basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

NOVEMBER 2025

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 27 pages.

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1. SOURCE-BASED QUESTIONS

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

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

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

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

1.3 Assessment procedures for source-based questions

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

Paragraph question

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

- Read the paragraph and place a bullet (**.**) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.

- At the end of the paragraph indicate the ticks **(√)** that the candidate has been awarded for the paragraph; as well as the level (1,2, or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ ▪ _____ ▪ _____
_____ ▪ _____

√√√√√
Level 2
Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the bottom margin to the right, e.g. $\frac{32}{50}$
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

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

2.3 Global assessment of the essay

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

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

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay, ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking 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 ↕

2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

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

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	} 26–27
P	LEVEL 3	

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

MARKING MATRIX FOR ESSAY: TOTAL: 50 MARKS

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

*Guidelines for allocating a mark for Level 1:

- Question not addressed at all/totally irrelevant content/no attempt to structure the essay = 0
- 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

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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID THE POLICY OF CONTAINMENT CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA AND THE SOVIET UNION IN 1947?

1.1

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

- '… Soviet Russia …'
- '… its communist international organisation …' (2 x 1) (2)

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

- Churchill recognised that the Soviet Union had to secure its borders to remove any future threats from German hostility
- Because of the role Stalin (Soviet Union) played during the Second World War/they were allies
- Churchill acknowledged the role the Soviet Union could still play in the world/to avoid another world conflict
- Churchill supported the increasing interaction/cooperation between the Soviet Union and Britain
- Any other relevant response (any 1 x 2) (2)

1.1.3 *[Definition of a historical term from Source 1A – L1]*

- It was a symbolic barrier that divided Europe after the Second World War
- It was an imaginary line of political and ideological separation of the communist Eastern bloc and the capitalist Western democracies
- Any other relevant response (any 1 x 2) (2)

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

- Some European countries had been taken over by Communism
- Eastern European countries were separated from the Western countries and were being controlled by the Soviet Union
- Communist sphere of influence had spread over Eastern Europe
- Any other relevant response (any 1 x 2) (2)

1.1.5 *[Determining the reliability of Source 1A – L3]*

The source is RELIABLE because:

- It is an extract from a speech made by former British Prime Minister, Winston Churchill – first-hand information
- Churchill delivered the speech as a former British Prime Minister and a 'respected world leader'
- The date, 5 March 1946 was at the end of the Second World War when the Soviet Union was spreading its sphere of influence
- The Iron Curtain speech is regarded as an iconic speech which was published world-wide and appears in *Chambers Book of Great Speeches*
- Any other relevant response (any 2 x 2) (4)

1.2

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

(a)

- The threat posed by the Soviet Union's spread of communism
- Stalin's creation of a sphere of influence by expanding into Eastern Europe
- The spread of authoritarian and dictatorship governments
- The authoritarian nature of the Soviet Union
- Any other relevant response (any 1 x 2) (2)

(b)

- Financial assistance to Greece to prevent communist takeover
- Strengthening the borders to stop/curb communist infiltration
- Marshall Plan to prevent the spread of Communism to Western Europe
- Truman offered financial support granted by the US Congress
- Any other relevant response (any 1 x 2) (2)

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

- It captures the US's intention of curbing/stopping communist infiltration into Western Europe
- It captures the US's financial aid to Western European countries to contain the spread of communism
- Any other relevant response (any 1 x 2) (2)

1.3 *[Comparison of evidence in Sources 1A and 1B to determine how they support each other – L3]*

- Source 1A refers to the Soviet Union's unknown **expansive intentions** and Source 1B depicts the communist dictatorship **threats heading/spreading towards** non-communist small nations
- Source 1A states that the Eastern European cities and their populations are subjected to **growing Soviet Union's influence** and control and Source 1B shows the **growing communist threat** to Greece and Turkey
- Both sources are against the threat posed by communist infiltration
- Any other relevant response (any 2 x 2) (4)

1.4

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

- '… broken economies might foster the growth of communism much like mulch (compost) fosters mushrooms ...' (1 x 2) (2)

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

- '… perceived (seen) as having embarked on active expansion …'
- '… being irremediably (severely) hostile to the United States' (2 x 1) (2)

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

- 'The need to contain the Soviet Union …'
- '… the desire to rebuild the European economy …' (2 x 1) (2)

1.4.4 *[Interpretation of evidence from Source 1C- L2]*

European countries will work together:

- Politically and economically under Capitalism
- To stop the Soviet Union from infiltrating Europe
- To strengthen Europe financially to stop the spread of Communism
- To support long-term European unity against the threat of Communism
- Any other relevant response (any 2 x 2) (4)

1.5

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

- '… to provide aid to rebuild the countries in Eastern Europe that were politically and economically aligned with the Soviet Union'
- 'It can be seen as the USSR's version of the Marshall Plan …' (any 1 x 2) (2)

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

- '… belief that the Plan was an attempt to weaken Soviet interest in their satellite states …'
- '… making beneficiary (receiving) countries economically dependent on the United States' (2 x 1) (2)

1.5.3 *[Explanation of a historical term from Source 1D - L2]*

- Eastern European countries/Countries that were controlled by the Soviet Union and were influenced by Communism during the Cold War
- Any other relevant response (1 x 2) (2)

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

- Financial support to stop them from joining the Marshall Plan
- Integration between satellite states and the Soviet Union creating an economic alliance/trading amongst the communist states to rebuild their economies
- Security against capitalist/economic domination
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their responses:

- Former British Prime Minister, Winston Churchill made a speech in Fulton, Missouri in 1946 during which he was concerned about the Soviet Union expansionist tendencies (Source 1A)
- Churchill stated that an Iron Curtain (a symbolic barrier of ideologies) separated the countries of Eastern and Central Europe from Western European countries (Source 1A)
- The Eastern and Central European countries were being subjected to increasing Soviet influence and control – which had to be stopped (contained) (Source 1A)
- The spread of communism was becoming a growing threat to capitalism (Source 1B)
- The US feared that if one European country fell to communism, others might follow – Domino Theory (own knowledge)
- The US initiated a policy of containment in an attempt to stop the spread of communism (Source 1B)
- The US provided financial assistance to smaller countries, such as Greece and Turkey, that were under threat from communist influences (Source 1B)
- Marshall Plan policymakers came up with strategies to curb communist infiltration into Eastern Europe (Source 1C)
- The US believed that the Soviet Union's expansionist policies were a threat to them, therefore they needed to strategise their defences to protect the country from communist military forces (Source 1C)
- The US insisted that European countries work together (integration) to fend off the communist threat (Source 1C)
- The US wanted to expand its sphere of influence in the capitalist world to protect its ideology against communism (Source 1C)
- In response to the Marshall Plan against communism the Soviet Union created the Molotov Plan in 1947 to assist Eastern European countries financially (Source 1D)
- The Molotov Plan established the COMECON to provide financial aid to Eastern bloc countries (Source 1D)
- The creation of the Molotov Plan intensified Cold War tensions between the US and USSR (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 policy of containment contributed to Cold War tensions between the United States of America and the Soviet Union in 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 policy of containment contributed to Cold War tensions between the United States of America and the Soviet Union in 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 policy of containment contributed to Cold War tensions between the United States of America and the Soviet Union in 1947.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

QUESTION 2: WHY DID THE UNITED STATES OF AMERICA (USA) BECOME INVOLVED IN THE ANGOLAN CIVIL WAR FROM 1975?

2.1

2.1.1 *[Extraction of evidence from Source 2A – L1]*
- 'The United States of America …'/ '… USA …' (1 x 1) (1)

2.1.2 *[Extraction of evidence from Source 2A – L1]*
- '… material …'
- '… support …'
- '… advice …' (3 x 1) (3)

2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- It should not be known by the public that the USA was funding UNITA and the FNLA against the MPLA
- The USA didn't want to be seen as interfering in the internal affairs of a foreign country
- It was part of the strategy of IAFEATURE – a secret CIA operation
- After the embarrassment of the Vietnam War, the USA wanted to reassert itself
- Any other relevant response (any 2 x 2) (4)

2.1.4 *[Determining the limitations of Source 2A – L3]*
- The book on Kissinger, the Secretary of State in the USA, is anti-communism (anti-MPLA) and pro-capitalism
- It is biased as it only depicts the USA's perspective of its involvement in creating stability in Angola against the destabilising role of the MPLA
- It promotes the ideology of capitalism – by supporting capitalist FNLA and UNITA
- It is on the CIA secret monetary support to FNLA and UNITA – opponents of MPLA
- It is about a paramilitary programme against the MPLA
- It portrays the imperialist nature of USA foreign policy
- Any other relevant response (any 2 x 2) (4)

2.2

2.2.1 *[Extraction of evidence from Source 2B – L1]*
- 'The US had poured uncounted millions of dollars into the bottomless pit of Mobutu's corrupt military dictatorship …' (1 x 1) (1)

2.2.2 *[Extraction of evidence from Source 2B – L1]*
- '… turned on his benefactors (sponsors)'
- '… accused the US of backing up a coup (revolution) to topple him'
- '… expelled the US Ambassador …' (any 2 x 1) (2)

2.2.3 *[Extraction of evidence from Source 2B – L1]*
- '… this was too large a sum to keep secret …' (1 x 1) (1)

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2.2.4 *[Interpretation of evidence from Source 2B – L2]*
- The CIA was opposed to an MPLA victory
- The CIA supported both FNLA and UNITA because they aligned themselves with capitalism/opposed Communism
- To weaken the MPLA's success by containing Soviet influence in Angola/To get the FNLA and UNITA to be part of a new government in Angola
- Any other relevant response (any 1 x 2) (2)

2.2.5 *[Definition of a historical term from Source 2B – L1]*
- The independence of a country to establish its own government and make its own rules/laws
- Any other relevant response (1 x 2) (2)

2.3

2.3.1 *[Extraction of evidence from Source 2C – L1]*
- '… I was convinced it would not succeed …'
- '… would badly damage our ability to work in the future with moderate elements throughout Africa'
- 'We were not prepared to spend the necessary resources to assure victory'
- '… our adversaries (Moscow and Havana) were more determined and much better positioned than we'
- '… they did not have a hostile Congress controlling the purse strings'
- '… our support of Roberto and Savimbi would prove disastrous'

(any 2 x 1) (2)

2.3.2 *[Explanation of a historical term from Source 2C – L2]*
- A secretly planned operation by the CIA to support FNLA and UNITA in order to stop the MPLA from ruling Angola
- Any other relevant response (1 x 2) (2)

2.3.3 *[Interpretation of evidence from Source 2C – L2]*
- USA was afraid of the spread of Communism in southern Africa/fear of Domino Theory
- USA wanted the whole of southern Africa to remain under Capitalism
- Any other relevant response (2 x 2) (4)

2.3.4 *[Extraction of evidence from Source 2C – L1]*
- 'I did my best to argue the U.S. Policy position …'
- '… defend the covert action programme …'
- '… I finally admitted that I personally thought our support of Roberto and Savimbi would prove disastrous' (any 2 x 1) (2)

2.4

2.4.1 *[Interpretation of evidence from Source 2D - L2*]
- The USA's involvement in the Angolan Civil War should be seen as trying to stop the MPLA from taking over the Angolan government
- Kissinger secretly supported UNITA to stop the MPLA from taking over
- He wanted to see Capitalism winning over Communism
- Any other relevant response (any 2 x 2) (4)

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

(a)

- Got no support from USA/MPLA was ignored by the USA
- Desperate plea/anxious for support from Kissinger
- USA did not want MPLA to win the Angolan Civil War
- Any other relevant response (any 1 x 2) (2)

(b)

- Was supported/favoured by USA
- Excited/happy to be provided with a variety of weapons that will be used against the MPLA
- Any other relevant response (any 1 x 2) (2)

2.5 *[Comparison of evidence in Sources 2A and 2D to determine how they support each other – L3]*

- Source 2A states that the **USA did not want the MPLA to gain control** of Angola and Source 2D shows **MPLA begging for support** from Kissinger – but in vain
- Source 2A refers to **CIA providing secret support to UNITA** and Source 2D **shows UNITA with weapons received from Kissinger (CIA)** support
- Source 2A refers to Kissinger's plan to secretly fund CIA operation (IAFEATURE) which was **launched against MPLA** and Source 2D shows **no intention by Kissinger to assist MPLA**
- Both sources highlight that the covert programme was intended to support the fight against the MPLA in Angola
- Source 2A refers to **covert support to FNLA and UNITA**, and Source 2D depicts the USA pretending to be a mediator while **secretly supporting UNITA**/Both sources show the USA's deceptive nature of involvement with the liberation movements in Angola
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their responses:

- To stop MPLA from gaining control of the Angolan government (Sources 2A and 2B)
- To secretly support liberation movements (FNLA and UNITA) that would resist communist rule in Angola (Source 2A)
- To recover whatever American dignity or prestige that might have been lost during the Vietnamese War (Source 2A)
- To re-establish America as a global world power (Source 2A)
- To prevent Soviet influence in the region (southern Africa) Angola (Source 2B)
- To create an environment that would allow the region of southern Africa to succeed in implementing capitalism (own knowledge)
- To support South Africa's interests of maintaining capitalism in the country (own knowledge)
- To strengthen FNLA and UNITA so that they could have a major say in the Angolan government (Source 2B)
- To stop the spread of communism in Angola (Source 2C)
- To prevent MPLA victory which would destabilise the southern African region (Source 2C)
- To have access to Angola's natural resources (own knowledge)
- The USA supported the FNLA and UNITA against the MPLA claiming to be mediating (Source 2D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of why the United States of America (USA) became involved in the Angolan Civil War from 1975.** • 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 the United States of America (USA) became involved in the Angolan Civil War from 1975.** • 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 the United States of America (USA) became involved in the Angolan Civil War from 1975.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

QUESTION 3: HOW DID THE NON-VIOLENT APPROACH ADOPTED BY MARTIN LUTHER KING JR CHARACTERISE THE CIVIL SOCIETY PROTESTS IN THE UNITED STATES OF AMERICA (USA) DURING THE 1960s?

3.1

3.1.1 *[Extraction of evidence from Source 3A – L1]*
- '… Mahatma Gandhi …' (1 x 1) (1)

3.1.2 *[Extraction of evidence from Source 3A – L1]*
- '… the teachings and actions of Gandhi …'
- '… his use of non-violent mass protest …' (2 x 1) (2)

3.1.3 *[Definition of a historical term from Source 3A – L1]*
- A gathering of a large group of people to defy unfair laws through peaceful methods of civil disobedience
- Any other relevant response (1 x 2) (2)

3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- King Jr believed that protestors had to face violence head-on - without fighting back
- King Jr felt that by not retaliating with violence in the confrontation against police or the white mob the protesters would be challenging white power
- The civil society protesters had to be brave in facing violence as a commitment/demonstration that the black community was not afraid to insist on its rights
- Any other relevant response (any 2 x 2) (4)

3.1.5 *[Extraction of evidence from Source 3A – L1]*
- '… force face-to-face encounters with white, racist power'
- '… would demonstrate both the impotence (weakness) of white violence …'
- '… show the country that the black community was not afraid to insist on its rights …' (any 1 x 1) (1)

3.2

3.2.1 *[Extraction of evidence from Source 3B – L1]*
- 'The discontent (unhappiness) is so deep …'
- '… the anger so ingrained (deep-rooted) …'
- '… the despair, the restlessness so wide …'
- '… something has to be brought into being to serve as a channel through which these deep emotional feelings, these deep angry feelings, can be funnelled (directed)' (any 2 x 1) (2)

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

- If the protestors turned to riots, it would give the more conservative state troops justification for being more aggressive
- If the protestors turn to violence and riots, that will encourage the far-right movement (such as the Ku Klux Klan) in the USA to be more violent/hardened attitude
- If protestors did not remain non-violent, that would give the right-wing leaders a bigger following
- Any other relevant response (any 2 x 2) (4)

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

- 'I'm just not going to kill anybody …'
- 'I'm not going to burn down any building'
- '… I will continue to preach it and teach it …'
- '… we at the Southern Christian Leadership Conference (SCLC) will still do this …'
- '… I have found it to be a philosophy of life that regulates not only my dealings in the struggle for racial justice but also my dealings with people, with my own self'
- 'I will be faithful to non-violence' (any 2 x 1) (2)

3.2.4 *[Explanation of a historical term from Source 3B – L2]*

- Call for respect for all races in the USA in the 1960s due to existing racial discrimination
- Demand for justice for all races in the USA in the 1960s
- Any other relevant response (any 1 x 2) (2)

3.2.5 *[Determining the usefulness of evidence from Source 3B – L3]*

The source is USEFUL because:

- It is based on King Jr's actual words – direct source (first-hand information) on his commitment to the non-violent philosophy
- The book was published in 1971 – a few years after his assassination in 1968
- It is taken from a book on King Jr's to unpack his political philosophy of non-violence
- It provides insight into his personal beliefs and strategies for non-violent protests
- Any other relevant response (any 2 x 2) (4)

3.3

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

(a)

- Desegregation/integration of lunch counters
- Demand for equal rights
- To expose racism and discrimination
- Any other relevant response (any 1 x 2) (2)

(b)
- Continuation of segregation/separation of lunch counters
- Terrorising and intimidating African Americans to maintain discrimination
- Any other relevant response (any 1 x 2) (2)

3.3.2 *[Interpretation of evidence from Source 3C – L2]*
- They were following/obeying the non-violent approach suggested by King Jr./to avoid undermining their moral cause/obligation
- They were trained on how to remain non-violent/ not to hit back/retaliate
- Any other relevant response (any 1 x 2) (2)

3.4 *[Comparison of evidence in Sources 3A and 3C to determine how they support each – L3]*
- Source 3A states that King Jr saw the possibility of **applying non-violence by African Americans** in their quest for desegregation and in Source 3C it shows the **sit-in participants applying the philosophy of non-violence** at a lunch counter in Jackson Mississippi
- Source 3A refers to ~~a~~ **protestors putting themselves in the face of violence** and Source 3C illustrates the sit-in **participants putting themselves in the face of violence**
- Source 3A highlights that African Americans **insisted on their rights** and Source 3C shows students **demanding desegregation** at a lunch counter in a non-violent manner
- Both sources refer to non-violence as a strategy to fight discrimination
- Any other relevant response (any 2 x 2) (4)

3.5

3.5.1 *[Extraction of evidence from Source 3D – L1]*
- '… this is deliberately your philosophy of love of the oppressor …'
- '… this philosophy and this movement are actually encouraged by whites because it makes them comfortable'
- 'It makes them believe that Negroes are meek (submissive), supine (passive) creatures' (any 2 x 1) (2)

3.5.2 *[Extraction of evidence from Source 3D – L1]*
- '… Montgomery …'
- '… freedom rides …'
- '… sit-in movement …'
- '… Birmingham movement …' (any 2 x 1) (2)

3.5.3 *[Interpretation of evidence from Source 3D - L2]*
- Negroes could not continue to be non-violent because of the intimidation by the police
- The nature of violence from state troopers would force protestors to hit back
- The non-violent approach was not sustainable bearing in mind the nature of police brutality against protestors/African Americans
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their responses:

- King Jr was exposed to and adopted the ideas of passive resistance while he was a student at Morehouse College (Source 3A)
- His study of the life and work of Mahatma Gandhi influenced him to apply it to the problems that African Americans were facing especially in the Southern states of the USA (Source 3A)
- King Jr wanted African Americans to put themselves in the face of violence and confront it without retaliating, but rather respond to it with love (Source 3A)
- King Jr encouraged African Americans to use the non-violent approach to insist on their rights (Source 3A)
- Non-violence approach by African Americans would serve as an outlet for their anger (Source 3B)
- King Jr believed riots (violence) by African Americans would strengthen the right wing which would be harmful to the country (Source 3B)
- King Jr and the Southern Christian Leadership Conference stood for non-violence, preached about it and were committed to apply it to all civil society protests (Source 3B)
- In Jackson, Mississippi, the sit-in participants were non-violent in nature, they were not provoked into retaliating with violence despite being intimidated (Source 3C)
- King Jr believed the vast majority of African Americans would be able to practice self-control in the face of violence (Source 3D)
- King Jr wanted integration between blacks and whites, to show that they could coexist (own knowledge)
- King Jr wanted to save the image of African Americans and keep their side without any blemish (fault) (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 non-violent approach adopted by Martin Luther King Jr characterised the civil protests in the United States of America during the 1960s.** • 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 non-violent approach adopted by Martin Luther King Jr characterised the civil protests in the United States of America during the 1960s.** • 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 non-violent approach adopted by Martin Luther King Jr characterised the civil protests in the United States of America during the 1960s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

SECTION B: ESSAY QUESTIONS

QUESTION 4: THE EXTENSION OF THE COLD WAR: CASE STUDY – VIETNAM

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

SYNOPSIS

Candidates need to indicate whether they **agree** or **disagree** that the military tactics and strategies used by the Viet Cong during the Vietnam War between 1962 and 1975 proved to be successful in defeating the strong army of the USA. 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 or disagree** that the military tactics and strategies used by the Viet Cong during the Vietnam War between 1962 and 1975 proved to be successful in defeating the strong army of the USA. They should also provide examples of content and how they would use it to support their line of argument.

ELABORATION

- USA involvement due to fear of the Domino Theory
- Division of North and South Vietnam due to ideological influence from Communism (North) and Capitalism (South Vietnam)
  - The Vietminh communist guerrillas from North Vietnam supported the Viet Cong in the South to fight the US-backed South Vietnamese army
  - The Vietminh were able to support the Viet Cong through the Ho Chi Minh Trail
  - US first intervention in South Vietnam – sent weapons and military advisors against the Viet Cong (Vietnamese communists)
- In South Vietnam, the Viet Cong operated inside villages
  - The US introduced the safe village policy/Hamlet strategy/Villagisation – to separate villagers from the Viet Cong
  - The Viet Cong were peasants by day and guerrillas by night
  - Safe village policy failed - villagers and the Viet Cong could not be separated
- Guerrilla warfare by the Vietminh and Viet Cong
  - Highly effective use of guerrilla tactics by the Viet Cong against the conventional army of the US
  - Supported by Vietminh from the North, the Viet Cong 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 won the hearts of peasants and increased its support base because of the effective tactics used against the US soldiers
- The Gulf of Tonkin incident and resolution (1964) – an excuse for the escalation of the army by the US
  - US sent 3 500 marines and ground troops to Vietnam on 8 March 1965
  - Most of the troops were inexperienced young men

- Operation Ranch Hand (from 1962) – use of chemical defoliants:
  - Agent Orange to destroy the forest to clear the forestation from which the Viet Cong could hide – resilient adaptation by the Viet Cong, Viet Cong adapted by improving tunnel systems, camouflaged the entrance of tunnel systems more effectively using natural materials; they moved operations into untouched jungles;
  - Agent Blue to destroy agricultural products to weaken the supply of food to the Viet Cong – ; confiscating food from the civilians and getting support from other local population; stored rice underground
  - The use of both these agents strengthened the sympathy and local support
- Use of chemical weapons, e.g. Napalm gas made US unpopular and many countries condemned the US – caused most damage to the environment (destroy forestation) – use of extensive tunnel systems by the Viet Cong; used wet blankets, mud and trenches to reduce burns
- President Johnson introduced Operation Rolling Thunder in March 1965:
  - To apply massive bombing to kill the Viet Cong
  - To quickly eliminate the Viet Cong and shorten the period of the war
  - Guerrilla tactics rendered the bombing campaign ineffective
  - Conventional army of the US were frustrated by the unconventional strategies of the Viet Cong
- Viet Cong responded with the Tet Offensive (January 1968)
  - Surprise attack (ambushed) 100 US-controlled cities on a holiday
  - Control over more than 80 cities was taken over by the Viet Cong
  - Many Viet Cong were killed but the Tet Offensive was a success for the Viet Cong
- US applied Search and Destroy Policy to eliminate the Viet Cong from villages (response to Tet Offensive)
  - US atrocities and My Lai massacre (March 1968) turned public opinion against the US – large numbers of civilian deaths led to more support for the Viet Cong – Viet Cong used the incident as a propaganda weapon to undermine US credibility and strengthen anti-American sentiment; distributed leaflets, radio broadcasts and local messages emphasising that the US army murdered innocent villagers
- Support from the Soviet Union and China (Communist Countries)
  - Vietminh and Viet Cong had access to some modern foreign weapons
- The Vietnamese were united and highly experienced in the defence of their country
- Vietnamisation: President Nixon came up with the policy of strategic withdrawal from Vietnam
  - Also called WHAM (Winning the Hearts and Minds) of the Vietnamese
  - Signalled the failure of US to stop Vietnam from becoming a communist state and its subsequent withdrawal
  - US withdrew all troops by 1973 (President Nixon had signed the Paris Peace Accords on 27 January 1973 – ending US involvement in the Vietnam War)
  - North Vietnam took control of Saigon in 1975
  - Vietnam was united under communist control
- Any other relevant response

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

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

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

SYNOPSIS

Candidates need to critically discuss the statement that the political, economic, cultural and social policies introduced by Mobutu Sese Seko after gaining independence in the 1960s were a dismal failure. 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 **critical stance** by indicating that the political, economic, cultural and social policies introduced by Mobutu Sese Seko after gaining independence in the 1960s had **some successes as well as some failures**. They should also provide examples of content and how they would use it to support their line of argument.

ELABORATION

Political policies

- Belgium's policy of paternalism left the Congo with no experience in administration or representation of the government (had negative impact on political policies)
  - With quick Belgian withdrawal – due to the 1959 Leopoldville riots
  - In the Congo new political parties were formed along regional and ethnic groupings
  - 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
  - Lack of political unity amongst political parties and their leaders
- Political instability
  - 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
  - Tshombe focused on the 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
- One-party state under his party, the Popular Movement for the Revolution (MPR)
  - Mobutu developed a personality cult/ideology of Mobutuism (failure)
  - Mobutu made the Congo an autocratic state under himself as a military dictator (failure)
- He created a strong centralised government
  - Controlled all appointments, promotions and the allocation of government revenue

- He introduced a policy of Zaireanization, a policy that
  - Replaced skilled foreigners or those occupying strategic management positions with unskilled locals
  - Led to maladministration and mismanagement in leadership roles (failure)
  - Led to nepotism and kleptocracy (failure)
- Any other relevant response

Economic policies

- Belgium's capitalist policy of single-one product economy (had negative impact on the economy of the Congo)
  - At independence the Congo was considered to be the most prosperous, with the economic wealth owned by foreign owners
  - Congo inherited the capitalist economy
  - Left the economy in the hands of white settlers and foreigners
  - Led to a huge divide between emerging middle class and rural class
- Nationalisation:
  - The country's rich natural resources of copper, cobalt, diamonds and other materials attracted foreign investment
  - Mobutu nationalised the country's copper mining industry and used profits from the copper industry to finance his 10-year industrialisation plan (some form success)
  - Foreign companies were placed under the control of his allies and family members (nepotism)
- Introduced Zaireanization:
  - Replacing foreigners with unskilled Zairian nationals
  - Led to corruption, theft and mismanagement
  - The economy was characterised by nepotism and elitism (creating big gap between the elite and ordinary citizens/rich and poor)
- Poor infrastructure (failure)
  - Product of failed economic policies
  - Kleptocratic practices where appointed public officials would abuse their position for financial gain (failure)
- Mobutu was forced to introduce retrocession
  - Return of foreign owners (regain economic success)
  - Very few foreign owners returned (limited success)
- The Congo's economy collapsed due to high inflation (failure)
- The Congo became dependent on foreign aid and investment, e.g. from the World Bank (failure)
- Any other relevant response

Social policies

- Congo inherited the colonial education system from Belgium:
  - At independence (1960) the Congo had 14 university graduates out of 14 million people
  - Poor education system did not benefit the Congolese nor empower them with skills
  - Promoted elitism: encouraged education of a small elite in a Western style of knowledge and skills

Education

- French was used as the medium of instruction in schools and the education system continued to favour the urban elite (failure)
- After independence, primary education and school enrolment rose from 1,6 million in 1960 to 4,6 million in 1974 (success)
  - When state funding was withdrawn by Mobutu, parents had to start paying and primary education started to decline (failure)
  - Teachers and hospital staff went unpaid for months due to poor economic and political practices
- 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) (success)
  - 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

Cultural policies

- Policy of Authenticité (originally to promote indigenous customs and beliefs) to eradicate colonial influence Also referred to as Africanisation
  - Replaced Christian names with African names, e.g. The Congo was renamed Zaire in 1971; Leopoldville became Kinshasa, Elisabethville became Lubumbashi, and Stanleyville became Kisangani; Mobutu also changed his name from Joseph-Desire Mobutu to Mobutu Sese Seko Kuku Ngbedu Waza Banga, meaning, 'The All-Conquering Warrior Who, Because of his Endurance and Inflexible Will To Win, Will go from Conquest to Conquest Leaving Fire in His Wake.' (success)
- African music/art/dance were encouraged (success)
- African hairstyles were encouraged (Africanisation) (success)
- 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 the Black Power Movement was successful in organising African Americans to challenge racial discrimination and segregation 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 responses:

- Introduction: Candidates need to take a stance and indicate whether the Black Power Movement was successful to a **greater** or **lesser** extent in organising African Americans to challenge racial discrimination and segregation in the USA in the 1960s. They should also provide examples of content and how they would use it to support their line of argument.

ELABORATION

- Reasons for the emergence of the Black Power Movement:
- African Americans had been economically and politically crippled in the USA due to discriminatory (Jim Crow) laws (discrimination and segregation)
- African Americans lacked a sense of pride due to socio-economic circumstances
- African Americans lived in ghettos and slum areas/poor housing/ under-resourced facilities (discrimination and segregation)
- African Americans became impatient with the slow pace of change
- The impact of the Civil Rights Movement under the leadership of King Jr in the 1960s
- African Americans were subjected to police brutality (discrimination) – led to the notion of self-defence
- Black Power Movement advocated for the Black Power philosophy which promoted:
- Seek freedom from white authority (challenged discrimination)
- Malcolm X promoted armed self-defence against white oppression – challenged discrimination:
- He argued that bloodshed was necessary for revolution (black nationalism)
- He advocated self-respect and self-discipline
- Promoted the concept of 'Black Pride' (great extent)
- Encouraged African Americans to stand up against white American authorities in pursuit of freedom, justice and equality by whatever means possible – challenged discrimination (great extent)
- Supported the use of violence as a means of self-defence against those who attacked African Americans – challenged discrimination (great extent)
- Carmichael believed that the non-violent strategy failed because of ongoing violence against African Americans
- The spirit of assertiveness; self-reliance; black pride; promotion of Afro hairstyle and African clothing and coined the slogan 'Black is beautiful'
- Control of politics in their own communities
- 1966 Bobby Searle and Huey Newton formed the Black Panther Party (BPP) for Self-Defence – against police brutality - challenged discrimination (great extent)
- BPP members patrolled the streets to monitor police activities and defend themselves against police brutality - challenged discrimination (great extent)

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- Adopted Ten Point Plan to cover its social, political and economic goals for the upliftment of the African American community (great extent)
  - 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 (great extent)
  - BPP literacy projects eradicated illiteracy among the African American communities (great extent)
  - BPP childcare projects took care of the medical needs of African Americans in black communities (great extent)
  - BPP demanded that black history must be taught in black schools (great extent)
- The role of other activists e.g. Angela Davies
- Riots broke out between 1965 and 1969 which focused attention on the discrimination against African Americans in the Northern States
- President Johnson appointed a commission of enquiry into the violence and started with a programme of reforms to abolish poverty and discrimination (great extent)
- African Americans became proud of their African Heritage and started wearing Afro hairstyles (great extent)
- Any other relevant response

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

TOTAL: 150

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