



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

HISTORY P1

NOVEMBER 2023

MARKS: 150

TIME: 3 hours

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



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 US CIVIL RIGHTS MOVEMENT

SECTION B: ESSAY QUESTIONS

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

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

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 can be either a source-based question or an essay question.
5. You are advised to spend ONE hour per question.
6. When answering questions, candidates should apply their 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, but not more than TWO questions, in this section. Source material to be used to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID BERLIN BECOME A FOCAL POINT OF COLD WAR TENSION BETWEEN THE SOVIET UNION (USSR) AND THE UNITED STATES OF AMERICA (USA) IN 1948?

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

1.1 Refer to Source 1A.

- 1.1.1 Identify in the source the THREE countries that made up the European Advisory Commission. (3 x 1) (3)
- 1.1.2 Why, according to the source, was it decided at Yalta in February 1945 to also create a zone for France in Germany?(1 x 1) (1)
- 1.1.3 Explain why you think the occupying countries had 'to ensure that the Germans were not able to build up a military force again'. (1 x 2) (2)
- 1.1.4 Comment on the implications of having the city of Berlin in the Soviet zone in the context of Cold War tensions between the USSR and the USA in 1948. (2 x 2) (4)

1.2 Read Source 1B.

- 1.2.1 Define the term *blockade* in your own words. (1 x 2) (2)
- 1.2.2 Explain why you think the USA regarded the Berlin Blockade as 'a clear violation of existing agreements concerning the administration of Berlin'. (2 x 2) (4)
- 1.2.3 Quote THREE reasons from the source why the USA was determined to remain as a power in Berlin. (3 x 1) (3)
- 1.2.4 State ONE specific obligation, according to the source, which the USA insisted on concerning the physical well-being of the population of its sector in Berlin. (1 x 1) (1)
- 1.2.5 Comment on why the USA emphasised its willingness to settle any disagreements with the USSR by negotiations. (2 x 2) (4)

- 1.3 Use Source 1C.
- 1.3.1 Give TWO reasons, according to the source, why the Soviet Union opposed the introduction of a special currency to be used in the western part of Berlin only. (2 x 1) (2)
- 1.3.2 Explain the concept *monetary reform* in the context of the Berlin zones in 1948. (1 x 2) (2)
- 1.3.3 Why, according to the source, did the Soviet Command believe that the danger of the disruption of economic activities of the Soviet zone and of Berlin was not eliminated? (1 x 2) (2)
- 1.3.4 Comment on the limitations of this source to a historian researching the division of Berlin. (2 x 2) (4)
- 1.4 Consult Sources 1B and 1C. Comment on how Source 1B differs from Source 1C regarding reasons given by the USA and the Soviet Union for remaining as occupying powers in Berlin in 1948. (2 x 2) (4)
- 1.5 Consult Source 1D.
- 1.5.1 Explain the symbolic representation of the three leaders seated next to each other in the context of the Cold War. (1 x 2) (2)
- 1.5.2 Why did Russia (Stalin) want to have a final say in the administration of Berlin? (1 x 2) (2)
- 1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how Berlin became a focal point of Cold War tension between the Soviet Union (USSR) and the United States of America (USA) in 1948. (8) [50]



QUESTION 2: WHAT FACTORS LED TO THE THREE NATIONALIST MOVEMENTS (MPLA, FNLA AND UNITA) BECOMING INVOLVED IN THE ANGOLAN CIVIL WAR IN 1975?

Study Sources 2A, 2B, 2C and 2D and answer the questions that follow.

2.1 Use Source 2A.

- 2.1.1 Define the term *revolution* in your own words. (1 x 2) (2)
- 2.1.2 Identify in the source the THREE nationalist movements that contested the control of Angola after independence. (3 x 1) (3)
- 2.1.3 Name TWO communist countries in the source with which Neto formed close links. (2 x 1) (2)
- 2.1.4 What does the execution of Nito Alves' followers suggest about Neto's leadership? (1 x 2) (2)

2.2 Read Source 2B.

- 2.2.1 Why do you think this photograph was taken in December 1975? (2 x 2) (4)
- 2.2.2 Comment on the implication of the title of the photograph 'Angola's Brutal History and the MPLA's Role in it'. (1 x 2) (2)

2.3 Use Source 2C.


- 2.3.1 Why, according to the source, did the transition from Portuguese rule in Angola turn into a disaster? (1 x 2) (2)
- 2.3.2 Explain the term *civil war* in the context of the contestation of power over Angola. (1 x 2) (2)
- 2.3.3 Comment on the meaning of the statement, 'But both were determined for reasons of their own prestige ...', in the context of their involvement in the Angolan Civil War. (2 x 2) (4)
- 2.3.4 Explain the usefulness of this source to a historian studying the Angolan Civil War. (2 x 2) (4)

2.4 Study Source 2D.



- 2.4.1 Quote evidence from the source that suggests that the MPLA was leaning towards nationalism and socialism. (1 x 2) (2)
- 2.4.2 Explain what you think is implied by the following in the context of the Angolan Civil War: 'Conflict became ethnicised'. (1 x 2) (2)
- 2.4.3 Why, according to the source, did the Central Intelligence Agency (CIA) support the FNLA? (1 x 1) (1)
- 2.4.4 Using the information in the source and your own knowledge, comment on why you think South Africa decided to support UNITA. (2 x 2) (4)
- 2.4.5 Quote TWO pieces of evidence from the source that suggest the MPLA did not improve the lives of the Angolan people. (2 x 1) (2)
- 2.5 Refer to Sources 2C and 2D. Explain how the evidence in Source 2C supports the information in Source 2D regarding the approach followed by the three nationalist movements. (2 x 2) (4)
- 2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the factors that led to the three nationalist movements (MPLA, FNLA and UNITA) becoming involved in the Angolan Civil War in 1975. (8)

[50]



QUESTION 3: WHAT CHALLENGES WERE ENCOUNTERED BY THE CIVIL RIGHTS PROTESTORS WHO PARTICIPATED IN THE FREEDOM RIDES IN THE UNITED STATES OF AMERICA (USA) IN THE 1960s?

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


3.1 Refer to Source 3A.

- 3.1.1 How, according to the source, did the Freedom Riders set out to challenge racial discrimination in the USA in 1961? (1 x 2) (2)
- 3.1.2 Define the term *constitution* in your own words. (1 x 2) (2)
- 3.1.3 Comment on what is meant by the statement, 'They also knew that they might be injured or even killed for trying to exercise that right [of travelling together]'. (1 x 2) (2)
- 3.1.4 Using the information in the source and your own knowledge, explain why President John F Kennedy took immediate action in desegregating the USA. (2 x 2) (4)

3.2 Use Source 3B.

- 3.2.1 Explain why you think this newspaper article made front-page headline news. (1 x 2) (2)
- 3.2.2 Why do you think this article was titled, 'Inhuman!?' (2 x 2) (4)
- 3.2.3 Comment on why the flames and smoke from the burning bus are labelled, 'The Flames of Hatred!'. (1 x 2) (2)

3.3 Read Source 3C.

- 3.3.1 What, according to the source, motivated Zwerg and his colleagues to get involved in the Freedom Rides? (1 x 1) (1)
- 3.3.2 Give TWO options, stated by Zwerg, that activists would take if they were jailed for participating in the Freedom Rides. (2 x 1) (2)
- 3.3.3 Why would a historian consider this source reliable when researching the 1961 Freedom Rides in the USA? (2 x 2) (4)
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- 3.4 Study Source 3D.
- 3.4.1 Give THREE reasons in the source why the protestors were taken to the hospital after the bus explosion. (3 x 1) (3)
- 3.4.2 Comment on what is implied by Governor Patterson's statement regarding the Freedom Riders, 'Any rioters in this state will not receive police protection'. (2 x 2) (4)
- 3.4.3 Quote evidence from the source which indicates that the hospital did not administer or accept the injured Freedom Riders. (2 x 1) (2)
- 3.4.4 Explain the term *segregationist* in the context of the state of Alabama. (1 x 2) (2)
- 3.4.5 Give TWO pieces of evidence from the source indicating that Governor Patterson was a 'militant segregationist'. (2 x 1) (2)
- 3.5 Consult Sources 3C and 3D. Explain how the evidence in Source 3C is supported by the information in Source 3D regarding the treatment of the Freedom Riders. (2 x 2) (4)
- 3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the challenges that were encountered by the civil rights protestors who participated in the Freedom Rides in the USA in the 1960s. (8) **[50]**



SECTION B: ESSAY QUESTIONS

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

Your essay should be about THREE pages long.

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

The tactics used by the Vietcong were successful in making USA strategies ineffective during the Vietnam War between 1963 and 1975.

Critically discuss this statement and use relevant historical evidence to support your line of argument.

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

Mobutu Sese Seko's political, economic and cultural policies positively transformed the post-independent Congo in the 1960s.

Do you agree with the statement? Use relevant evidence to support your line of argument.

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

Explain to what extent the Black Power Movement depended on the use of violent, radical and militant strategies to end discrimination in the USA.

Use relevant historical evidence to support your line of argument.

[50]**TOTAL: 150**



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ADDENDUM

This addendum consists of 14 pages.



QUESTION 1: HOW DID BERLIN BECOME A FOCAL POINT OF COLD WAR TENSION BETWEEN THE SOVIET UNION (USSR) AND THE UNITED STATES OF AMERICA (USA) IN 1948?

SOURCE 1A

The source below is an extract from a book titled *The Berlin Wall: How It Rose and Why It Fell* (1992). It highlights the agreements that were reached by the victorious powers regarding the administration of Germany after the Second World War.

Even before the guns of war were silenced, the European Advisory Commission – a group formed by the United States, Britain and the Soviet Union – had begun to plan for the occupation of Germany. At that time, it was decided that Germany would be divided into three zones, one for each country, except France.

Later at a conference held in February 1945 at Yalta, US President, Franklin D Roosevelt and the British Prime Minister, Winston Churchill, were able to convince Joseph Stalin, the Soviet leader, to create a zone for France, which had suffered three invasions and two defeats at the hands of Germany within seventy years. Each of these four zones would be administered by the country occupying the area.

On 12 April 1945 President Roosevelt died and the presidency of the United States of America passed to Harry Truman. On 17 July 1945 Truman, Churchill and Stalin met at Potsdam near Berlin. It was at this meeting that the final decisions were made regarding how Germany should be organised and where its borders would be drawn. The Allies agreed on a border in the west; a temporary line for the east was to be the Oder and western Neisse rivers. Each occupying country had to ensure that the Germans were not able to build up a military force again.

The city of Berlin, 110 miles inside the eastern zone of the Soviets, became a special area for joint four-power control ... Before the Soviet Army officially took control of its zone, there was a last-minute rush of people from east to west. They feared that the Russians would establish a more secure border, one that would be impossible to get through.

[From *The Berlin Wall: How It Rose and Why It Fell* by DM Epler]

SOURCE 1B

The source below is an extract from *The Berlin Crisis: A Report on the Moscow Discussions, 1948* by the US Department of State delivered to the representatives of the USSR in Washington, London and Paris on 6 July 1948. It indicates the US's reaction to the Berlin Blockade.

The Governments of the United States, the United Kingdom and France decided to make formal representations to the government of the USSR. The Soviet Government was informed that the United States regarded the blockade measures as a 'clear violation of existing agreements concerning the administration of Berlin by the four occupying powers'.

The United States Government categorically (firmly) asserted that it was in occupation of its sector of Berlin with free access thereto 'as a matter of established right derived from the defeat and surrender of Germany and confirmed by formal agreements among the principal Allies'.

The United States also emphatically (forcefully) declared that it would 'not be induced (pushed) by threats, pressures or other actions to abandon these rights'.

This consideration, together with responsibility for the physical well-being of the population of its sector of Berlin, including hundreds of thousands of women and children, obliged (forced) the United States to insist that 'in accordance with existing agreements the arrangements for the movement of freight and passenger traffic between the western zones and Berlin be fully restored'.

The United States emphasised again its willingness to settle by negotiation, or by any of the other peaceful methods provided for in article 33 of the Charter of the United Nations.

Specifically, the United States offered, once blockade measures were lifted, to participate in negotiations in Berlin among the four allied occupying authorities.

[From *The Berlin Crisis: A Report on the Moscow Discussions, 1948*]

SOURCE 1C

The source below, dated 14 July 1948, is a Soviet Union response to the United States' note sent to the Soviet Union representative on 6 July 1948. It outlines the steps the Soviet Command would take to protect its control of Berlin.

Berlin lies in the centre of the Soviet zone and is part of that zone. The interests of the Berlin population do not permit a situation in which, in Berlin or only in the western sectors of Berlin, there shall be introduced special currency which has no validity in the Soviet zone. Moreover, the carrying out of a separate monetary (financial) reform in the western zones of Germany has placed Berlin and the whole Soviet zone of occupation in a situation in which the entire mass of currency notes, which were cancelled in the western zone, threatened to pour into Berlin and the Soviet zone of occupation of Germany.

The Soviet Command has been forced, therefore, to adopt certain urgent measures for the protection of the interests of the German population and also of the economy of the Soviet zone of occupation and the area of 'Greater Berlin'. The danger of the disruption of the economic activity of the Soviet zone and of Berlin has not been eliminated even at the present time, in as much as the United States, Great Britain and France continue to maintain in Berlin their special currency.

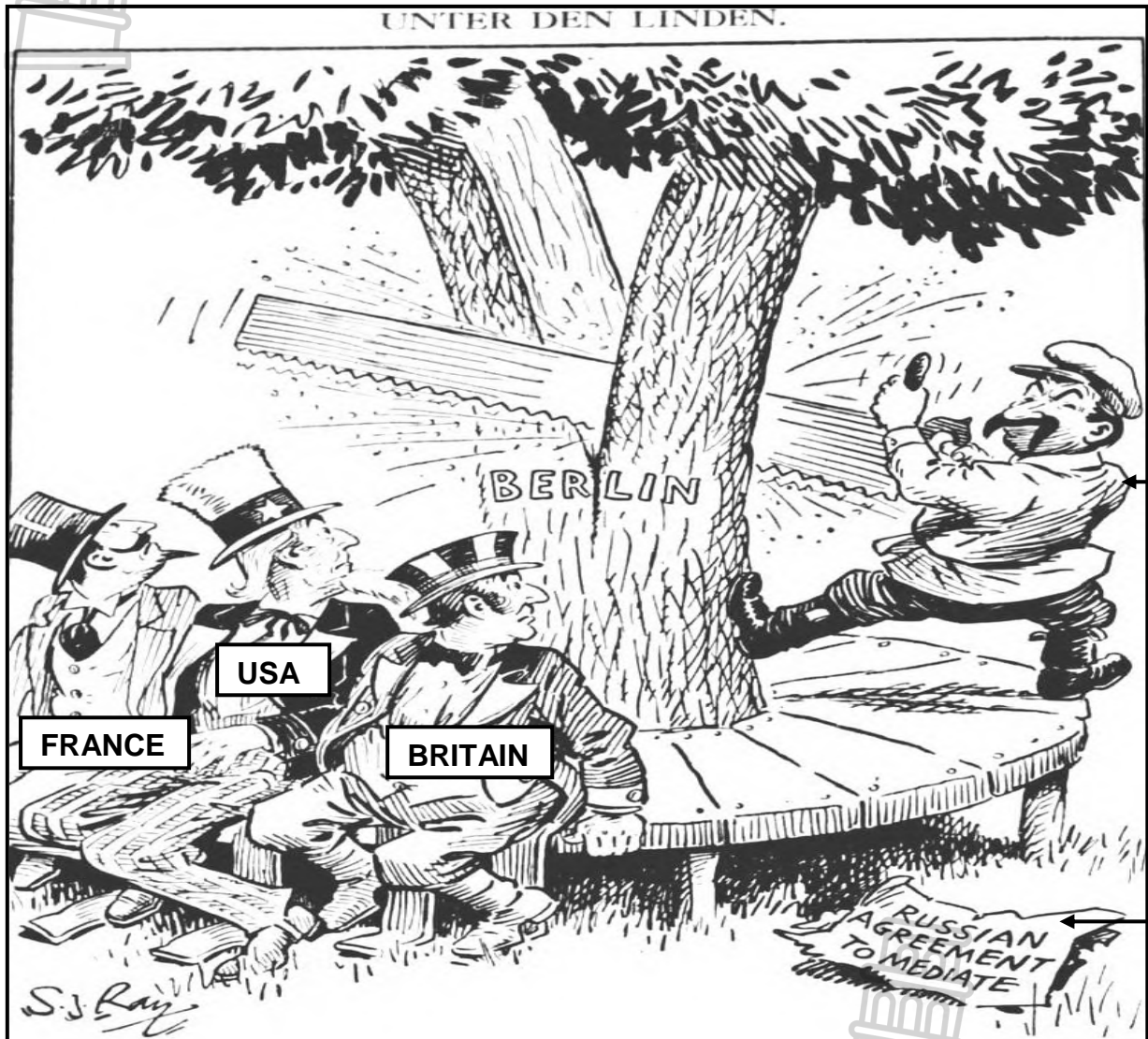
Furthermore, the Soviet Command has consistently displayed and is displaying concern for the well-being of the Berlin population and is assuring them of normal supply in all essentials and is striving for the speediest elimination of the difficulties which have arisen recently in this matter. In this connection, if the situation requires, the Soviet Government would not object to assuring by its own means adequate supply for all 'Greater Berlin'.

[From *The Berlin Crisis: A Report on the Moscow Discussions, 1948*]



SOURCE 1D

This source below titled *UNTER DEN LINDEN* (*Under the Linden Trees*) by SJ Ray was published in the US *Kansas City Star* newspaper on 2 December 1948. It depicts Stalin cutting Berlin into two parts.



[From *Kansas City Star*, 2 December 1948]

STALIN

RUSSIAN AGREEMENT TO MEDIATE – Refers to Russia (Stalin) having the final say in ending Allied joint administration of Berlin

QUESTION 2: WHAT FACTORS LED TO THE THREE NATIONALIST MOVEMENTS (MPLA, FNLA AND UNITA) BECOMING INVOLVED IN THE ANGOLAN CIVIL WAR IN 1975?

SOURCE 2A

The source below outlines how Agostinho Neto under the Popular Movement for the Liberation of Angola (MPLA) took control of Angola after the country achieved full independence from Portugal on 11 November 1975.

Following the Carnation Revolution in Portugal during April 1974 (which deposed of Salazar's successor Marcelo Caetano), three political factions vied (contested) for Angolan power. One of the three was the Popular Movement for the Liberation of Angola (MPLA), to which Agostinho Neto belonged. On 11 November 1975, Angola achieved full independence from the Portuguese, and Neto became the nation's ruler after the MPLA seized Luanda at the expense of the other liberation movements. He established a one-party state and his government developed close links with the Soviet Union and other nations in the Eastern bloc and other communist states, particularly Cuba, which aided the MPLA considerably in its war with the National Front for the Liberation of Angola (FNLA), the National Union for the Total Independence of Angola (UNITA) and South Africa.

... As a consequence, he violently repressed (suppressed) a movement later called Fractionism, which in 1977 attempted a coup d' état (overthrowing an existing government) inspired by the Organização dos Comunistas de Angola. Tens of thousands of followers (or alleged followers) of Nito Alves were executed in the aftermath of the attempted coup, over a period that lasted up to two years.

[From <https://kwekudee-tripdownmemorylane.blogspot.com/2014/01/agostinho-neto-pan-african-culturalist.html?m=1>. Accessed on 22 March 2023.]



SOURCE 2B

The photograph below, titled 'Angola's Brutal History and the MPLA's Role in it', appeared in the *Guardian* newspaper, 5 May 2014. It was taken in December 1975 and depicts soldiers of the Popular Movement for the Liberation of Angola (MPLA) who fought in the Angolan Civil War.



[From the *Guardian* newspaper, 5 May 2014]



SOURCE 2C

The source below is taken from a book by a historian, M Meredith, titled *The First Dance of Freedom: Black Africa in the Post-War Era*. It outlines the crisis created by Portugal during the transition of power to Angola.

The transition (change) from Portuguese rule in Angola turned into a disaster on a far greater scale. The withdrawal of the Portuguese abandoned all attempts to control the transition. On the eve of independence in November 1975, with much of the country engulfed (destroyed) in violence, the Portuguese High Commissioner, Admiral Leonel Cardoso, held a brief ceremony in Luanda at which he announced [that] he was transferring power to the 'Angolan people'. Not a single Angolan was present to witness the proceedings.

No serious effort was ever made by the nationalists to reconcile their differences. The race for power in Angola from the outset was conducted more in terms of an armed struggle than through political bargaining. At every stage in the conflict, each faction tried to gain advantage by appealing for support from foreign interests. The two principal foreign powers involved in the conflict, the United States and the Soviet Union, had no direct strategic interest in Angola. But both were determined for reasons of their own prestige and because of their preoccupation (concern) with the global balance of power, to ensure that the Angolan factions they supported were triumphant (successful).

... the faction that was strongest in military terms was Roberto's National Front for the Liberation of Angola (FNLA). His guerrilla army had been reorganised and retrained with the help of President Mobutu's army. The Popular Movement for the Liberation of Angola (MPLA) ... was on the verge of collapse.

[From *The First Dance of Freedom: Black Africa in the Post-War Era* by M Meredith]



SOURCE 2D

The source below, titled *Africa since 1940: The Past of the Present*, was written by a historian, F Cooper. It explains how ideological differences among the three nationalist movements in Angola were shaped by ethnic differences as well as by support from foreign powers.

The Popular Movement for the Liberation of Angola (MPLA), led by Agostinho Neto, looked upon politics through nationalist and socialist lenses. Others, however, saw its leaders as mulattos* who were removed from the social institutions and networks in which most people lived. Meanwhile, Bakongo living on the Angolan side of the border with the Belgian Congo, also moved from exile in Angola. At the centre of a rural insurrection (revolt) they eventually organised the National Front for the Liberation of Angola (FNLA) under Holden Roberto. Then came the National Union for the Total Liberation of Angola (UNITA), organised by Jonas Savimbi, who was from the Ovimbundu-speaking region. His small cadre of followers, mostly from Protestant mission schools, had a thoroughly rural base. Conflict became ethnicised (culturally based).

The FNLA was supported by Zaire and the Central Intelligence Agency (CIA), which saw it as the least Marxist of the three ... UNITA had support from Zambia and then from South Africa. Savimbi flipped (reversed) his ideological stance from Maoism** to Reaganism*** with scarcely the blink of an eye and the United States added its support to UNITA ...

The MPLA combined the features of a Soviet party and the African gatekeeper state. Its real source of power was oil revenue coming from militarised enclaves (areas) and after gestures at revolutionising agriculture, it did little in the countryside other than recruit soldiers. Education, health and other services in the cities languished (suffered). The MPLA with its oil revenues and UNITA continued their war.

[From *Africa since 1940: The Past of the Present* by F Cooper]

*Mulattos are people of mixed ancestry from the Portuguese (white Europeans) and Angolans (blacks) in Angola.

**Maoism is also referred to as the Mao Zedong thought. It is a form of communism developed by Mao Zedong (Mao Tse Tung) as a doctrine to capture state power through a combination of armed insurgency (violence), mass mobilisation and strategic alliances. It also used propaganda and disinformation to promote its doctrine.

***Reaganism refers to an American economic policy based on economic individualism as propagated by Ronald Reagan.

QUESTION 3: WHAT CHALLENGES WERE ENCOUNTERED BY CIVIL RIGHTS PROTESTORS WHO PARTICIPATED IN THE FREEDOM RIDES IN THE UNITED STATES OF AMERICA (USA) IN THE 1960s?

SOURCE 3A

The source below was taken from a book, *Freedom Riders: 1961 and the Struggle for Racial Justice*, written by R Arsenault, a civil rights activist and militant student leader. It highlights the commitment of the Freedom Riders during the 1960s.

In 1961, the Freedom Riders set out to change the world. They did so by simply boarding a bus, not as Blacks or Whites restricted by an outmoded system of racial discrimination, but as free and full citizens of a democratic nation.

The Freedom Riders knew that federal law and the Constitution of the United States of America protected their right to travel together, even in the Deep South where the local law and custom mandated (authorised) racial separation. They also knew that they might be injured or even killed for trying to exercise that right. When riots ensued, the potential violence became too real, and a nation recoiled (reacted) in horror. Unfazed (not discouraged), the Freedom Riders kept coming, more than four hundred in all, filling the freedom buses and marching into jails of the Jim Crow South.

The resolute (determined) courage and commitment of the Freedom Riders had brought non-violent direct action and grassroots' insurgency (uprising) to the centre stage of American public life, prompting an unprecedented (unique) governmental response to unconstitutional infringements (violations) of freedom and civic equality. This interracial, non-violent army forced John F Kennedy's administration to confront the immediacy (closeness) of a civil rights struggle that had captured the world's attention. By the end of 1961 a sweeping desegregation order was in effect and the federal government was moving towards active involvement in the struggle for racial justice.

[From *Freedom Fighters: 1961 and the Struggle for Racial Justice* by R Arsenault]

SOURCE 3B

The newspaper article below was published in the *NEW YORK Amsterdam News* on 20 May 1961. It used a photograph to effectively report on the challenges that Freedom Riders encountered in their demonstration against racial segregation in the United States of America.



[From *NEW YORK Amsterdam News*, 20 May 1961]

The Flames of Hatred!

SOURCE 3C

The source below was taken from a documentary compiled by Stanley Nelson, a writer and filmmaker, who interviewed Jim Zwerg. He was one of only ten white male students of the Freedom Riders, who boarded a bus from Nashville to New Orleans on 14 May 1961.

Q: You got involved in the Freedom Rides ...

Zwerg: Well, we got word on the Congress for Racial Equality (CORE) Freedom Ride, and we knew that John Lewis, a member of our organisation, was going to be involved in it. We got word of the burning of the bus in Aniston ... we had a meeting long into the night as soon as we heard about it. The feeling was that if we let those perpetrators of violence believe that people would stop if they were violent enough, then we would take serious steps backwards.

Right away the feeling was that we needed to ride. We called Dr King, we called James Farmer. There was an awareness that our phones were being tapped, so the feeling was that they knew what we were about to do. Our plan was different from CORE's. Whereas they chartered (hired) their buses, we were just going to get tickets and get on the bus. We felt that was even more important ... It was decided that we would send twelve people. I was one of 18 that volunteered to go. I've been asked why I volunteered to go ... I would have to say, at that moment, it wasn't even a question. It was the right thing for me to do. I never second-guessed it.

Q: What was the journey like?

Zwerg: ... I was going to sit in the front of the bus with Paul Brooks. It was an uneventful ride until we got to the Birmingham city limits. We were pulled over by the police ... They came on the bus and said, 'This is a Freedom Rider bus! Who is from Nashville?' And the bus driver pointed to Paul and me. We were both placed under arrest, taken off the bus, seated in the squad car ... One of the things we agreed on is that if you were jailed, you go on a hunger strike, because in our minds we were jailed illegally. You don't cop (opt for) a plea; you don't pay the bail and jump. You stay. But here I was. And I didn't know what had happened to Paul. I didn't know what had happened to the rest of the people on the bus ...

[From *PBS Home Video Freedom Riders BLU-RAY United States of America*.
Viewed on 12 February 2023.]

SOURCE 3D

The source below is part of an interview conducted by H Raines with H Thomas, a Freedom Rider. It appeared in the book *My Soul is Rested; Movement Days in the Deep South Remembered*. It focuses on the treatment that the injured Freedom Riders experienced in Alabama.

The bus started exploding, and a lot of people were cut by flying glass. We were taken to the hospital, most of us, for smoke inhalation ... I think I was half out of it, half dazed (confused), as a result of the smoke, and, gosh, I can still smell that stuff down in me now. You got to the point where you started having the dry heaves (shivers).

The people at the hospital would not do anything for us. They would not. And I was saying, 'You are doctors, you are medical personnel'. They wouldn't. Governor Patterson got on state-wide radio and said, 'Any rioters in this state will not receive police protection'. And then the crowd started forming outside the hospital, and the hospital told us to leave. And we said, 'No, we're not going out there'. A caravan from Birmingham, about a fifteen-car caravan led by the Reverend Fred Shuttlesworth, came up from Birmingham to get us out ...

For that, they could in part thank Governor John Patterson. A militant segregationist who solicited (asked) Ku Klux Klan support in his election campaign, Patterson once said that integration would come to Alabama only 'over my dead body'. In his inaugural (first) address Patterson declared, 'I will oppose with every ounce of energy I possess and will use every power at my command to prevent any mixing of white and Negro races in the classrooms of this state.' Said he as the Freedom Riders approached: 'The people of Alabama are so enraged (angry) that I cannot guarantee protection for this bunch of rabble-rousers (troublemakers).'

[From *My Soul is Rested: Movement Days in the Deep South Remembered* by H Raines]



ACKNOWLEDGEMENTS

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

Arsenault, R. 2006. *Freedom Riders: 1961 and the Struggle for Racial Justice* (Oxford University Press Inc., New York)

Cooper, F. 2002. *Africa since 1940: The Past of the Present* (Cambridge University Press, USA.)

Epler, DM. 1992. *The Berlin Wall: How It Rose and Why It Fell* (The Millbook Press, Connecticut, USA)

<https://kwekudee-tripdownmemorylane.blogspot.com/2014/01/agostinho-neto-pan-african-culturalist.html?m=1>

Guardian newspaper, 5 May 2014

Kansas City Star. 2 December 1948

Meredith, M. 1985. *The First Dance of Freedom: Black Africa in the Post-War Era* (Abacus, UK)

NEW YORK Amsterdam News, 20 May 1961

PBS Home Video Freedom Riders BLU-RAY United States of America

Raines, H. 1983. *My Soul is Rested: Movement Days in the Deep South Remembered* (Penguin Publishers, London)

The Berlin Crisis: A Report on the Moscow Discussions, 1948. The Department of State. (US Government Printing Office. Washington DC)





basic education

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**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**HISTORY P1
NOVEMBER 2023
MARKING GUIDELINES**

MARKS: 150

These marking guidelines consist of 29 pages.



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"> Extract evidence from sources Selection and organisation of relevant information from sources Define historical concepts/terms 	30% (15)
Level 2	<ul style="list-style-type: none"> Interpretation of evidence from sources Explain information gathered from sources Analyse evidence from sources 	40% (20)
Level 3	<ul style="list-style-type: none"> Interpret and evaluate evidence from sources Engage with sources to determine its usefulness, reliability, bias and limitations Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions 	30% (15)

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

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

1.3 Assessment procedures for source-based questions

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

Paragraph question

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

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

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay, ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline). For example, in an essay where there are five (5) main points there could be about seven (7) ticks.

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

P	Point: The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	Explanation: The candidate should explain in more detail what the main point is about and how it relates to the question posed (line of argument).
E	Example: The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

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

- Introduction, main aspects and conclusion not properly contextualised

^

- Wrong statement
- Irrelevant statement

—

- Repetition
- Analysis
- Interpretation
- Line of Argument

R

A√

I√

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	



MARKING MATRIX FOR ESSAY: TOTAL: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
PRESENTATION  CONTENT 	Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence 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.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

*** Guidelines for allocating a mark for Level 1: (0–13 Mark Range)**

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

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID BERLIN BECOME A FOCAL POINT OF COLD WAR TENSION BETWEEN THE SOVIET UNION (USSR) AND THE UNITED STATES OF AMERICA (USA) IN 1948?

1.1

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

- 'United States'/'US'
- 'Britain'
- 'Soviet Union' (3 x 1) (3)

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

- 'Roosevelt and Churchill were able to convince Stalin to create a zone for France which had suffered three invasions and two defeats at the hands of Germany within seventy years' (1 x 1) (1)

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

- To prevent Germany from attacking its neighbours in the future/prevent expansion in eastern Europe
- Germany was blamed for having caused the Second World War – had to be weakened
- Germany brought economic misery to the whole of Europe
- To maintain peace in Europe
- Any other relevant response (any 1 x 2) (2)

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

- The city of Berlin will become a 'pawn' that the Soviet Union would use to settle their differences with the Western Powers
- The city of Berlin will become isolated from the Western powers as it was surrounded by a Soviet zone
- Western powers were concerned that decisions taken for the city of Berlin might be dominated by the Soviet Union/To curb/prevent the spread of capitalism
- Any other relevant response (any 2 x 2) (4)

1.2

1.2.1 *[Definition of a historical term from Source 1B – L1]*

- Sealing/closing off a place to prevent goods or people from entering or leaving
- Preventing freedom of movement from one place to another/Placing obstacles to hinder one's path
- Any other relevant response (any 1 x 2) (2)

- 1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- The USA saw the Berlin Blockade by the Soviet Union as a deliberate act of bringing poverty to Berliners
 - The USA saw the blockade as a decision that the Soviet Union took without discussing with the other countries
 - The USA saw the Berlin Blockade as a threat to the administration of its zone
 - Any other relevant response (any 2 x 2) (4)
- 1.2.3 *[Extraction of evidence from Source 1B – L1]*
- 'regarded the blockade measures as a 'clear violation of existing agreements concerning the administration of Berlin by the four occupying powers'
 - 'as a matter of established right derived from the defeat and surrender of Germany'
 - 'confirmed by formal agreements among the principal Allies'
 - 'would not be induced (pushed) by threats, pressures or other actions to abandon these rights'
 - 'responsibility for the physical well-being of the population of its sector of Berlin including hundreds of thousands of women and children' (any 3 x 1) (3)
- 1.2.4 *[Extraction of evidence from Source 1B – L1]*
- 'in accordance with existing agreements the arrangements for the movement of freight and passenger traffic between the western zones and Berlin be fully restored' (1 x 1) (1)
- 1.2.5 *[Interpretation of evidence from Source 1B – L2]*
- The USA was not prepared to engage in any military conflict with the USSR
 - The USA was a founding member of the United Nations Organisation that supported settlement of disputes by negotiations
 - The USA was a signatory to the Charter of the United Nations – that called for settling issues through negotiations
 - The USA wanted to let the USSR appear as the aggressor
 - The USA did not want to lose its occupation of West Berlin
 - Any other relevant response (any 2 x 2) (4)
- 1.3
- 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- 'Berlin lies in the centre of the Soviet zone'
 - 'The interests of the Berlin population do not permit a situation in which Berlin or only in the western sectors of Berlin there shall be introduced special currency which has no validity in the Soviet zone'
 - 'The entire mass of currency notes which were cancelled in the western zone threatened to pour into Berlin and the Soviet zone of occupation of Germany' (any 2 x 1) (2)

- 1.3.2 *[Explanation of historical concept from Source 1C - L2]*
- The introduction of a new financial system (currency) – Deutsche Mark by the western countries in their zones that excluded the Soviet part of Germany
 - Any other relevant response (1 x 2) (2)
- 1.3.3 *[Extraction of evidence from Source 1C – L1]*
- 'The United States, Great Britain and France continue to maintain in Berlin their special currency' (1 x 2) (2)
- 1.3.4 *[Determining the limitations of Source 1C – L3]*
- The source only portrays the Soviet Command's viewpoint/one-sided
 - The source is critical of/biased to financial reforms in western controlled zones
 - Any other relevant response (2 x 2) (4)
- 1.4 *[Comparison of evidence in Sources 1B and 1C to determine differences – L3]*
- In Source 1B the USA justifies its occupation of Berlin based on the formal **agreements** while in Source 1C Berlin lies geographically in the Soviet zone
 - In Source 1B the USA justifies its occupation of Berlin based on the formal **agreements** whereas Source 1C states wanted to achieve economic recovery/domination of the western zone
 - In Source 1B the US Government states that it won't abandon the Western sector of Berlin as it has a responsibility for the well-being of its people while in Source 1C the Soviet Government made an assurance to the protection of the interests of the entire German population and not the Soviet Union zone only/Greater Berlin
 - Any other relevant response (any 2 x 2) (4)
- 1.5
- 1.5.1 *[Interpretation of evidence from Source 1D - L2]*
- The USA, Britain and France ruled over Western Berlin/three combined zones of USA, Britain and France formed West Berlin
 - Leading members of Capitalism in the Cold War against Communism
 - The western allies were alarmed by the action of the Soviet leader in dividing Berlin into two parts
 - Any other relevant response (any 1 x 2) (2)
- 1.5.2 *[Interpretation of evidence from Source 1D - L2]*
- Berlin was located in the Russian zone
 - Russia wanted to preserve Communism/Russia wanted to stop capitalist influence in Berlin
 - Any other relevant response (any 1 x 2) (2)

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

Candidates could include the following aspects in their response:

- The European Advisory Commission planned the division of Germany into three zones (Source 1A)
- At Yalta, Germany was divided into four different zones for each of the victorious powers (Source 1A)
- West Berlin flourished as a result of financial assistance from the USA (own knowledge)
- The city of Berlin, though located deep into the Soviet zone was also divided and administered by the joint four countries (Source 1A)
- The governments of the USA, Great Britain and France wrote to complain when the Soviet government blockaded traffic from entering and accessing Berlin (Source 1B)
- Western powers combined their zones and formed West Berlin (own knowledge)
- The USA government regarded this blockade as a threat and committed to resist it (Source 1B)
- The USA government displayed willingness to settle disputes with the Soviet Government by negotiations (Source 1B)
- The Soviet government was convinced the blockade was caused by the introduction of a special currency by the western powers for their zones and in west Berlin (Source 1C)
- The Soviet government also indicated that it was willing to administer the whole of Berlin alone if necessary (Source 1C)
- The Soviet government desired to spread its sphere of influence (own knowledge)
- The city of Berlin was divided into two parts by Stalin (Source 1D)
- The other three powers/leaders were taken by surprise at Stalin's actions of dividing the city (Source 1D)
- Any other relevant response



Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how Berlin became a focal point of Cold War tensions between the Soviet Union (USSR) and the United States of America (USA) in 1948. • Uses evidence partially or cannot write a paragraph. 	MARKS 0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent on the topic e.g. shows some understanding of how Berlin became a focal point of Cold War tensions between the Soviet Union (USSR) and the United States of America (USA) in 1948. • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3 – 5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of how Berlin became a focal point of Cold War tensions between the Soviet Union (USSR) and the United States of America (USA) in 1948. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6 – 8

(8)
[50]



QUESTION 2: WHAT FACTORS LED TO THE THREE NATIONALIST MOVEMENTS (MPLA, FNLA AND UNITA) BECOMING INVOLVED IN THE ANGOLAN CIVIL WAR FROM 1975?

2.1

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

- Overthrowing of the government by force
 - Change in government peacefully
 - Any other relevant response
- (any 1 x 2) (2)

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

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

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

- 'Cuba'
 - 'Soviet Union'
- (2 x 1) (2)

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

- Neto was brutal/ruthless
 - He was intolerant of any opposition forces/promotes one party state
 - He was oppressive/dictator/autocratic
 - Any other relevant response
- (any 1 x 2) (2)

2.2.

2.2.1 *[Interpretation of evidence from Source 2B - L2]*

- To consolidate/display power against the other nationalists' movements
 - To convince the Angolans that they were in control/intimidate other parties
 - To celebrate the victory of the MPLA
 - Any other relevant response
- (any 2 x 2) (4)

2.2.2 *[Interpretation of evidence from Source 2B - L2]*

- MPLA used brutal methods to gain victory and control of Angola
 - MPLA killed members of FNLA and UNITA during the civil war
 - MPLA did not take over control of Angola democratically
 - MPLA used advanced weapons from USSR and Cuba during the civil war
 - Any other relevant response
- (any 1 x 2) (2)

2.3.

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

- 'The withdrawal of the Portuguese abandoned all attempt to control the transition'
- (1 x 2) (2)

- 2.3.2 *[Explanation of historical concept from Source 2C – L2]*
- A war in which civilians within Angola fought against each other
 - When nationalist movements (MPLA, FNLA and UNITA) in Angola fought against each other to take control of the government
 - Any other relevant response (any 1 x 2) (2)
- 2.3.3 *[Interpretation of evidence from Source 2C – L2]*
- Both the US and the Soviet Union were more concerned about spreading their ideologies of capitalism and communism in the world respectively
 - The US and the Soviet Union competed for support amongst countries in various parts of the world including Angola in Southern Africa
 - Both did not care about the welfare of Angolans
 - Both countries were concerned with their status in world politics/proxy war
 - Both US and Soviet Union wanted access to mineral resources in Angola
 - Any other relevant response (any 2 x 2) (4)
- 2.3.4 *[Determining usefulness of Source 2C – L3]*
The source is USEFUL because:
- It is a source taken from a book by a historian, M Meredith
 - It highlights the transition from Portuguese control to Angolan independence which resulted in the Angolan civil war
 - It refers to the Portuguese High Commissioner (Admiral Cardoso) who announced the transfer of power to 'Angolan people' – no Angolan was present
 - The information regarding transition to Angolan independence/Angolan civil war can be corroborated with other sources (Sources 2A and 2B)
 - Any other relevant response (any 2 x 2) (4)
- 2.4
- 2.4.1 *[Extraction of evidence from Source 2D – L1]*
- 'The Popular Movement for the Liberation of Angola (MPLA) led by Agostinho Neto, looked upon politics through nationalist and socialist lenses' (1 x 2) (2)
- 2.4.2 *[Interpretation of evidence in Source 2D - L2]*
- Each nationalist movement represented different ethnic groups and this led to the outbreak of a civil war
 - Some people such as the mulattos didn't see themselves identifying with all Angolans
 - Different nationalist movements were also regionalised
 - Any other relevant response (any 1 x 2) (2)
- 2.4.3 *[Extraction of evidence from Source 2D – L1]*
- 'saw it as the least Marxist of the three ...' (1 x 1) (1)

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

- Because UNITA was fighting the MPLA which posed a communist threat to South Africa/The MPLA had close ties with Cuba and the Soviet Union – opponents of the capitalist SA government
- The South African government wanted to have control of the region
- UNITA had the support of the USA, a close ally of South Africa at the time
- Any other relevant response

(any 2 x 2)

(4)

2.4.5. *Extraction of evidence from Source 2D - L1]*

- ‘... it did little in the countryside other than recruit soldiers’
- ‘Education, health and other services in the cities languished’

(2 x 1)

(2)

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

- In Source 2C the evidence shows that the nationalist movements appealed for support from foreign powers and in Source 2D the information states that each of the nationalist movements received support in their efforts from foreign countries
- Source 2C states that the nationalist movements were involved in an armed struggle for power and in Source 2D the evidence shows that the nationalist movements received ammunition from countries such as Cuba, the Soviet Union and other countries in order to entrench their power
- Both refer to liberation movements as nationalist movements
- Both refer to liberation movements being involved in the civil war
- Any other relevant response

(any 2 x 2)

(4)




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

Candidates could include the following aspects in their response:

- After the overthrow of the Portuguese leader Caetano, the new leadership was prepared to end colonialism (own knowledge)
- The Portuguese failed to oversee the transition of power to the Angolans – created a power struggle (own knowledge)
- MPLA went against the agreement signed in Portugal to rule together (own knowledge)
- Three nationalist movements, the MPLA, UNITA and the FNLA contested the leadership race (Sources 2A and 2C)
- Agostinho Neto emerged as the ruler of the country and established a one-party state after the MPLA took over the capital city, Luanda (Source 2A)
- The MPLA showed a keen interest in Socialism against the FNLA and UNITA (Capitalism) (Source 2A)
- To show its strength and determination to continue with the war, MPLA forces paraded their troops in Angola (Source 2B)
- The three nationalist movements sought support from the foreign powers which resulted in the Angolan civil war (Source 2C)
- The United States and the Soviet Union became involved in the Angola Civil War to maintain the global balance of power (Source 2C)
- FNLA army had been re-trained by President's Mobutu's army (Source 2C)
- The United States wanted to regain its position as world leader (own knowledge)
- The Angolan civil war turned into an ethnic war as the three nationalist movements were divided along ethnic and cultural lines (Source 2D)
- UNITA followers were largely rural-based whilst the supporters of the MPLA were regarded as the mulattos who were more educated and had access to wealth (Source 2D)
- South Africa's involvement in the Angolan Civil War was based on the fear that communism would spread through Southern Africa, therefore its soldiers supported UNITA (own knowledge)
- In order to obtain the support of the United States, UNITA leader, Savimbi adopted Reaganism (Source 2D)
- The MPLA supported by the revenue received from the oil trade was able to win the first stage of the war by capturing the capital city, Luanda (Source 2D)
- The UNITA forces and the MPLA continued their fight for power in Angola (Source 2D)
- Any other relevant response

Use the following rubric to allocate marks:

 <p>LEVEL 1</p>	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of the factors that led to the three nationalist movements becoming involved in the Angolan civil war from 1975. • Uses evidence partially or cannot write a paragraph. • Evidence is mostly relevant and relates to a great extent on the topic e.g. shows some understanding of the factors that led to the three nationalist movements becoming involved in the Angolan civil war from 1975. 	<p>MARKS 0 – 2</p>
<p>LEVEL 2</p>	<ul style="list-style-type: none"> • Uses evidence in a very basic manner to write a paragraph. 	<p>MARKS 3 - 5</p>
<p>LEVEL 3</p>	<ul style="list-style-type: none"> • Uses relevant evidence e.g. shows thorough understanding of the factors that led to the three nationalist movements becoming involved in the Angolan civil war from 1975. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	<p>MARKS 6 - 8</p>

(8)
[50]



QUESTION 3: WHAT CHALLENGES WERE ENCOUNTERED BY CIVIL RIGHTS PROTESTORS WHO PARTICIPATED IN THE FREEDOM RIDES IN THE UNITED STATES OF AMERICA (USA) IN THE 1960s?

3.1

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

- 'They did so by simply boarding a bus, not as Blacks or Whites restricted by an outmoded system of racial discrimination, but as free and full citizens of a democratic nation'.

(1 x 2) (2)

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

- A legal document in which basic laws of the country/organisation are outlined
- A framework of fundamental principles that guide the governance of a country/organisation
- Guidelines which outlines the basic human rights
- Any other relevant response

(any 1 x 2) (2)

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

- The Freedom Riders were determined to continue protesting the segregation regardless of the violent attacks by the racist State and extremists
- The Freedom Riders knew that the government might support the racists during the protests
- The civil rights activists were determined to continue with the protest and mobilise support in the Southern States which upheld the Jim Crow Laws
- Any other relevant response

(any 1 x 2) (2)

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

- The publicity of the Freedom Rides gave it world (international) attention
- Because of national and international pressure
- To uphold the Constitution of the country
- He could not defend the State laws which enforced segregation
- To stop violence that was sweeping the country
- To protect the image of democracy/deal with the violation of human rights
- To win the support of the Civil Rights Movement
- Any other relevant response

(any 2 x 2) (4)

3.2

3.2.1 *[Interpretation of evidence from Source 3B - L2]*

- To expose the violent racist mob attack on the Freedom Riders in Alabama in May 1961
- It was the breaking news on how the Freedom Riders challenged racial discrimination
- To attract more readers particularly to the call of the civil rights activists
- To call for sympathy to the Freedom Riders/civil rights activists
- To expose the indifference of the Federal Government
- To show that there were both black and white protestors
- Any other relevant response

(any 1 x 2) (2)

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

- It suggests that the white racists/segregationists who attacked the Freedom Riders were inhumane (lacked empathy) as the Freedom Riders were defenceless
- The white segregationists acted in a violent/heartless/unkind manner
- Any other relevant response

(2 x 2) (4)

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

- The flames and smoke from the bus reflects the actions of the white mob which was fuelled by hatred to racial integration
- The white mob resented the idea of desegregation - this is reflected in how they wanted the protestors to be killed by the smoke and fire
- The burning of the bus by the mob shows that they could not conceal their hatred for the Freedom Riders
- Any other relevant response

(any 1 x 2) (2)

3.3

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

- 'we knew that John Lewis, a member of our organisation, was going to be involved in it'
- 'we got word of a burning of the bus in Aniston ...'
- 'the feeling was that if we let those perpetrators of violence believe that people would stop if they were violent enough ...'

(any 1 x 1) (1)

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

- 'you would go on a hunger strike'
- 'you don't cop (opt for) a plea'
- 'you don't pay the bail and jump'
- 'You stay'

(any 2 x 1) (2)

3.3.3 *[Ascertaining the reliability of evidence from Source 3C – L3]***The source is RELIABLE because:**

- Taken from a documentary compiled through interviews by S Nelson, a writer and filmmaker (with first-hand information)
- Jim Zwerg was an eyewitness who was beaten and arrested for participating in the Freedom Rides in May 1961
- Jim Zwerg, the leader of the Nashville Civil Rights Movement, worked closely with John Lewis in organising and participating in the Freedom Rides
- Zwerg was one of 18 volunteers of which there were 10 white male students to have joined the Freedom Rides from Nashville to New Orleans
- Any other relevant response (any 2 x 2) (4)

3.4

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

- 'people were cut by flying glass'
- 'for smoke inhalation'
- 'half dazed (confused) as a result of the smoke...'
- 'dry heaves (shivers)' (any 3 x 1) (3)

3.4.2 *[Interpretation of information from Source 3D - L2]*

- The Governor/State did not support the Freedom Riders because they were against integration
- The Governor/State would not assign the police to protect the protestors from the racist attackers
- The Governor wanted to sustain the use of the State laws which enforced segregation and violent attacks on civil rights activists
- He wanted to discourage the Freedom Riders who were determined to continuing protests
- He believed that their protest was unjustifiable
- Any other relevant response (any 2 x 2) (4)

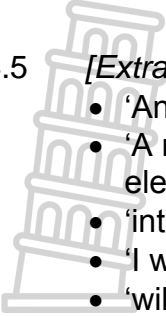
3.4.3 *[Extraction of evidence from Source 3D - L1]*

- 'the people at the hospital would not do anything for us'
- '...the hospital told us to leave' (2 x 1) (2)

3.4.4 *[Explanation of historical concept from Source 3D - L2]*

- A supporter of the policy of racial segregation in all spheres of life of the African American in the State of Alabama
- Any other relevant response (1 x 2) (2)

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

- 
- 'Any rioters in this state will not receive police protection'
 - 'A militant segregationist, who solicited (asked) Ku Klux Klan support in his election campaign'
 - 'integration would come to Alabama only 'over my dead body'
 - 'I would oppose with every ounce of energy I possess'
 - 'will use every power at my command to prevent any mixing of white and Negro races in the classrooms of this state'
 - 'I cannot guarantee protection for this bunch of rabble-rousers' (any 2 x 1) (2)

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

- Source 3C mentions that the civil rights activists heard of the Freedom Riders bus that was burnt but they still went on and in Source 3D their bus exploded and they found themselves injured
- Both sources state that the Freedom Riders were more determined to continue with the protests regardless of the injuries sustained after their buses were burnt
- Both sources state that the police and segregationist brutally attacked the Freedom Riders
- Source 3C states that the Freedom Riders were placed under police arrest and Source 3D explains that Freedom riders were not given police protection
- Any other relevant response (any 2 x 2) (4)



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

Candidates could include the following aspects in their response:

- The Freedom Rides were initiated in order to test the Supreme Court's ruling on the desegregation of public facilities in the Deep South (own knowledge)
- The Southern States (Deep South) did not want to end segregation or adhere to the constitutional laws (Source 3A)
- Freedom Riders were viciously attacked and jailed by the racist police who did not want to desegregate the public spaces and interstate busses (Source 3A)
- The leadership of the Freedom Riders was weakened by the police who ensured that jailed Civil Rights activists would be isolated from all means of communication (Source 3C)
- The buses carrying the Freedom Riders was burnt by a mob of whites whose aim was to dissuade the protests (Source 3C)
- Photographers who took pictures of the burning bus were beaten and their cameras were destroyed (own knowledge)
- Images of brutality against Freedom Riders were televised and led to greater support for Civil Rights activists (own knowledge)
- The Freedom Riders did not have privacy as their phones were tapped by the police (Source 3C)
- Civil Rights activists who were in the burnt bus were refused treatment in hospital (Source 3D)
- The KKK were organised by the Governor to violently attack and kill the Freedom Riders (Source 3D)
- Governor Patterson openly opposed desegregation and pronounced his hatred for integration in any public space (Source 3D)
- No police protection was given to Freedom Riders (Source 3D)
- Kennedy did not act immediately to protect the Civil Rights activists from the supremacists who violated the human rights of the citizens (own knowledge)
- Any other relevant response

Use the following rubric to allocate marks:

<p>LEVEL 1</p>	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of the challenges encountered by civil rights protestors who participated in the Freedom Rides in the USA in the 1960s. • Uses evidence partially or cannot write a paragraph. 	<p>MARKS 0 – 2</p>
<p>LEVEL 2</p>	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent on the topic e.g. shows some understanding of the challenges encountered by civil rights protestors who participated in the Freedom Rides in the USA in the 1960s. • Uses evidence in a very basic manner to write a paragraph. 	<p>MARKS 3 – 5</p>
<p>LEVEL 3</p>	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of the challenges encountered by civil rights protestors who participated in the Freedom Rides in the USA in the 1960s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	<p>MARKS 6 – 8</p>

(8)
[50]



SECTION B: ESSAY QUESTIONS

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

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

SYNOPSIS

Candidates need to critically discuss the statement that tactics used by the Vietcong were successful in making USA strategies ineffective during the Vietnam War between 1963 and 1975. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to critically discuss the statement that tactics used by the Vietcong were successful in making USA strategies ineffective during the Vietnam War between 1963 and 1975. They should support their line of argument with relevant historical evidence.

ELABORATION

- Division of North and South Vietnam (Background)
 - USA first intervention in South Vietnam – sent weapons and military advisors against the Vietcong (Vietnamese communists)
 - Ho Chi Minh Trail and its significance (used by the Vietminh communist guerrillas from North Vietnam to support the Vietcong in the South)
- USA introduced 'Safe Village' policy/Hamlet strategy/Villagisation – trying to isolate/separate guerrillas from villagers (1962) (Background)
 - Safe village policy failed because the Vietcong operated inside villages
- President Johnson used the Gulf of Tonkin incident and resolution (1964) – excuse for escalation of the army
- The USA felt the war in Vietnam was not a conventional war like The Second World War
- USA sent 3 500 marines and ground troops to Vietnam on 8 March 1965
- Operation Ranch Hand (1962-1971) – use of chemical defoliants (Agent Orange to destroy the forest) – and Agent Blue (to destroy agricultural products and food to weaken the Vietcong)
- President Johnson introduced Operation Rolling Thunder in March 1965 to quickly eliminate the Vietcong - ineffectiveness of a conventional strategy as opposed to unconventional guerrilla warfare
- Use of chemical weapons e.g. Napalm gas made USA unpopular and many countries condemned the USA – caused most damage to the environment
- Vietcong responded with the Tet Offensive (1968) – surprised attacks on 100 cities – ambushed USA controlled cities
- Number of USA soldiers killed increased – led to anti-war demonstrations in the USA
- Difficulty in separating guerrillas from villagers – farmers/peasants (guerrilla warfare by the Vietminh and Vietcong)
- Highly effective use of guerrilla tactics by the Vietcong
- USA sent young and inexperienced soldiers to Vietnam

- USA used Search and Destroy Policy to destroy villages supporting the Vietcong – confused by guerrilla tactics
 - USA atrocities and My Lai massacre (March 1968) turned public opinion against the USA waged war/this resulted in large numbers of civilian deaths leading to more support for the Vietcong
 - North Vietnam received military support from the USSR and China so the Vietminh and Vietcong had access to some modern weapons
 - Guerrilla warfare was effectively used by the Vietcong, supported by Vietminh from the north and used tactics such as booby traps, hit and run, sabotage and underground tunnels – narrow to fit the Vietcong body structure but not the big USA soldiers
 - The Vietcong increased its support base because of the tactics used against the USA soldiers
 - The Vietnamese were united in the defence of their country
 - Vietnamisation: President Nixon came up with the policy of strategic withdrawal from Vietnam. Also called WHAM (Winning the Hearts and Minds of the Vietnamese) signalled the failure of USA to stop Vietnam from becoming a communist state and its subsequent withdrawal
 - USA withdrew all troops by 1973 (President Nixon had signed the Paris Peace Accords on 27 January 1973 – ending USA involvement in the Vietnam war)
 - North Vietnam took control of Saigon in 1975
 - Vietnam was united under communist control
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**



QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

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

SYNOPSIS

Candidates need to indicate whether they agree or disagree with the statement. If they agree they need to explain whether Mobutu Sese Seko's political, economic and cultural policies positively transformed post-independent Congo in the 1960s. If they disagree, they should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to indicate whether they agree or disagree with the statement whether Mobutu Sese Seko's political, economic and cultural policies positively transformed post-independent Congo in the 1960s. They should also indicate how they intend supporting their line of argument.

ELABORATION

Political policies

- 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 Kasavubu as President and Lumumba as Prime Minister. Kasavubu preferred that Congo be a federal state while Lumumba was for a strong centralised national government/Lumumba also in conflict with Moïse Tshombé
- Congo started with a lot of political instability – with Tshombé focused on 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/ideology of Mobutuism
- Mobutu 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 Zaireanisation, 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 and kleptocracy
- Mobutu remained as 'president for life' until his death in 2007
- Any other relevant response

Economic policies

- At independence Congo was considered most prosperous but with the economic wealth owned by foreign owners
- Inherited a capitalist economy from Belgium/single product economy
- Initially left the economy in the hands of white settlers and foreigners/huge divide between emerging middle class and rural class
- 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 Zaireanisation (replacing foreigners with Zairian nationals)
- Zaireanisation led to corruption, theft and mismanagement
- The economy was characterised by nepotism and elitism (created big gap between the elite and ordinary citizens/rich and poor)
- 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 due to high inflation
- Congo became dependent on foreign aid and investment, e.g. from the World Bank
- Any other relevant response

Cultural policies

- Promoted elitism: encouraged education of a small elite in a western style of knowledge and skills
- Poor education system that did not benefit the Congolese nor empower them with skills
- French used as medium of instruction in schools
- At independence (1960) Congo had 14 university graduates out of 14 million people
- Clothing: wearing of Western-style suits were outlawed (by a decree) and replaced with 'abacos' ('A bas le costumes'), meaning 'down with the suit' (social status)
- Mobutu regarded democracy as a foreign ideology to Africa – he ruled as a Chief in a traditional African style and used it to strengthen his own authoritarian position
- French remained the language of instruction and education system continued to favour the urban elite
- After independence, primary education and school enrolment rose from 1,6 million in 1960 to 4,6 million in 1974

- When state funding was withdrawn by Mobutu, parents had to start paying and primary education started to decline
- Teachers and hospital staff went unpaid for months due to poor economic and political practices
- African music/art/dance were encouraged
- Nation building and unity were encouraged
- African hairstyles were encouraged
- Any other relevant response
- Conclusion: Candidates should tie their argument with a relevant conclusion. **[50]**



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

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

SYNOPSIS

Candidates need to explain to what extent the Black Power Movement depended on the use of violent, radical and militant strategies to end discrimination in the USA. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance by explaining to what extent the Black Power Movement depended on the use of violent, radical and militant strategies to end discrimination in the USA. 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 Movement advocated for the Black Power philosophy which promoted the spirit of assertiveness; self-reliance; black pride; control of politics in their own communities (advocated by Stokely Carmichael); African Americans to protect themselves against police brutality; blacks to seek freedom from white authority; promotion of Afro hairstyle and African clothing and coined the slogan 'Black is beautiful'
- Malcolm X promoted armed self-defence against white oppression
- 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
- 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 one plan 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 levels improved and dependence on state grants were reduced
- Affirmative action policies for federal employment were put in place.
- 1966 Bobby Seale and Huey Newton formed the Black Panther Party (BPP) for Self-Defence – against police brutality
- Adopted Ten Point Plan to cover its social, political and economic goals for the upliftment of the African American community
- The BPP ran feeding schemes, childcare and literacy projects in black communities - the feeding schemes eradicated hunger amongst the youth and improved learning in schools
- BPP literacy projects eradicated illiteracy amongst the African American communities
- BPP childcare projects took care of medical needs of African Americans in black communities
- BPP members patrolled the streets to monitor police activities (policing the police) and defend themselves against police brutality
- BPP demanded that Black history must be taught in black schools
- Role of women e.g. Angela Davis; Fannie Lou Hamer
- Any other relevant response

[50]

- Conclusion: Candidates should tie up their argument with a relevant conclusion.

TOTAL: 150