



**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2023**

**HISTORY P1  
MARKING GUIDELINE**

**MARKS: 150**

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This marking guideline consists of 24 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          | <ul style="list-style-type: none"> <li>Extract evidence from sources.</li> <li>Selection and organisation of relevant information from sources.</li> <li>Define historical concepts/terms.</li> </ul>  | 30%<br>(15)            |
| LEVEL 2          | <ul style="list-style-type: none"> <li>Interpretation of evidence from sources.</li> <li>Explain information gathered from sources.</li> <li>Analyse evidence from the sources.</li> </ul>   | 40%<br>(20)            |
| LEVEL 3          | <ul style="list-style-type: none"> <li>Interpret and evaluate evidence from sources.</li> <li>Engage with sources to determine its usefulness, reliability, bias and limitations.</li> <li>Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions.</li> </ul> | 30%<br>(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 relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

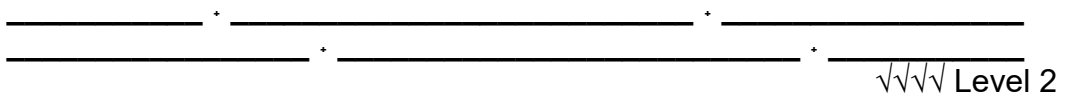
1.3 **Assessment procedures for source-based questions**

- 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**

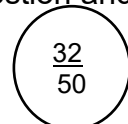
Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- 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.
- 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.



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 right-hand bottom margin e.g.



- 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**

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for *any other relevant answers*.

### 2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts 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 'facts' in order to achieve a 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 construction of argument
- The appropriate selection of factual evidence to support such argument
- The learner's interpretation of the question.

### 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 (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

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

|   |  |
|---|--|
| P | <b>Point:</b> The candidate introduces the essay by taking a line of argument/making a major point.<br>Each paragraph should include a point that sustains a major point (line of argument) that was made in the introduction. |
| E | <b>Explanation:</b> 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 | <b>Example:</b> 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 | <b>Link:</b> 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

|   | LEVEL 7  | LEVEL 6  | LEVEL 5  | LEVEL 4   | LEVEL 3   | LEVEL 2   | LEVEL 1*                                     |
|---|--|--|--|---|---|---|--|
| <b>PRESENTATION</b><br><br><b>CONTENT</b><br> | 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. | 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 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. |
| <b>LEVEL 7</b><br>Question has been fully answered. Content selection fully relevant to line of argument.   | 47–50  | 43–46  |  |   |   |   |  |
| <b>LEVEL 6</b><br>Question has been answered. Content selection relevant to a line of argument.   | 43–46  | 40–42  | 38–39  |   |   |   |  |
| <b>LEVEL 5</b><br>Question answered to a great extent. Content adequately covered and relevant.   | 38–39  | 36–37  | 34–35  | 30–33   | 28–29   |   |  |
| <b>LEVEL 4</b><br>Question recognisable in answer. Some omissions or irrelevant content selection.  |  |  | 30–33  | 28–29   | 26–27   |   |  |
| <b>LEVEL 3</b><br>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   |  |
| <b>LEVEL 2</b><br>Question inadequately addressed. Sparse content.  |  |  |  |   | 20–23   | 18–19   | 14–17  |
| <b>LEVEL 1*</b><br>Question inadequately addressed or not at all. Inadequate or irrelevant content.   |  |  |  |   |   | 14–17   | 0–13   |

### \*Guidelines for allocating a mark for Level 1:

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

**SECTION A: SOURCE-BASED QUESTIONS****QUESTION 1 HOW DID THE BERLIN WALL CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA (USA) AND THE SOVIET UNION (USSR)?**

- 1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- In search of work under West Germany's economic miracle.
  - In some cases, fleeing from political prosecution. (2 x 1) (2)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- USA
  - Britain
  - France (3 x 1) (3)
- 1.1.3 *[Definition of concept from Source 1A – L1]*
- A person who supports the idea of a classless society.
  - Any other relevant response. (1 x 2) (2)
- 1.1.4 *[Analysis of evidence from Source 1A – L2]*
- The GDR had no land option to stop the brain drain.
  - The GDR could not change the physical boundaries to stop the brain drain.
  - The GDR ran out of options to prevent East Berliners from leaving East Berlin.
  - Any other relevant response. (Any 2 x 2) (4)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- President Kennedy elected to continue the military build-up he had initiated.
  - Announced a freeze in service for more than eighty-four thousand enlisted men.
  - Extended the tours of army personnel in Germany and Japan by six months.
  - 'and confirmed the activation of 113 reserve units' (Any 3 x 1) (3)
- 1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- He wanted to prevent West Berlin from becoming communist.
  - West Berlin was a beacon of capitalism in the heart of the communist zone.
  - It showed the USA's determination to protect capitalism and democracy.
  - It showed the determination of the USA to contain communism.
  - USA prestige would have fallen had they left Berlin.
  - Any other relevant response. (Any 2 x 2) (4)

- 1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- Clay's presence gave West Berliners hope that the crisis could be resolved.
  - Clay helped the West Berliners during the Berlin blockade.
  - Clay represented USA's military support to West Berliners.
  - Any other relevant response. (Any 1 x 2) (2)
- 1.2.4 *[Definition of concept from Source 1C – L2]*
- The act of preventing people or goods from moving or entering the communist or capitalist sphere of influence.
  - Any other relevant response. (1 x 2) (2)
- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- the Wall separated streets, squares, and neighbourhoods from each other.
  - severed public transportation links. (2 x 1) (2)
- 1.3.2 *[Extraction of evidence from Source 1C – L1]*
- GDR border guards had attempted to check the identification of representatives of the Western Allies as they entered the Soviet sector.
  - In the American view, the Allied right to move freely throughout all of Berlin had been violated. (Any 1 x 2) (2)
- 1.3.3 *[Interpretation of evidence from Source 1C – L2]*
- A nuclear war between the USA and USSR was imminent.
  - No country was ready to back down.
  - It showed that both countries were not willing to solve this crisis through negotiations.
  - Any other relevant response. (Any 1 x 2) (2)
- 1.3.4 *[Interpretation of evidence from Source 1C-L2]*
- Khrushchev accepted that Berlin was controlled by the four war-time Allies.
  - Khrushchev accepted that USSR had no sole control of Berlin.
  - Khrushchev was ready to allow the Western Allies free access to West Berlin.
  - Any other relevant response. (Any 1 x 2) (2)
- 1.4 1.4.1 *[Interpretation of evidence from Source 1D – L2]*
- To show what will happen to those who tried to escape.
  - To scare people who were planning to escape to West Berlin
  - To highlight the desperate plight of the living conditions of East Berliners.
  - To show the brutality of the Eastern German communists.
  - East Berliners were prepared to die for their freedom.
  - East Germany was serious about stopping Eastern Berliners from crossing to West Berlin.
  - Any other relevant response. (Any 2 x 2) (4)



1.4.2 *[Ascertaining the reliability of the Source 1D – L3]*

**This source is reliable to a great extent because:**

- The photograph is a primary source that gives first-hand information.
- The date of the event corresponds with the historical timeline of the building of the Berlin Wall.
- The event in the source can be corroborated by other sources.
- Any other relevant response. (Any 2 x 2) (4)

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

- Source 1C states that the border controls were perfected whilst Source 1D depicts a soldier keeping guard at the Berlin Wall which supports the border controls as mentioned in Source 1C.
- Source 1C states that over 100 000 citizens tried to escape whilst Source 1D shows that Peter Fetcher tried to escape.
- Source 1C mentions that more than 600 people were shot and killed while attempting to escape whilst Source 1D depicts the body of Peter Fetcher who was shot and killed whilst trying to escape.
- Any other relevant response. (Any 2 x 2) (4)

1.6 *[Interpretation, analysis and synthesis of evidence from relevant sources – L3]*

- Berlin was divided into four zones of control, West Berlin under the Western powers and East Berlin under the USSR. (Own knowledge)
- East Berliners were escaping to the West to get employment and escape persecution. (Source 1A)
- In 1952 East Germany sealed its mainland border with West Germany to stop the high movement of people to West Berlin. (Source 1A)
- USSR tried to force the Western powers out of Berlin. (Source 1A)
- USSR was concerned by the large number of East Berliners crossing over to West Berlin (Source 1A)
- Capitalist Western Berlin showed prosperity and growth whilst Communist Eastern Berlin was deteriorating. (Own knowledge)
- President Kennedy elected to continue the military buildup (Source 1B)
- Kennedy also extended the tours of Army personnel in Germany and Japan by six months and confirmed the activation of 113 reserve units (Source 1B)
- Mayor Brandt condemned the inhumane division of Berlin as oppressive and threatening. (Source 1C)
- On 25 October 1961 USA and USSR faced off against each other at the border. (Source 1C)
- The two countries were on the verge of war, but Kennedy and Khrushchev managed to defuse the situation. (Source 1C)
- People continued to try and cross the Berlin Wall for years and many died whilst attempting to cross. (Source 1C and 1D)
- Any other relevant response.

Use the following rubric to allocate a mark:

|         |  |              |
|---------|--|--------------|
| LEVEL 1 | <ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g., shows little or no understanding <b>of how the Berlin Wall contributed to Cold War tensions between the United States of America and the Soviet Union.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>                                     | MARKS<br>0–2 |
| LEVEL 2 | <ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g., shows some understanding <b>of how the Berlin Wall contributed to Cold War tensions between the United States of America and the Soviet Union.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>      | MARKS<br>3–5 |
| LEVEL 3 | <ul style="list-style-type: none"> <li>• Uses relevant evidence e.g., demonstrates a thorough understanding <b>of how the Berlin Wall contributed to Cold War tensions between the United States of America and the Soviet Union.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul> | MARKS<br>6–8 |

(8)

[50]

**QUESTION 2: WHAT WERE THE REASONS FOR THE INVOLVEMENT OF SOUTH AFRICA IN THE ANGOLAN CIVIL WAR OF 1975?**

- 2.1 2.1.1 *[Definition of a concept from Source 2A – L1]*
- A war between the citizens of a country
  - Two groups in one country fighting to be in power.
  - Any other relevant response. (Any 1 x 2) (2)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- Disrupting SWAPO operations into Namibia.
  - Providing assistance to UNITA (2 x 1) (2)
- 2.1.3 *[Extraction of evidence from Source 2A – L1]*
- US
  - South Africa (2 x 1) (2)
- 2.1.4 *[Extraction of evidence from Source 2A – L1]*
- Soviet Russia
  - Cuba (2 x 1) (2)
- 2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- Feared MPLA would set up a communist government in Angola.
  - MPLA was assisting SWAPO against South Africa in South West Africa
  - MPLA was assisted by the Soviets and the Cubans.
  - SA did not want to be encircled by communist countries.
  - Any other relevant response (Any 2 x 2) (4)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- ‘they were plotting a southward thrust towards the Namibian border.’
  - ‘we genuinely believed that the Soviet Union was mainly behind this.’ (2 x 1) (2)
- 2.2.2 *[Interpretation of evidence from Source 2B – L2]*
- The Cubans were in Angola to carry out a Soviet agenda.
  - Soviets were behind the involvement of Cuba in Angola.
  - Cuban involvement was Russia’s plan to spread communism in Southern Africa.
  - Any other relevant response. (Any 1 x 2) (2)
- 2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- South Africa was an anti-communist ally of the US.
  - USA wanted to prevent the MPLA from setting up a communist government in Angola.
  - The USA used South Africa to protect their interests in Angola.
  - Any other relevant response. (Any 1 x 2) (2)

- 2.3 2.3.1 *[Definition of a concept within the context of Source 2C – L2]*
- The right of Angolans to rule themselves without foreign involvement.
  - Any other relevant response. (1 x 2) (2)
- 2.3.2 *[Extraction of evidence from Source 2C – L2]*
- ‘was to prevent the MPLA from taking power at independence’.
  - ‘to weaken or cripple SWAPO’s military capacity in preparation for the time when SWAPO would enter the electoral stakes inside South West Africa.’ (2 x 1) (2)
- 2.3.3 *[Extraction of evidence from Source 2C – L1]*
- overthrow and replacement of the MPLA by a ‘friendly’ anti-Communist government led by the National Union for the Total Independence of Angola (UNITA). (1 x 2) (2)
- 2.3.4 *[Interpretation of evidence from Source 2C – L2]*
- South Africa wanted to weaken SWAPO so that it could not win the elections and rule South West Africa.
  - South Africa was not ready to hand over the power in South West Africa.
  - SA wanted to maintain the white minority rule in SWA.
  - Any other relevant response. (Any 1 x 2) (2)
- 2.3.5 *[Interpretation of evidence from Sources 2C – L2]*
- It was a secret war backed up by secret American support.
  - The South African cabinet might have been afraid of the loss of lives of South African soldiers during the war.
  - The South African cabinet knew that UNITA was weak hence they did not want to fight alone against the MPLA and SWAPO.
  - Any other relevant response. (Any 2 x 2) (4)
- 2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*
- The SADF and UNITA troops were allies during the Angolan Civil War.
  - South Africa and UNITA fought together against MPLA.
  - South Africa assisted UNITA troops during the Angolan Civil War.
  - South Africa trained UNITA soldiers during the Angolan Civil War.
  - Any other relevant response. (Any 1 x 2) (2)
- 2.4.2 *[Interpretation of evidence from Source 2D – L2]*
- UNITA troops were poorly trained.
  - UNITA troops did not have the necessary skills in modern-day warfare.
  - UNITA troops did not know how to use technology and advanced weaponry.
  - UNITA troops used guerrilla warfare tactics that were insufficient to overthrow the MPLA.
  - UNITA was not used to conventional warfare.
  - Any relevant response. (Any 1 x 2) (2)

2.4.3 *[Determining limitations of Source 2C – L3]***The source is LIMITED because:**

- The source gives a South Africa's point of view only.
- The photo could have been produced for propaganda purposes.
- The photo could have been staged/manipulated
- Any other relevant response. (Any 2 x 2) (4)

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

- Source 2A states that SA was assisting UNITA whilst the assistance is seen in Source 2D.
- Source 2A states that SA gave UNITA assistance in training and logistics whilst Source 2D is a visual presentation of the logistical support.
- Source 2A states that UNITA was transformed into a powerful semi-conventional force through the training provided in Source 2D.
- Both sources show that SADF trained UNITA.
- Both sources show that SADF provided advice and logistical assistance to UNITA during the Angolan civil war.
- Any relevant response. (Any 2 x 2) (4)

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

Candidates may include the following aspects in their responses.

- After Angola got independence from Portugal a Civil War started between the liberation movements in Angola. (Own knowledge)
- Angola became a battleground for the Cold War. (Source 2A)
- South African troops made invasions to Angola, supporting UNITA and attacking SWAPO. (Source 2A)
- MPLA depended on the assistance of Cuba and the Soviets. (Source 2A)
- US supported South Africa because of the Cold War competition. (Source 2A)
- Pik Botha of South Africa believed that Cubans were working with the USSR (Source 2B)
- South Africa believed that the Soviets were interfering in Angola the way they did in Afghanistan (Source 2B)
- South Africa acted because America had promised to help them. (Source 2B)
- Having MPLA in power was seen as a security threat for South Africa. (Source 2C)
- South Africa did not want communism to spread into Southern Africa. (Own knowledge)
- South Africa controlled South West Africa and was not ready to give it up. (Source 2C)
- SA supported UNITA to overthrow the communist MPLA. (Source 2C and 2D)
- SA troops trained UNITA soldiers to overthrow MPLA. (Source 2D)
- Any other relevant response.

Use the following rubric to allocate a mark:

|         |  |              |
|---------|--|--------------|
| LEVEL 1 | <ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g., shows little or no understanding of <b>the reasons why South Africa became involved in the Angolan Civil War of 1975.</b></li> <li>• Uses evidence partially to report on the topic or cannot report on the topic.</li> </ul> | MARKS<br>0–2 |
| LEVEL 2 | <ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to the topic e.g., shows some understanding of <b>the reasons why South Africa became involved in the Angolan Civil War of 1975.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>                                  | MARKS<br>3–5 |
| LEVEL 3 | <ul style="list-style-type: none"> <li>• Uses relevant evidence e.g., demonstrates an insight of <b>the reasons why South Africa became involved in the Angolan Civil War of 1975.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>    | MARKS<br>6–8 |

(8)

[50]

**QUESTION 3: HOW DID THE MARCH ON WASHINGTON ON 28 AUGUST 1963 CONTRIBUTE TO ENDING DISCRIMINATION AND SEGREGATION AGAINST AFRICAN AMERICANS IN THE UNITED STATES OF AMERICA (USA) IN THE 1960s?**

- 3.1 3.1.1 *[Definition of a historical concept from Source 3A – L1]*
- Civil rights are the non-political rights and privileges that are given to all citizens by law.
  - Civil rights refer to the granting of rights for personal freedom to all citizens of a country.
  - Any other relevant response. (Any 1 x 2) (2)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- 1960 sit-in movement
  - 1961 Freedom rides
  - 1963 Birmingham March (3 x 1) (3)
- 3.1.3 *[Extraction of evidence from Source 3A – L1]*
- Southern Christian Leadership Conference
  - Congress of Racial Equality
  - Student Nonviolent Coordinating Committee
  - Brotherhood of Sleeping Car Porters
  - National Association for the Advancement of Coloured People
  - National Urban League (Any 2 x 1) (2)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- Some senators were against integration between black and White Americans.
  - Some senators were racists who supported segregation.
  - Some senators believed that whites were superior to Black Americans.
  - Any other relevant response. (Any 1 x 2) (2)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- Estimated 250 000 people. (1 x 1) (1)
- 3.2.2 *[Extraction of evidence from Source 3B – L1]*
- Employment discrimination
  - civil rights abuses against African Americans
  - Latinos, and other disenfranchised groups.
  - Support for the Civil Rights Act (4 x 1) (4)
- 3.2.3 *[Interpretation of evidence from Source 3B – L2]*
- To a great extent**
- President Roosevelt signed Executive Order 8802 (Prohibition of Discrimination in the Defence Industry, 1941)
  - President Truman signed Executive Order 9981 (Desegregation of the Armed Forces, 1948)
  - It stopped racism in the military and defence industry.
  - Any other relevant response. (Any 1 x 2) (2)

- 3.2.4 *[Definition of concept within the context of Source 3B – L2]*
- The political, economic social separation of Americans based on race.
  - Any other relevant response. (1 x 2) (2)
- 3.3 3.3.1 *[Interpretation of evidence from Source 3C – L2]*
- The photograph conveys the reasons for the march e.g. demanding equal rights, employment, and freedom.
  - The photograph shows that the march was supported by both blacks and whites.
  - It conveys the message that the march enjoyed massive support.
  - The photograph conveys that the march was conducted peacefully.
  - Any other relevant response. (Any 2 x 2) (4)
- 3.3.2 *[Ascertaining the usefulness of Source 3C – L3]*  
**The source is useful to a great extent because:**
- This is a primary source which gives first-hand information.
  - The date of the source corresponds with the date of the historical event.
  - The information in the source can be corroborated by other sources.
  - The purpose of the source is to inform the reader and not to persuade the reader about the reasons and support for the march.
  - Any other relevant response. (Any 2 x 2) (4)
- 3.4 3.4.1 *[Extraction of evidence from Source 3D – L2]*
- ‘The life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination.’
  - ‘The Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity.’ (2 x 1) (2)
- 3.4.2 *[Interpretation of evidence from Source 3D – L2]*
- Black Americans never enjoyed the rights that were promised in the constitution.
  - Black Americans were not treated as equal citizens as promised in the constitution.
  - Black Americans experienced discrimination and segregation that violated their inalienable rights as enshrined in the constitution.
  - Any other relevant response. (Any 2 x 2) (4)
- 3.4.3 *[Interpretation of evidence from Source 3D – L2]*
- Black Americans will never stop protesting until they get equal rights.
  - America will never be free of unrest until the demands of the Black Americans are met.
  - Any other relevant response. (Any 1 x 2) (2)



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

- The speech convinced millions of Americans about the dream of an America free from discrimination and segregation.
- The speech led to the passing of the Civil Rights Act.
- The speech was inspirational and appealed to all Americans irrespective of race.
- The speech made Martin Luther King the spiritual leader of millions of Americans.
- Any other relevant response. (Any 2 x 2) (4)

3.5 *[Comparison of evidence from Sources 3C and 3D – L3]*

- Source 3C states that after 100 years the Negro is still not free whilst Source 3D shows protesters demanding freedom.
- Source 3C states that there will be no peace until Blacks receive equal rights whilst Source 3D depicts a march demanding equal rights.
- Source 3C states that King refused to believe that the Bank of justice is bankrupt, hence the march (Source 3D) demanding justice
- Any other relevant response. (Any 2 x 2) (4)

3.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources – L3]*  
Candidates may include the following aspects in their responses:

- Black Americans were discriminated against and did not enjoy equal rights. (Own knowledge)
- The Civil Right Movement used non-violence to get equal rights
- Protest actions like sit-ins, freedom rides and the Birmingham march preceded the March for Jobs and Freedom. (Source 3A)
- The Big Six were involved in the planning of the March.
- Kennedy was concerned that the planned March was going to jeopardise the Civil rights act that he had presented. (Source 3A)
- About 250 000 people attended the March. (Source 3B)
- The march focused on civil rights, freedom and jobs. (Source 3B)
- The march was organised and attended by different groups and individuals. (Source 3B)
- The march was successful in highlighting the plight of Black Americans (Source 3C and 3D)
- The march drew attention to the Civil Rights Movement.
- Martin Luther King Jnr made his famous “I have a dream “speech during the March. (Source 3D)
- Led to the passing of the Civil Rights Act of 1964. (Own knowledge)
- Any other relevant response.

Use the following rubric to allocate a mark:

|         |   |              |
|---------|---|--------------|
| LEVEL 1 | <ul style="list-style-type: none"> <li>• Cannot extract evidence or extract evidence from the sources in a very elementary manner <b>e.g. shows no or little understanding of how the March to Washington on 28 August 1963 contributed to ending discrimination and segregation against African Americans in the USA in the 1960s.</b></li> <li>• Uses evidence partially to report on the topic or cannot report on the topic.</li> </ul>   | MARKS<br>0–2 |
| LEVEL 2 | <ul style="list-style-type: none"> <li>• Extract evidence from the sources that are mostly relevant and relate to a great extent to the topic <b>e.g., shows some understanding of how the March on Washington on 28 August 1963 contributed to ending discrimination and segregation against African Americans in the USA in the 1960s.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>  | MARKS<br>3–5 |
| LEVEL 3 | <ul style="list-style-type: none"> <li>• Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic <b>e.g., demonstrates a thorough understanding of how the March on Washington on 28 August 1963 contributed to ending discrimination and segregation against African Americans in the USA in the 1960s.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul> | MARKS<br>6–8 |

(8)  
[50]

**SECTION B: ESSAY QUESTIONS****QUESTION 4: THE COLD WAR – VIETNAM**

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

**SYNOPSIS**

Candidates need to explain to what extent the USA was successful in containing the spread of communism in Vietnam. They should support their line of argument with relevant historical evidence.

**MAIN ASPECTS**

Candidates should include the following aspects in their responses:

Introduction: Candidates should take a stance by explaining to what extent the USA was successful in containing the spread of communism during the Vietnam War. They should also provide an outline of how they will support their line of argument

**ELABORATION**

- After the French-Vietnamese war, Vietnam was divided, along the 17<sup>th</sup> parallel into North and South Vietnam
- North Vietnam was under a communist regime, while South Vietnam was under a capitalist regime.
- The USA gave unconditional support to South Vietnam.
- South Vietnam was ruled by the corrupt and unpopular Ngo Dinh Diem
- The National Liberation Front was formed and had a guerrilla army, the Vietcong.
- Ngo Dinh Diem was overthrown – instability in South Vietnam
- Vietcong started a protracted campaign to unify Vietnam.
- China and North Vietnam supported the Vietcong.
- The USA got involved – to prevent the spreading of communism in Southeast Asia – the ‘Domino Effect
- Villagisation/Strategic Hamlet Programme (USA and South Vietnam governments created new villages and attempted to separate villagers (farmers) from guerrillas), which failed.
- Gulf of Tonkin Resolution (1964) gave President Johnson wide military powers resulting in the escalation of warfare in Vietnam.
- US’s aerial bombing ‘Operation Rolling Thunder’ (the strategy was a failure)
- Tet offensive (1968) – Vietcong launched surprise guerrilla attacks on South Vietnam towns and American bases they captured about 80% of them.
- Tet Offensive showed that the Americans could not win the war because the Vietcong were strategic.
- The communists from North Vietnam (Viet Minh) provided supplies to South Vietnam through the Ho Chi Minh Trail

- 'Operation Ranch Hand' – used chemicals to destroy forests (Agent Orange) and crops (Agent Blue).
  - US sent young and inexperienced soldiers to Vietnam.
  - Highly effective use of guerrilla tactics by the Vietcong frustrated American strategies.
  - The US used search-and-destroy missions (My Lai massacre) to destroy villages supported by Vietcong (this resulted in large numbers of civilian deaths).
  - The role of the media, students and disarmament movements in bringing pressure on the US government to withdraw from Vietnam.
  - President Nixon's Vietnamisation policy/including WHAM (Winning the hearts and minds of the Vietnamese) was an attempt by the USA to withdraw from war and save face '.
  - USA withdrew all troops by 1973 and North Vietnam took control of Saigon in 1975.
  - Vietnam became a united country under communism.
  - 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 how Mobuto Sese Seko addressed the Congo's political and economic challenges after it gained independence from Belgium in 1960.

**MAIN ASPECTS**

Candidates should include the following aspects in their responses:

Introduction: Candidates need to critically discuss whether the Congo addressed their political and economic challenges successfully after gaining their independence from Belgium in 1960. They should support their line of argument with relevant historical evidence.

**ELABORATION**

- Political challenges
- Congo was under colonial rule until the early 1960s.
- Mobuto Sese Seko came into power through a military coup.
- He introduced a one-party state.
- Multi-party elections were not held in the Congo. Mobuto argued that this form of government was more appropriate to Africa than Western-style democracy.
- Opposition parties were silenced. There was evidence of imprisonment and human rights violations from those who spoke against the leadership.
- The period of independence in the Congo was characterised by violence and political upheaval.
- The Congo was highly fragmented along ethnic lines with leaders competing.
- Mobuto emphasised the importance of the Africanisation of their political systems (He regarded democracy as 'un-African and a Western imposition)
- Mobuto Sese Seko remained as president for life between the 1960s and 1970s.
- Mobuto Sese Seko created a kleptocracy where a group of appointed public officials abused their position.

**Economic challenges**

- The Congo inherited single-product economies from colonisers.
- At independence the Congo lacked a vibrant manufacturing sector
- The Congo had a few qualified technicians and engineers.
- Mobuto Sese-Seko nationalised land and industry to distribute wealth equally among its people.
- The Congo lacked oil reserves, so the country suffered an economic crisis when oil prices rose in the 1970s.
- Mobuto Sese Seko (1970) decided to privatise sectors of the economy due to the economic crisis
- The Congo took loans from foreign countries and organisations: From the 1960s the Congo received financial aid from the capitalist west.

- Mobuto Sese Seko did not succeed in developing a significant manufacturing industry.
  - The Congo remained reliant on the export of agricultural products and minerals.
  - The Congo struggled to develop economically and continued to rely heavily on aid and investments from its western allies such as the USA and France (neo-colonialism)
  - The Congo embraced a capitalist economic system.
  - The economy of Congo produced vast differences in wealth between the rich and the poor.
  - The Congo's economy was characterised by elitism and nepotism.
  - Any other relevant response.
- Conclusion: Candidates should tie up 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 should explain whether they agree or disagree with the statement. In agreeing with the statement, they need to explain how the militant and confrontational approach of the Black Power Movement was effective in ending discrimination against Black Americans 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 should take a stance by indicating whether they agree or disagree with the statement. They should also provide an outline of how they will support their line of argument.

**ELABORATION**

- Reasons for the formation of the Black Power movement.
- The impact of the philosophy of the Black Power Movement on African Americans
- Believed in the concepts of self-pride and self-esteem/self-respect, that should be inculcated among African Americans.
- Principles of Black Power (do things for yourself, control politics in their community and take pride in their own culture and defend themselves) against racial oppression and manipulation.
- Promotion of black interests and concerns
- The philosophy of Black Power emerged as an attempt to address the poor living conditions of African Americans.
- Malcolm X advocated black separation, self-determination (Black Nationalism), self-respect and self-discipline.
- Called for assertiveness (aggressiveness) in their revolution against oppression e.g., Race riots at Watts.
- Encouraged African Americans to stand up against white American authorities in pursuit of freedom, justice and equality by whatever means possible.
- Promoted the concept of 'Black Pride' (self-esteem-respect-help)
- In 1966 Stokely Carmichael popularised the 'Black Power' slogan 'Black is beautiful' and promoted 'African Pride'.
- Advocated for the exclusion of 'white' liberals as a philosophy for African Americans
- He believed that the strategy of non-violence had failed because of the ongoing violence that was used by white Americans against African Americans.
- Promoted African clothing/Afro hairstyles/music/literature/heritage as a symbol of Black Pride.
- The role of the Black Panther Party
- The Black Panther Party (BPP) was founded by Bobby Seale and Huey Newton in 1966.

- The BPP was involved in the initiation and support of Black Power programmes, i.e., community-based programmes and feeding schemes (anti-poverty centres),
  - Embarked on programmes that were responsible for the defence of African Americans against police brutality,
  - Focused on the socio-economic conditions of African Americans and also operated several community survival programmes.
  - The Ten Point Plan served as the Black Panther's manifesto.
  - It covered its social, political, and economic goals and objectives.
  - The Ten Point Plan aimed to ensure that African Americans attained equality in education, housing, employment, and civil rights.
  - Demanded freedom, full employment, decent housing, need to learn the true history of African Americans, end police brutality, end the murder of African Americans and provide free health care.
  - The Black Panther Party got involved in street patrols, monitored police activities.
  - Defended themselves by carrying guns (militant approach) to stop the ongoing police brutality.
  - Impact/short and long-term goals – the most obvious forms of racial discrimination ended.
  - Racial violence and tension declined.
  - African Americans were elected to public offices.
  - Housing and facilities of Black Americans were improved.
  - Black literacy increased and dependency on state grants declined.
  - Affirmative action policies for federal employment were put into place.
  - Any other relevant response.
- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

**TOTAL: 150**