



**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2022**

**HISTORY P1  
MARKING GUIDELINE**

**MARKS: 150**

---

This marking guideline consists of 25 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"> <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**

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

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

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

**SECTION A: SOURCE-BASED QUESTIONS****QUESTION 1 HOW DID THE ALLIED POWERS RESPOND TO THE SOVIET BLOCKADE OF BERLIN IN 1948?**

- 1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- Housing space had been seriously reduced.
  - Only 43 percent of workplaces in Berlin survived.
  - Hospital beds had been reduced from 33 000 to 8 500
  - None of Berlin's eighty-seven sewer systems functioned.
  - Diseases like typhus and dysentery spread quickly
  - Shortage of physicians.
  - The food system was also critical. (Any 4 x 1) (4)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- The importation of food from the Soviet zone of occupation prevented starvation in Berlin. (1 x 1) (1)
- 1.1.3 *[Extraction of evidence from Source 1A – L1]*
- No formal agreement guaranteed Western access by surface transportation to Berlin. (1 x 1) (1)
- 1.1.4 *[Analysis of evidence from Source 1A – L2]*
- Russia was the only legitimate country that could govern Berlin.
  - Russia had the sole right to control the access into Berlin.
  - The other members of the Allied powers needed Russian permission to access Berlin.
  - Any other relevant response. (Any 1 x 2) (2)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- 'United States'
  - 'United Kingdom' (2 x 1) (2)
- 1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- The Allied Powers wanted to rebuild the economy of Berlin and Germany through the Marshall Plan.
  - The Soviet Union wanted to punish and destroy Germany economically.
  - Russia wanted a weak Germany that would not threaten her in future.
  - Any other relevant response. (Any 2 x 2) (4)
- 1.2.3 *[Extraction of evidence from Source 1B – L1]*
- The United States, United Kingdom and France secretly began to plan the creation of a new German state which would consist of the Western Allies occupation zones.
  - The American and the British policy makers introduced the new Deutschmark to Bizonia and West Berlin. (2 x 1) (2)

- 1.2.4 *[Definition of historical concept from Source 1B – L1]*
- An economic system based on state ownership.
  - A political and economic system that advocates a classless society where all property and wealth is shared by all
  - Any other relevant response. (Any 1 x 2) (2)
- 1.2.5 *[Analysis of evidence from Source 1B – L2]*
- Stalin wanted to drive the West out of Berlin.
  - He wanted to implement a communist takeover of Berlin and eastern Europe.
  - To prevent the Allies from rebuilding Western Berlin as a capitalist showpiece.
  - Any other relevant response. (Any 2 x 2) (4)
- 1.2.6 *[Evaluate the usefulness of evidence from Source 1B – L3]*  
**This source is useful to a great extent because:**
- It gives explicit reasons why Russia decided to blockade Berlin.
  - The source was written by historians and published by a reputable website.
  - The source gives an insight about the ideological differences between the USA and the USSR.
  - The purpose of the source is to inform the reader about the reasons for the blockade and not to persuade the reader to be bias against or for any country.
  - Any other relevant response. (Any 2 x 2) (4)
- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- 'To attempt to open supply routes on the ground.'
  - 'To supply Berlin from the air.' (2 x 1) (2)
- 1.3.2 *[Definition of historical concept within the context of Source 1C – L2]*
- The action of Russia to prevent the delivery of essentials from West Germany to West Berlin via road and rail transport.
  - The deliberate closure of all access routes into West Berlin
  - Any other relevant response. (Any 1 x 2) (2)
- 1.3.3 *[Interpretation of evidence from Source 1C – L2]*
- Withdrawal from West Berlin would indicate weakness on the side of the Allies.
  - Allies wanted to protect West Berlin from communist expansion.
  - To showcase the USA determination to contain communism in West Berlin.
  - The USA wanted to showcase West Berlin as a beacon of hope and prosperity in the heart of Russian occupied East Germany.
  - Any other relevant response. (Any 1 x 2) (2)



- 1.3.4 *[Synthesis of evidence from Source 1C – L2]*
- Stalin wanted to avoid a 'hot' war against the Allies.
  - Russia would have been seen as the aggressor.
  - Stalin did not have any nuclear weapons at that stage.
  - USA was operating within the three air corridors as stipulated in the Potsdam conference.
  - Any other relevant response. (Any 1 x 2) (2)
- 1.4 1.4.1 *[Interpretation of evidence from Source 1D – L2]*
- To show that the USA was determined to support the people of West Berlin.
  - To show that the people of West Berlin supported the USA assistance.
  - To showcase the Allied determination to contain communism.
  - Any other relevant response. (Any 1 x 2) (2)
- 1.4.2 *[Interpretation of evidence from Source 1D – L2]*
- The picture captured the defining moment of the Cold War in Berlin.
  - The picture reminds everyone of the commitments of the Western Powers to protect capitalism in Berlin.
  - The picture stands out because of its historical significance in relation to Cold War politics in Berlin.
  - Any other relevant response. (Any 1 x 2) (2)
- 1.5 *[Comparison of evidence from Sources 1C and 1D – L3]*
- Source 1C states that the USA decided to support Berlin by air which is clearly illustrated in Source 1D.
  - Source 1C states that West Berlin was supplied with food and other supplies which is clearly shown by the aircraft delivering food and supplies Source 1D.
  - Source 1C states that there were 480 landings in a 24-hour day whilst Source 1D shows one of the landings mentioned in Source 1C.
  - Any other relevant response. (Any 2 x 2) (4)

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

- Berlin was situated in the Soviet zone of control (Own knowledge)
- Berlin was severely damaged by the war. (Source 1A)
- During the negotiations no formal agreement guaranteed Western access by surface transportation to Berlin. (Source 1A)
- The Soviets believed that the Allies were in Berlin because the Soviets allowed them to be there. (Source 1A)
- Tensions escalated with the formation of Bizonia and implementation of the Marshall Plan (Source 1B)
- In June the United States and Britain introduced the new Deutschmark in Bizonia and West Berlin. (Source 1B)
- The Soviets blocked all surface roads to Berlin. (Source 1B)
- Allied Powers had two options – land or air support (Source 1C)
- The Allies responded with the Berlin airlift. (Source 1C and 1D)
- Tons of food and other supplies were airlifted daily to West Berlin. (Source 1C and 1D)
- 480 landings every day (Source 1C and 1D)
- Stalin removed the blockade when it became ineffective (Own knowledge)
- Any other relevant response.

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 Allied Powers responded to the Soviet blockade of Berlin in 1948.</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 Allied Powers responded to the Soviet blockade of Berlin in 1948.</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 Allied Powers responded to the Soviet blockade of Berlin in 1948.</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 WAS THE BATTLE OF CUITO CUANAVALÉ REGARDED AS A TURNING POINT IN THE HISTORY OF SOUTHERN AFRICA?**

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- 'Angola'
  - 'Cuba'
- (2 x 1) (2)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- 'The South African Air Force began to lose air control.'
  - 'It would cost the lives of about 300 white soldiers.'
  - 'As well as a great number of black soldiers of the South West African Territorial Force and UNITA.'
  - 'it was decided to leave Cuito Cuanavale in Angolan possession'
- (4 x 1) (4)
- 2.1.3 *[Definition of concept within a context of Source 2A – L2]*
- The inability of both the SADF and the Angolan forces to defeat each other; thus, resulting in a no winner situation.
  - The war between the SADF and MPLA forces ended in a draw with no outright winner.
  - Any other relevant response
- (Any 1 x 2) (2)
- 2.1.4 *[Synthesis of evidence from Source 2A – L2]*
- The end of the war would allow Angola to rebuild their economy.
  - The end of the war would bring peace between the MPLA, FNLA and UNITA.
  - The MPLA, FNLA and UNITA could focus on working together to rebuild their country
  - Any other relevant response.
- (Any 2 x 2) (4)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- 'South Africans suffered a crushing defeat in Cuito Cuanavale.'
- (1 x 2) (2)
- 2.2.2 *[Interpretation of evidence from Source 2B – L2]*
- The USA did not want the communists to win the war.
  - The USA wanted to protect their oil interests in Angola
  - The USA did not want to deploy troops to Angola after their failed intervention in Vietnam.
  - The USA wanted to bring stability to the region.
  - The USA wanted to prevent Russia from furthering her economic interests in Africa
  - Any other relevant response.
- (Any 2 x 2) (4)

- 2.2.3 *[Analysis of evidence from Source 2B – L2]*
- Castro felt that it was Cuba's intervention in the war that brought peace to Southeast Africa.
  - Castro claimed that it was the intervention of Cuba that led to the defeat of the SADF and the subsequent peace in that region.
  - Any other relevant response. (Any 1 x 2) (2)
- 2.2.4 *[Evaluate limitations of evidence from Source 2B – L3]*  
**The source is limited because:**
- It provides a Cuban point of view on the war.
  - The source is not balanced – gives one-sided view.
  - The source uses positive words to describe Cuba's positive intervention (Cuba decisively boosted ...)
  - The source uses negative words to describe South Africa's defeat (broke their teeth).
  - The source could be seen as propaganda
  - Any other relevant response. (Any 2 x 2) (4)
- 2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- To demand an end of South Africa's occupation of Namibia and that country's independence. (1 x 2) (2)
- 2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- Ronnie Kasrils stated that South Africa had to withdraw from Namibia and allow the country independence whilst Pik Botha believed that South Africa's withdrawal from Namibia would only materialise if Russia and Cuba withdrew from Angola.
  - Any other relevant response. (Any 1 x 2) (2)
- 2.3.3 *[Extraction of evidence from Source 2C – L1]*
- 'and led not only to Namibian independence but to the final process of democratic change in South Africa itself'
  - 'I would argue that this contributed to the dramatic shift in approach from the hawkish (aggressive) militarist PW Botha to FW de Klerk.'
  - 'Success of the negotiations between the apartheid regime and the ANC followed'
  - 'leading to a democratic South Africa.' (Any 2 x 1) (2)
- 2.3.4 *[Definition of a historical concept from Source 2C – L1]*
- Political system of governance based on the will of the people.
  - A government elected for the people by the people.
  - A government elected by the majority of all its citizens.
  - Any other relevant response. (Any 1 x 2) (2)

- 2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*
- The Battle of Cuito Cuanavale led to peaceful relations between South Africa and Namibia.
  - The Battle of Cuito Cuanavale ended the hostilities between South Africa and Namibia.
  - The Battle of Cuito Cuanavale led to the granting of independence to Namibia.
  - Any other relevant response. (Any 2 x 2) (4)
- 2.4.2 *[Interpretation of evidence from Source 2D – L2]*
- It ended hostilities between SWAPO and the SADF.
  - ANC and NP entered negotiations to end apartheid.
  - MPLA became the legitimate government of Angola.
  - SA border war with Angola came to an end.
  - Any other relevant response. (Any 1 x 2) (2)
- 2.5 *[Comparison of evidence from Sources 2C and 2D – L3]*
- Source 2C states that the Battle of Cuito Cuanavale led to the independence of Namibia which is clearly depicted in the photograph (Source 2D) where Sam Nujoma shakes hands with De Klerk.
  - Source 2C states that the Battle of Cuito Cuanavale led to the assumption of power by De Klerk which is clearly indicated in the photograph in Source 2D.
  - Source 2C states that the Battle of Cuito Cuanavale led to the end of hostilities between SA and their frontline states which is clearly evident in the photograph (Source 2D) when De Klerk committed himself to the granting of independence to Namibia.
  - Any other relevant response. (Any 2 x 2) (4)

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

Candidates may include the following aspects in their responses.

- In 1987 the South Africans, supported by UNITA, halted the Angolans' advance on the Lomba River and then drove them back towards Cuito Cuanavale (Source 2A)
- South Africa lost air control and feared loss of lives (Source 2A)
- South Africa decided to leave Cuito Cuanavale in Angolan possession (Source 2A)
- The deadlock there led all parties to think again. (Source 2A)
- Angola yearned (desired) for peace so that her war-damaged economy, infrastructure and human relations might be repaired. (Source 2A)
- Battle of Cuito Cuanavale turned into a trap, a trap the South Africans ran into (Source 2B)
- The South Africans suffered a crushing defeat in Cuito Cuanavale (Source 2B)
- Cuito Cuanavale decisively boosted the prospects for peace now present in the region. (Source 2B)
- Implementation of Resolution 435 (Source 2C and D)
- Namibia became independent in March 1990 (Source 2C and 2D)
- Led to the final process of democratic change in South Africa itself. (Source 2C)
- Success of the negotiations between the apartheid regime and the ANC followed, leading to a democratic South Africa (Source 2C).
- Any other relevant response.

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g., shows little or no understanding of <b>why the Battle of Cuito Cuanavale was regarded as a turning point in the history of Southern Africa.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to the topic e.g., shows some understanding of <b>why the Battle of Cuito Cuanavale was regarded as a turning point in the history of Southern Africa</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g., demonstrates an insight <b>on why the Battle of Cuito Cuanavale was regarded as a turning point in the history of Southern Africa.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	MARKS 6–8

(8)  
[50]

**QUESTION 3: WHAT ROLE DID MARTIN LUTHER KING JR. PLAY IN ENDING RACIAL SEGREGATION AND DISCRIMINATION IN THE USA THE 1960s?**

- 3.1 3.1.1 *[Definition of a historical concept from Source 3A – L1]*
- Civil rights are the non-political rights and privileges that are given to all citizens by law.
  - Civil rights refer to the granting of rights for personal freedom to all citizens of a country. (Any 1 x 2) (2)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- ‘to accommodate a boarding white passenger.’ (1 x 2) (2)
- 3.1.3 *[Extraction of evidence from Source 3A – L1]*
- ‘He called on his congregation to join a citywide, one-day boycott of city buses’
  - ‘Aware of the history of divisions among the city’s black community, he called for unity as they worked together for justice.’ (Any 1 x 2) (2)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- They walked or car-pooled for more than a year.
  - Bus companies lost revenue
  - Civil Rights lawyers challenged segregated busses in the High Court.
  - High Court ruled that segregated busses were unconstitutional and had to be desegregated.
  - Any other relevant response. (Any 1 x 2) (2)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- ‘Birmingham is probably the most thoroughly segregated city in the United States.’
  - ‘It’s ugly record of police brutality is known in every section of this country.’
  - ‘It’s unjust treatment of Negroes in the courts is a notorious reality.’
  - ‘There have been more unsolved bombings of Negro homes and churches in Birmingham than in any other city in this nation.’ (4 x 1) (4)
- 3.2.2 *[Analysis of evidence from Source 3B – L2]*
- The promise by the merchants to remove the stores humiliating signs was never fulfilled.
  - The promises made by the merchants to employ Negroes in the inner-city departmental stores were never fulfilled.
  - The city officials promise to end discrimination and segregation was never fulfilled.
  - Any other relevant response. (Any 1 x 2) (2)

- 3.2.3 *[Synthesis of evidence from Source 3B – L2]*
- They were opposed to racial integration.
  - They saw themselves as superior towards blacks.
  - They believed that Blacks were inferior and had to be treated as second class citizens.
  - They supported white supremacy.
  - Any other relevant response. (Any 1 x 2) (2)

- 3.2.4 *[Interpretation of evidence from Source 3B – L2]*
- Black people would eventually rise and fight for their freedom.
  - Black people would not allow themselves to be segregated and discriminated against forever.
  - Black people's desire for freedom will become so strong that they will eventually fight for what they believed in.
  - Any other relevant response. (Any 1 x 2) (2)

- 3.2.5 *[Evaluate the reliability of Source 3B – L3]*
- This source is reliable to a great extent because:**
- It is an extract from a letter written by Martin Luther King Jr. in the Birmingham jail.
  - It is a primary source – gives first-hand information.
  - The date of the source corresponds with the date of the historical event.
  - The purpose of the source is to inform the readers about the conditions and the reasons for the march in Birmingham.
  - Any other relevant response. (Any 2 x 2) (4)

- 3.3 3.3.1 *[Analysis of evidence from Source 3C – L2]*
- The photograph conveys the reasons for the march – jobs, end of segregation, voting rights and equal rights.
  - The march, supported by thousands of people, wanted the American government to end segregation and discrimination.
  - The march was supported by both black and white Americans.
  - Various churches also supported the end of discrimination and segregation.
  - Any other relevant response. (Any 2 x 2) (4)

- 3.3.2 *[Interpretation of evidence from Source 3C – L2]*
- Martin Luther King Jr was a powerful orator that moved his supporters with his communication skills.
  - Martin Luther King Jr's plea for racial justice and equality was supported by all who attended the march.
  - The speech inspired most Americans to support the end of racism and segregation.
  - The USA government supported the speech and issued the Civil Rights Act.
  - Any other relevant response. (Any 1 x 2) (2)



- 3.4 *[Comparison of evidence from Sources 2C and 2D – L3]*
- Source 3B states that the CRM wanted to end segregation and discrimination in Birmingham whilst Source 3C depicts posters calling for the end of segregation.
  - Source 3B states that oppressed people cannot be oppressed forever which is supported in Source 3C that depicts people marching in support of ending oppression.
  - Source 3B states that the urge of freedom will eventually come for oppressed people whilst that urge culminated in the march onto Washington as depicted in Source 3C.
  - Source 3B states that black people were no longer willing to wait for their freedom which is clearly demonstrated in Source 3C when people are demanding the end of discrimination and segregation.
  - Any other relevant response. (Any 2 x 2) (4)
- 3.5 3.5.1 *[Extraction of evidence from Source 3D – L1]*
- 'More than three of every four potential black voters in Alabama were being denied the basic right to cast their ballots.'
  - 'We will seek to awaken the federal government by marching by the thousands [to] the place of registration.' (Any 1 x 2) (2)
- 3.5.2 *[Definition of historical concept in context of Source 3D – L2]*
- Americans who supported the enforced policy of racial segregation in the USA.
  - Any other relevant response. (Any 1 x 2) (2)
- 3.5.3 *[Interpretation of evidence from Source 3D – L2]*
- Selma was a KKK stronghold and police were ordered to attack the protestors.
  - The federal state of Alabama supported racial segregation.
  - The governor of Selma/Alabama was a segregationist and instructed his police to enforce it.
  - Any other relevant response. (Any 1 x 2) (2)
- 3.5.4 *[Analysis of evidence from Source 3D – L1]*
- 'On 6 August 1965, President Johnson signed the Voting Rights Act.' (1 x 2) (2)
- 3.5.5 *[Analysis of evidence from Source 3D – L2]*
- African Americans were allowed to vote.
  - Discriminatory laws that prevented African Americans from voting, were outlawed.
  - All restriction that prevented blacks from voting was outlawed.
  - Any other relevant response. (Any 1 x 2) (2)

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

Candidates may include the following aspects in their responses:

- King called on his congregation to join a citywide, one-day boycott of city buses after Rosa Parks was arrested. (Source 3A)
- King called for unity as they worked together for justice (Source 3A)
- Bus boycotts put Martin Luther King Jr at the forefront of the struggle to end discrimination and segregation (Source 3A)
- King organised the march to Birmingham to end segregation and discrimination in that city (Source 3B)
- King justified the march because blacks were the victims of a broken promise. (Source 3B)
- King committed to the struggle to end segregation and discrimination when he stated that oppressed people cannot be oppressed forever. (Source 3B)
- King emphasised the need to end discrimination and segregation when he stated that blacks would not wait forever for their freedom
- March was ended when city outlawed segregation and blacks given jobs in city departmental stores (Own knowledge)
- King led the march for jobs and freedom in Washington in 1963 (Source 3C).
- King delivered his, 'I have a dream speech' in front of 200 000 protestors. (Source 3C)
- 'I have a dream speech' led to the passing of the Civil Rights Act of 1964 (Source 3C and own knowledge)
- King led the march from Selma to Montgomery to gain voting rights for blacks. (Source 3D)
- King continued the march in spite of death threats (Source 3D)
- March from Selma to Montgomery was successful and led to the passing of the Voting Rights Act of 1965 (Source 3D)
- Any other relevant response.

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> <li>• Cannot extract evidence or extract evidence from the sources in a very elementary manner <b>e.g. shows no or little understanding of the role that Martin Luther King Jr. played in ending racial segregation and discrimination in the USA in the 1960s.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> <li>• Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic <b>e.g., shows some understanding of the role that Martin Luther King Jr. played in ending racial segregation and discrimination in the USA in the 1960s.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> <li>• Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic <b>e.g., demonstrates a thorough understanding of the role that Martin Luther King Jr. played in ending racial segregation and discrimination in USA in the 1960s.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	MARKS 6–8

(8)  
[50]

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

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

**SYNOPSIS**

Candidates need to indicate whether they agree or disagree with the statement. If they agree with the statement, they need to explain how difficult the war was for America and how the public turned against the war. If they disagree, they need to substantiate their argument with relevant historical evidence.

**MAIN ASPECTS**

Candidates should include the following aspects in their responses:

Introduction: Candidates should agree or disagree with the statement and briefly indicate how they will support their line of argument.

**ELABORATION**

- Geneva agreement and division of Vietnam
- Diem's refusal to hold elections and formation of communist Vietcong
- Vietcong started a guerrilla war against South Vietnam
- Reasons for USA's involvement in Vietnam: Containment and domino theory
- USA sent weapons and advisors – Vietcong supported by China Russia and the Vietminh via the Ho Chi Minh Trail
- USA implement safe village policy – failed because the Vietcong operated inside the villages
- Viet Cong used successful guerrilla tactics (booby traps, underground tunnels, surprise attacks, hit and run etc.)
- Vietcong were farmers by day and freedom fighters/guerrilla fighters by night
- USA believed that war could be won easily by sending troops to Vietnam
- Gulf of Tonkin and deployment of US troops to Vietnam
- Operation Rolling Thunder to destroy Ho Chi Minh Trail – failure
- USA use of chemical weapons (Agent Orange and Agent Blue) turned the Vietnamese population against the USA
- By 1965 there were over 500 000 troops in Vietnam
- US deployed ground troops that conducted search and destroy missions – they were easy targets for the Vietcong who used the cover of the jungle to their advantage
- Vietcong responded with the Tet Offensive – surprised attacks and captured 100 cities
- Tet Offensive led to 14000 US casualties
- TV exposed the horrors of war – many people started to question America's involvement in the war
- US atrocities and My Lai massacre turned public opinion against the war

- Led to anti-war protests in the USA
- Many were convinced that the USA could not win the war and put pressure on the USA to withdraw.
- Vietcong rarely fought large battles.
- They would appear from nowhere, kill and disappear.
- The booby traps inspired fear in the US soldiers which in turn led to a low morale.
- The US: fought a conventional war depended on bombers, gunships and heavily armoured troops.
- The US fought in a foreign country they did not know or understand.
- President Nixon's Vietnamisation policy – withdrawal of US troops while leaving South Vietnam to continue their battle against the Vietcong
- USA withdrew all troops by 1973 and North Vietnam took control of Saigon in 1975
- Vietnam was united under a communist government
- The USA was defeated in Vietnam
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

**[50]**

**QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO**

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

**SYNOPSIS**

Candidates need to critically discuss how Mobutu Sese Seko addressed the political and economic challenges that faced Congo after its freedom from Belgium in 1960.

**MAIN ASPECTS**

Candidates should include the following aspects in their responses:

Introduction: Candidates need to critically discuss how Mobutu Sese Seko addressed the political and economic challenges that faced Congo after its freedom from Belgium in 1960. They should also indicate how they will support their line of argument.

**ELABORATION**

- The Congo attained independence from Belgium in 1960.
- Mobutu Sese Seko came to power through a coup and he established a one-party state.
- Implemented a policy that emphasised African beliefs and practises. (Authenticité)
- The Congo was highly fragmented along ethnic lines with leaders competing with each other.
- Opposition parties were silenced. There was evidence of imprisonment and human rights violation from those who spoke against the leadership.
- Mobutu created a kleptocracy, where a group of appointed officials abused their positions for financial gains.
- Mobutuism led to an autocratic state and a personality cult.
- Created a strong centralised government.
- Political stability was gained through authoritarianism.
- Congo inherited a single product economy.
- Relied heavily on agriculture and mineral extraction.
- Mobutu implemented an effective economic strategy including nationalisation of copper and mining industry.
- Aim was to develop or diversify the economy, promote economic growth and job creation to benefit all citizens.
- Inflation was halted and output increased.
- Mobutu introduced Zaireanisation, a policy that replaced foreigners with Zairian nationals.
- Policy failed due to inexperience/corruption
- Foreign owned small businesses were nationalised. (Given to friends and family)
- Mobutu used most of the money from investments and loans to enrich himself.

- Mobuto Sese Seko failed to develop a significant manufacturing industry.
  - Congo struggled to develop economically.
  - Decline in the state of infrastructure
  - Economy collapsed and led to food shortages.
  - Application of retrocession to rescue economy. (Zairians were replaced by foreigners)
  - Very few foreigners returned and economy did not improve.
  - Zaire depended on foreign lending agencies like the World bank. (Mobuto's economic independence not realised)
  - Mobuto remained president until his death in 2007.
  - Any other relevant response.
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

[www.mycourses.co.za](http://www.mycourses.co.za)

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

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

### SYNOPSIS

Candidates should indicate to what extent the Black Power Movement was successful in obtaining self-reliance, self-defence, and racial pride for African Americans in the USA during the 1960s.

### MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates should indicate to what extent the Black Power movement was successful in obtaining self-reliance, self-defence and racial pride for African Americans in the USA during the 1960s. Candidates must indicate how they intend to support their line of arguments.

### ELABORATION

- Black Power was a philosophy that encouraged blacks to do things for themselves.
- Reasons for the emergence of the Black Power Movement: living in ghettos and slum areas / poor housing; under-resourced facilities (schools, health etc.); lack of jobs and poverty; Police brutality.
- **Many young blacks believed that the CRM did not address the poverty and powerlessness of Blacks.**
- These Blacks became **impatient** with the slow pace of change and rejected the non-violent tactics of the CRM
- These blacks supported the use of violence and expressed **nationalist feelings.**
- These nationalist feelings coincided with **race riots** in the USA over **police brutality**
- On 16 June 1966 Stokely Carmichael used the slogan **Black Power** in a speech after the shooting of James Meredith in the March against Fear
- Black Power is an **ideology** that advocated **racial pride, self-determination and the achievement of economic and political freedom/power for Blacks**
- It also encouraged Blacks to **defend themselves**
- It further advocated that Blacks **seek freedom from white authority**
- Malcolm X is regarded as the **intellectual father** of 'Black Power'
- Malcolm X preached black **self-sufficiency** and advocated armed **self-defence** against white oppression
- He encouraged his followers to secure their rights '**by any means necessary**'
- He was in favour of **black separatism instead of integration, revolution instead of reform**
- After his Mecca trip he returned and joined **the CRM in the non-violent fight** against segregation and racism
- He was however **assassinated** on 21 February 1965 by members of the Nation of Islam.



- Stokely Carmichael became **disillusioned** with the slow pace of change and the consistent **police brutality** against blacks
  - In 1966 Stokely Carmichael used the slogan **Black Power in a speech after the shooting of James Meredith in the March against Fear**
  - He believed in **black separatism instead of that racial integration**
  - He was **critical of USA involvement in the Vietnam war**
  - He promoted a **plan to split the USA** into separate black and white countries
  - He **rejected white ideas on style and fashion** and urged blacks to wear **afros and African clothes**
  - He was **arrested** in 1966 whilst participating on a protest march
  - His passport was confiscated, and he moved to **Guinea** in West Africa
  - In 1966 Bobby Searle and Huey Newton responded to the Black Power ideology by forming the Black Panther Party for Self-Defence
  - The BPP became a militant group within the Black Power Movement.
  - The BPP issued a Ten-point plan to realise their aims
  - This document was attractive to those suffering under the oppressive nature of white power.
  - The BPP patrolled the inner cities to protect Blacks against police brutality
  - They demanded financial compensation for years of racial exploitation
  - The BPP provided Blacks access to free medical clinics and free breakfasts for children
  - The BPP also ran childcare and literacy projects in black communities
  - BPP demanded that Black history to be taught in black schools and universities and also supported black fashion statements
  - Between 1967 and 1968 they had violent clashes with the police
  - The BPP became very popular and established branches in all the major cities
  - The most obvious forms of racial discrimination came to an end.
  - Racial violence declined to a great extent
  - Millions of blacks were lifted out of poverty
  - Blacks were elected to public offices
  - Affirmative action policies were implemented for government employment
  - Blacks gained full equality with whites
  - Greater racial pride and self-confidence were instilled among black people.
  - Black voters were mobilised to support black candidates for office.
  - Voting Act of 1965 eliminated literacy tests as a requirement for voting.
  - There was an increase in federal spending on the needy.
  - There was a social and economic mobility of African Americans.
  - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

TOTAL: 150