état in 1965
- He managed to bring some form of political stability (based on authoritarianism)
-

- In 1967 Mobutu managed to stop the Katanga rebellion and gave his country a new constitution as a one-party state under his party, the Popular Movement for the Revolution (MPR)

- Congo became a one-party state within the first five years after gaining independence with all opposition suppressed
- Mobutu developed a personality cult (Mobutuism)
- Mobutuism made Congo an autocratic state under himself as a military dictator
- Mobutu was supported by the USA because he was seen as anti-communist ally
- He created a strong centralised government and controlled all appointments, promotions and the allocation of government revenue.
- He introduced a policy of Zaireanisation, a policy that replaced skilled foreigners or those occupying strategic management positions with the unskilled locals – which led to maladministration and mismanagement in political leadership roles
- He allowed nepotism (kleptocracy)
- Mobutu remained as 'president for life' until his death in 2007
- Any other relevant response

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

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

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

SYNOPSIS

Candidates need to explain to what extent various role players were successful in using the Black Power philosophy to end discrimination against African Americans in the USA in the 1960s. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance by explaining to what extent various role players were successful in using the Black Power philosophy to end discrimination against African Americans in the USA in the 1960s. They should also provide an outline of how they will support their line of argument.

ELABORATION

- Conditions in the USA: (Background information)
  - African Americans still economically and politically crippled in the USA due to discriminatory (Jim Crow) laws
  - Lack of a sense of pride due to socio-economic circumstances (lived in ghettos and slum areas/poor housing/under-resourced facilities)
  - African Americans became impatient with the slow pace of change and the impact of the Civil Rights Movement in the 1960s
  - African Americans subjected to police brutality – led to growth of nationalist feelings
- Black Power Movement advocated for the Black Power philosophy which promoted the spirit of assertiveness; self-reliance; Black Pride; control of politics in their own communities (advocated by Stokely Carmichael); African Americans to protect themselves against police brutality; blacks to seek freedom from white authority; promotion of Afro hairstyle and African clothing and coined the slogan 'Black is beautiful'
- Malcolm X promoted armed self-defence against white oppression
- He argued that bloodshed was necessary for revolution (black nationalism) and he advocated self-respect and self-discipline
- Promoted the concept of 'Black Pride' (self-esteem/self-respect/self-help)
- Encouraged African Americans to stand up against white American authorities in pursuit of freedom, justice and equality by whatever means possible
- Supported the use of violence as a means of self-defence against those who attacked African Americans
- Stokely Carmichael believed that the non-violent strategy failed because of ongoing violence against African Americans
- Advocated the exclusion of white 'liberals' as a philosophy for African Americans
- He promoted one plan to split the USA into separate black and white countries
- He was against the USA's involvement in the Vietnam war

- 1966 Bobby Seale and Huey Newton formed the Black Panther Party (BPP) for Self-Defence – against police brutality
- Adopted Ten Point Plan to cover its social, political and economic goals for the upliftment of the African American community
- The Black Panther Party ran feeding schemes, childcare and literacy projects in black communities – the feeding schemes eradicated hunger amongst the youth and improved learning in schools
- BPP literacy projects eradicated illiteracy amongst the African American communities
- BPP childcare projects took care of medical needs of African Americans in black communities
- BPP members patrolled the streets to monitor police activities (police the police) and defend themselves against police brutality
- BPP demanded that black history must be taught in black schools
- Role of other activists/women
- Impact/ short- and long-term goals: the most obvious forms of racial discrimination ended
- Racial violence and tension declined
- African Americans were elected to public offices
- Housing and facilities of African Americans were improved
- Black literacy increased and dependence on state grants declined
- 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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