



**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**JUNE 2024**

**HISTORY P1**

**MARKS: 150**

**TIME: 3 hours**



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This question paper consists of 9 pages and an addendum of 14 pages.

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**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

**SECTION A: SOURCE-BASED QUESTIONS**

QUESTION 1: THE COLD WAR: THE ORIGINS OF THE COLD WAR

QUESTION 2: INDEPENDENT AFRICA: CASE STUDY – ANGOLA

QUESTION 3: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: THE CIVIL RIGHTS MOVEMENT

**SECTION B: ESSAY QUESTIONS**

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

QUESTION 5: INDEPENDENT AFRICA: CHALLENGES FACED BY CONGO AFTER INDEPENDENCE

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

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions can be found in the ADDENDUM.
3. SECTION B consists of THREE essay questions.
4. Answer THREE questions as follows:
  - 4.1 At least ONE must be a source-based question and at least ONE must be an essay question.
  - 4.2 The THIRD question may be either a source-based question or an essay question.
5. You are advised to spend at least ONE hour per question.
6. When answering the questions, you should apply your knowledge, skills and insight.
7. You will be disadvantaged by merely rewriting the sources as answers.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write neatly and legibly.

**SECTION A: SOURCE-BASED QUESTIONS**

Answer at least ONE question in this section, but not more than TWO questions. The source material that is required to answer these questions is contained in the ADDENDUM.

**QUESTION 1: HOW DID THE IMPLEMENTATION OF THE MARSHALL PLAN ADDRESS THE ECONOMIC AND POLITICAL INSTABILITY IN EUROPE IN THE 1940s?**

Study Sources 1A, 1B, 1C and 1D and answer the questions that follow.

**1.1 Refer to Source 1A.**

- 1.1.1 Name the continents mentioned in the source where big parts were destroyed in the Second World War. (3 x 1) (3)
- 1.1.2 What, according to the source, was the impact of the war on European trade? (2 x 1) (2)
- 1.1.3 Which country was owed money by most European countries after the Second World War? (1 x 1) (1)
- 1.1.4 Quote reasons from the source why devastated countries needed gold or American dollars. (2 x 1) (2)
- 1.1.5 Why do you think many countries retreated from the market after the war? (1 x 2) (2)

**1.2 Study Source 1B.**

- 1.2.1 Why, according to the source, was European recovery important? (1 x 2) (2)
- 1.2.2 Define the term *totalitarian states* in your own words. (1 x 2) (2)
- 1.2.3 What is the implication of the statement, "The next few years can determine whether the free countries of Europe will be able to preserve their heritage of freedom", regarding the Marshall Plan? (1 x 2) (2)
- 1.2.4 Explain why Truman believed that if Europe failed to recover, there would be no peace and stability in the world. (2 x 2) (4)
- 1.2.5 Explain the usefulness of this source to a historian researching the Marshall Plan. (2 x 2) (4)

## 1.3 Consult Source 1C.



1.3.1 Define the term *Marshall Plan* in the context of the Cold War competition in Europe. (1 x 2) (2)

1.3.2 How, according to the source, did the Marshall Plan help the European countries? (1 x 2) (2)

1.3.3 Why, according to the source and your own knowledge were the former enemies of USA included in the Marshall Plan? (2 x 2) (4)

## 1.4 Read Source 1D.

1.4.1 What message is conveyed in the source? (1 x 2) (2)

1.4.2 Comment on the significance of the white doves in the picture. (1 x 2) (2)

1.4.3 Why do you think the tree trunk is covered with the American flag? (1 x 2) (2)

1.5 Compare Source 1C and Source 1D. Explain how the evidence in Source 1D supports the information in Source 1C regarding the Marshall Plan. (2 x 2) (4)

1.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the implementation of the Marshall Plan addressed the economic and political instability in Europe in the 1940s. (8)

**[50]**



**QUESTION 2: WHY DID THE FOREIGN POWERS GET INVOLVED IN THE ANGOLAN CIVIL WAR IN 1975?**

2.1 Study Source 2A.

2.1.1 Define the term *anti-colonial* in your own words. (1 x 2) (2)

2.1.2 Name the Angolan liberation movements mentioned in the source. (3 x 1) (3)

2.1.3 What, according to the source, was the reason for the conflict between the Angolan liberation movements? (1 x 1) (1)

2.1.4 Why, according to the source and your own knowledge, did the CIA support the FNLA? (2 x 2) (4)

2.2 Read Source 2B.

2.2.1 Mention the TWO countries in the source that were instigated by the USA to attack Angola. (2 x 1) (2)

2.2.2 Define the term '*invasion*' in the context of the Angolan Civil War. (1 x 2) (2)

2.2.3 Comment on why the USA was instigating the other countries to attack Angola. (1 x 2) (2)

2.2.4 Why, according to the source and your own knowledge, did Cuba become involved in the Angolan Civil War? (2 x 2) (4)

2.3 Consult Source 2C.

2.3.1 Why do you think this picture was published? (2 x 2) (4)

2.3.2 What conclusion can be drawn from the good mood of the Angolans in the picture? (1 x 2) (2)



2.4 Refer to Source 2D.

2.4.1 Who, according to the source, was to blame for South Africa's involvement in Angola? (2 x 1) (2)

2.4.2 What evidence in the source suggests that South Africa's involvement in Angola was not because of the involvement of Cubans and Russians there? (1 x 2) (2)

2.4.3 Explain why South Africa viewed an MPLA government as hostile. (1 x 2) (2)

2.4.4 Which TWO countries in the source welcomed South Africa's support of FNLA and UNITA? (2 x 1) (2)

2.4.5 Explain the limitations of this source to a historian researching the involvement of foreign powers in the Angolan Civil War. (2 x 2) (4)

2.5 Refer to Source 2B and Source 2C. Explain how the information in Source 2B supports the evidence in Source 2C regarding the Angolan Civil War. (2 x 2) (4)

2.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining why the foreign powers got involved in the Angolan Civil War in 1975. (8)

**[50]**



**QUESTION 3: HOW DID THE CIVIL RIGHTS MOVEMENT ACHIEVE VOTING RIGHTS FOR BLACKS IN THE USA IN THE 1960s?**

Study Sources 3A, 3B, 3C, and 3D and answer the following questions.

3.1 Refer to Source 3A.

3.1.1 Define the term *civil rights* in your own words. (1 x 2) (2)

3.1.2 Name the civil rights organisations that encouraged the black voters to register. (2 x 1) (2)

3.1.3 Quote TWO reasons from the source that resulted in only 2% of eligible black voters registering to vote in Alabama. (2 x 1) (2)

3.1.4 Why do you think it was important to get as many blacks as possible to register to vote? (1 x 2) (2)

3.2 Use Source 3B.

3.2.1 Why, according to the source, did the 16 young people in the Deep South leave school and their jobs? (2 x 1) (2)

3.2.2 Explain why black people in the Deep South needed so much motivation to register to vote. (2 x 2) (4)

3.2.3 Quote evidence from the source that indicates that the voter registration campaign was a success. (2 x 1) (2)

3.3 Consult Source 3C.

3.3.1 What messages are conveyed in the source? (2 x 2) (4)

3.3.2 Comment on why the troopers reacted the way they did to the marchers. (1 x 2) (2)

3.3.3 Explain how reliable this source would be to a historian researching the struggle of the Civil Rights Movement in the USA. (2 x 2) (4)

## 3.4 Read Source 3D.



3.4.1 Who, according to the source, were the leaders of the march on Bloody Sunday? (2 x 1) (2)

3.4.2 What do you think was the impact of the televised violence of Bloody Sunday on the Civil Rights Movement? (2 x 2) (4)

3.4.3 What role, according to the source, was played by Rosa Parks in the Civil Rights Movement? (1 x 2) (2)

3.4.4 Comment on the statement, 'The march was a turning point in the movement'. (2 x 2) (4)

3.5 Compare Source 3C and Source 3D. Explain how the evidence in Source 3C supports the information in Source 3D regarding the Civil Rights Movement. (2 x 2) (4)

3.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the Civil Rights Movement achieved voting rights for Blacks in the USA in the 1960s. (8)

**[50]**





**SECTION B: ESSAY QUESTIONS**

Answer at least ONE question in this section, but not more than TWO questions.

Your essay should be about THREE pages long.

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

All the military might of the United States of America could not defeat a small nation of Vietnamese peasants.

Critically discuss this statement referring to the strategies of both the USA and the Viet Cong between 1963–1973.

**[50]****QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO**

Mobuto Sese Seko's political and economic policies succeeded in developing Congo into a prosperous country after attaining independence from Belgium in the 1960s.

Do you agree with the statement? Support your line of argument using relevant historical evidence.

**[50]****QUESTION 6: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s:  
THE BLACK POWER MOVEMENT**

Explain to what extent the Black Power philosophy succeed in organising African Americans to challenge discrimination and segregation in the United States of America in 1960s.

Use relevant evidence to support your line of argument.

**[50]****TOTAL: 150**



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**HISTORY P1  
ADDENDUM**



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This addendum consists of 14 pages.

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**QUESTION 1: HOW DID THE IMPLEMENTATION OF THE MARSHALL PLAN ADDRESS THE ECONOMIC AND POLITICAL INSTABILITY IN EUROPE IN THE 1940s?**

**SOURCE 1A**

The following source explains the destruction left by Second World War in Europe.

By the end of Second World War, much of Europe and Asia, and parts of Africa, lay in ruins (destroyed). Combat and bombing had flattened cities and towns, destroyed bridges and railroads, and scorched the countryside. The war had also taken a staggering toll in both military and civilian life.

Shortages of food, fuel, and all kinds of consumer products persisted, and in many cases worsened after peace was declared. War-ravaged Europe and Japan could not produce enough goods for their own people, much less for export iron ore.

... In addition to the toll in human lives and suffering, countries spent more money on Second World War than in all previous wars put together. By 1945, exhausted countries faced severe economic problems that frustrated reconstruction efforts: inflation, debt (mostly owed to the United States), trade deficits (shortfalls), balance of payments deficits and depleted (low) gold and dollar supplies.

The devastated countries needed gold or U.S. dollars (the only currency considered to be "as good as gold") to pay for imports and make debt payments. However, both dollars and gold were alarmingly scarce in the war-scarred countries.

Many countries retreated from the market. Communist Eastern Europe abandoned it altogether. The world's multilateral financial and trading system faced a serious threat.

[From *International Monetary Fund: Money matters*]



**SOURCE 1B**

The source below is part of a speech made by American President Harry Truman in 1948 explaining the reasons why the Marshall Plan needed to be implemented.

Our deepest concern with European recovery, however, is that it is essential to the maintenance of the civilisation in which the American way of life is rooted. It is the only assurance of the continued independence and integrity of a group of nations who constitute a bulwark (protection) for the principles of freedom, justice and the dignity of the individual. The economic plight (difficult) in which Europe now finds itself has intensified a political struggle between those who wish to remain free men living under the rule of law and those who would use economic distress as a pretext (excuse) for the establishment of a totalitarian state.

The next few years can determine whether the free countries of Europe will be able to preserve their heritage of freedom. If Europe fails to recover, the peoples of these countries might be driven to the philosophy of despair – the philosophy which contends that their basic wants can be met only by the surrender of their basic rights to totalitarian control.

Such a turn of events would constitute a shattering blow to peace and stability in the world. It might well compel us to modify our own economic system and to forego (sacrifice), for the sake of our own security, the enjoyment of many of our freedoms and privileges.

It is for these reasons that the United States has so vital an interest in strengthening the belief of the people of Europe that freedom from fear and want will be achieved under free and democratic governments.

[From <https://www.presidency.ucsb.edu/>. Accessed on 7 January 2024.]



**SOURCE 1C**

This source shows how the Marshall Plan was implemented in Europe from 1945.

The Marshall Plan had several purposes. First, the American economy needed outlets for export, and second, the entire European and Japanese economies were in ruins and debt from the war. The Marshall Plan provided much-needed trading dollars. The plan was also intended to counter the attractions of Soviet Communism and probably saved Western Europe from following a socialist path.

... The Marshall Plan 1948 to 1952 was well thought through by George Kennan. It was a clean break. It provided the Europeans with currency to buy US goods; it allowed rapid recovery and it provided a bulwark against the Communist parties of western Europe. The plan provided the conditions for rapid recovery, for both winners like Britain, and losers: Germany, Italy and Japan. It made certain there was no repeat of the chaos that ensued after the 1919 Versailles Agreement.

American motivation for all of this was entirely self-centred – before this looks too altruistic (humane). They feared the attraction of Soviet Communism and argued that the best way to combat socialism was to grow their former adversary's (enemy) economy. US-German and Japanese development policy were determined in the main by the threat of socialism.

It is worth mentioning here that the USA has never again used the support of the kind she used in the Marshall Plan. Despite the many countries that were 'laid waste' in wars such as Afghanistan, Iraq, Syria and Libya. None received a Marshall Plan or anything similar.

[From *Controlling the peace: The re-establishment of world power 1945–1955* by Roger van Zwanenberg.]



**SOURCE 1D**

This poster named “We build a new Europe”, depicting the Marshall plan (ERP) was created by Austrian Kurt Krapeik. It shows Europe’s wartime destruction with a burned tree and the promise of recovery with the growing leaves.



[From <https://www.wealthandpower.org/Blog>. Accessed on 7 January 2024.]

**QUESTION 2: WHY DID THE FOREIGN POWERS GET INVOLVED IN THE ANGOLAN CIVIL WAR IN 1975?****SOURCE 2A**

The following source about the Angolan peace talks was written by a United Nations consultant, Dr Fernando A. Guimarães. It focuses on how different liberation movements in Angola were supported by foreign countries.

When the end of the anti-colonial war came, the MPLA, the FNLA and UNITA did not have sophisticated fighting machines. As they emerged from exile and the hinterland (surrounding areas) in the latter half of 1974, they were little more than a collection of small guerrilla units that had rarely seen their comrades let alone fought alongside them ... barely one year later, however, columns of motorised armoured carriers, large mortars, rocket launchers, tanks and jet fighters were all in action as the MPLA faced the combined forces of the FNLA and UNITA in a short but furious war for power in Angola. In that short time, a rapid arms race took the rivals from anti-colonial movements to civil war adversaries (enemies). Foreign intervention in the Angolan Civil War is revealed to be the cause of that arms race ...

The strength of the FNLA was further enhanced when the US began a covert (secret) programme of support in January 1975. Earlier in 1974, the Central Intelligence Agency (CIA) had secretly begun making payments to the FNLA and felt that that movement best represented the interest of the USA in Angola ... a CIA proposal to endow (give) the FNLA with 300 000 US dollars ... was approved by the Secretary of State, Henry Kissinger ...

By March 1975, the MPLA began to receive major arms shipments from the Soviet Union. According to official US estimates, between April and October 1975, 27 shiploads arrived and 30 to 40 air missions were flown to deliver war equipment ...

According to one source quoting Luanda Radio, the first Cuban military advisors began to arrive in Angola around 7 May 1975. The primary task of this contingent (group) was to set up and run training camps for the MPLA's military arm, FAPLA ...

The intervention of South Africa marked a new phase in the escalation (increase) of the conflict ... both UNITA and the FNLA had established contact with Pretoria, and South Africa was providing weapons to the hitherto (previously) poorly armed UNITA. By late August (1975), South Africa had set up training camps for both movements ...

[From *The origins of the Angolan Civil War* by Fernando Andresen Guimaraes]

**SOURCE 2B**

This is an extract from a speech delivered by Fidel Castro on 19 April 1976. It focuses on the reasons for Cuba's involvement in the Cold War in Angola.

Instigated (started) by the United States, regular troops from Zaire entered Angolan territory in the summer of that same year (1975), while South African military forces occupied the Cunene area in the month of August and sent arms and instructors to UNITA bands.

At that time there wasn't a single Cuban instructor in Angola. The first material aid and the first Cuban instructors reached Angola at the beginning of October, at the request of the MPLA, when Angola was openly invaded by foreign forces. However, no Cuban military unit was sent to Angola to participate directly in the fight, nor was that projected.

On 23 October 1975, also instigated (started) by the United States, South African regular army troops, supported by tanks and artillery, invaded Angolan territory across the Namibian border and penetrated deeply into the country, advancing between sixty and seventy kilometres a day. On 3 November they had penetrated more than five hundred kilometres into Angola ...

On 5 November 1975, at the request of the MPLA, the leadership of our party decided to send with great urgency a battalion of regular troops with anti-tank weapons to help the Angolan patriots (loyalists) resist the invasion of the South African racists. This was the first Cuban troop unit sent to Angola.

[From *Cuba and Angola – Fighting for Africa's Freedom and Our Own* by MA Waters (ed.)]





**SOURCE 2C**

The picture shows Cuban soldiers displaying a poster of Fidel Castro on January 9, 1989, during a ceremony held at the Cuban training camp of Punda, near Luanda, Angola.



[From Pascal Guyot / AFP via Getty Images]

**SOURCE 2D**

This source focuses on a speech that was delivered by the South African Prime Minister, BJ Vorster, in the House of Assembly in 1976. Vorster outlined the reasons for South Africa's intervention in the Cold War in Angola.

In the House of Assembly in January 1976, Vorster (South Africa's Prime Minister) placed the blame for South Africa's intervention in Angola squarely on the shoulders of the Russians and Cubans: "Our involvement was the effect of Russian and Cuban intervention. If they did not enter Angola, if they did not take part in this affair, if they did not try to subvert (undermine) the whole of Angola and to suppress (contain) its people, South Africa would never have entered Angola at all ... We went in to chase Cuba and the MPLA away from the dams (Ruacana and Calueque)."

It can hardly be doubted that the support which the Russians and the Cubans gave to the MPLA in the form of arms and training contributed in some measure to motivating South Africa's intervention, but it is unlikely that it was as crucial a reason as Vorster implied. It was Swapo, not the Cubans and the MPLA, who threatened the two dams between Ruacana and Calueque. The main reason for South Africa's intervention in Angola was not the presence of Russians and Cubans, but the desire (longing) to prevent a hostile MPLA government from taking control. When South African troops began to invade Angola early in October, there were hardly any Russians and very few Cubans in the country.

There is also evidence that President Kaunda of Zambia and President Mobutu of Zaire, neither of whom favoured the MPLA, welcomed South Africa's support for the FNLA and UNITA.

... South Africa's actions drew her progressively (more and more) deeper into the Angolan war ... General Hendrik van den Bergh was sent to France to purchase weapons to the value of R20 million for the FNLA and UNITA ... South African instructors began to train FNLA and UNITA soldiers in southern Angola.

[From *South Africa in the 20th Century* by BJ Liebenberg and SB Spies (editors)]



**QUESTION 3: HOW DID THE CIVIL RIGHTS MOVEMENT ACHIEVE VOTING RIGHTS FOR BLACKS IN THE USA IN THE 1960s?****SOURCE 3A**

The source below highlights the challenges encountered by Black voters when trying to exercise the right to vote.

Even after the Civil Rights Act of 1964 forbade discrimination in voting on the basis of race, efforts by civil rights organisations such as the Southern Christian Leadership Council (SCLC) and the Student Non-violent Coordinating Committee (SNCC) to register Black voters met with fierce resistance in southern states such as Alabama.

But the Civil Rights Movement was not easily deterred (discouraged). In early 1965, Martin Luther King Jr. and the SCLC decided to make Selma, located in Dallas County, Alabama, the focus of a Black voter registration campaign.

Alabama Governor George Wallace, was a notorious opponent of desegregation, and the local county sheriff in Dallas County had led a steadfast opposition to Black voter registration drives.

As a result, only 2 percent of Selma's eligible Black voters (about 300 out of 15 000) had managed to register to vote on communist doctrines."

[From <https://www.history.com/topics/black-history/selma-montgomery-march>. Accessed on 10 January 2024.]



**SOURCE 3B**

The source below explains how the SNCC volunteers participated in voter registration campaigns to show black interest in voting in the 1960s.

SNCC (the Student Nonviolent Coordinating Committee), an organisation of young people that emerged from the 1960 sit-in movement, developed an approach to grassroots community organising that has influenced every subsequent progressive movement. Their voter registration work in the Deep South was built around canvassing – going door-to-door, talking to people – and relied on patience, education and building relationships. The work could be slow and tedious. It took place out of the spotlight, with few big or quick victories.

Influenced by Ella Baker and community leaders, the young people in SNCC made decisions by consensus, helped develop leadership skills in others, and challenged hierarchies that privileged wealth and education. In the summer of 1961, a group of about 16 young people put school and jobs on hold to become SNCC's first field staff and commit to full-time movement work.

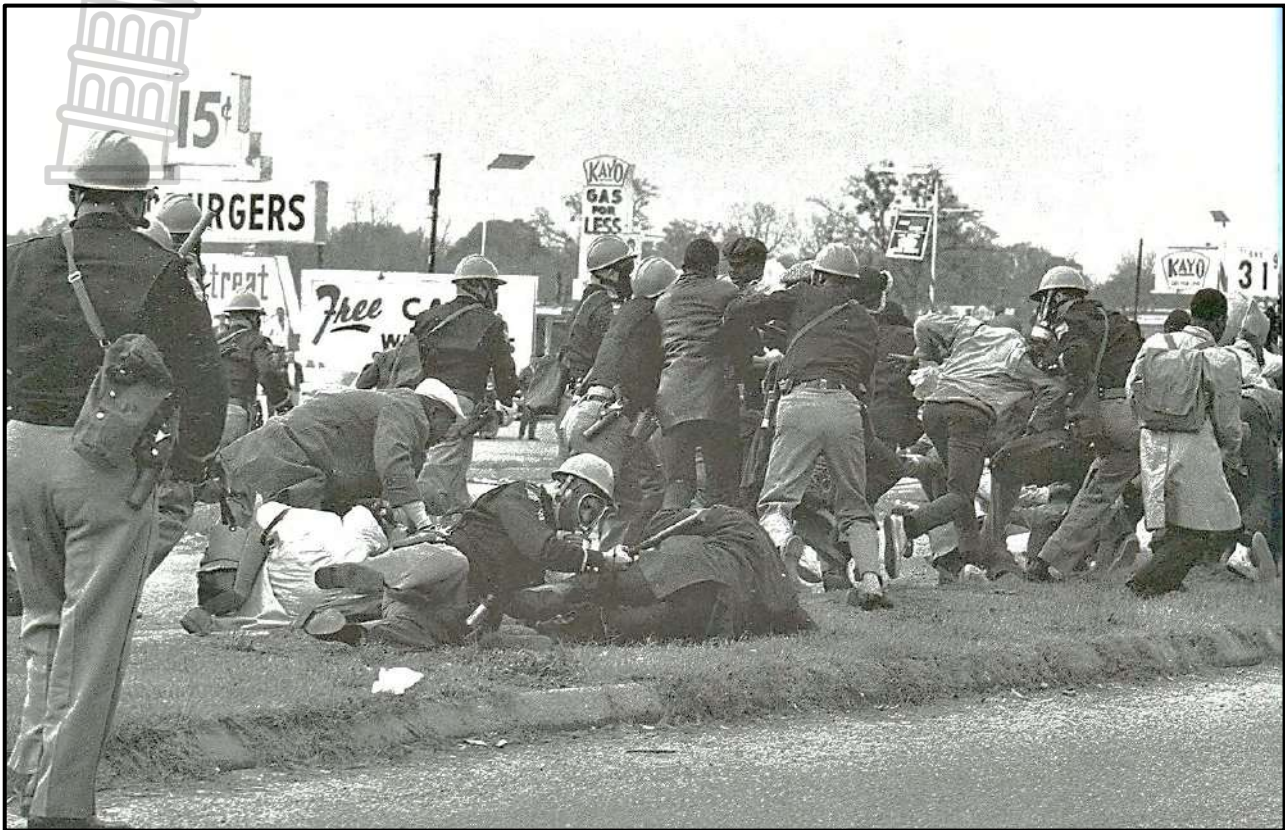
Though SNCC was not acting alone, their organising was at the heart of the movement that moved people to insist that our country eliminate the legal basis of white supremacy. SNCC's organising led directly to the Voting Rights Act, expanding the electorate and ending the undemocratic stranglehold of the southern Dixiecrats. Their work made the national Democratic Party more explicitly representative (in race and gender).

[Article by Emilye Crosby and Judy Richardson, 2015]



**SOURCE 3C**

This photograph depicts the state troopers charging on the marchers with billy clubs during the Bloody Sunday in Selma, Alabama in 1965.



[From Stephen Kasher gallery. New York.]



**SOURCE 3D**

The extract below from an article in *National Geographic*, February 2000, by C Stone, illustrates how the marches eventually culminated in the passing of the Voting Rights Act of 1965.

On Sunday 7 March, hundreds of demonstrators led by John Lewis and Hosea Williams of the SCLC (Southern Christian Leadership Conference) set out on a 54-mile (86-kilometre) trek. At the Edmund Pettus Bridge they confronted Alabama State troopers sent by Governor George Wallace, along with Sheriff Jim Clark and his 'posse' (sheriff's assistants). Ordered to disperse (break up), the marchers stood fast ... Clark's men, some on horseback, charged in. A chaos of tear-gassing, whipping and clubbing left several demonstrators unconscious ... Televised images of flailing (swinging) clubs spilled into living rooms across the country. Americans were horrified. Ironically, a non-violent march ended violently in 'Bloody Sunday'.

Momentum began building for another march. On Tuesday 9 March, Martin Luther King Jr led 2 000 people across the Pettus Bridge. Once again state troopers blocked the way. King turned the marchers around, and no one was injured.

The following week President Lyndon Johnson went on television to call for legislation banning restrictions that denied blacks the right to vote.

For five days, from March 21 to 25, the road between Selma and Montgomery was lined with marchers. Led by King, more than 3 000 people set out from Selma. At the march's end the crowd that King addressed live on national television from the foot of the state capital's steps had swelled beyond 25 000. Another speaker was Rosa Parks, whose refusal to give up her seat on a Montgomery bus had helped set off the modern Civil Rights Movement.

'The march was a turning point in the movement,' said John Lewis. That August, Congress passed the Voting Rights Act.

[From *National Geographic*, Selma-to-Montgomery marches.]



## ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

*International Monetary Fund: Money matters*

<https://www.presidency.ucsb.edu/>. Accessed on 7 January 2024

*Controlling the peace: The re-establishment of world power 1945–1955* by Roger van Zwanenberg

<https://www.wealthandpower.org/Blog>. Accessed on 7 January 2024.

*The origins of the Angolan Civil War* by Fernando Andresen Guimaraes

*Cuba and Angola – Fighting for Africa’s Freedom and Our Own* by MA Waters (ed.)

*Pascal Guyot / AFP* via Getty Images

*South Africa in the 20th Century* by BJ Liebenberg and SB Spies (editors)

<https://www.history.com/topics/black-history/selma-montgomery-march>. Accessed on 10 January 2024.

Article by Emilye Crosby and Judy Richardson, 2015

Stephen Kasher gallery. New York

*National Geographic*, Selma-to-Montgomery marches





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SENIOR CERTIFICATE**

**GRADE 12**

**JUNE 2024**

**HISTORY P1  
MARKING GUIDELINE**

**MARKS: 150**



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This marking guideline consists of 21 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% (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% (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% (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.

\_\_\_\_\_ \* \_\_\_\_\_ \* \_\_\_\_\_  
\_\_\_\_\_ \* \_\_\_\_\_ \* \_\_\_\_\_  
√√√√ 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 right-hand bottom margin e.g.

$\frac{32}{50}$

- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

## 2. ESSAY QUESTIONS

### 2.1 The essay questions require candidates to:

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

### 2.2 Marking of essay questions

- 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. 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	

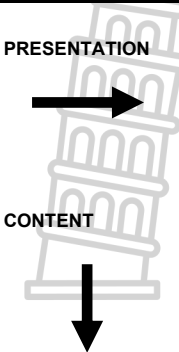
- (c) Allocate an overall mark with the use of the matrix.

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**


 <p><b>PRESENTATION</b></p> <p><b>CONTENT</b></p>	<b>LEVEL 7</b>	<b>LEVEL 6</b>	<b>LEVEL 5</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1*</b>
<p><b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.</p>	47–50	43–46					
<p><b>LEVEL 6</b> Question has been answered. Content selection relevant to a line of argument.</p>	43–46	40–42	38–39				
<p><b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.</p>	38–39	36–37	34–35	30–33	28–29		
<p><b>LEVEL 4</b> Question recognisable in answer. Some omissions or irrelevant content selection.</p>			30–33	28–29	26–27		
<p><b>LEVEL 3</b> Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.</p>				26–27	24–25	20–23	
<p><b>LEVEL 2</b> Question inadequately addressed. Sparse content.</p>					20–23	18–19	14–17
<p><b>LEVEL 1*</b> Question inadequately addressed or not at all. Inadequate or irrelevant content.</p>						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 MARSHALL PLAN ADDRESS THE ECONOMIC AND POLITICAL INSTABILITY IN EUROPE IN THE 1940s?**

- 1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- Europe
  - Asia
  - Africa
- (3 x 1) (3)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- Countries could not produce enough goods for its people
  - much less for export.
- (2 x 1) (2)
- 1.1.3 *[Extraction of evidence from Source 1A – L1]*
- USA
- (1 x 1) (1)
- 1.1.4 *[Analysis of evidence from Source 1A – L1]*
- To pay for imports
  - and make debt repayments.
- (2 x 1) (2)
- 1.1.5 *[Analysis of evidence from Source 1A – L2]*
- They had no money to buy goods.
  - They had no excess products to sell.
  - Any other relevant response.
- (Any 1 x 2) (2)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- It is essential to the maintenance of the civilisation in which the American way of life is rooted.
- (1 x 2) (2)
- 1.2.2 *[Definition of historical concept from Source 1B – L1]*
- States where the government has complete control over the people and the way they live.
  - Any other relevant response.
- (1 x 2) (2)
- 1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- The Marshall Plan will bring freedom to European countries.
  - Success of the Marshall Plan will protect Europe from Communism.
  - Economic recovery will ensure continuation of capitalism and democracy.
  - Any other relevant response.
- (Any 1 x 2) (2)
- 1.2.4 *[Interpretation of evidence from Source 1B – L2]*
- European countries would be forced into totalitarianism.
  - Communism would be forced into Europe.
  - There would be conflict between communism and capitalism.
  - Any other relevant response.
- (Any 2 x 2) (4)

- 
- 1.2.5 *[Evaluation of usefulness of Source 1B – L3]*  
**The source is useful because:**
- It is an excerpt from a speech made by Truman in 1949.
  - Truman is the USA president that approved the Marshall Plan.
  - Any other relevant response. (2 x 2) (4)
- 1.3 1.3.1 *[Explanation of a historical concept from Source 1 – L2]*
- Economic assistance given to European countries whose economies were destroyed by the Second World War.
  - Any other relevant response. (1 x 2) (2)
- 1.3.2 *[Extraction of evidence from Source 1C – L1]*
- The Marshall Plan provided much-needed trading dollars.
  - Saved Western Europe from following a socialist path. (1 x 2) (2)
- 1.3.3 *[Interpretation of evidence from Source 1D – L2]*
- Made sure there was no repeat of the chaos that ensued after the 1919 Versailles Agreement.
  - Prevent losers from falling into communism.
  - To open markets for USA trade.
  - Any other relevant response. (2 x 2) (4)
- 1.4 1.4.1 *[Interpretation of evidence from Source 1D – L2]*
- The USA is rebuilding Europe with the Marshall Plan.
  - Economies of the war-torn countries will start to grow.
  - Any other relevant response. (Any 1 x 2) (2)
- 1.4.2 *[Interpretation of evidence from Source 1D – L2]*
- The Marshall Plan will bring peace to Europe.
  - Countries benefitting from the Marshall plan will be protected by USA.
  - Any other relevant response. (Any 1 x 2) (2)
- 1.4.3 *[Interpretation of evidence from Source 1D – L2]*
- The Marshall Plan was a USA plan for European recovery.
  - The funds for European recovery came from USA.
  - Any other relevant response. (Any 1 x 2) (2)
- 1.5 *[Comparison of evidence from Sources 1C and 1D – L3]*
- Both sources indicate that American dollars were used for the European recovery.
  - Source 1C states that the Marshall Plan led to rapid economic recovery in Europe and Source 1D, the growing leaves indicate economic recovery.
  - Any other relevant response. (Any 2 x 2) (4)

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

- The economy of Europe was ruined by Second World War. (Source 1A)
- The shortage of consumer goods worsened after the war. (Source 1A)
- Many countries in Europe could not pay their debts and trade was badly affected. (Source 1A)
- The USA implemented the Marshall Plan for the recovery of the European economy.
- Truman believed that the Marshall Plan was necessary to protect the freedom of European countries. (Source 1B)
- The USA believed that the Marshall plan would protect democracy and capitalism. (Source 1B)
- The Marshall Plan was used to contain the spread of communism in Europe.
- The Marshall Plan provided USA dollars to boost European recovery. (Source 1C)
- Both the winners and the losers benefitted from the Marshall Plan. (Source 1C)
- The losers had to get assisted so that they do not turn to communism. (Source 1C)
- The economies of the European countries was revived.
- Any other relevant response.

(8)

Use the following rubric to allocate a mark:



<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g., shows little or no understanding of <b>how the Marshall Plan addressed economic and political instability in Europe in the 1940s.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>	<b>MARKS 0–2</b>
<b>LEVEL 2</b>	<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 of <b>how the Marshall Plan addressed economic and political instability in Europe in the 1940s.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	<b>MARKS 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g., demonstrates a thorough understanding of <b>how the Marshall Plan addressed the economic and political instability in Europe in the 1940s.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS 6–8</b>

(8)

[50]



**QUESTION 2: WHY DID THE FOREIGN POWERS GET INVOLVED IN THE ANGOLAN CIVIL WAR FROM 1975?**

- 
- 2.1 2.1.1 *[Definition of a historical concept from Source 2A – L1]*
- Against the rule of a country by a foreign country.
  - Any other relevant response. (1 x 2) (2)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- MPLA
  - UNITA
  - FNLA (3 x 1) (3)
- 2.1.3 *[Extraction of evidence from Source 2A – L1]*
- For power (1 x 1) (1)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- They felt that the movement best represented the interests of US in Angola.
  - To stop communist aligned MPLA from ruling Angola.
  - To prevent the spread of communism in Southern Africa.
  - Any other relevant response. (Any 2 x 2) (4)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- Zaire
  - South Africa (2 x 1) (2)
- 2.2.2 *[Definition of a historical concept from Source 2B – L2]*
- Attack on Angola by foreign countries.
  - Any other relevant response. (1 x 2) (2)
- 2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- USA did not want to be seen as interfering in the affairs of Angola.
  - USA wanted to ensure that a US friendly government is set up in Angola.
  - Any other relevant response. (Any 1 x 2) (2)
- 2.2.4 *[Interpretation of evidence from Source 2B – L2]*
- He MPLA had requested Cuba to assist them when they were attacked by foreign countries.
  - To help the communist aligned MPLA remain in power.
  - Any other relevant response. (Any 2 x 2) (4)
- 

- 2.3 2.3.1 *[Interpretation of evidence from Source 2C – L2]*
- To show how the Cuban soldiers helped Angolans during the Angolan Civil War.
  - There is a good relationship between Cuba and Angola.
  - Any other relevant response. (2 x 2) (4)
- 2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- The Angolans welcomed the intervention of the Cubans.
  - Any other relevant response (1 x 2) (2)
- 2.4 2.4.1 *[Extraction of evidence from Source 2D – L1]*
- Russians
  - Cubans (2 x 1) (2)
- 2.4.2 *[Extraction of evidence from Source 2D – L1]*
- When South Africa troops began to invade Angola in October there were hardly any Russians and very few Cubans in the country. (1 x 2) (2)
- 2.4.3 *[Interpretation of evidence from Source 2D – L2]*
- MPLA was assisted by the Cubans and Russians.
  - MPLA was friendly towards SWAPO that was fighting South Africa in South West Africa.
  - Any other relevant response. (Any 1 x 2) (2)
- 2.4.4 *[Extraction of evidence from Source 2D – L1]*
- Zaire
  - Zambia (2 x 1) (2)
- 2.4.5 *[Evaluate limitations of evidence from Source 2D – L3]*
- The source is limited because:**
- It gives only South Africa's point of view.
  - It is biased against Cuba and Russia.
  - Any other relevant response. (2 x 2) (4)
- 2.5 *[Comparison of evidence from Sources 2B and Source 2C – L3]*
- Both sources show that Cuba was involved in the Angolan Civil War.
  - Source 2B states that a battalion of regular troops was sent by Cuba to Angola. Source 2C is a picture of Cuban troops in Angola.
  - Any other relevant response. (Any 2 x 2) (4)

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

- In 1975 Portugal gave Angola its independence without proper handover of power.
- The MPLA, UNITA and FNLA competed for power leading to a civil war.
- The civil war led to the arms race as the three liberation movements were assisted by foreign powers. (Source 2A)
- USA secretly assisted FNLA with funds to protect their interests in Angola. (Source 2A)
- The Soviet Union assisted MPLA with arms and war equipment. (Source 2A)
- Cuba sent military advisors and ran training camps for the MPLA. (Source 2A)
- South Africa provided weapons and training to both UNITA and FNLA. (Source 2A)
- Fidel Castro accused USA of instigating Zaire and South Africa against the MPLA. (Source 2B)
- Cuba was involved in Angola at the request for assistance by the MPLA.
- Vorster blamed Russia and Cuba for the intervention of South Africa in Angola. (Source 2D)
- South Africa wanted to stop MPLA from being in power in Angola. (Source 2D)
- Zambia and Zaire welcomed South Africa's support for UNITA and FNLA. (Source 2D)
- The involvement of foreign powers escalated the civil war.
- The Angolan Civil War became a battlefield for the Cold War competition.
- Any other relevant response.

(8)

Use the following rubric to allocate a mark:

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

(8)

[50]

**QUESTION 3: HOW DID THE CIVIL RIGHTS MOVEMENT ACHIEVE VOTING RIGHTS FOR BLACKS IN THE USA IN THE 1960s?**



- 3.1 3.1.1 *[Definition of a concept from Source 3A – L1]*
  - Rights that are enjoyed by all the citizens.
  - Personal rights protected by the constitution.
  - Any other relevant response. (1 x 2) (2)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
  - Southern Christian Leadership Council (SCLC)
  - Student Nonviolent Coordinating Committee (SNCC) (2 x 1) (2)
- 3.1.3 *[Extraction of evidence from Source 3A – L1]*
  - Alabama Governor George Wallace was a notorious opponent of desegregation.
  - The local county sheriff in Dallas County had led a steadfast opposition to Black voter registration drives. (2 x 1) (2)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*
  - To show that contrary to the views of the segregationists, black people were interested in voting.
  - Increase in the number of black voters would win some rights for the blacks.
  - Interests of the black people would be catered for.
  - Any other relevant response. (Any 1 x 2) (2)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
  - to become SNCC’s first field staff
  - commit to full-time movement work. (2 x 1) (2)
- 3.2.2 *[Interpretation of evidence from Source 3B – L2]*
  - Blacks were attacked when they tried to register to vote.
  - Earlier attempts to register to vote were not successful.
  - Blacks had lost hope of getting equal rights.
  - Any other relevant response. (Any 2 x 2) (4)
- 3.2.3 *[Extraction of evidence from Source 3B – L1]*
  - Voting Rights Act.
  - expanding the electorate
  - ending the undemocratic stranglehold of the southern Dixiecrats.
  - made the national Democratic Party more explicitly representative (in race and gender)
  - Any other relevant response. (Any 2 x 1) (2)



- 3.3 3.3.1 *[Interpretation of evidence from Source 3D – L2]*
- State troopers attacking marchers with clubs.
  - Marchers running away without fighting back.
  - A peaceful march turning into a Bloody Sunday.
  - Any other relevant response. (Any 2 x 2) (4)
- 3.3.2 *[Interpretation of evidence from Source 3C – L2]*
- They were following orders of the Governor.
  - They were against integration/supported segregation.
  - They were racists.
  - Any other relevant response. (Any 1 x 2) (2)
- 3.3.3 *[Ascertaining reliability of Source 3C – L3]*  
**The source is reliable because:**
- The picture is a primary source taken during the event.
  - Bloody Sunday is corroborated by other sources.
  - Any other relevant response. (2 x 2) (4)
- 3.4 3.4.1 *[Extraction of evidence from Source 3D – L1]*
- John Lewis
  - Hosea Williams (2 x 1) (2)
- 3.4.2 *[Interpretation of evidence from Source 3D – L2]*
- Many people became aware of the work of the Civil Rights Movement.
  - More people sympathised with the Black people in USA.
  - Membership of the Civil Rights Movement increase.
  - Any other relevant response. (Any 2 x 2) (4)
- 3.4.3 *[Extraction of evidence from Source 3D – L1]*
- whose refusal to give up her seat on a Montgomery bus had helped set off the modern Civil Rights Movement. (1 x 2) (2)
- 3.4.4 *[Interpretation of evidence from Source 3D – L2]*
- The march led to the passing of the Voting Rights Act.
  - The federal government was forced to take action.
  - The numbers of black voters increased in USA.
  - Any other relevant response. (Any 2 x 2) (4)
- 3.5 *[Comparison of evidence from Source 3C and Source 3D – L3]*
- Both sources show that the Civil Rights Movement fought for the voting rights of the Blacks.
  - Source 3C shows marchers being attacked by the state troopers. Source 3D confirms that the marchers were attacked by the troopers on the Bloody Sunday.
  - Both sources indicate that the marchers were peaceful.
  - Any other relevant response. (2 x 2) (4)

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

- The Civil Rights Act passed in 1964 prohibited discrimination in voting based on race but Blacks were still denied vote in the Southern states in the US. (Source 3A)
- The Civil Rights Movement continued to encourage blacks to register to vote. (Source 3A)
- In 1965 Martin Luther King Jr. and the SCLC started a black voter registration campaign in Selma, Alabama. (Source 3A)
- Both the Governor of Alabama and the local sheriff were against integration and the Black voter registration drive. (Source 3A)
- Only 2 percent of Blacks in Selma managed to register to vote because of this resistance to black voting. (Source 3A)
- Members of the SNCC went door to door encouraging Blacks to register to vote. (Source 3B)
- Some put on hold school and jobs to do the work of the movement full-time. (Source 3B)
- Their work led to the passing of the Voters Right Act and an increase in the number of registered black voters. (Source 3B)
- On Sunday 7 March 1965 Lewis and Williams led a peaceful march in Selma. (Source 3B)
- State troopers met the marchers with violence and this turned into the Bloody Sunday, published live in the media. (Source 3B)
- The Bloody Sunday forced the federal government to take action and the voting right act was passed.
- Any other relevant response.

(8)

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of how the Civil Rights Movement achieved voting rights for Blacks in the USA in the 1960s.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	<b>MARKS 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows some understanding of the Civil rights movement achieved voting rights for Blacks in the USA in the 1960s.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	<b>MARKS 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of the Civil Rights Movement achieved voting rights for blacks 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>	<b>MARKS 6–8</b>

(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.]*

**Candidates should provide a balanced response which critically discusses the military strategies of both the USA and the Viet Cong in Vietnam between 1963 and 1973.**

**SYNOPSIS**

Candidates must be able to critically discuss why the USA was unable to defeat a small nation of Vietnamese peasants during the Vietnam War between 1963 and 1973. An outline of the tactics and strategies employed by the USA's army and the Vietminh/Viet Cong (National Liberation Front) during the war should also be highlighted. An analysis of how the Viet Cong were able to outflank the US army should be elaborated upon.

**MAIN ASPECTS**

Candidates should include the following aspects in their responses:

Introduction: Candidates should critically discuss the statement and develop a relevant line of argument.

**ELABORATION**

- The Geneva Agreement promised elections to unite the country by 1956
- The USA wanted to prevent the spread of communism in South East Asia – the 'Domino Effect'
- The USA sent weapons and advisors – failed.
- Villagisation/strategic hamlet programme (USA and South Vietnam government created new villages and attempted to separate villagers [farmers] from guerrillas) which was a failure.
- Vietnamese farmers were also guerrillas (Vietcong) and were not easily identifiable by USA soldiers.
- Gulf of Tonkin Resolution (1964) gave President Johnson wide military powers resulting in the escalation of warfare in Vietnam.
- The USA launched Operation Rolling Thunder to destroy the Ho Chi Minh Trail – failed – led to more support for the Viet Cong
- The Vietcong launched the Tet Offensive (1968) – captured about 80% of towns and villages
- The Tet Offensive turned public opinion against the war.
- The Vietcong were highly experienced having fought liberation against colonial rule / the USA (drafted) conscripted young inexperienced soldiers and the USA army were not trained in guerrilla war.
- 'Operation Ranch Hand' – used chemicals to destroy forests (Agent Orange) and crops (Agent Blue).
- The USA sent young and inexperienced soldiers to Vietnam.
- Highly effective use of guerrilla tactics by the Vietcong frustrated American strategies.

- The USA used search-and-destroy missions – which resulted in large numbers of civilian deaths.
  - The My Lai Massacre dented the image of the USA.
  - The media applied pressure on the US government to withdraw from the war.
  - Students and disarmament movements protested against USA involvement in the war.
  - President Nixon’s Vietnamisation policy/including WHAM (Winning the hearts and mind of the Vietnamese) was an attempt by the USA to withdraw from war and ‘save face’.
  - The USA withdrew all troops by 1973 and North Vietnam took control of Saigon in 1975.
  - Vietnam became a united country under communist regime.
  - 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 explain whether they agree or disagree with the statement. In agreeing with the statement, they need to explain how Mobutu Sese Seko's political and economic policies succeeded in developing Congo into a prosperous country after attaining independence from Belgium in the 1960s. If the candidates disagree with the statement, they need to substantiate their lines of argument with relevant historical evidence.

**MAIN ASPECTS**

Candidates should include the following aspects in their 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 would support their line of argument.

**ELABORATION****Economic policies**

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

### Political policies

- Colonial legacies: (as background information)
  - Paternalism – Congolese were treated as children – with no responsibility in administration or representation of the government;
  - Political parties were banned and with quick Belgian withdrawal – due to the 1959 Leopoldville riots – many political parties (representing different regions and ethnicities) were formed; political parties formed along regional and ethnic groupings
  - 120 political parties participated in the 1960 elections; no single political party won outright majority – Patrice Lumumba's Movement National Congolese (MNC) won most of the seats because unlike other regional parties, it had some level of nation-wide support
  - Lack of political unity
- Congo became independent on 30 June 1960 with Joseph Kasavubu as President and Patrice Lumumba as Prime Minister. Joseph Kasavubu preferred that the Congo be a federal state while Patrice Lumumba was for a strong centralised national government/Lumumba also in conflict with Moïse Tshombe
- Congo started with a lot of political instability – with Tshombe focused on the secession of Katanga for its own independence
- Mobutu seized power from Kasavubu through a coup d'état in 1965
- He managed to bring some form of political stability (based on authoritarianism)
- In 1967 Mobutu managed to stop the Katanga rebellion and gave his country a new constitution as a one-party state under his party, the Popular Movement for the Revolution (MPR)
- Congo became a one-party state within the first five years after gaining independence with all opposition suppressed
- Mobutu developed a personality cult (Mobutoism)
- Mobutoism made Congo an autocratic state under himself as a military dictator
- Mobutu was supported by the USA because he was seen as an anti-communist ally
- He created a strong centralised government and controlled all appointments, promotions and the allocation of government revenue
- He introduced a policy of Zairianisation, a policy that replaced skilled foreigners or those occupying strategic management positions with the unskilled locals – which led to maladministration and mismanagement in political leadership roles
- He allowed nepotism (kleptocracy)
- Mobutu remained as 'president for life' until his death in 2007
- Any other relevant response
  
- Conclusion: Candidates should tie 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 need to explain to what extent the Black Power philosophy succeeded in organising African Americans to challenge discrimination and segregation in the USA in the 1960s. They should support their line of argument with relevant historical evidence.

**MAIN ASPECTS**

Candidates should include the following aspects in their responses:

**Introduction:** Candidates should take a stance by indicating to what extent the Black Power philosophy succeeded in organising African Americans to challenge discrimination and segregation in the USA in the 1960s. They should also provide an outline of how they will support their line of argument.

**ELABORATION**

- Conditions in the USA: (Background information)
  - African Americans still economically and politically crippled in the USA due to discriminatory (Jim Crow) laws
  - Lack of a sense of pride due to socio-economic circumstances (lived in ghettos and slum areas/poor housing/under-resourced facilities)
  - African Americans became impatient with the slow pace of change and the impact of the Civil Rights Movement in the 1960s
  - African Americans subjected to police brutality – led to growth of nationalist feelings
- Black Power philosophy advocated for assertiveness; self-reliance; black pride; control of politics in their own communities (advocated by Stokely Carmichael); African Americans to protect themselves against police brutality; Blacks to seek freedom from White authority; promotion of Afro hairstyle and African clothing and coined the slogan 'Black is beautiful' (succeeded in eliminating inferiority complex)
- 1966 Bobby Searle and Huey Newton formed the Black Panther Party (BPP) for self-defence against police brutality (succeeded in encouraging African Americans to be assertive)
- Adopted the Ten Point Plan to cover its social, political and economic goals for the upliftment of the African American community
- The Black Panther Party ran feeding schemes, childcare and literacy projects in Black communities – the feeding schemes eradicated hunger amongst the youth and improved learning in schools (eliminate poverty)
- The BPP literacy projects eradicated illiteracy amongst the African American communities
- The BPP childcare projects took care of medical needs of African Americans in black communities
- BPP members patrolled the streets to monitor police activities (police the police) and defend themselves against police brutality
- BPP demanded that black history must be taught in black schools

- Malcolm X promoted armed self-defence against white oppression
  - He argued that bloodshed was necessary for revolution (black nationalism) and he advocated self-respect and self-discipline
  - Promoted the concept of 'Black Pride' (self-esteem/self-respect/self-help)
  - Encouraged African Americans to stand up against white American authorities in pursuit of freedom, justice and equality by whatever means possible
  - Supported the use of violence as a means of self-defence against those who attacked African Americans
  - Stokely Carmichael believed that the non-violent strategy failed because of ongoing violence against African Americans
  - Advocated the exclusion of white 'liberals' as a philosophy for African Americans
  - He promoted the idea to split the USA into separate black and white countries
  - He was against the USA's involvement in the Vietnam war
  - Impact: the most obvious forms of racial discrimination ended
  - Racial violence and tension declined
  - African Americans were elected to public offices
  - Housing and facilities of African Americans were improved
  - Black literacy and dependence on state grants were limited
  - Affirmative action policies for federal employment were put in place
  - Any other relevant response.
- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

**TOTAL: 150**

