basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

Stanmorephysics.com

GRADE 12

HISTORY P1

NOVEMBER 2024

MARKING GUIDELINES

MARKS: 150

8/11/2024
Final Approved Copy
Umalusi

FINAL APPROVED COPY
UMALUSI 8/11/2024

These marking guidelines consist of 27 pages.

FINAL APPROVED
J. MANENZHE (DBE)
08/11/2024

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12-11-2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

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.

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12-11-2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

- 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

Stanmorephysics.com

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)

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12 -11- 2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

Copyright reserved

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 guideline), 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 ↕

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12-11-2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW WERE THE LIVES OF BERLINERS AFFECTED BY THE CONSTRUCTION OF THE BERLIN WALL IN 1961?

1.1

1.1.1 *[Extraction of evidence from Source 1A – L1]*
- '... morning of Sunday .../'... 13 August 1961' (1 x 1) (1)

1.1.2 *[Extraction of evidence from Source 1A – L1]*
- '... to stop East Berliners escaping from the Soviet-controlled East German state into the West of the city ...' (1 x 1) (1)

1.1.3 *[Definition of a historical concept from Source 1A – L1]*
- A classless society in which everyone is equal
- A political and economic policy/ideology of government where the means of production are in the hands of the government
- A political and economic policy/ideology where individual ownership of property is not permitted
- Any other relevant response (any 1 x 2) (2)

1.1.4 *[Interpretation of evidence from Source 1A – L2]*
(a)
- Lifestyle in the German Democratic Republic (GDR) was viewed as worthless because many people lived under oppressive economic and political conditions of Communism
- Implied that life in the Western Sector/capitalism was better than life in the Eastern Sector/communism
- Any other relevant response (any 1 x 2) (2)

(b)
- Many workers fled from East Berlin to West Berlin/The German Democratic Republic (GDR) was left with lesser skilled/unskilled workers/brain drain/destabilised the economy
- Job losses/industries were centralised/no bonuses/no incentives
- Any other relevant response (any 1 x 2) (2)

1.1.5 *[Extraction of evidence from Source 1A – L1]*
- '... the streets of Berlin were torn up ...'
- '... barricades of paving stones were erected ...'
- '... tanks were gathered at crucial places ...'
- '... subways and local railway services were interrupted ...'
- 'As of that same day inhabitants of Berlin and the GDR were no longer allowed to enter the West of the city' (any 2 x 1) (2)

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12-11-2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

Copyright reserved

1.2

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

- '... six trucks roared towards him ...'
- 'Eighty yards [1 yard = 0,914 metres] away, they stopped'
- '... the street was full of armed soldiers who set up machine guns aimed at the French sector'
- 'Two guards approached carrying coils (rolls) of barbed wire'
- '... the squads cordoned off (blocked) the street'
- 'In the houses no one stirred (moved)' (any 3 x 1) (3)

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

- The border between East and West Berlin was closed
- There was no longer any free movement to and from East and West Berlin/ people were trapped on either side
- The Iron Curtain/Cold War between the Soviet Union and the United States had intensified tensions as the border was now closed
- Any other relevant response (any 2 x 2) (4)

1.2.3 *[Determining the reliability of evidence from Source 1B – L3]*

The source is RELIABLE because:

- It was taken from a book, *The Great Power Conflict After 1945* by P Fisher – a historian
- It was based on the eyewitness accounts of police sergeant Hans Peters and/or hotel worker Ursula Heinemann
- The eyewitness accounts relate to the actual date (13 August 1961) of the construction of the Berlin Wall
- The accounts can be corroborated by Sources 1A, 1C and 1D regarding the construction of the Berlin Wall in August 1961 and its effects on peoples' movements
- Any other relevant response (any 2 x 2) (4)

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

- Source 1A indicates that the construction of the wall was to stop East Berliners from escaping to the West and Source 1B confirms this by stating that trips to West Berlin were stopped as a result of the construction of the wall
- Source 1A mentions that tanks were gathered/stationed at crucial places and Source 1B refers to armoured cars and water cannons that sealed off the crossings that remained open
- Source 1A refers to a masterfully planned operation of dividing Berlin and Source 1B refers to actions taken at specific times so that by early morning the city would be cut into two/Both sources refer to the division of Berlin
- Any other relevant response (any 2 x 2) (4)

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12 -11- 2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

1.4

1.4.1 *[Extraction of evidence from Source 1C – L1]*
- '... he had been visiting relatives ...' (1 x 2) (2)

1.4.2 *[Explaining the historical concept from Source 1C – L2]*
- An economic system in the Western Sector that was supported by capitalist countries, namely the United States, Britain and France
- An economic system where individuals could freely make profit from their produce in the Western Sector
- Any other relevant response (any 1 x 2) (2)

1.4.3 *[Interpretation of evidence from Source 1C – L2]*
- They wanted to escape the brutal dictatorship of the communist German Democratic Republic (GDR)
- They did not want to go back to live in East Berlin because of the economic hardships they experienced
- They were convinced life would be better in West Berlin than in East Berlin because the supply of essential goods from the Western powers would have improved the economic status of West Berlin
- The Berlin Wall destroyed families by separating them - pushing Berliners to take desperate measures to re-unite with their families
- Any other relevant response (any 2 x 2) (4)

1.4.4 *[Extraction of evidence from Source 1C – L1]*
(a) '... instantly machine-gunned to death' (1 x 1) (1)
(b) '... were arrested / and put on trial for anti-state provocation ...' (1 x 1) (1)
(c) '... jailed ...' (1 x 1) (1)

1.5

1.5.1 *[Interpretation of evidence from Source 1D - L2]*
Candidates should state APPROPRIATE or NOT APPROPRIATE
APPROPRIATE
- It shows Eastern Berliners, including soldiers (security guards), trying to escape (jump over the wall) to West Berlin for a better life
- It suggests that desperate/dissatisfied soldiers used a variety of methods to escape by jumping over the Berlin Wall to West Berlin
- Any other relevant response

NOT APPROPRIATE
- The message on the wall states that the wall was constructed for the protection of good Communists, yet Communist soldiers are trying to escape
- Any other relevant response (any 1 x 2) (2)

1.5.2 *[Interpretation of evidence from Source 1D - L2]*
- The Western Sector allowed/encouraged the defectors from East Berlin
- The Western Sector was better than the Eastern Sector
- Any other relevant response (any 1 x 2) (2)

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12 -11- 2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

Copyright reserved

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

- They could do nothing to stop defectors/helpless
- They were no longer concerned with those defecting to the Western Sector
- They believed that the Berlin Crisis had deepened to such an extent that defections were no longer unavoidable
- Any other relevant response (any 1 x 2) (2)

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

Candidates could include the following aspects in their responses:

- Berlin was divided into four zones, with the United States, Britain and France jointly administering their zones as West Berlin, whereas the Soviet Union administered theirs as East Berlin (Source 1A and own knowledge)
- The Soviet government of the German Democratic Republic (GDR) built the Berlin Wall on 13 August 1961 to stop East Berliners from escaping to West Berlin (Source 1A)
- People could no longer flee from communist East Berlin even though it was 'oppressive' to them (Source 1A)
- Even those who travelled to West Berlin for work could no longer cross the border to return to East Berlin (Sources 1A, B, C)
- People shouted and cried at the realisation that the border between East and West Berlin was closed (Source 1B)
- Those who desperately wanted to cross had to either secretly crawl under the barbed wire or risk death (Source 1B, 1C)
- People on either side of the border were separated from their families on 13 August 1961 (Source 1C)
- The only form of contact separated people could make with their families was to wave at each other across the barbed wire (Source 1C)
- Some people chose to smuggle their families across the border (Source 1C and own knowledge)
- Some attempted re-union by digging a tunnel (Source 1C)
- People who were caught crossing the border were killed or jailed (Source 1C and own knowledge)
- East Berliners, including soldiers (security guards), risked their lives by jumping over the wall – to the Western Sector (Source 1D)
- Defectors from East Berlin used different methods to jump over the Berlin Wall (Source 1D)
- Other methods of escaping were used, e.g. athletes used sport to defect (own knowledge)
- Some committed suicide by driving against the wall in an attempt to escape (own knowledge)
- Any other relevant response

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12-11-2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

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 lives of Berliners were affected by the construction of the Berlin Wall in 1961.** • 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 lives of Berliners were affected by the construction of the Berlin Wall in 1961.** • 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 lives of Berliners were affected by the construction of the Berlin Wall in 1961.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

Stanmorephysics.com

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12-11-2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

QUESTION 2: HOW DID THE DEFEAT OF THE SOUTH AFRICAN DEFENCE FORCE (SADF) AT THE BATTLE OF CUITO CUANAVALE IN ANGOLA LEAD TO PEACEFUL NEGOTIATIONS IN SOUTHERN AFRICA IN THE LATE 1980s?

2.1

2.1.1 *[Extraction of evidence from Source 2A - L1]*
- 'Cuban'
- 'Angolan military forces'
- 'South African forces'
- 'National Union for the Total Independence of Angola'/'UNITA' (4 x 1) (4)

2.1.2 *[Definition of a historical term from Source 2A – L1]*
- A state of having total control of oneself/organisation/country
- A condition of being free from control by another person/organisation/ government/foreign power
- Any other relevant response (any 1 x 2) (2)

2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- It led to the defeat of the SADF
- It assured victory for the MPLA
- It helped to defend the Communist/Socialist government in Angola/ It prevented capitalist takeover of Angola through SA/USA/UNITA
- Any other relevant response (any 1 x 2) (2)

2.1.4 *[Interpretation of evidence from Source 2A - L2]*
- The notion of white superiority was erased/destroyed
- The defeat of the SADF in Angola was a boost for liberation movements outside South Africa/psychological boost for Africans
- The defeat of South Africa by Angola opened way for other regional countries, e.g. Namibia, to get its independence from South Africa
- Any other relevant response (any 1 x 2) (2)

2.1.5 *[Determining the limitations of Source 2A – L3]*
The source is LIMITED because:
- It was written by D Goldberg, an anti-apartheid activist, thus biased/one-sided
- It only highlights the MPLA's victory
- The language used is biased against South Africa and the United States (Cuban-Soviet Union contribution was enormous in supporting MPLA)
- The writer portrays South Africa and the United States as the aggressors (oppressors) who denied Angolans their independence
- Any other relevant response (any 2 x 2) (4)

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12 -11- 2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

Copyright reserved

2.2.

2.2.1 *[Extraction of evidence from Source 2B - L1]*
- '... to crush the legitimate interests of the Angolan people ...'
- '... [to] impose a puppet government ...' (2 x 1) (2)

2.2.2 *[Interpretation of evidence from Source 2B - L2]*
- To use them as proxies so that the US is not actively involved
- South Africa and the Congo were closer to Angola
- Both countries supported capitalism/opposed to communism
- Any other relevant response (any 1 x 2) (2)

2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- The Soviet Union offered technical supervisory military strategies
- The Soviet Union offered strong support because it was one of the superpowers
- Any other relevant response (any 1 x 2) (2)

2.2.4 *[Extraction of evidence from Source 2B - L1]*
- 'The overwhelming victory at Cuito Cuanavale ...'
- '... the withering (humiliating) advance by the powerful front of Cubans in south-western Angola' (2 x 1) (2)

2.3

2.3.1 *[Interpretation of evidence from Source 2C – L2]*
- To show the role played by the United Nations in mediating for peace in Angola after the Battle of Cuito Cuanavale
- To show each of the countries and representatives present at the signing of the Tripartite Accord
- Any other relevant response (any 1 x 2) (2)

2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- To facilitate/mediate the smooth signing of the Tripartite Accord
- To show that the signing of the Tripartite Accord would be internationally recognised
- To accelerate agreements about the independence of Angola
- To add validity and relevance to the Tripartite Accord process
- To uphold the United Nation's mandate to preserve world peace
- Any other relevant response (any 2 x 2) (4)

2.4 *[Comparison of evidence from Sources 2A and 2C to determine similarities – L3]*
- Source 2A mentions the countries that signed the Tripartite Accord (Three-Party Treaty – Angola, Cuba and South Africa) and Source 2C shows the leaders representing their countries that signed the Tripartite Accord
- Source 2A states that the MPLA remained the governing party in Angola after the Tripartite Accord (Three-Party Treaty) in 1988 and in Source 2C the MPLA's leader, Dos Santos was present at the signing of the Tripartite Accord
- Both sources refer to the signing of the Tripartite Accord in 1988
- Any other relevant response (any 2 x 2) (4)

Copyright reserved

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12-11-2024
APPROVED MARKING GUIDELINE

2.5

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

- '... South Africa ...'
- '... Central Intelligence Agency'/'(CIA) ...'
- '... National Front for the Liberation of Angola'/'FNLA ...'
- '... the mercenaries (guerrillas) ...'
- '... National Union for the Total Independence of Angola'/'UNITA ...'
- '... Zairian troops ...' (any 2 x 1) (2)

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

- The end of the Battle of Cuito Cuanavale made it possible for Angolans to gain independence
- The defeat of the racist government/South African Defence Force (SADF) was a major victory for Cuba and Angola
- It was the final act that ended the sabotage/disruption by the SADF in Angola
- The defeat of the SADF in the Battle of Cuito Cuanavale led to negotiations which paved the way for political stability in southern Africa
- Any other relevant response (any 2 x 2) (4)

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

(a) '... we were never able to see any but most junior ministers ...' (1 x 1) (1)

(b) '... we were received by the highest officials ...'/'... were immediately offered whatever we wanted and needed ...' (1 x 1) (1)

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

- A Cuban humanitarian foreign policy that advocated for Cuban support to other communist countries
- It was Cuba's humanitarian foreign policy that the unity/solidarity amongst communists should be defended world-wide
- Any other relevant response (any 1 x 2) (2)

Copyright reserved

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12 -11- 2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

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

Candidates could include the following aspects in their responses:

- The defeat of South African Defence Force (SADF) by the Cuban troops at Cuito Cuanavale was a turning point/it led to a negotiation process in southern Africa (Source 2A)
- The Tripartite Accord (Three-Party Treaty) that was signed at the end of the Battle of Cuito Cuanavale in 1988 led to Namibian and Angolan independence (Source 2A)
- The peaceful negotiations facilitated by the United Nations led to the withdrawal of foreign countries from Angola (Source 2A)
- The victory of Cuba backed by the Soviet Union at the Battle of Cuito Cuanavale forced South Africa to sit around the negotiating table (Source 2B)
- The United Nations facilitated the signing of the Tripartite Accord (Three-Party Treaty) at the end of the Battle of Cuito Cuanavale (Source 2C)
- The peaceful negotiations at the Tripartite Accord (Three-Party Treaty) led to the establishment of democracy in the southern Africa region (Source 2D)
- The South African government was forced to negotiate with the South African liberation movements (Source 2D)
- The apartheid government lost control and support in the 1980s - therefore could no longer destabilise its neighbours (Source 2D)
- It enhanced the status of Cuba as one of the main political players in southern Africa (own knowledge)
- It ended the destabilisation of the southern African region by the apartheid state (own knowledge)
- The end of the war at Battle of Cuito Cuanavale was setback for the capitalist bloc (own knowledge)
- Any other relevant response

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12 -11- 2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

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 defeat of the South African Defence Force (SADF) at the Battle of Cuito Cuanavale in Angola led to peaceful negotiations in southern Africa in the late 1980s.** • 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 defeat of the South African Defence Force (SADF) at the Battle of Cuito Cuanavale in Angola led to peaceful negotiations in southern Africa in the late 1980s.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **shows thorough understanding of how the defeat of the South African Defence Force (SADF) at the Battle of Cuito Cuanavale in Angola led to peaceful negotiations in southern Africa in the late 1980s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12 -11- 2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

QUESTION 3: WHY DID CIVIL RIGHTS MARCHERS IN THE UNITED STATES OF AMERICA (USA) ORGANISE THE MARCH ON WASHINGTON ON 28 AUGUST 1963?

3.1

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

- 'It is a living petition in the flesh of the scores of thousands of citizens of both races who will be present from all parts of our country' (1 x 1) (1)

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

- '... orderly ...'
- '... not subservient (passive)'
- '... proud...'
- '... not arrogant (big-headed)'
- '... non-violent ...'
- '... not timid (frightened)'
- '... unified in purposes and behaviour ...'
- '... not splintered (broken) ...'
- '... outspoken, but not raucous (violent)'
- '... to resist provocations (incitements) to disorder and to violence'
- '... to remember that evil persons are determined to smear this March and to discredit the cause of equality ...'
- '... to place the cause above all else' (any 2 x 1) (2)

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

- The Ku Klux Klan (KKK)/white supremacists/segregationists
- Conservatives
- Right-wing
- Any other relevant response (any 1 x 2) (2)

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

- To fully support the objectives of the Civil Rights Movement (CRM)
- To avoid putting individual needs above those of the civil society/unity
- To stop advancing the cause of segregation/discrimination in the USA
- Any other relevant response (2 x 2) (4)

3.2

3.2.1 *[Definition of a historical term from Source 3B – L1]*

- It refers to basic rights that everyone is entitled to enjoy
- Any other relevant response (1 x 2) (2)

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

- '... full civil rights for blacks'
- 'Jobs and freedom ...' (any 1 x 2) (2)

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

- To show the support the March had from various spheres of lives
- To show that the Civil Rights Movement was inclusive of all races
- To appeal for more support for the Civil Rights Movement
- Any other relevant response (any 2 x 2) (4)

Copyright reserved

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12-11-2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

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

- It remains an important speech for the Civil Rights Movement in the USA because it gave hope to African Americans
- The speech made Martin Luther King Jr famous and contributed to his Nobel Peace Prize
- The speech reminded all Americans that they were all equal under the USA constitution
- The speech was televised across the world to an international audience and brought more support to the Civil Rights Movement
- It appealed to the conscience of the US congress and it led to the signing of the Civil Rights Act of 1964
- Any other relevant response (any 2 x 2) (4)

3.3

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

- 'We demand an end to police brutality now'
- 'We march for jobs for all now'
- 'We march for integrated schools now'
- 'We demand voting rights now'
- 'We march for higher minimum wages coverage for all workers now'
- 'No US dough to help Jim Crow grow' (any 2 x 1) (2)

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

- To show the demands that African Americans were making for their civil rights
- To show that males and females were marching
- To show that the march was peaceful (non-violent)
- To show that both black and white Americans attended the March on Washington
- To show the large number of people who marched to Washington and listened to Martin Luther King Jr's speech
- To show the determination of African Americans towards achieving equal rights
- Any other relevant response (any 2 x 2) (4)

3.4 *[Comparison of evidence from Sources 3B and 3C to determine similarities – L3]*

- Source 3B mentions that 250 000 civil rights activists converged at the Lincoln Memorial during the March on Washington and Source 3C shows a large number of people in the March on Washington/Both sources highlight attendance by a large crowd
- Source 3B states that the marchers demanded their civil rights, jobs and freedom and Source 3C depicts marchers carrying placards reflecting their demands/Both sources refer to demands made
- Both sources highlight the peaceful nature of the March on Washington
- Any other relevant response (any 2 x 2) (4)

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12 -11- 2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

Copyright reserved

3.5

3.5.1 *[Extraction of evidence from Source 3D - L1]*

- '... exercising their rights to assemble peaceably ...'
- '... direct the widest possible attention to a great national issue ...'
- '... intensified and widespread public awareness of the need to move forward in achieving these objectives ...'
- 'One cannot help but be impressed with the deep fervour (passion) and the quiet dignity that characterises the thousands who have gathered in the Nation's Capital from across the country to demonstrate their faith and confidence in our democratic form of government'
- '... deserve our appreciation for the detailed preparations that made it possible and for the orderly manner in which it has been conducted'

(any 2 x 1) (2)

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

- '... for the detailed preparations that made it possible ...'
- '... for the orderly manner in which it has been conducted ...' (2 x 1) (2)

3.5.3 *[Explanation of a historical term from Source 3D – L2]*

- All forms of racial inequality in the USA in the 1960s which the Civil Rights Movement protested against in a non-violent manner
- Separation of races based on skin colour rejected by the Civil Rights Movement in the USA in the 1960s
- Any other relevant response (any 1 x 2) (2)

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

- '... the Civil Rights Bill ...'
- '... proposals to broaden and strengthen the Manpower Development and Training Program'
- '... the Youth Employment Bill ...'
- '... amendments to the vocational education program ...'
- '... the establishment of a work-study program for high school age youth ...'
- '... strengthening of the adult basic education provisions ...' (any 1 x 1) (1)

3.5.5 *[Ascertaining the usefulness of evidence from Source 3D - L3]*

The source is USEFUL because:

- The media statement was released on the actual day of the March and published the following day on 29 August 1963
- It was taken from a media statement from the office of the White House Press Secretary
- It was extracted from a statement by the President of the USA – JF Kennedy that ultimately led to the passing of the Civil Rights Act
- It highlights how President Kennedy appreciated the manner in which the March unfolded
- Any other relevant response (any 2 x 2) (4)

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12 -11- 2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

Copyright reserved

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

Candidates could include the following aspects in their response:

- The March on Washington was organised by civil rights activists for jobs and freedom (Source 3A)
- To address living conditions (bread and butter issues) affecting all citizens (Source 3A)
- To express the dreams, aspirations and prayers of the civil rights activists in the USA (Source 3A)
- On 28 August 1963, about 250 000 people marched to the Lincoln Memorial for their civil rights (Source 3B)
- There were a variety of speakers and artists who addressed the large crowd to appeal to more supporters (Source 3B)
- To listen to Martin Luther King Jr who delivered his famous 'I Have a Dream' speech at the March (Source 3B)
- To put pressure on the USA government to end racial discrimination (own knowledge)
- Both black and white Americans attended the March on Washington, making it the first integrated march in the USA (own knowledge and Source 3C)
- The marchers carried placards which listed their demands (Source 3C)
- The March on Washington was to increase employment and eliminate discrimination (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 why civil rights activists in the USA organised the March on Washington on 28 August 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 why civil rights activists in the USA organised the March on Washington on 28 August 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 why civil rights activists in the USA organised the March on Washington on 28 August 1963.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12 -11- 2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

Copyright reserved

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 explain to what extent the US army's technological superiority could not help to defeat a small army of Viet Cong guerrillas in the Vietnamese war between 1962 and 1973. They should support 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 explaining to what extent the US army's technological superiority could not help to defeat a small army of Viet Cong guerrillas in the Vietnamese war between 1962 and 1973. They should provide an outline of content that will be used to support their line of argument.

Stanmorephysics.com

ELABORATION

- Division of North and South Vietnam (Background)
  - ➢ US first intervention in South Vietnam – sent weapons and military advisors against the Viet Cong (Vietnamese communists)
  - ➢ Ho Chi Minh Trail and its significance (used by the Vietminh communist guerrillas from North Vietnam to support the Viet Cong in the South)
- US introduced 'Safe Village' policy/Hamlet strategy/Villagisation – trying to isolate/separate guerrillas from villagers (1962)
  - ➢ Safe Village policy failed because the Viet Cong operated inside villages
- President Johnson used the Gulf of Tonkin incident and resolution (1964) – excuse for escalation of the army
- The US felt the war in Vietnam was not a conventional war like World War II)
- 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 technological superiority
- 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 (January 1968) – surprise attacks (ambushed) 100 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 – confused by guerrilla tactics

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12 -11- 2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

Copyright reserved

- US atrocities and My Lai massacre (March 1968) turned public opinion against the US – this resulted in large numbers of civilian deaths leading to more support for the Viet Cong
- North Vietnam received military support from the Soviet Union 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]**

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12-11-2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

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

SYNOPSIS

Candidates need to indicate whether they agree that Mobutu Sese Seko's political, economic, social and cultural policies, which he introduced in the Congo after gaining independence in the 1960s, were anti-colonial in nature. They should support 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 line of argument by indicating whether they agree that Mobutu Sese Seko's political, economic, social and cultural policies, which he introduced in the Congo after gaining independence in the 1960s, were anti-colonial in nature. They should also provide an outline of the content and how they intend supporting their line of argument.

ELABORATION

Stanmorephysics.com

Political policies

- Paternalism – Congolese were treated like children – with no responsibility in administration or representation of the government (colonial)
- 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 were formed along regional and ethnic groupings (anti-colonial)
- 120 political parties participated in the 1960 elections; no single political party won an 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 (anti-colonial)
- Lack of political unity

- Congo became independent on 30 June 1960 with Kasavubu as President and Lumumba as Prime Minister. Kasavubu preferred that the Congo be a federal state while Lumumba was for a strong centralised national government
- The Congo started with a lot of political instability – with Tshombe focused on secession of Katanga for its own independence (in conflict with Lumumba)
- 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)
- The Congo became a one-party state within the first five years after gaining independence with all opposition suppressed
- Mobutu developed a personality cult/ideology of Mobutuism
- Mobutu made the Congo an autocratic state under himself as a military dictator (anti-colonial)
- Mobutu was supported by the USA because he was seen as an anti-communist ally
- He created a strong centralised government and controlled all appointments, promotions and the allocation of government revenue

Copyright reserved

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12 -11- 2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

- He introduced a policy of Zaireanisation, a policy that replaced skilled foreigners or those occupying strategic management positions with unskilled locals – which led to maladministration and mismanagement in political leadership roles (anti-colonial)
- His administration experienced practices such as nepotism and kleptocracy
- Mobutu remained as 'president for life' until his death in 2007
- Any other relevant response

Economic policies (generally anti-colonial)

- ➢ At independence the Congo was considered to be most prosperous, but with the economic wealth owned by foreign owners
- Inherited a capitalist economy from Belgium/single-product economy (colonial)
- Initially left the economy in the hands of white settlers and foreigners/huge divide between emerging middle class and rural class (colonial)
- 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 the 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)
- Economic policies were characterised by poor infrastructure
- Mobutu's administration experienced kleptocratic practices where appointed public officials would abuse their position for financial gain
- Mobutu was forced to introduce retrocession (return of foreign owners)
- Very few foreign owners returned
- The Congo's economy collapsed due to high inflation
- The Congo became dependent on foreign aid and investment, e.g. from the World Bank
- Any other relevant response

Cultural and Social policies (generally anti-colonial)

- ➢ Promoted elitism: encouraged education of a small elite in a Western style of knowledge and skills (colonial)
- ➢ Poor education system that did not benefit the Congolese nor empower them with skills (colonial)
- ➢ French used as medium of instruction in schools (colonial)
- ➢ At independence (1960) the Congo had 14 university graduates out of 14 million people
- 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) (anti-colonial)
- 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 (anti-colonial)
- French remained the language of instruction and the education system continued to favour the urban elite (colonial)

Copyright reserved

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12 -11- 2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

- After independence, primary education and school enrolment rose from 1,6 million in 1960 to 4,6 million in 1974 (anti-colonial)
- 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 practices
- African music/art/dance were encouraged (anti-colonial)
- Nation building and unity were encouraged (anti-colonial)
- African hairstyles were encouraged (anti-colonial)
- Any other relevant response

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



DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12-11-2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

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

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

SYNOPSIS

Candidates need to critically discuss the statement that the Black Power Movement adopted a militant approach to challenge discrimination against African Americans in the USA in the 1960s. The critical discussion should be in the context of what the Black Power philosophy entailed. They should use relevant historical evidence to support their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

- Introduction: Candidates should take a critical stance on the approach taken by the Black Power Movement in challenging discrimination against African Americans in the USA in the 1960s. The critical stance should be based on the Black Power philosophy and how it encouraged the militant approach as well as black self-empowerment programs. They should provide an outline of the content that they will use to support their line of argument.

ELABORATION

- Conditions in the USA: (Background information)
  - African Americans had been economically and politically crippled in the USA due to discriminatory (Jim Crow) laws
  - African Americans lacked a sense of pride due to socio-economic circumstances (Lived in ghettos and slum areas/poor housing/under-resourced facilities)
  - African Americans became impatient with the slow pace of change and the impact of the Civil Rights Movement in the 1960s
  - African Americans were 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 (militant)
- He argued that bloodshed was necessary for revolution (black nationalism) and he advocated self-respect and self-discipline (militant)
- Promoted the concept of 'Black Pride' (self-esteem/self-respect/self-help) (self-empowerment)
- Encouraged African Americans to stand up against white American authorities in pursuit of freedom, justice and equality by whatever means possible (militant and self-empowerment)
- Supported the use of violence as a means of self-defence against those who attacked African Americans (militant)
- Carmichael believed that the non-violent strategy failed because of ongoing violence against African Americans

Copyright reserved

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895. PRETORIA 0001
12 -11- 2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

- Advocated for 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 (militant)
- Adopted Ten Point Plan to cover its social, political and economic goals for the upliftment of the African American community (self-empowerment)
- The BPP ran feeding schemes, childcare and literacy projects in black communities – that were able to eradicate hunger amongst the youth and improve learning in schools (self-empowerment)
- BPP literacy projects eradicated illiteracy among the African American communities (self-empowerment)
- BPP childcare projects took care of the medical needs of African Americans in black communities (self-empowerment)
- BPP members patrolled the streets to monitor police activities (policing the police) and defend themselves against police brutality (militant)
- BPP demanded that black history must be taught in black schools (self-empowerment)
- Any other relevant response

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

TOTAL: 150

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
12 -11- 2024
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

Copyright reserved