education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

NATIONALSENIOR CERTIFICATE

GRADE 12

HISTORY P1

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

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

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

1.3 Assessment procedures for source-based questions

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

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.

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- 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 right hand e.g. 32/50
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

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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 offer an individual opinion by using selected factual evidence to support an 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 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence to support such argument (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), each of 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 answer 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 all about and how it relates to the question posed(line of argument)
E	**Example:** The candidate 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:** The candidate should ensure that the line of argument ids sustained throughout the essay and is written coherently.

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

- Introduction, main aspects and conclusion not properly contextualised ^
- Wrong statement _____
- Irrelevant statement |
- Repetition R
- Analysis A√
- Interpretation 1√
- 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 the essay 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 line of argument

MARKING MATRIX FOR ESSAY: TOTAL: 50

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

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Guidelines for allocating a mark for Level 1:

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

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: WHY DID THE UNITED STATES OF AMERICA GIVE FINANCIAL AID TO THE EUROPEAN COUNTRIES AFTER 1945?

1.1

1.1.1 *[Definition of a concept from Source 1A – L1]*
- Stopping the spread of an ideology/containing the spread of an ideology
- A policy introduced by the United States to prevent the spread of communism in Europe
- Any other relevant response (any 1 x 2) (2)

1.1.2 *[Extraction of evidence from Source 1A – L1]*
- Could have applied it everywhere
- Could have applied it militarily
- Could have focused on economic aid given to nations seeking to reconstruct their economies
- Could have assigned priority to occupation policies, especially in Germany and Japan (any 3 x 1) (3)

1.1.3 *[Extraction of evidence from Source 1A – L1]*
- That they should focus on economic reconstruction in Western Europe rather than military rearmament
- That they should seek to erode (wear down) support for communist parties in France, Italy, and Greece
- That they should manage the revitalisation (recovery) of Western Germany and Japan, and co-opt (choose) their future power (3 x 1) (3)

1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- They will receive money from the US
- They will be able to reconstruct their economies
- They will be protected from communist infiltration
- Any other relevant response (any 1 x 2) (2)

1.2

1.2.1 *[Extraction of evidence from Source 1B– L1]*
- Political institutions
- Economic institutions (2 x 1) (2)

1.2.2 *[Interpretation of evidence from Source 1B– L2]*
- The United States of America's Congress was exercising financial discipline and was careful as to how it spent its money
- The United States of America's Congress was unwilling to commit the USA to involvement in European affairs
- Any other relevant response (any 1 x 2) (2)

1.2.3 *[Extraction of evidence from Source 1B– L1]*
- Administration officials
- A handful of leading senators
- Members of congress (any 2 x 1) (2)

1.2.4 *[Interpretation of evidence from Source 1B– L2]*
- Acheson said the crisis in Turkey and Greece was a result of Cold War conflict and needed USA intervention
- He said if Turkey and Greece fell then Iran, African countries and other European countries would also fall under communism
- Acheson convinced the United States of America's Congress that only the United States of America could block the communist onslaught
- Any other relevant response (any 2 x 2) (4)

1.2.5 *[Interpretation of evidence from Source 1B– L2]*
- He meant that the crisis was an extension of the Cold War between two superpowers (United States and Soviet Union)
- He meant that the crisis was a struggle of containing and/or spreading of communism and capitalism by the two superpowers
- Any other relevant response (any 1 x 2) (2)

1.3

1.3.1 *[Interpretation of evidence from Source 1C – L2]*
- He argued that 'the economic situation in the United States was the decisive (key) factor in putting forward the Marshall Plan proposal'
- To serve as a means of softening the expected economic crisis
- To play the role of stabiliser of international capitalism
- Any other relevant response . (any 1 x 2) (2)

1.3.2 *[Extraction of evidence from Source 1C – L1]*
- America had to increase its exports
- America would have to grant credit to European countries (2 x 1) (2)

1.3.3 *[Explanation of a concept from Source 1C – L2]*
- America's strategy (giving money / selling goods to Western Europe) to have control of the economies of European countries (and prevent the spread of communism)
- An economic system that is controlled by a group of rich people/companies/countries
- Economic system driven by profit margins/ based on private ownership/ characterised by free market system
- Any other relevant response (any 1 x 2) (2)

1.3.4 *[Determining the reliability of evidence from Source 1C – L3]*

Candidates may choose RELIABLE OR NOT RELIABLE

The source is RELIABLE because:

- It is written by Scott D. Parrish, an academic from the University of Texas in the United States of America, analysing Evgenii Varga's rejection of the Marshall Plan
- In his rejection of the Marshall Plan, Evgenii Varga gives both the economic and political explanations of the Marshall Plan, even though they are biased.
- The information in Source 1C can be corroborated by evidence in Sources 1A, 1B and 1D.
- Any other relevant response

The source is NOT RELIABLE because:

- The source can be biased against Evgenii Varga's rejection of the Marshall Plan: It is written by Scott D. Parrish, from the University of Texas in the United States of America
- The source can be one sided: Showing only Evgenii Varga's (Soviet academic and economist) criticism of the Marshall Plan
- The source shows the Marshall Plan as the United States of America tool to monopoly capital
- Any other relevant response (any 2 x 2) (4)

1.4

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

- Europe (kneeling) is seen as obedient to American power/capital
- It depicts a 'master' as a fat-capitalist (USA) / ‘servant’ kneeling (European countries) relationship
- The United States of America provided financial aid (Marshall Aid) to European countries
- Soviets saw the USA using money to achieve their aims - 'dollar diplomacy/imperialism'
- Any other relevant response (any 2 x 2) (4)

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

- America uses its money to dominate European countries
- Shows that the USA was implementing the policy of 'Dollar Imperialism' in European countries
- The USA wanted to control / dominate the European countries
- USA is shown as unfeeling, inhuman, faceless
- Any other relevant response (any 1 x 2) (2)

1.5 *[Comparison of evidence from Sources 1C and 1D – L3]*

- In Source 1C Varga suggests the main reason for the Marshall Plan was to benefit the US economy; In Source 1D the US is depicted as being made of money (has a dollar coin for a face)
- In Source 1C Varga suggests that the US used the Marshall Plan for its own political benefit; In Source 1D shows the European countries submitting to (shown bowing down) the superiority of America.
- Both (Sources 1C and 1D) suggest that the USA's motive for offering the Marshall Plan was to gain economic and political power over western European countries - 'Dollar Imperialism'
- Both (Sources 1C and 1D) depict the superior status of the USA
- Any other relevant responses (any 2 x 2) (4)

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

Candidates could include the following aspects in their responses:

- The United States officials in 1947 and 1948 planned on implementing containment (Source 1A)
- United States was seeking to reconstruct the economies of Western Europe nations (Source 1A)
- The United States President proposed the Truman Doctrine to give military aid to Greece and Turkey to contain the spread of communism (Sources 1A and 1B)
- The United States wanted to contest totalitarian expansion everywhere (Source 1A)
- The United States wanted to contain Soviet influence and communist ideology within the areas occupied by the forces of the Soviet Union at the end World War 11 (Sources 1A and 1B)
- In June 1947 the United States announced the Marshall Plan to help to rebuild Europe (Sources 1A, 1B and 1C)
- The United States had to act because “it was the right thing to do” (Source 1B)
- The United States wanted to stop communist onslaught that would snuff out freedom and destroy all hope of economic recovery (Source 1B)
- The United States containment was seen as “Monopoly capital” (Source 1C and 1D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of why the United States of America gave financial aid to European countries after 1945.** • Uses evidence partially or cannot write a paragraph	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g**. Demonstrates some understanding of why the United States of America gave financial aid to European countries after 1945.** • Uses evidence in a very basic manner to write a paragraph	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence e.g**. demonstrate a thorough understanding of why the United States of America gave financial aid to European countries after 1945.** • Uses evidence very effective in an organized paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]



QUESTION 2: HOW DID FOREIGN POWERS BECOME INVOLVED IN THE COLD WAR IN ANGOLA FROM 1975?

2.1

2.1.1 *[Definition of a term from Source 2A – L1]*

- Being free of control of other person or country
- The right of a country to govern itself free from foreign intervention
- Any other relevant response (any 1 x 2) (2)

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

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

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

- 'Granted Angolan independence'
- 'Provided for a three-way power sharing government' (2 x 1) (2)

2.1.4 *[Explanation of a concept from Source 2A – L2]*

- A power struggle/war between two liberation movements in Angola (MPLA and UNITA) after Angola became independent from Portugal in 1975.
- Any other relevant response (any 1 x 2) (2)

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

- USSR provided military training and equipment to the MPLA while the USA supported the FNLA and UNITA in the Angolan Civil War
- Both the USA and the USSR fuelled civil war by supporting their preferred allies with military aid
- The super powers used the civil war in Angola to exploit its natural resources
- Both the USA and the USSR wanted to promote their ideologies
- Any other relevant response (any 2 x 2) (4)

2.2

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

- Russia
- Cuba (2 x 1) (2)

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

- Russians and Cubans entered Angola
- Russians and Cubans interfered in the affairs of Angola
- Russians and Cubans suppressed the people of Angola
- Vorster wanted to prevent Cuba and the MPLA from taking control of the dams between Ruacana and Caleque (any 2 x 1) (2)

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

- Vorster stated that it was the involvement of Russia and Cuba in Angola which prompted South Africa's intervention in Angola (paragraph 1) while Liebenberg and Spies indicate that it was South Africa's desire to prevent a hostile MPLA government from taking control of Angola (paragraph 2)
- Vorster indicated that South Africa went in to prevent Cuba and the MPLA from taking control of the dams (paragraph 1) while Liebenberg and Spies indicate that it was not the Russians and Cubans that were interested in the dams but rather SWAPO (paragraph 2)
- Vorster stated that the Russians and the Cubans were subverting and suppressing the people of Angola (paragraph 1) while Liebenberg and Spies indicate that there were hardly any Russians and only a few Cubans in the country when South Africa invaded Angola (paragraph 2)
- Any other relevant response (any 2 x 2) (4)

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

- President Kaunda
- President Mobutu (2 x 1) (2)

2.3

2.3.1 *[Extraction of evidence from Source 2C – L1]*

- A battalion of regular troops
- Anti-tank weapons (any 1 x 1) (1)

2.3.2 *[Interpretation of evidence from Source 2C – L2]*

- Castro argued that Cuba alone bore responsibility for their involvement in Angola, they did not follow Soviet Union orders
- Castro argued that the Soviet Union had worked with the Cubans to support the MPLA in Angola
- Castro considered the relationship between the Soviet Union and Cuba, with regards to the MPLA, to be based on equal relations which were 'extraordinarily respectful'
- Only the Cuban Communist Party could make the decision to send troops to support MPLA in Angola
- Castro shared the same ideology (communism) with the MPLA and the Soviet Union
- Any other relevant response (any 2 x 2) (4)

2.3.3 *[Interpretation of evidence from Source 2C – L2]*

- The USA (Ford and Kissinger) had spread the lie that Cuba was only involved in Angola because of Soviet Union orders
- They did not want to accept that Cuba had acted on its own
- Any other relevant response (any 1 x 2) (2)

2.4

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

- Both Cuba and USSR intervened in Angola
- Cuban intervention was of a military nature as shown by the gun in Castro's hands and the uniform he wore
- Russia controlled Cuba and forced them to intervene, as shown by the winding key on Castro's back
- Any other relevant response (any 2 x 2) (4)

2.4.2 *[Explaining the limitation of Source 2D – L3]*

The source is LIMITED because:

- The cartoon could be biased because it only gives an American artist's viewpoint
- The cartoon only shows the Cuban and USSR intervention in Angola, while South Africa and other countries were also involved in the Angolan war but are not depicted
- The USSR is shown as the driving force behind Cuba, no mention is made of America's role in supporting the South African intervention in Angola
- Any other relevant response (any 2 x 2) (4)

2.5 *[Comparison of evidence from Sources 2C and 2D – L3]*

- Source 2C is a communist viewpoint of Cuba's assistance to the MPLA in Angola, whereas Source 2D is an America viewpoint of the Soviet Union's and Cuba's involvement in Angola
- In Source 2C Castro states that Cuba's involvement in Angola was their decision alone; while in Source 2D the cartoonist suggests that Cuba was acting under Soviet control
- In Source 2C Castro states that the Soviet Union had sent support directly to Angola; while in Source 2D the cartoonist suggests that the USSR was using Cuba as an intermediary (a 'middle man') rather than sending direct support
- In Source 2C Castro says that the USSR is 'extraordinarily respectful' in its relationship with Cuba while in Source 2D the cartoonist gives the impression that Cuban independence or viewpoints were not taken into consideration, they were controlled by USSR
- 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:

- The three main military movements had been fighting for Angolan independence since the 1960s (MPLA, FNLA and UNITA) (Source 2A)
- In January 1975 the Alvor Agreement granted Angolan independence from Portugal: Angola descended into a civil war (Source 2A)
- The crisis in Angola developed into a Cold War battleground as the superpowers (Source 2A)
- The United States supplied aid and training for both the FNLA and UNITA (Source 2A)
- Troops from Zaire assisted Holden Roberto and his fighters (Source 2A)
- China sent military instructors to train the FNLA (Source 2A)
- The Soviet Union provided military training and equipment to the MPLA (Source 2A and 2B)
- South Africa purchased weapons to the value of R20 million for the FNLA and UNITA (Source 2B)
- South African instructors trained FNLA and UNITA soldiers in southern Angola. (Source 2B)
- Cuba decided to send a battalion [division] of regular troops and anti-tank weapons to help the Angolan patriots (Source 2C)
- USSR supported Cuba to intervene in Angola (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 how foreign powers became involved in the cold war in Angola 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 to the topic e.g**. Demonstrates some understanding of how foreign powers became involved in the cold war in Angola from 1975.** • Uses evidence in a very basic manner to write a paragraph	**MARKS 3 – 5**
LEVEL 3	• Uses relevant evidence e.g**. demonstrate a thorough understanding of how foreign powers became involved in the cold war in Angola from 1975.** • Uses evidence very effective in an organized paragraph that shows an understanding of the topic.	**MARKS 6 – 8**

(8)
[50]

QUESTION 3: HOW DID THE BIRMINGHAM CAMPAIGNS CONTRIBUTE TO THE GRANTING OF CIVIL RIGHTS TO AFRICAN AMERICANS IN THE UNITED STATES OF AMERICA IN THE 1960's?

3.1

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

- The separation of different race groups
- The separation of public amenities on the basis of race.
- Any other relevant response (any 1 x 2) (2)

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

- Black and white Americans were required to use different water fountains
- There were no African American clerks in downtown stores
- There were no African American policemen or fire-fighters
- African Americans were threatened by the police
- The Ku Klux Klan was active in Birmingham
- There had been more than forty bombings in African American communities in the previous decade (any 2 x 1) (2)

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

- They were fearful of racial integration
- They believed that African Americans were inferior to white people
- They wanted to maintain racial purity (any 1 x 2) (2)

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

- Seventeen African American churches had been bombed between 1957 and 1962 (1 x 2) (2)

3.2

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

- African American communities were apathetic towards their campaign
- Hostility from an established black leadership
- Police arrests were initially 'non-violent'
- National news did not report extensively on their cause (any 2 x 1) (2)

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

- When jails were full Connor changed tactics – ordered the use of fire hoses and police dogs to disperse demonstrators (1 x 2) (2)

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

- Spectators were 'outraged' by police attacks on children and hit back by throwing bricks and bottles
- The spectators did not maintain the non-violence methods of the civil rights demonstrators
- Any other relevant response (any 2 x 2) (4)

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

- The media exposed actions and brutality of the security forces, which compelled President Kennedy to intervened to secure negotiations.
- Extensive media attention both nationally and internationally won support for the Civil Rights Movement
- Any other relevant response (2 x 2) (4)

3.3

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

- Even when attacked with high-power hoses the demonstrators remain non-violent
- Demonstrators photographed sitting peacefully with arms up to protect their heads
- Demonstrators sitting on pavement soaking wet but non-violent (any 2 x 1) (2)

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

- It shows that demonstrators were attacked with high-power hoses
- It shows that demonstrators were sitting on the pavement: they were non-violent
- It shows that demonstrators were unarmed: they had their hands on their heads
- Any other relevant response (any 2 x 2) (4)

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

- Source 3B refers to Bull Connor ordering fire hoses to be used to contain large protests and Source 3C shows firemen using hoses on protestors
- Source 3B talks of non-violent protestors while Source 3C shows them seated on the pavement
- Source 3B talks of non-violent protestors while Source 3C shows them with their hands on their heads
- Any other relevant response (any 2 x 2) (4)

3.5

3.5.1 *[Explanation of a historical concept from Source 3D – L2]*

- The rights for African Americans in the USA to be equal to whites who were enjoying segregation that guaranteed their rights.
- African Americans demanded, through protests and demonstrations, to have equal opportunities like the Whites had
- Any other relevant response (any 1 x 2) (2)

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

- To have equal rights for all Americans
- To end discrimination against African Americans
- To end desegregation in America
- Any other relevant response (any 1 x 2) (2)

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

- The events in Birmingham revealed how explosive the racial tensions were in some areas.
- 'The fires of frustration and discord are burning in every city'
- People were resorting to violence and direct action out of frustration
- Lives are in danger because of the tensions which exist
- Police repression is not a solution to problem but is making the situation worse
- There was need to introduce new federal laws which apply across the country to tackle the problem.
- Any other relevant response (any 2 x 2) (4)

3.5.4 *[Ascertaining the usefulness of evidence from Source 3D – L3]*

The source is USEFUL because:

- It is an extract from a speech by President JF Kennedy
- The speech was televised on 11 June 1963, during the events in Birmingham
- The source demonstrates that President JF Kennedy acknowledges that that segregation can no longer be allowed in the United States of America
- The shows that the Congress of the United States made a commitment to end segregation in the United States of America
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their responses:

- Birmingham was one of the most segregated cities in the USA (Source 3A)
- There was a belief that Blacks were inferior (Source 3A)
- There was fear of the Ku Klux Klan (Source 3A)
- A committee of twenty met for planning the Birmingham campaigns (Joseph Ellwanger, a white Lutheran minister, was a member) (Source 3A)
- The Birmingham campaign began quietly with sit-ins on 3 April 1963 at several downtown 'whites-only' lunch counters (Source 3B)
- Birmingham Campaign gained wide-spread media coverage and boosted support for the Civil Rights Movement (Sources 3B and 3C)
- The Children's Campaign was launched on 2 May 1963, in which black youth from area schools (state schools) served as demonstrators (Source 3B and 3C)
- Measures taken against the demonstrators by the police/use of dogs/water hoses/children jailed resulted in national and international outrage (Sources 3B and 3C)
- The media exposed the brutality of the security forces which compelled President Kennedy to intervene in order to secure negotiations (Sources 3B and 3C)
- Extensive media attention nationally and internationally won support for the Civil Rights Movement (Sources 3B, 3C and 3D)
- President Kennedy became involved and committed to introduce new federal laws against segregation (Source 3D)
- President Kennedy asked the Congress to end racism in America (Source 3D)
- Any other relevant response

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of how the Birmingham Campaign contributed to the granting of civil rights for African-Americans**. • Uses evidence partially or cannot write a paragraph	**MARKS 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g**. shows some understanding of how the Birmingham Campaign contributed to the granting of civil rights for African-Americans**. • 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 Birmingham Campaign contributed to the granting of civil rights for African-Americans**. • Uses evidence very effective in an organized paragraph that shows an understanding of the topic.	**MARKS 6 – 8**

(8)
[50]



SECTION B: ESSAY QUESTIONS

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

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

SYNOPSIS

Candidates should critically discuss how the military might of the United States of America's army could not defeat a small nation of Vietnamese peasants. They should critically discuss the military strategies that both the United States of America and the Vietcong used in Vietnam between 1963 and 1973.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

- Introduction: Candidates should take a stance and critically discuss how the military might of the United States of America's army could not defeat a small nation of Vietnamese peasants between 1963 and 1973. They should also indicate how they intend supporting their line of argument.

ELABORATION

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

- Conditions immediately before the war: (Background)
  - The division of Vietnam and the formation of the Vietcong
  - Reasons for USA involvement: containment and the domino theory
- US first intervention in South Vietnam – sent weapons and military advisors against the Vietcong (Vietnamese communist)
- The Chi Minh Trail and its significance (used by the Vietminh (communist guerrillas from North Vietnam) to support the Vietcong)
- US introduced 'Safe Villages' policy/Hamlet strategy/Villagisition – trying to isolate/separate guerrillas from villagers (1963)
- Safe village policy failed because the Vietcong operated inside villages
- The Gulf of Tonkin incident and resolution (1964)
- The USA felt the war in Vietnam was not a conventional war like World War 11
- USA sent 3 500 marines and ground troops to Vietnam on 8 March 1965
- Operation Ranch Hand (1962–1971) – use of chemical defoliants (Agent Orange to destroy the forest) and Agent Blue (to destroy agricultural products and food to weaken the Vietcong)
- President Johnson introduced Operation Rolling Thunder in March 1965 to quickly eliminate the Vietcong
- Use of chemical weapons e.g. Napalm gas made USA unpopular and many countries condemned the USA
- Guerrilla warfare by the Vietminh and Vietcong (difficulty in separating guerrillas from villagers – farmers/peasants)
- Vietcong responded with the Tet Offensive (1968) – surprised attacks on 100 cities
- Number of US soldiers killed – led to anti-war demonstrations
- Highly effective use of guerrilla tactics by the Vietcong

- US sent young and inexperienced soldiers to Vietnam US used search and destroy missions (My Lai massacre) to destroy villages supported by Vietcong
- This resulted in large numbers of civilian deaths – more support for Vietcong
- US atrocities and My Lai massacre (March 1968) turned public opinion against the war
- North Vietnam received military support from the USSR and China so the Vietminh and Vietcong had access to some modern weapons
- Guerrilla warfare was effectively used by the Vietcong, supported by the Vietminh from the north and used tactics such as booby traps, underground tunnels, hit and run, sabotage
- The Vietcong increased its support base because of the tactics used against the USA soldiers
- The Vietnamese were united in the defence of their country
- Vietnamisation: President Nixon came up with the policy of strategic withdrawal from Vietnam. Also called WHAM (Winning the hearts and minds of the Vienamese) signalled the failure of USA to stop Vietnam from becoming a communist state and its subsequent withdrawal
- USA withdrew all troops by 1973 (President Nixon had signed the Paris Peace Accords on 27 January 1973 – ending US involvement in the Vietnam war
- North Vietnam took control of Saigon in 1978
- Vietnam was united under communist control
- Any other relevant response

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

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QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

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

SYNOPSIS

Candidates need to explain to what extent was Mobuto Sese Seko successful in implementing political, economic, social and cultural policies after attaining independence from Belgium in 1960. 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 was Mobuto Sese Seko successful in implementing political, economic, social and cultural policies after attaining independence from Belgium in 1960 They need to demonstrate how they intend answering the question.

ELABORATION

Political policies

- Colonial legacies: (as background information)
  - Paternalism – Congolese were treated as children – with no responsibility in administration or representation of the government
  - Political parties were banned and with quick Belgian withdrawal – due to the 1959 Leopoldville riots – many political parties (representing different regions and ethnicities) were formed
  - I20 political parties participated in the 1960 elections; no single political party won outright majority – Patrice Lumumba's Movement National Congolese (MNC) won most of the seats because unlike other regional parties, it had some level of nation-wide support
  - Lack of political unity
- Congo became independent on 30 June 1960 with Joseph Kasavubu as President and Patrice Lumumba as Prime Minister. Joseph Kasavubu preferred that Congo be a federal state while Patrice Lumumba was for a strong centralised national government /Lumumba also in conflict with Moise Tshombe
- Congo started with a lot of political instability – with Tshombe focuses on sucession of Katanga for its own independence
- Joseph Mobutu seized power from Kasavubu through a coup d'état tin 1965
- He managed to bring some form of political stability (based on authoritarianism)
- In 1967 Mobutu managed to stop the Katanga rebellion and gave his country a new constitution as a one party-state under his party, the Popular Movement for the Revolution MPR)
- Congo became a one-party state within the first five years after gaining independence with all opposition suppressed
- Mobutu developed a personality cult (Mobutuism)
- Mobutuism made Congo an autocratic state under himself as a military dictator
- Was supported by the USA because he was seen as anti-communist ally
- Created a strong centralised government and controlled all appointments, promotions and the allocation of government revenue.

- Introduced a policy of Ziareanisation, a policy that replaced skilled foreigners or those occupying strategic management positions with the unskilled locals – which led to maladministration and mismanagement in political leadership roles
- He allowed nepotism (kleptocracy)
- Mobutu remained as 'president for life' until his death in 2007
- Any other relevant response

Economic policies

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

Social and cultural policies

- Colonial legacies: (as background information)
  - Promoted elitism: encouraged education of a small elite in a western style of knowledge and skills
  - Poor education system that did not benefit the Congolese nor empower them with skills
  - French used as medium of instruction in schools
  - At independence Congo had 14 university graduates out of 14 million people
- Implemented a policy of Authenticité (originally to promote indigenous customs and beliefs) to eradicate colonial influence and unify Zairians witha sense of pride for own culture. Also referred to as Africanisation

- Replaced Christian names with African names, e.g. The Congo was renamed Zaire in 1971; Leopoldville became Kinshasha; 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'.

- Clothing: wearing of Western-style suits were outlawed (by a decree) and replaced with 'abacos' ('A bas le costumes'), meaning 'down with the suit'
- Promoted local music
- Mobutu regarded democracy as a foreign ideology to Africa – he ruled as a Chief in a traditional African style and used it to strengthen his own authoritarian position
- French remained the language of instruction and education system continued to favour the urban elite
- After independence, primary education and school enrolment rose from 1.6 million in 1960 to 4,6 million in 1974
- When state funding was withdrawn by Mobutu, parents had to start paying and primary education started to decline
- Teachers and hospital staff went unpaid for months due to poor economic and political practices
- Any other relevant response

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

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

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

SYNOPSIS

Candidates need to explain whether they agree or disagree with the statement. In agreeing with the statement, they need to show how Malcolm X, Stokely Carmichael and the Black Panthers played an important role in instilling 'Black Pride' and 'Self Reliance 'among African Americans in the 1960s. If they disagree with the statement, they need to substantiate their line of argument with relevant evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

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

ELABORATION

- Conditions in the USA (Background information)
  - African Americans still economically and politically crippled in the USA due to discriminatory (Jim Crow) laws
  - Lack of sense of pride due to socio-economic circumstances (Lived in ghettos and slum areas/poor housing/under-resourced facilities)
  - African Americans became impatient with the slow pace of change and the impact of the Civil Rights Movement in the 1960s
  - African Americans subjected to police brutality – led to growth of nationalist feelings
- Black Power Movement advocated for assertiveness; self-reliance and black pride

The role of Malcolm X:

- Malcolm X was a powerful speaker and dedicated human rights activist
- Malcolm X believed in black separation, self-determination (black nationalism) and he advocated self- respect and self- discipline
- Believed in the concept of Black self-pride and self-esteem/self-respect/self-help - 'Black Pride'
- Called for assertiveness (aggressiveness) in their revolution e.g. race riots at Watts, Detroit
- Wanted African Americans to stand up against white authorities in pursuit of freedom, justice and equality by whatever means possible
- Promoted the use of violence as a means of self defence against those who attacked African Americans •
- Any other relevant response

The role of Stokely Carmichael:

- Became chairman of SNCC (Student Non-violent Coordinating Committee) in 1966 and decided to embrace the teachings of the Black Power Movement
- In 1966 he popularised the Black Power slogan 'Black is beautiful

- Advocated the principles of Black Power (do things for yourself; control politics in their communities; take pride in own culture and defend themselves against racial oppression and manipulation)
- He believed in non-violence as a strategy that was not working because of on-going violence that was used by white Americans against African Americans
- Advocated the exclusion of 'white' liberals as a philosophy for African Americans
- Stokely Carmichael was in favour of African clothing and African hairstyles as a symbol of Black Pride
- Carmichael joined the Black Panther Party (for Self - Defence) which put into action the Black Power/'Black Pride' philosophy
- Any other relevant response

The role of the Black Panthers

- The Black Panther Party was formed by Bobby Searle and Huey Newton for Self-Defence – against police brutality
- The Ten Point Plan served as the Black Panther Party manifesto that covered its social, political and economic goals for the upliftment of the African American community
- The Black Panther Party ran feeding schemes in black communities – the feeding schemes eradicated hunger amongst the youth and improved learning in schools
- BPP literacy projects eradicated illiteracy amongst the African American communities
- BPP childcare projects took care medical needs of African Americans in black communities
- The Black Panther Party got involved in streets patrols; monitored police activities and defended themselves by carrying guns (militant approach) to stop the on-going police brutality and harassment of young urban black men
- BPP demanded that Black history must be taught in black schools
- Any other relevant response

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

TOTAL: 150

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