



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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2022 NSC CHIEF MARKER'S REPORT

SUBJECT	HISTORY		
QUESTION PAPER	1X	2	3
DURATION OF QUESTION PAPER	3 HOURS		
PROVINCE	EASTERN CAPE		
DATES OF MARKING	08 – 22 DECEMBER		

SECTION 1: (General overview of Candidate Performance in the question paper as a whole)

The general Performance of candidates on the History paper 1 in November 2022 NSC examinations were just above average. This means that there are centres that performed very well and above average whilst others performed poorly. The new cognitive demand as stipulated by the CAPS document assisted some candidates with the source based questions. Looking at the questions chosen, as many candidates chose two essays and one source based question. This was to their advantage as it is easier to get a pass mark when they mark this choice. The major challenge in choosing two source-based questions is the misinterpretation of the sources provided. Some candidates find English to be a language barrier in writing hence, it is difficult for them to get average to full marks. The overall performance of part-time candidates was overall poor, with a few exceptions.

SECTION 2: Comment on candidates' performance in individual questions

SECTION A

QUESTION 1

General comment on the performance of candidates in the specific question.

Was the question well answered or poorly answered?

1.1.1 Candidates were able to extract evidence from the source.

1.1.2 Most candidates could define the concept and could score the TWO (2) marks.

1.1.3 Satisfactory answered as most candidates struggled to interpret the Level Two (2) question and could only score TWO of the Four Marks.

1.1.4 This question overall was very poorly answered and candidates could not interpret the meaning of the question, losing the TWO (2) marks.

1.2.1 Well answered. Candidates were able to extract the evidence from the source.

1.2.2 Poorly answered as candidates could not define the concept in the context of the historical theme as candidates could not relate the concept to Grade 11 content and lost the TWO (2) marks.

1.2.3 Poorly answered as candidates could not interpret the statement within a historical concept.

1.2.4 Well answered. Candidates were able to extract the evidence from the source.

1.3.1 Satisfactory answered. Candidates could interpret the message in the visual source.

1.3.2 Poorly answered. Candidates struggled to identify the limitation of the source.

1.4 Many candidates could not effectively compare the sources.

1.5.1 Well answered. Candidates were able to extract the evidence from the source.

1.5.2 Poorly answered as most candidates struggled to interpret the Level Two (2) question and could not obtain the TWO (2) Marks.

1.5.3 Poorly answered as most candidates struggled to interpret the answer in the context of the *Cominform*, resulting in them not obtaining the TWO (2) Marks.

1.6 Poorly answered as most candidates extracted the answer directly from the sources and could not interpret information from the sources into their own words, causing many to obtain ZERO (0) to TWO (2) Marks out of the EIGHT (8) Marks.

(a) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

- Learners struggled a great deal with questions requiring the definition of historical concepts, such as questions 1.1.2 and 1.2.2. The main reasons being linguistic barriers and a lack of understanding regarding the relevant content.
- 1.1.2. Afrikaans translation of Q.1.1.2 “insluiting” is not used in most textbooks, but the term “inperking” has caused most candidates to lose the TWO (2) marks.
- Learners struggled with level 2 and level 3 questions. The main reason being their inability to effectively apply their interpretive skills. The core reason for this being an inadequate level of understanding of the relevant content.
- Learners struggled and could not compare the written source with the visual source. The main reasons for this being an inadequate understanding of the content.
- Due to a lack of general knowledge or interpretation skills candidates could not answer the statement questions such as question 1.1.3, 1.2.3, 1.5.3 and 1.6.

(b) Provide suggestions for improvement in relation to Teaching and Learning

- Teachers should incorporate more level 3 type questions in classroom activities.
- Possible concepts should be given to candidates at the beginning of a new topic.
- Teachers need to introduce students to more content. This can be achieved by ensuring that learners read through the course material and exposing learners to other sources such as documentaries and primary sources relating to the Cold War.
- More compulsory informed tests before the start of the new lesson to test the skills on the concepts and the content covered in the previous lesson.
- Using previous question papers to expose candidates to the type of questions that will be set in informed assessment talks and examinations.
- Use question papers to practice answering of level 2 and 3 questions as part of informed assessment.
- Teach candidates to look for key words in the addendum in answering the level 1 questions as the answers will be in the source. Guide learners to extract, then write the full sentence as it appears in the addendum.
- Do as much practice on the paragraph writing skill. It must not be directly quoted from the sources, but be phrased in the candidates own words. Liaise with language teachers to assist learners.

(c) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- Many learners are coping directly from sources for level 2 and level 3 questions. This demonstrates an unfamiliarity with these type questions and inadequate interpretive skills from learners.

Average performance = 21%

Question 2

2.1.1 Well answered as candidates were generally able to extract evidence from the source and obtain the full marks.

2.1.2 Poorly answered as most candidates struggled to define the concept in the context of the historical theme.

2.1.3 Well answered as candidates were generally able to extract evidence from the sources.

2.1.4 Most candidates struggled to interpret the statement within a historical context.

2.1.5 Satisfactory answered and most candidates and most candidates could only score 2 of the 4 marks.

2.2.1 Candidates were generally able to extract evidence from the source to obtain full marks.

2.2.2 The question was well answered.

2.2.3 Most candidates struggled to identify the reliability of the source and could only score 2 of the 4 marks.

2.3.1 The question was answered well as most candidates were able to extract evidence from the source.

2.3.2 Satisfactory answered as most candidates could only score the 2 of the 4 marks.

2.3.3 Most candidates struggled to define the concept in the context of the historical theme.

2.4 Satisfactory answered as many candidates could not effectively compare the sources and only explained 2 of the 4 marks.

2.5.1 The question was well answered as most candidates were able to extract evidence from the source.

2.5.2 Poorly answered and candidates could not interpret the information in the source, scoring 0 to 2 marks.

2.5.3 Well answered, candidates were able to extract evidence from the source and obtain the full marks.

(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.

- Candidates struggled a great deal with questions requiring background knowledge on the topic, such as questions 2.1.4 and 2.5.2.
- Learners could not define the concept 'provisional government' or 2.3.3 'accord' in context.
- Candidates struggled with level 2 and level 3 questions. The main reason being their inability to effectively apply their interpretive skills. The core reason for this being an inadequate level of understanding of the relevant content.
- Candidates struggled to identify the reliability of the sources and how the evidence differs in the sources. The main reasons for this being an inadequate understanding of the content and unfamiliarity with these types of questions.
- It was also evident that this topic was not taught by the teachers and this accounts for the poor performance in the question.
- 2.1.2 Most candidates could not answer this question due to the unfamiliarity with the linguistic definition of the term.
- 2.1.4 Candidates could not interpret this question correctly due to them not knowing the link between the battle on the Lomba River and the battle of Cuito Cuanavale.
- 2.1.5 Many candidates could not answer this question correctly due to them not knowing the full extent of Cuba's involvement in the Angolan Civil War and the implications of Cuba being a socialist state and the FAPLA being a socialist entity.
- 2.3.2 Candidates could not answer this question correctly because they did not have much background knowledge regarding Fidel Castro's involvement in the Angolan Civil War.
- 2.3.3 Most candidates could not define the term 'accord' in a historical sense due to them not knowing the linguistic definition of the term.
- 2.5.2 Candidates could not provide an adequate answer for this question due to them not having much background knowledge on the outcome of the Battle of Cuito Cuanavale.

(b) Provide suggestions for improvement in relation to Teaching and Learning.

- Teachers need to introduce students to more content. This can be achieved by ensuring that candidates read through the course material and exposing candidates to other sources such as documentaries and primary sources relating to the Angolan Civil War.
- Teachers should cover this topic.
- Teachers should incorporate more level 3 type questions in classroom activities.
- Possible concepts should be given to candidates at the beginning of a new topic.
- Teachers need to introduce students to more content. This can be achieved by ensuring that learners read through the course material and exposing learners to other sources such as documentaries and primary sources relating to the cold war.
- More compulsory informal tests before the start of the new lesson to test the skills on the concepts and the content covered in the previous lesson.
- Using previous question papers to expose candidates to the type of questions that will be set in informed assessment talks and examinations.
- Use question papers to practice answering of level 2 and 3 questions as part of informed assessment.
- Teach candidates to look for key words in the addendum in answering the level 1 questions as the answers will be in the source. Guide learners to extract, then write the full sentence as it appears in the addendum.
- Do as much practice on the paragraph writing skill. It must not be directly quoted from the sources, but be phrased in the candidates own words. Liaise with language teachers to assist learners.

(c) Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.

- Many candidates are coping directly from sources for level 2 and level 3 questions. This demonstrates an unfamiliarity with these type questions and inadequate interpretive skills from candidates.

Average performance = 5%

Question 3

3.1.1 Well answered, candidates were able to extract evidence from the source and obtain the full marks.

3.1.2 Poorly answered as candidates struggled to define the concept.

3.1.3 Satisfactory answered.

3.1.4 Candidates were generally able to extract evidence from the source and obtain the full marks.

3.1.5 Well answered as most candidates could interpret the question and obtain the 2 marks.

3.2.1 The question was well answered and candidates were able to extract evidence from the source.

3.2.2 The question was generally answered on a satisfactory level, e.g. many misinterpreted the question literally and therefore could not secure the full marks.

3.2.3 Satisfactory answered and most candidates could score 2 of the 4 marks.

3.2.4 Candidates were generally able to extract evidence from the source and obtain the full marks.

3.3 Most candidates could not effectively compare the sources but obtained two of the 4 marks.

3.4.1 Poorly answered. Many candidates were unable to extract the required evidence from the source.

3.4.2 Poorly answered. Many candidates struggle to define the concept in the context of historical time.

3.4.3 Satisfactory answered, as most candidates obtained two to four marks.

3.5.1 Well answered as most candidates could effectively interpret visual source.

3.5.2 The question was generally answered on a satisfactory level.

(a) **Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.**

- Candidates struggled a great deal with questions requiring the definition of historical concepts, such as questions 3.1.2 and 3.4.2 The main reasons being linguistic barriers and a lack of understanding regarding the relevant content.
- Candidates struggled to identify the limitation of sources and the comparison of this. The main reasons for this being an inadequate understanding of the content and unfamiliarity with these types of questions.
- 3.1.3 Candidates could not answer this question correctly due to a lack of background knowledge regarding the circumstances leading up to the voting rights campaign.
- 3.1.5 Candidates could not answer this question correctly due to them not having much background knowledge on the Selma to Montgomery marches.
- 3.2.2 Many candidates interpreted the statement 'There will be no word' literally rather than within the context of the Voting Rights Campaign.
- 3.4.2 Candidates could not answer this question correctly due a lack

- of background knowledge on the Civil Rights Movement.
- 3.1.2 Candidates could not define the concept 'voting rights campaign' in their own words.
- 3.2.3 The word derogatory was not explained and caused candidates to lose at least TWO(2) marks.
- 3.4.2 Candidates still find it difficult to ensure concepts questions in the context.

(b) Provide suggestions for improvement in relation to Teaching and Learning.

- Teachers need to introduce students to more content. This can be achieved by ensuring that candidates read through the course material.
- Teachers should incorporate more level 3 type questions in classroom activities.
- Possible concepts should be given to candidates at the beginning of a new topic.
- Teachers need to introduce students to more content. This can be achieved by ensuring that learners read through the course material and exposing learners to other sources such as documentaries and primary sources relating to the cold war.
- More compulsory informed tests before the start of the new lesson to test the skills on the concepts and the content covered in the previous lesson.
- Using previous question papers to expose candidates to the type of questions that will be set in informed assessment talks and examinations.
- Use question papers to practice answering of level 2 and 3 questions as part of informed assessment.
- Teach candidates to look for key words in the addendum in answering the level 1 questions as the answers will be in the source. Guide learners to extract, then write the full sentence as it appears in the addendum.
- Do as much practice on the paragraph writing skill. It must not be directly quoted from the sources, but be phrased in the candidates own words. Liaise with language teachers to assist learners.

(c) Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.

- Candidates generally performed better in this question in comparison to the other source-based questions.
- Lack of content knowledge in some essays.

Average performance = 31%

SECTION B: ESSAY TYPE OF QUESTIONS

Question 4

This is the most popular question. The response was average.

General comment on the performance of candidates in the specific question.

Was the question well answered or poorly answered?

Learners were confused by the phrase 'unconventional strategies', so they could not link the line of argument with the contents. The same applies to the environmental factors.

Most candidates did not address the question adequately. Most candidates failed to maintain a consistent and structured line of argument. Their essays were generally of a descriptive nature and not of an argumentative nature. Candidates' essays generally focused on content rather than using evidence to support an argument. Many candidates thought they had answered the question, but did poorly as they gave too much background information.

(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.

- Candidates agree with the statement of the essay question, but do not substantiate or explain their stance.
- Candidates did not know how to structure an argumentative essay and maintain a line of argument. Candidates generally had a basic understanding of the related content, rather than an in depth understanding; and as a result, they were generally unable to use the related content as evidence for their arguments.
- Candidates wrote more background information on the question rather than focusing on a line of argument.
- Most candidates seemed to have written prepared essays rather than focusing on the specific essay question and maintaining a stance.
- Teachers must stop handing out pre-worked out essays for candidates.
- Candidates repeat the question, thinking that it is the line of argument, and thus losing marks.

(b) Provide suggestions for improvement in relation to Teaching and Learning.

- Teachers need to equip the skill of applying the PEEL method rather than writing prepared essays.
- Candidates need to be taught the correct methodology for writing history essays, whereby they will be taught how to formulate an effective line of argument and know how to use the related content to support an argument.
- Teachers need to ensure that candidates have a broader exposure to the related content in order to develop an in depth understanding of the topic
- Candidates need to be taught the correct methodology for writing history essays, whereby they will be taught how to formulate an effective line of argument and know how to use the related content to support an argument.
- Use essay questions from previous question papers to exercise the different ways in which a question is asked, e.g. To what extent, Do you agree? Critically discuss, etc.
- Candidates must work out their own essays so that they can become familiar with the content in the essay.

- Teachers should give guidance in the form of key words, in accordance with the marking guidelines.
- Teachers need equip candidates with the skill required to write history essays rather than providing them with prepared essays.
- Teachers to stop giving candidates too much background information on essay topics.

(c) Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.

- Question 4 was the second most popular essay question answered by candidates. Candidates generally demonstrated an understanding of the content relating to the question but struggled to use that content to construct arguments.

Average performance = 45%

Question 5

It was not a popular question. It was moderately answered.

General comment on the performance of candidates in the specific question.

Was the question well answered or poorly answered?

- Most candidates did not address the question adequately. Most candidates failed to maintain a consistent and structured line of argument. Their essays were generally of a descriptive nature and not of an argumentative nature. Candidates' essays generally focused on content rather than using evidence to support an argument.
- Learners do not know how to take a stance if the question requires them to critically discuss.
- Candidates discussed cultural policies of 'Mobuto' irrelevant to this question.

(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.

- Candidates did not know how to structure an argumentative essay and maintain a line of argument. Candidates generally had a basic understanding of the related content, rather than an in depth understanding; and as a result, they were generally unable to use the related content as evidence for their arguments.
- Candidates wrote more background information on the question instead of focusing on a line of argument.
- Most candidates seemed to have written prepared essays rather than focusing on the specific essay question and maintaining a stance.

(b) Provide suggestions for improvement in relation to Teaching and Learning.

- Candidates need to be taught the correct methodology for writing history essays, whereby they will be taught how to formulate an effective line of argument and know how to use the related content to support an argument.
- Teachers need to ensure that candidates have a broader exposure to the related content in order to develop an in depth understanding of the topic.
- Teachers need equip candidates with the skill required to write history essays rather than providing them with prepared essays.
- Teachers should refrain from using only the bullets of the essay in the

marking guidelines, but should consult other information used in the textbook to get a broader perspective on the topic because learners study bullets as it appears in the marking guidelines.

(c) Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.

- Question 5 was the least answered essay question. The primary reason been that candidates were not as well acquainted with the content in comparison to other essay questions.
- Teachers are not teaching this topic

Average performance = 3%

Question 6

Most candidates performed very well

General comment on the performance of candidates in the specific question.

Was the question well answered or poorly answered?

- Most candidates did not address the question adequately. Most candidates failed to maintain a consistent and structured line of argument. Their essays were generally of a descriptive nature and not of an argumentative nature. Candidates' essays generally focused on content rather than using evidence to support an argument.

(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.

- Candidates did not know how to structure an argumentative essay and maintain a line of argument. Candidates generally had a basic understanding of the related content, rather than an in depth understanding; and as a result, they were generally unable to use the related content as evidence for their arguments.
- Candidates wrote more background information on the question rather than focusing on a line of argument.
- Most candidates seemed to have written prepared essays rather than focusing on the specific essay question and maintaining a stance.

(b) Provide suggestions for improvement in relation to Teaching and Learning.

- Candidates need to be taught the correct methodology for writing history essays, whereby they will be taught how to formulate an effective line of argument and know how to use the related content to support an argument.
- Teachers need to ensure that candidates have a broader exposure to the related content in order to develop an in depth understanding of the topic.
- Teachers need equip candidates with the skill required to write history essays rather than providing them with prepared essays.

(c) Describe any other specific observations relating to responses of candidates and comments that are useful to teachers, subject advisors, teacher development etc.

- Question 6 was the most commonly answered essay question. Candidates generally produced better marks for this essay question in comparison to other essay questions.

Average performance = 52%



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**HISTORY P1
NOVEMBER 2022**

MARKS: 150

TIME: 3 hours

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



* H I S T E 1 *



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 the questions, you should apply your knowledge, skills and insight.
7. You will be disadvantaged by merely rewriting the sources as answers.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write neatly and legibly.



SECTION A: SOURCE-BASED QUESTIONS

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

QUESTION 1: HOW DID THE TRUMAN DOCTRINE CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA (USA) AND THE SOVIET UNION (USSR) FROM 1947?

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

1.1 Refer to Source 1A.

- 1.1.1 Give TWO reasons in the source why Truman was determined to take a hard line with the Soviets. (2 x 1) (2)
- 1.1.2 Define the concept *containment* in your own words. (1 x 2) (2)
- 1.1.3 Explain what is implied by the statement, 'Truman decided it was time for the United States to step into the role of world leader' in the context of the Truman Doctrine. (2 x 2) (4)
- 1.1.4 Comment on why you think communism was regarded as a threatening 'unstoppable virus' to neighbouring European nations. (1 x 2) (2)

1.2 Read Source 1B.

- 1.2.1 State FOUR requests in the source that Truman asked Congress to authorise in order to assist Greece and Turkey. (4 x 1) (4)
- 1.2.2 Explain the concept *totalitarian regimes* in the context of the Truman Doctrine. (1 x 2) (2)
- 1.2.3 What do you think Truman meant by the statement, 'The seeds of totalitarian regimes are nurtured by misery and want', regarding the spread of communism to Europe? (1 x 2) (2)
- 1.2.4 Quote TWO reasons from the source why the United States of America could not falter (fail) in supporting the 'free peoples of the world'. (2 x 1) (2)

1.3 Use Source 1C.

- 1.3.1 Explain the messages that are conveyed in the cartoon regarding Cold War tensions between the USA and the Soviet Union from 1947. (2 x 2) (4)
- 1.3.2 Comment on the limitations of this source for a historian researching communism. (2 x 2) (4)



- 1.4 Study Sources 1B and 1C. Explain how the evidence in Source 1B supports the information in Source 1C regarding the assistance that the United States of America had given to Europe in order to contain the spread of communism. (2 x 2) (4)
- 1.5 Consult Source 1D.
- 1.5.1 Name any TWO countries in the source whose parties were members of Cominform in 1947. (2 x 1) (2)
- 1.5.2 Using the information in the source and your own knowledge, explain why, by the summer of 1947, the Truman Doctrine had become a threat to Cominform. (1 x 2) (2)
- 1.5.3 In the context of the Cold War, who, according to the Cominform, represented the following two hostile camps?
- (a) Imperialist, anti-democratic camp (1 x 2) (2)
- (b) Anti-imperialist, democratic camp (1 x 2) (2)
- 1.5.4 What, according to the source, did an editorial in the *Pravda* newspaper confirm regarding the Cominform? Give TWO responses. (2 x 1) (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 the Truman Doctrine contributed to Cold War tensions between the United States of America and the Soviet Union from 1947. (8)

[50]

QUESTION 2: HOW DID THE STATISTICS (INFORMATION SHOWN IN NUMBERS) CREATE DEBATES AND CONTROVERSIES ABOUT THE OUTCOME OF THE BATTLE OF CUITO CUANAVALÉ (1987–1988)?

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

2.1 Use Source 2A.

- 2.1.1 What, according to the source, were the TWO purposes of Operation Modular during the Battle of Cuito Cuanavale? (2 x 1) (2)
- 2.1.2 Define the term *provisional government* in your own words. (1 x 2) (2)
- 2.1.3 Name TWO forces in the source which clashed at the battle on the Lomba River. (2 x 1) (2)
- 2.1.4 Explain the implication of the statement, '... the Angolans retreated to Cuito Cuanavale and the South African Defence Force (SADF) laid siege', in the context of the battle on the Lomba River. (2 x 2) (4)
- 2.1.5 Why do you think the Angolan government requested the Cubans to assist them in defending Cuito Cuanavale? (2 x 2) (4)

2.2 Study Source 2B.

- 2.2.1 Identify in the source the number of tanks destroyed on the side of the following:
- (a) Cuba/FAPLA (1 x 1) (1)
- (b) SADF (1 x 1) (1)
- 2.2.2 What does the number of logistical vehicles destroyed (389 for FAPLA and only 1 for the SADF) suggest regarding the outcome of the Battle of Cuito Cuanavale? (1 x 2) (2)
- 2.2.3 Explain whether a historian might consider this source reliable when researching the losses suffered by the Cuban/FAPLA and SADF forces during the Battle of Cuito Cuanavale. (2 x 2) (4)



- 2.3 Read Source 2C.
- 2.3.1 Quote TWO reasons from the source that Vladimir Korolkov gave for rejecting General Geldenhuys's statistics about the losses suffered by South Africans. (2 x 1) (2)
- 2.3.2 Using the source and your own knowledge, comment on why Korolkov was convinced that General Geldenhuys minimised the threat of Fidel Castro in the Battle of Cuito Cuanavale. (2 x 2) (4)
- 2.3.3 Explain the term *accord* in the context of ending the Battle of Cuito Cuanavale. (1 x 2) (2)
- 2.4 Refer to Sources 2B and 2C. Explain how the information in Source 2B differs from the evidence in Source 2C regarding losses suffered during the Battle of Cuito Cuanavale. (2 x 2) (4)
- 2.5 Consult Source 2D.
- 2.5.1 Give any TWO arguments in the source regarding the outcome of the Battle of Cuito Cuanavale. (2 x 1) (2)
- 2.5.2 Explain why objective observers believed that the Battle of Cuito Cuanavale ended as a tactical military stalemate. (2 x 2) (4)
- 2.5.3 Why, according to the source, did Nelson Mandela thank Fidel Castro during his visit to Cuba in 1991? (1 x 2) (2)
- 2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how statistics (information shown in numbers) created debates and controversies about the outcome of the Battle of Cuito Cuanavale (1987–1988). (8)
[50]



QUESTION 3: WHAT WERE THE CHALLENGES ENCOUNTERED BY CIVIL RIGHTS PROTESTORS WHO PARTICIPATED IN THE SELMA TO MONTGOMERY MARCHES IN MARCH 1965?

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

3.1 Refer to Source 3A.

- 3.1.1 List THREE organisations in the source that participated in the voting rights campaign in Selma on 2 January 1965. (3 x 1) (3)
- 3.1.2 Define the term *voting rights campaign* in your own words. (1 x 2) (2)
- 3.1.3 Why do you think only two per cent of the local blacks appeared on the voters' roll in Selma? (1 x 2) (2)
- 3.1.4 Name the TWO leaders in the source that led the march from Selma to Montgomery on 7 March 1965. (2 x 1) (2)
- 3.1.5 Using the information in the source and your own knowledge, explain how demonstrators benefitted from media coverage of the 'Bloody Sunday' incident. (1 x 2) (2)

3.2 Consult Source 3B.

- 3.2.1 Give TWO reasons in the source that Major Cloud provided as to why the demonstration on 7 March 1965 could not occur. (2 x 1) (2)
- 3.2.2 Explain the implication of the statement, 'There will be no word', in the context of Major Cloud's attitude towards the activists. (1 x 2) (2)
- 3.2.3 Comment on why you think the State Troopers used derogatory words when they addressed the demonstrators during the first march from Selma to Montgomery. (2 x 2) (4)
- 3.2.4 State THREE effects in the source that the tear gas, which was thrown by the State Troopers, had on the marchers. (3 x 1) (3)

3.3 Use Sources 3A and 3B. Explain how the evidence in Source 3A supports the information in Source 3B regarding how the State Troopers dealt with the demonstrators at the Selma to Montgomery March on 7 March 1965. (2 x 2) (4)



3.4 Read Source 3C.

- 3.4.1 Why, according to the source, did the Alabama papers criticise the State Troopers? (1 x 2) (2)
- 3.4.2 Explain the concept *civil rights* in context of the Selma to Montgomery March in 1965. (1 x 2) (2)
- 3.4.3 Comment on the usefulness of this source for a historian researching on the preparations for the second Selma to Montgomery March on 9 March 1965. (2 x 2) (4)

3.5 Study Source 3D.

- 3.5.1 Explain the messages conveyed by this photograph. (2 x 2) (4)
- 3.5.2 Why would you regard this photograph to be iconic (symbolic) regarding the civil rights protests? (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 civil rights protestors who participated in the Selma to Montgomery marches in March 1965. (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 United States of America lost the war in Vietnam (1962 to 1975) due to unconventional strategies of guerrilla warfare and environmental factors on the battlefield.

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

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

Critically discuss the effectiveness of Mobutu Sese Seko's socio-economic and political policies in developing the Congo after attaining independence from Belgian colonial rule in the 1960s.

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

Explain to what extent various role-players were successful in using the Black Power philosophy to end discrimination against African Americans in the United States of America in the 1960s.

[50]**TOTAL: 150**

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GRADE 12

HISTORY P1

NOVEMBER 2022

ADDENDUM

This addendum consists of 14 pages.



* H I S T E 3 *



QUESTION 1: HOW DID THE TRUMAN DOCTRINE CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA (USA) AND THE SOVIET UNION (USSR) FROM 1947?

SOURCE 1A

The source below is an extract from an article titled 'Truman Doctrine for APUSH' by Dr J Roy, a History teacher for the Advanced Placement US History Programme (APUSH). It was published on 22 February 2019. The extract explains how the Truman Doctrine came into existence in 1947.

Once a Second World War ally (friend) of the United States, the Soviet Union was quickly becoming a real threat to democracy around the world. The spread of communism was seen as the most dangerous threat to world stability and Truman was determined to take a hard line with the Soviets. American diplomat and historian, George Kennan, proposed the idea of containment; this concept would become the centrepiece of the Truman Doctrine. Containment was the concept of applying counterpressure to every political, military or economic advance wherever and whenever the Soviets tried to make them.

While not an entirely new idea, it was never seriously envisioned (intended) as a foreign policy until March of 1947 after a presidential address to Congress by Truman. Due to their own domestic hardships, England announced that they would be unable to continue to militarily and economically support the democratic and strategically located nations of Greece and Turkey. Truman decided it was time for the United States to step into the role of world leader, a role left vacant by the declining British Empire.

The Truman Doctrine was based on the principle of containing communism where it already existed and not allowing it to spread to neighbouring European nations like an unstoppable virus.

[From <https://aprend.io/apush/period-8/Truman-doctrine>.
Accessed on 11 February 2022.]



SOURCE 1B

The source below is an extract from a speech delivered by Sir Harry Truman (President of the United States of America) to Congress on 12 March 1947. It outlines how the USA wanted to contain the spread of communism in Eastern Europe by financially and militarily supporting Greece and Turkey.

In addition to funds, I ask Congress to authorise (approve) the detail of American civilian and military personnel to Greece and Turkey, at the request of those countries, to assist in the tasks of reconstruction, and for the purpose of supervising the use of such financial and material assistance as may be furnished. I recommend that authority also be provided for the instruction and training of selected Greek and Turkish personnel.

Finally, I ask that the Congress provide authority which will permit the speediest and most effective use, in terms of needed commodities, supplies and equipment, of such funds as may be authorised.

The assistance that I am recommending for Greece and Turkey amounts to little more than 1 tenth of 1 per cent of this investment. It is only common sense that we should safeguard this investment and make sure that it was not in vain.

The seeds of totalitarian regimes are nurtured (supported) by misery and want. They spread and grow in the evil soil of poverty and strife (conflict). They reach their full growth when the hope of a people for a better life has died. We must keep that hope alive.

The free peoples of the world look to us for support in maintaining their freedoms.

If we falter (fail) in our leadership, we may endanger the peace of the world – and we shall surely endanger the welfare of our own nation.

Great responsibilities have been placed upon us by the swift movement of events.

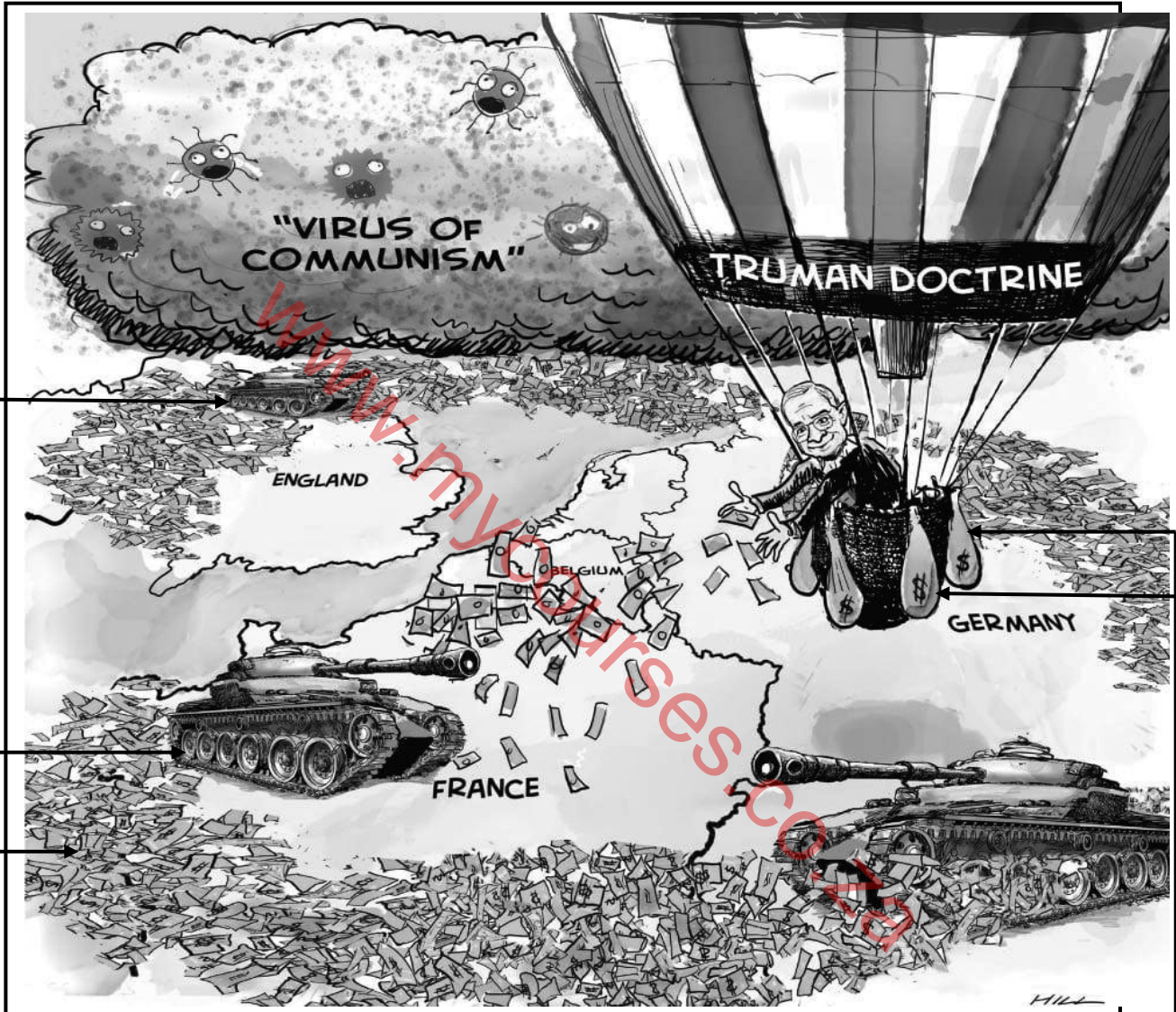
I am confident that the Congress will face these responsibilities squarely.

[From *Proclaiming the Truman Doctrine: The Cold War Call to Arms* by DM Bostdorff]



SOURCE 1C

The cartoon below is by Mark Hill, a USA cartoonist, and it depicts President Truman of the United States of America supporting Europe financially and militarily against a threat posed by the 'VIRUS OF COMMUNISM'.



[From <https://aprend.io/apush/period-8/Truman-doctrine>. Accessed on 11 February 2022.]

MONEY IN US DOLLARS (\$)

BAGS OF US DOLLARS (\$)

NATO MILITARY TANKS



SOURCE 1D

The source below is an extract from an article titled 'The Stalinist Image of Canada: The Cominform and Soviet Press, 1947–1955' and was published in the *Labour/Le Travailleur Journal* (Spring 1988). It highlights why the Cominform was established and how it reacted against the Truman Doctrine.

During meetings in Szlarska Poreba, Poland, 22–27 September 1947, the Information Bureau of the Communist and Workers' Parties (Cominform) was established. It had nine founding parties from the USSR, Yugoslavia, Bulgaria, Romania, Hungary, Poland, Czechoslovakia, Italy and France. The Cominform, as the organisation came to be called, held only five conferences for public record ...

The occasion of the meeting in September 1947 was a striking shift in the fortunes of communist parties in Western Europe. Until early 1947 Communists had access to power within coalition governments in France, Italy and Belgium, a fact which had augured (meant) well for the united front policies ...

By the summer of 1947, however, the ... Truman Doctrine ... had been announced, and the powerful French, Italian and Belgium parties were removed from coalition governments. Some reorganisation was necessary. Some of the delegates to the Cominform meetings had been prominent in the Comintern; others were well-known from activities in their own countries or had known each other while in exile in the USSR.

... The essence of the Cominform position was presented in several notices in the fall of 1947. The first was a communiqué of 4 October 1947 which divided the world into two immutably (firm) hostile camps: the 'imperialist, anti-democratic camp' and the 'anti-imperialist, democratic camp'. The second took the form of an editorial in *Pravda* (10 October 1947), which confirmed the establishment of the Cominform and its role as an organisational bastion (defender) against an aggressively hostile, American-led, anti-socialist campaign.

[From 'The Stalinist Image of Canada: The Cominform and Soviet Press, 1947–1955', *Labour/Le Travailleur Journal*, Vol. 21 (Spring 1988) by JL Black]



QUESTION 2: HOW DID THE STATISTICS (INFORMATION SHOWN IN NUMBERS) CREATE DEBATES AND CONTROVERSIES ABOUT THE OUTCOME OF THE BATTLE OF CUITO CUANAVALÉ (1987–1988)?

SOURCE 2A

The source below is from a book titled *The Siege of Cuito Cuanavale* by H Campbell. It sheds light on rival encounters between the People's Armed Forces of Liberation of Angola (FAPLA) and the National Union for the Total Independence of Angola/South African Defence Force (UNITA/SADF) during the Battle of Cuito Cuanavale (1987–1988).

The purpose of Operation Modular was to capture (control) the military stronghold of the Angolans at Menongue and to set up a provisional government of the National Union for the Total Independence of Angola (UNITA) in Angola. This was supposed to boost (increase) the image of UNITA in the USA and to give credence (belief) to the idea that UNITA had over two-thirds of Angola under its control.

A major battle took place on the Lomba River when the South African Defence Force (SADF) clashed with the forces of the People's Armed Forces of Liberation of Angola (FAPLA), both with offensive weapons. After a fierce (powerful) battle the Angolans retreated (withdrew) to Cuito Cuanavale and the South African Defence Force (SADF) laid siege (guard). The commanders of the SADF had expected to overrun FAPLA in retreat but by the end of December the South Africans had lost more than 230 soldiers and UNITA over 1 000. The South Africans lost over 41 aircraft, three helicopters and over 31 vehicles.

As it turned out, the generals had to fight with the 9 000 troops who were on the banks of the Cuito River while the Angolans organised to fight a defensive war. More significantly, when the President of South Africa travelled to the front inside Angola, the Angolans requested the Cubans to assist in defending Cuito Cuanavale. The Angolans were holed up (stuck) in Cuito Cuanavale while the SADF carried out tremendous shelling (bombing). But in this instance the radar (system of detecting the presence, direction, distance and speed of aircrafts) defensive line of the Angolans was operational and the South Africans were on the banks of the Cuito River shelling Cuito Cuanavale without air cover.

[From *The Siege of Cuito Cuanavale* by H Campbell]



SOURCE 2B

The table below is from a book titled *THE SADF IN THE BORDER WAR 1966–1989* by an academic, Leopold Scholtz. It contains statistics provided by General Jannie Geldenhuys, an SADF army leader. It outlines a comparison of damages to the artillery suffered by the two warring (fighting) factions (SADF and CUBA/FAPLA) during the Battle of Cuito Cuanavale.

*ARTILLERY	CUBA/FAPLA	SADF
Tanks destroyed	94	3
Armoured vehicles	100	5
Rocket launchers	34	0
Artillery guns	9	0
Logistical vehicles destroyed	389	1
Missile systems	15	0
Soldiers killed	4 785	31
Wounded	10 070	90
Aircrafts shot down	18	2
Helicopters	9	0

[From *THE SADF IN THE BORDER WAR 1966–1989* by L. Scholtz]

*In this context artillery includes the soldiers killed and wounded.



SOURCE 2C

This account of the Battle of Cuito Cuanavale by Vladimir Anatoliyevich Korolkov, a Russian soldier who served in the south of Angola between 1986 and 1988, is taken from the book, *The Bush War: The Road to Cuito Cuanavale*, by G Shubin. It focuses on the views about General Geldenhuys and the statistics of damaged artillery during the Battle of Cuito Cuanavale.

I don't wish to insult General Geldenhuys (who is respected not only by his compatriots but also by his former enemies), but he cites (quotes), to put it mildly, incorrect data about the losses of the South Africans, in particular the aircraft. He does not mention the heavy losses of UNITA troops (hundreds of them died every day during major battles near Cuito Cuanavale in March 1988) and the South West African Territorial Force (SWATF), but only those of the SADF, a formation of only 40 men.

Moreover, he intentionally or unintentionally lumps (combines) together FAPLA with the Cubans, and, furthermore, he doesn't even remember SWAPO – three armies with very big differences concerning their levels of preparation and ability to fight. He also minimises the threat of Fidel Castro to seize the whole of Namibia to resolve the outcome of the war. Castro held, by March 1988, overwhelming military superiority in terms of numbers and capability, both on land and in the air.

The SADF were also defeated by the Cubans in several little-known battles after Cuito Cuanavale in April–June 1988. The South Africans started to blow up bridges on the Namibian border after the Cuban offensive towards the Namibian border from Cahama in southern Angola. This offensive was backed by some 700 to 800 Cuban tanks, 40 000 military personnel and 60–70 combat planes. The South Africans had two choices – to be kicked out of Namibia by the Cubans or sign the peace agreement that would herald (show) Namibian independence and allow themselves a face-saving disengagement (withdrawal). South African political and military authorities signed the accord (peace agreement) and declared themselves the political and military winners.

[From *The Bush War: The Road to Cuito Cuanavale* by G Shubin et al.]



SOURCE 2D

The source below, published in the *Conversation*, explains the controversies (contradicting arguments) concerning the outcome of the Battle of Cuito Cuanavale in 1988.

There are still fierce (strong) arguments about how important the battle was, who won and whether the South African Defence Force was really defeated. That those who fought in the battle should have wildly different interpretations of its importance is not surprising.

The African National Congress (ANC) and its leader, Nelson Mandela, the Cubans and the Angolan government claim the South African army was decisively defeated. The objective of the South African government was to weaken the socialist orientated Angolan government, stop it from supporting the ANC and the Namibian South-West Africa People's Organisation (SWAPO) guerrillas from entering South African occupied Namibia.

But many South Africans who fought in Angola swear that they were never defeated, as South African author and academic, Leopold Scholtz, noted in his book on the battle.

Objective observers declared the end to have been a tactical military stalemate (deadlock) between the allied forces on either side. But it was a stalemate that led to major strategic realignments (changes) with huge consequences for the whole region; leading to the independence of Namibia, the withdrawal of South African and Cuban forces from Angola and the eventual dismantling (taking down) of apartheid. Nelson Mandela lauded (praised) the result of the battle during a visit to Cuba in 1991 to thank Fidel Castro for supporting liberation struggles in southern Africa.

[From <https://theconversation.com/its-30-years-since-cuito-cuanavale-how-the-battle-redefined-southern-africa-78134>. Accessed on 3 February 2022.]



QUESTION 3: WHAT WERE THE CHALLENGES ENCOUNTERED BY CIVIL RIGHTS PROTESTORS WHO PARTICIPATED IN THE SELMA TO MONTGOMERY MARCHES IN MARCH 1965?**SOURCE 3A**

The source below outlines reasons for the first Selma to Montgomery march in the United States of America on 7 March 1965. It also highlights why it was referred to as 'Bloody Sunday'.

On 2 January 1965, Martin Luther King Jr and the Southern Christian Leadership Conference (SCLC) joined the Student Non-Violent Coordinating Committee (SNCC), the Dallas County Voters League and other local African American activists in a voting rights campaign in Selma where, in spite of repeated registration attempts by local blacks, only two per cent were on the voters' roll. The SCLC had chosen to focus its efforts in Selma because they anticipated that the notorious (shameful) brutality of local law enforcement, under Sheriff Jim Clark, would attract national attention and pressure President Lyndon B Johnson and Congress to enact (pass) new national voting rights legislation ...

In response to Jackson's death (a civil rights activist), activists in Selma and Marion set out on 7 March to march from Selma to the state capitol in Montgomery. While King was in Atlanta, his SCLC colleague, Hosea Williams, and SNCC leader, John Lewis, led the march. The marchers made their way through Selma across the Edmund Pettus Bridge where they faced a blockade of State Troopers and local lawmen commanded by Clark and Major John Cloud, who ordered the marchers to disperse. When they did not, Cloud ordered his men to advance. Cheered on by white onlookers, the troopers attacked the crowd with clubs and tear gas. Mounted police chased retreating marchers and continued to beat them. Television coverage of 'Bloody Sunday', as the event became known, triggered (started) national outrage (anger).

[From <https://www.politico.com/story/2018/03/07/this-day-in-politics-march-7-1965-437394>.

Accessed on 6 February 2022.]



SOURCE 3B

The extract below is from part of John Lewis' (chairperson of the Student Non-Violent Coordinating Committee – SNCC) testimony in a federal hearing within a week after the 'Bloody Sunday' incident. It gives an account of how the first march from Selma was stopped and the demonstrators were ordered to disperse.

ATTORNEY HALL: Then what happened?

JOHN LEWIS: He said, 'I am Major Cloud, and this is an unlawful assembly. This demonstration will not continue. You have been banned by the Governor. I am going to order you to disperse.' Mr Williams (an SCLC activist) said, 'Mr Major, I would like to have a word, can we have a word?' And he said, 'No, I will give you two minutes to leave.' And again, Mr Williams said, 'Can I have a word?' He said, 'There will be no word.' And in about a minute or more Major Cloud ordered the State Troopers to advance, and at that time the State Troopers took their position, I guess, and they moved forward with their clubs up over their ... near their shoulders, the top part of the body; they came rushing in, knocking us down and pushing us.

ATTORNEY HALL: Were ... was any words said by the State Troopers?

JOHN LEWIS: Well, the State Troopers ... most of them kept saying, 'Move back, move back, you niggers, disperse ... and things like that ...'

ATTORNEY HALL: After you were stopped, at some subsequent time, was tear gas used by the State Troopers, or some form of gas?

JOHN LEWIS: ... Well, when we were forced back, most of the people in line knelt in a prayerful manner; they had their backs towards the ... Selma, kneeling, the line all the way back was almost a spontaneous reaction on the part of all the people in the line as far back as you could see, and that time the Major ordered the State Troopers to put on their gas masks, and they started throwing gas, and people became sick and started vomiting, and some of us were forced off the highway and behind some buildings in the woods.

[From the National Archives, Southeast Region, Morrow, Georgia, Records of District Courts of the United States. Accessed on 12 February 2022.]



SOURCE 3C

The extract below is from a writing by Martin Luther King Jr, published in the book *A Testament of Hope, The Essential Writings and Speeches of Martin Luther King, Jr.* It provides a reflection on Martin Luther King's preparations for the Second Selma to Montgomery March on 9 March 1965.

We felt that the State Troopers, who had been severely criticised over their terrible acts two weeks earlier even by conservative Alabama papers, would never again engage in this kind of violence. I shall never forget my agony (pain) of conscience for not being there when I heard of the dastardly (shameful) acts perpetrated (committed) against non-violent demonstrators that Sunday. As a result, I felt that I had to lead a march on the following Tuesday and decided to spend Monday mobilising for it.

The next question was whether the confrontation had to be a violent one; here the responsibility of weighing all factors and estimating the consequences rests heavily on the civil rights leaders. It is easy to decide on either extreme. To go forward recklessly can have terrible consequences in terms of human life and can also cause friends and supporters to lose confidence if they feel lack of responsibility exists.

We determined to seek the middle course. We would march until we faced the State Troopers. We would not disengage until they made clear that they are going to use force. We would disengage (split up) then, having made our point, revealing the continued presence of violence, and showing clearly who are the oppressed and who are the oppressors, hoping, finally, that the national administration in Washington would feel and respond to the shocked reactions with action.

On Tuesday (morning), 9 March 1965, Judge Frank M. Johnson of the federal district court in Montgomery issued an order enjoining (ordering) me and the local Selma leadership of the non-violent voting rights movement from peacefully marching to Montgomery.

[From *A Testament of Hope, The Essential Writings and Speeches of Martin Luther King, Jr.*
by JM Washington]



SOURCE 3D

This is an aerial photograph taken at Dexter Avenue in front of the Alabama state capitol in Montgomery on 25 March 1965. It shows some 25 000 marchers who managed to arrive at Montgomery on their third attempt after leaving Selma on 21 March 1965.



[From *The Civil Rights Movement: A Photographic History* by S Kasher]

25 000 marchers

ALABAMA STATE CAPITOL
BUILDING IN MONTGOMERY



ACKNOWLEDGEMENTS

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

Black, JL. 1998. 'The Stalinist Image of Canada: The Cominform and Soviet Press 1947–1955', *Labour/Le Travailleur Journal*, Vol. 21 (Spring 1988)

Bostdorff, DM. 2008. *Proclaiming the Truman Doctrine: The Cold War Call to Arms* (Texas University Press, USA)

Campbell, H. 1990. *The Siege of Cuito Cuanavale* (HSC Uppsala, Sweden)

<https://apprend.io/apush/period-8/Truman-doctrine>

<https://theconversation.com/its-30-years-since-cuito-cuanavale-how-the-battle-redefined-southern-africa-78134>

<https://www.politico.com/story/2018/03/07/this-day-in-politics-march-7-1965-437394>

Kasher, S. 1996. *The Civil Rights Movement: A Photographic History, 1954–1968* (Abbeville Press, New York)

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NOVEMBER 2022
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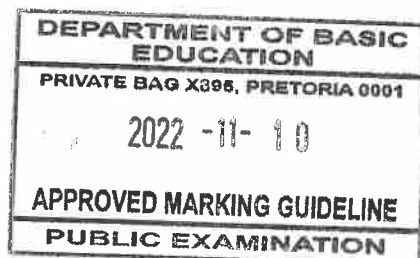
MARKS: 150

These marking guidelines consist of 30 pages.

UMALUSI MODERATOR

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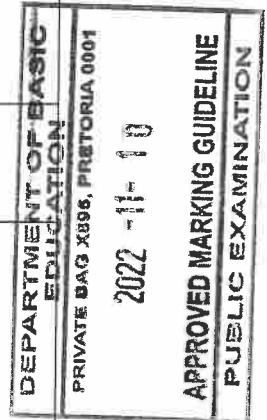
CHIEF EXAMINER

Please turn over

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 guidelines, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

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 bottom margin to the right, 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.

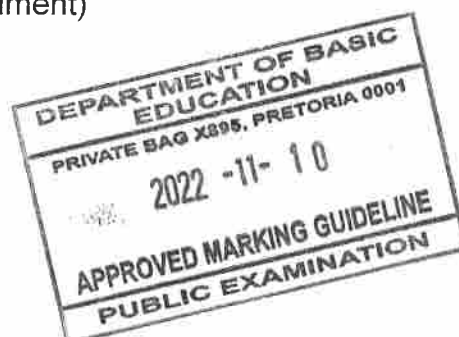
2.2 Marking of essay questions

Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of an argument (planned, structured and has an independent line of argument)



2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay, ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking guidelines), 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.

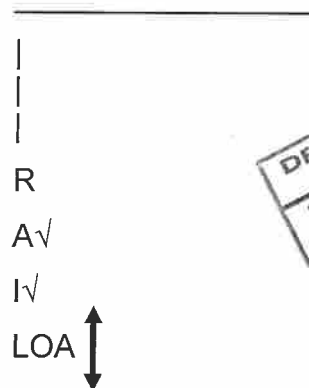
2.4.4 The following symbols **MUST** be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised

^

- Wrong statement
- Irrelevant statement

- Repetition
- Analysis
- Interpretation
- Line of Argument



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**.

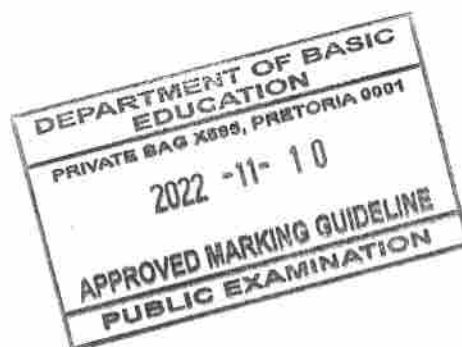
C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	} 26–27
P	LEVEL 3	

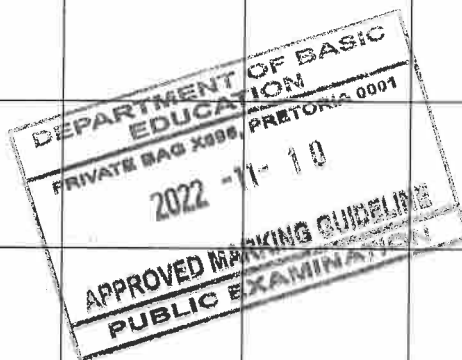
COMMENT

Some omissions in content coverage.
Attempts to sustain a line of argument.



GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

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



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

- Question not addressed at all/totally irrelevant content/no attempt to structure the essay = 0
- 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

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SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: HOW DID THE TRUMAN DOCTRINE CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA (USA) AND THE SOVIET UNION (USSR) FROM 1947?**

1.1

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

- 'the Soviet Union was quickly becoming a real threat to democracy around the world'
- 'The spread of communism was seen as the most dangerous threat to world stability'

(2 x 1) (2)

1.1.2 *[Definition of a historical concept from Source 1A - L1]*

- A US foreign policy adopted after the Second World War to contain/restrict the further spread/expansion of communism
- A policy of preventing the expansion/spread of a hostile ideology/ideas
- Any other relevant response

(1 x 2) (2)

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

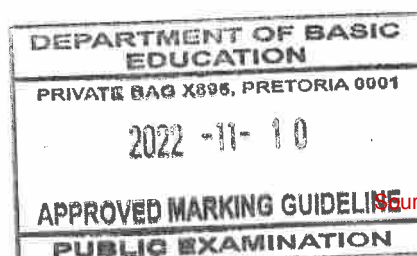
- The Truman Doctrine formalised the replacement of England with the USA as a defender of capitalism against communism
- The USA had to stand up and challenge the Soviet Union that had emerged (after the Second World War) as a threat to democracy in the world
- The USA had to ascertain that its economic policy (capitalism) flourished in the whole world by supporting governments against the popularity of communist leaders
- The USA had to provide military support to governments that were threatened with protests due to shortage of resources after the war
- The USA had to provide advice and skills to weak governments in order to strengthen their leadership against communism
- Any other relevant response

(any 2 x 2) (4)

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

- At the end of the Second World War most East European countries had been taken over by communist parties
- Stalin's creation of spheres of influence into Europe towards the end of the Second World War replaced capitalist governments with communist governments
- Communism was becoming a popular economic system amongst European countries as people had lost jobs and were starving due to the effects of the Second World War
- European governments were faced with protests led by communists and faced challenges to stop the riots
- The USA had a great fear of the Domino Theory
- Any other relevant response

(any 1 x 2) (2)



1.2

1.2.1 *[Extraction of evidence from Source 1B – L1]*

- 'Funds'
- 'detail of American civilian and military personnel to Greece and Turkey'
- 'assist in the tasks of reconstruction'
- 'supervising the use of such financial and material assistance'
- 'instruction and training of selected Greek and Turkish personnel'
- 'provide authority which will permit the speediest and most effective use, in terms of needed commodities, supplies and equipment' (any 4 x 1) (4)

1.2.2 *[Explanation of historical concept from Source 1B - L2]*

- Reference by the West to forms of government and political systems introduced by the communists to outlaw democratically elected parties in European countries
- Reference by the West to forms of communist governments that had not been fairly elected when taking over East European countries after the Second World War
- A Western perception that communist governments are led by dictators
- Reference by the West to forms of communist governments that had taken over East European countries and led by leaders who held high degrees of control and regulations over public and private life
- Any other relevant response (any 1 x 2) (2)

1.2.3 *[Interpretation of evidence from Source 1B - L2]***That:**

- Totalitarian regimes which are communists would thrive where there is lack of basic resources/would flourish in poor and needy countries
- Totalitarian regimes which are communists would most likely gain popularity in the European countries with weak economies as a result of the Second World War
- European governments would turn to dictatorship which are communists when they fail to meet the needs of their communities
- Any other relevant response (any 1 x 2) (2)

1.2.4 *[Extraction of evidence from Source 1B – L1]*

- 'We may endanger the peace of the world'
- 'we shall surely endanger the welfare of our own nation' (2 x 1) (2)



1.3

1.3.1 *[Interpretation of evidence from Source 1C – L2]*

- Communism is depicted as a virus (threat) hovering over Europe which is capitalist
- President Truman is shown arriving with his Truman Doctrine and distributing amounts of American dollars to protect Europe from the virus (communism)
- NATO military tanks (to protect capitalism) have been placed in different European countries to protect them against the virus (communism)
- The clouds (virus of communism) and the parachute/hot air balloon (Truman Doctrine) represent the Cold War tension between the Soviet Union and the USA
- Bags of money (with dollar signs) represent financial aid (in the form of the Marshall Plan) to distribute to European countries for economic recovery
- Truman's political domination over Europe is represented by the parachute/hot air balloon
- Any other relevant response

(any 2 x 2) (4)

1.3.2 *[Determining the limitations of Source 1C – L3]*

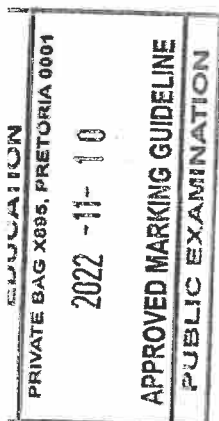
- The author is an American who might be against communism/shows bias against the Soviet Union
- The source portrays the ideology of communism negatively (in a bad light) as a virus
- The source portrays the Truman Doctrine as a solution while communism is depicted as a problem
- The source portrays the USA as a saviour of Europe and does not expose its real imperialist intentions
- Any other relevant response

(any 2 x 2) (4)

1.4 *[Comparison of evidence in Sources 1B and 1C to determine similarities – L3]*

- Source 1B provides an outline of how the USA wanted to contain the spread of Communism through provision of assistance financially and militarily which in Source 1C is depicted through Truman by distributing US dollars and providing military assistance to European countries
- Source 1B refers to Truman asking for funding from the Congress and in Source 1C Truman is seen distributing US dollars – implying that the Congress had granted funding
- In Source 1B reference is made to the speediest request of funds and in Source 1C the hot air balloon is used to speedily distribute the funds to Europe
- In Source 1B Truman stated that 'misery and want' are fertile ground of totalitarian regimes and in Source 1C Truman is seen distributing US dollars to stop poverty and want in Europe
- In Source 1B president Truman indicated that the world looked to the USA for maintaining their freedom, financial support and military assistance and Source 1C shows the USA financial and military support that was to ensure Europe was free from Communist infiltration
- Both sources show how the USA wanted to contain the spread of communism through the Truman Doctrine
- Any other relevant response

(any 2 x 2) (4)



1.5

1.5.1 *[Extraction of evidence from Source 1D – L1]*

- USSR
- Yugoslavia
- Bulgaria
- Romania
- Hungary
- Poland
- Czechoslovakia
- Italy
- France

(any 2 x 1) (2)

1.5.2 *[Interpretation of evidence from Source 1D - L2]*

- The Truman Doctrine weakened the communist's parties in France, Italy and Belgium
- The Truman Doctrine revived capitalist policies in France, Italy and Belgium – where Communism had infiltrated
- The communists were losing their grip in coalition governments
- Any other relevant response

(any 1 x 2) (2)

1.5.3 *[Interpretation of evidence from Source 1D - L2]*

(a) The Capitalists/the USA /West/Truman

(1 x 2) (2)

(b) The Communists/the Soviet Union/East/Stalin

(1 x 2) (2)

1.5.4 *[Extraction of evidence from Source 1D–L1]*

- '... confirmed the establishment of Cominform'
- '... (confirmed) its role as an organisational bastion (defender) against an aggressively hostile, American-led, anti-socialist campaign'

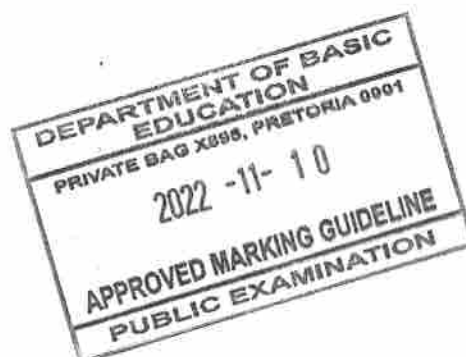
(2 x 1) (2)



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

Candidates could include the following aspects in their response:

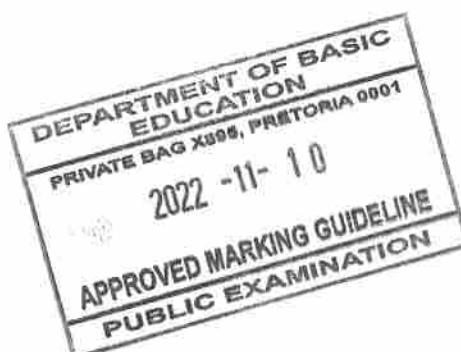
- The Truman Doctrine was from its inception to fight against the spread of communism in Europe (Containment policy) (Sources 1A and 1C)
- The spread of communism was seen as a threat to democracy around the world (Source 1A)
- The Truman Doctrine was intended to apply counter pressure to every political, military or economic advances made by the Soviets (Source 1A)
- The Truman Doctrine was a step by the USA towards making capitalism become a world ideology while suppressing communism (Source 1A)
- The Truman Doctrine assumed that the Soviet Union was expansionist and would move into the vacuum left by the British as world leaders (Source 1A and own knowledge)
- The Truman Doctrine was meant to contain communism that was seen as an unstoppable virus (Sources 1A, 1D)
- While delivering his speech, Truman referred to communist governments as totalitarian regimes (Source 1B)
- The Truman Doctrine asked for authority to train selected Greek and Turkish personnel in order to stop communist infiltration into Eastern Europe (Source 1B)
- The Soviet bloc saw the Truman Doctrine as interfering in the Greek internal affairs before the UN made its report (own knowledge)
- The Truman Doctrine placed military tanks across European countries against the threat of communism (seen as a virus) (Source 1C)
- Due to the Truman Doctrine, powerful communist parties in France, Italy and Belgium were removed from coalition governments (Source 1D)
- Cominform was introduced in response to the Truman Doctrine (Source 1D and own knowledge)
- Cominform saw the world as divided into two blocs of the USA (imperialist) and Soviet Union (anti-imperialist) (Source 1D)
- Cominform saw the Truman Doctrine as aggressively hostile and anti-socialist (Source 1D)
- The Soviet press saw the Truman Doctrine as a threat to Russia's territorial integrity and as an example of capitalistic imperialism (own knowledge)
- 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 the Truman Doctrine contributed to Cold War tensions between the United States of America (USA) and the Soviet Union (USSR) from 1947. • 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 the Truman Doctrine contributed to Cold War tensions between the United States of America (USA) and the Soviet Union (USSR) from 1947. • 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 the Truman Doctrine contributed to Cold War tensions between the United States of America (USA) and the Soviet Union (USSR) from 1947. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]



QUESTION 2: HOW DID THE STATISTICS (INFORMATION SHOWN IN NUMBERS) CREATE DEBATES AND CONTROVERSIES ABOUT THE OUTCOME OF THE BATTLE OF CUITO CUANAVALLE (1987–1988)?

2.1

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

- 'To capture the military stronghold of the Angolans at Menongue'
- 'To set up a provisional government of UNITA in Angola' (2 x 1) (2)

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

- An interim/temporary government set up to manage a transition from one government to the next
- An emergency or temporary government established to take care of a process of change of governments
- Any other relevant response (any 1 x 2) (2)

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

- 'SADF'
- 'FAPLA' (2 x 1) (2)

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

- FAPLA was forced to withdraw from Lomba to Cuito because the SADF had the upper hand
- FAPLA withdrew to Cuito but SADF could only lay siege and not defeat FAPLA
- FAPLA/Angolans were stuck/pinned down by SADF at Cuito
- Angolans retreated not to allow the enemy to have a decisive victory
- Any other relevant response (any 2 x 2) (4)

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

- To protect the Angolan government against invasion from South Africa (by SADF)
- To prevent SADF from taking control of Cuito Cuanavale
- To defend the communist FAPLA government against the capitalist apartheid regime
- They shared the same ideology
- The Angolans needed sophisticated weapons provided by the Cubans/secure victory
- Any other relevant response (any 2 x 2) (4)

2.2

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

(a) 94 (1 x 1) (1)

(b) 3 (1 x 1) (1)



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

It suggests that:

- FAPLA suffered more losses than the SADF
- SADF was victorious during the combat at Cuito Cuanavale
- Any other relevant response

(any 1 x 2) (2)

2.2.3 *[Determining the reliability of Source 2B – L3]*

Candidates can choose either RELIABLE or NOT RELIABLE and substantiate their responses with relevant evidence.

RELIABLE

- The evidence is published in a book by an academic – a product of research
- Geldenhuys was actively involved in the Battle of Cuito Cuanavale – eye witness account/General of the SADF, Chief of the SADF
- Any other relevant response

NOT RELIABLE

- Only the SADF perspective is reflected showing huge losses by opponents
- Losses suffered by Cuba/FAPLA are allegedly inflated to suggest that they lost the war
- It is statistics provided by a SADF army, General Jannie Geldenhuys
- Any other relevant response

(any 2 x 2) (4)

2.3

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

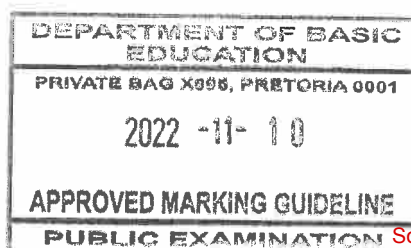
- 'Geldenhuys cites, to put it mildly, incorrect data about the losses of the South Africans, in particular the aircraft'
- 'He does not mention the heavy losses of UNITA troops and South West African Territorial Force (SWATF), but only those in SADF'
- 'intentionally or unintentionally he lumps (combined) together FAPLA with the Cubans'
- 'He does not even remember SWAPO'
- 'He minimises the threat of Fidel Castro to seize the whole of Namibia to resolve the outcome of the war'

(any 2 x 1) (2)

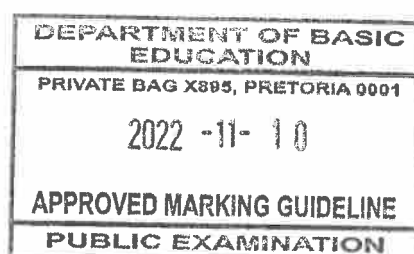
2.3.2 *[Interpretation of evidence from Source 2C – L2]*

- He did not refer to thousands of Cuban troops that were deployed in Angola to support FAPLA
- He was not convinced that the Cuban army was well equipped to match the SADF
- He never acknowledged air superiority of the Cuban force over SADF/Korolkov believed Geldenhuys did not want to admit defeat by the communists
- Any other relevant response

(any 2 x 2) (4)



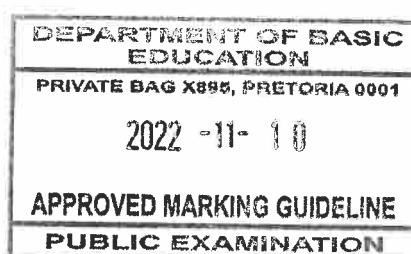
- 2.3.3 *[Explanation of a historical term from Source 2A –L2]*
- A ceasefire reached between warring factions (Cuba and South Africa) leading to the withdrawal of Cuba and South Africa from Angola
 - Peace agreement signed by Cuba and South Africa ending the Battle of Cuito Cuanavale and leading to the granting of independence to Namibia in return for Cuban withdrawal from Angola and Namibia
 - Any other relevant response (any 1 x 2) (2)
- 2.4 *[Comparison of evidence in Sources 2B and 2C - L3]*
- Source 2B gives the least number of losses suffered by SADF as provided by General Geldenhuys while Source 2C contradicts the numbers given by the SADF General
 - Sources 2B highlights a pro-SADF (minor losses) perspective whilst Source 2C is from a Russian soldier's perspective (refutes statistics provided by General Geldenhuys)
 - Source 2B portrays SADF as victors while Source 2C portrays the SADF and its allies as losers during the battle at Cuito Cuanavale
 - Any other relevant response (any 2 x 2) (4)
- 2.5
- 2.5.1 *[Extraction of evidence from Source 2D – L1]*
- Arguments:**
- 'how important the battle was'
 - 'Who won'
 - 'Whether the South African army was really defeated'
 - 'the Angolan government claim that the South African army was decisively defeated'
 - 'many South Africans who fought in Angola swear that they were never defeated'
 - 'The objective observers declared the end to have been a tactical military stalemate' (any 2 x 1) (2)
- 2.5.2 *[Interpretation of evidence from Source 2D - L2]*
- Each of the parties claimed victory/neither side admitted defeat
 - Because they signed a peace agreement to end the war
 - Because both Cuba and South African forces had to withdraw from Angola
 - The stalemate led to political changes seeing the withdrawal of Cuba and South Africa from Angola and the independence of Namibia
 - Both settled for a political solution regarding the withdrawal from Angola and Namibia
 - Any other relevant response (any 2 x 2) (4)
- 2.5.3 *[Extraction of evidence from Source 2D - L1]*
- 'For supporting liberation struggles in southern Africa' (1 x 2) (2)



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

Candidates could include the following aspects in their response:

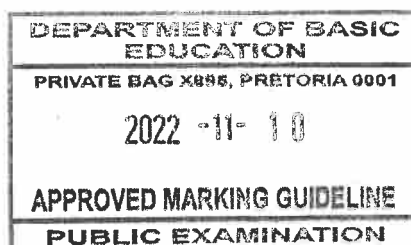
- Representatives of rival warring factions provided own statistics of losses suffered to suggest the outcome of the Battle of Cuito Cuanavale (Sources 2A and 2C)
- South Africa (SADF) lost 230 soldiers, 41 aircraft, 3 helicopters and over 31 vehicles and UNITA over 1 000 soldiers (Source 2A)
- South Africa (SADF) generals had to fight with 9 000 troops which makes them look weaker (Source 2A)
- Statistics by General Jannie Geldenhuys claims that the SADF was victorious against Cuba/FAPLA forces in the battle of Cuito Cuanavale, e.g. 4 785 (Cuba/FAPLA) against 31 (SADF) soldiers killed (Source 2B)
- The statistics in Source 2B suggest minimal losses and a victory for SADF (Source 2B)
- Korolkov believed that Geldenhuys provided incorrect data (Source 2C)
- Korolkov accused Geldenhuys of adding FAPLA and Cuba losses together but not SADF and UNITA together (Source 2C and own knowledge)
- Korolkov accused Geldenhuys of intentionally excluding SWAPO data on the Battle of Cuito Cuanavale (Source 2C)
- Cuban offensive was backed by 700 to 800 tanks, 40 000 military personnel and 60–70 combat planes which makes them look strong (Source 2C)
- Cubans and Angolan government claimed they defeated SADF (Source 2D)
- Arguments by South Africans who fought in the war claiming that SA was never defeated (Source 2D)
- Arguments by observers maintaining that there was a stalemate leading to changes in the Southern Africa region with Cuba and SA withdrawing from Angola and Namibia getting independence (Source 2D)
- The battle of Cuito Cuanavale was part of a proxy war in the Cold War conflict because the Soviet Union and USA with their allies provided assistance to warring factions (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 how statistics (information shown in numbers) created debates and controversies about the outcome of the Battle of Cuito Cuanavale (1987–1988). • 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 how statistics (information shown in numbers) created debates and controversies about the outcome of the Battle of Cuito Cuanavale (1987–1988). • 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 how statistics (information shown in numbers) created debates and controversies about the outcome of the Battle of Cuito Cuanavale (1987–1988). • 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 WERE THE CHALLENGES ENCOUNTERED BY CIVIL RIGHTS PROTESTORS WHO PARTICIPATED IN THE SELMA TO MONTGOMERY MARCHES IN MARCH 1965?

3.1

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

- Southern Christian Leadership Conference (SCLC)
 - Student Non-Violent Coordinating Committee (SNCC)
 - Dallas County Voters League
- (3 x 1) (3)

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

- Organised electoral campaigns which seek to influence the decision making of the voters
 - Protests by African Americans to have voting rights
 - Planned activities carried out over time in order to effect political and social changes by mobilising and convincing citizens to vote for a particular political party
 - Any other relevant response
- (any 1 x 2) (2)

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

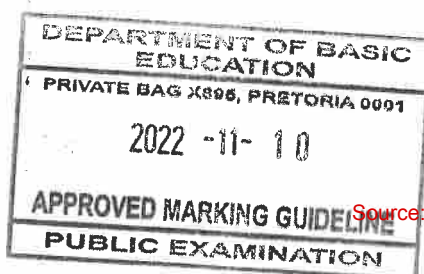
- Because of segregationist laws that denied many African Americans of voting rights in Alabama
 - Many African Americans did not qualify to vote because they allegedly could not read and write (were illiterate)
 - African American were subjected to literacy tests which they allegedly failed to ensure that they do not qualify to register to vote
 - To prevent African Americans from taking control of local government
 - To ensure that local government in Selma would be under the control of segregationist whites
 - They faced threats and intimidation from white supremacists
 - Registration facilities were not readily accessible to African Americans
 - Any other relevant response
- (any 1 x 2) (2)

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

- Hosea Williams
 - John Lewis
- (2 x 1) (2)

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

- Brutality by police (State Troopers) was widely exposed/national television coverage/national outrage
 - To the civil rights activists, it helped to identify the oppressors and the oppressed
 - It led to national and international embarrassment to the pro-democratic country (USA) and its leaders
 - It validated the demands of the demonstrators – this ultimately led to the passing of the Voting Rights Act of 1965
 - It led to national and international sympathy in supporting the demands of the demonstrators
 - Any other relevant response
- (any 1 x 2) (2)



3.2

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

- 'this is an unlawful assembly'
- 'This demonstration will not continue'
- 'You have been banned by the Governor'
- 'I am going to order you to disperse'

(any 2 x 1) (2)

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

- Major Cloud's intention was to ensure that the march was blocked
- He was not ready to listen and discuss the pleas of the protestors
- He was only carrying out orders given to him to block and disperse the marchers
- His mandate was to implement the courts' march restraining order
- The march was unlawful and unauthorised – no need to discuss the matter
- He showed arrogance towards African American protestors
- It revealed his racist attitude towards African Americans
- Any other relevant response

(any 1 x 2)

(2)

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

- They were racists towards African Americans
- To provoke the protestors to retaliate so as to justify the police's extensive use of violence, teargas and mounted police
- The police were also supremacists who did not want the African Americans to vote
- To break the courage and instil fear amongst African Americans
- Any other relevant response

(any 2 x 2)

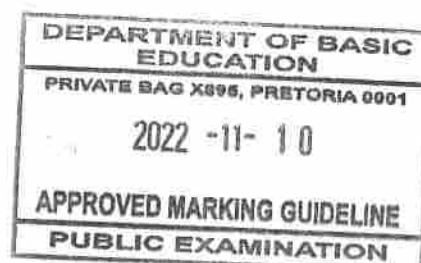
(4)

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

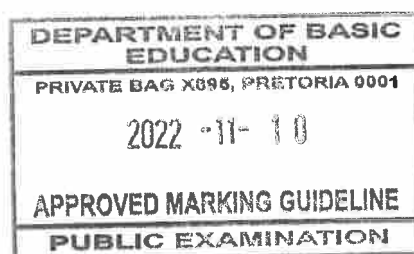
- 'people became sick'
- 'started vomiting'
- 'forced off the highway and behind some buildings in the woods'

(3 x 1)

(3)



- 3.3 *[Comparison of evidence from Sources 3A and 3B – L3]*
- Both sources show that Major Cloud ordered the State Troopers to disperse the crowd
 - The Southern Christian Leadership Conference leaders in Source 3A states that the peaceful CRM activists always awaited brutal attacks from the racist police and in Source 3B John Lewis explains how the police were instructed to attack the peaceful unarmed marchers demanding a right to vote (Both sources show that the police responded with violence)
 - In Source 3A it is explained how the police were instructed to use clubs, tear gas to disperse the protestors and in Source 3B John Lewis testifies how the protestors were affected by the gas, they became sick and started vomiting
 - In Source 3A it is stated that mounted police were used to disperse the protestors and in Source 3B John Lewis testifies that some of the protestors were forced off the highway and had to ran into the woods
 - Any other relevant response (any 2 x 2)
- (4)
- 3.4
- 3.4.1 *[Extraction of evidence from Source 3C - L1]*
- 'over their terrible acts two weeks earlier' (1 x 2)
- (2)
- 3.4.2 *[Explanation of a historical concept - Source 3C – L2]*
- Voting rights for African Americans which were demanded during the Selma to Montgomery march
 - Human rights guaranteed by USA constitution to its citizens
 - Any other relevant response (any 1 x 2)
- (2)
- 3.4.3 *[Ascertaining the usefulness of evidence from Source 3C – L3]*
- The source is USEFUL because:**
- It is an extract from a piece of writing (direct source/first-hand information) by Martin Luther King Jr.
 - Martin Luther King Jr. penned his writings as the leader of the Civil Rights Movement
 - The writing was during the course of the Selma to Montgomery marches in March 1965
 - It provides an outline of planning and preparations for the Second Selma to Montgomery March – 9 March 1965
 - Any other relevant response (any 2 x 2)
- (4)



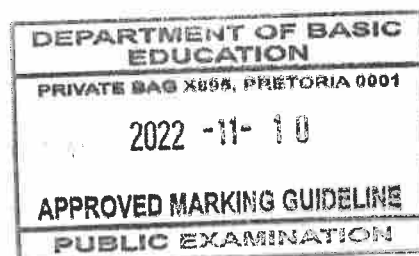
3.5

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

- The Third Selma to Montgomery March was a success because they reached Alabama state capitol
- Protestors were committed to the march that started on 21 March and ended on 25 March 1965
- A large crowd of people had participated in the march – 25 000 gathered at Montgomery
- Any other relevant response (any 2 x 2) (4)

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

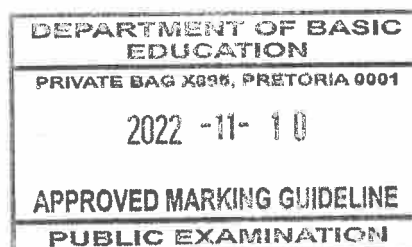
- It was a victory for the CRM's non-violent strategy – 25 000 marchers (from all walks of life) participated in the march
- It was a success because after two attempts the demonstrators reached their destination – Montgomery capital city of Alabama state
- It was a victory for demonstrators in that a court order had given them permission to freely march after permission was twice denied
- Its success put a lot of pressure on the USA President to pass the Voting Rights Act – 1965
- 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:

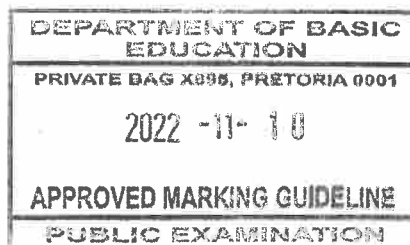
- Civil rights protestors in the Selma to Montgomery march were demonstrating for voting rights (own knowledge)
- The African Americans were excluded from the voter registration in Selma (Alabama) (Source 3A)
- Only two per cent in Selma were on the voter's roll (Source 3A)
- The marchers faced police brutality during the protest (Source 3A)
- The marchers were faced with a blockade of police and ordered to disperse (Source 3A)
- The white supremacists cheered the police using violence against African Americans (Source 3A)
- Marchers were attacked with clubs, tear gas, beaten and chased by mounted police – Bloody Sunday incident (Source 3A)
- The police used derogatory language and hurled insults at the non-violent protestors (Source 3B)
- They were knocked down and pushed by State Troopers (Source 3B)
- Major Cloud refused to listen to the protestors - they were only given two minutes to disperse (Source 3B)
- Protestors were attacked even when they had assumed a lesser position by kneeling in drawing the attention to the violation of their human rights (Source 3B)
- The CRM leaders had to strategise and plan for a second march (Source 3C)
- The non-violent protestors considered using violence during the second march but this would have compromised their non-violent peaceful forms of protests (Source 3C)
- The courts also issued orders banning the peaceful protest leaving the activists angry and frustrated (Source 3C)
- The Third Selma to Montgomery march started on 21 March 1965 but only reached Montgomery on 25 March 1965 – 5 days (own knowledge)
- Despite the challenges, demonstrators ultimately reached their goal (Source 3D)
- 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 that were encountered by civil rights protestors who participated in the Selma-Montgomery marches in March 1965. • 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 that were encountered by civil rights protestors who participated in the Selma-Montgomery marches in March 1965. • 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 that were encountered by civil rights protestors who participated in the Selma-Montgomery marches in March 1965. • 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 should explain whether they agree or disagree with the statement. In agreeing with the statement, they need to explain how the USA lost the war in Vietnam due to unconventional strategies of guerrilla warfare on the ground and environmental factors in the country. If the candidates disagree with the statement, they need to substantiate their lines of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

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

ELABORATION

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

- Division of North and South Vietnam (Background)
 - USA first intervention in South Vietnam (fear of Domino Theory) – 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)
 - Safe village policy failed because the Vietcong operated inside villages
- 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 World War II
- 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) – (environmental factors) 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
- Guerrilla warfare by the Vietminh and Vietcong (difficulty in separating guerrillas from villagers – farmers/peasants)
- Highly effective use of guerrilla tactics by the Vietcong (unconventional strategies)
- Vietcong responded to USA tactics with the Tet Offensive (1968) – surprise attacks on 100 cities (unconventional strategies) – ambushed USA controlled cities
- Number of USA soldiers killed increased – led to anti-war demonstrations in the USA

- USA sent young and inexperienced soldiers to Vietnam
 - USA used Search and Destroy Policy (missions) (My Lai massacre) to destroy villages supporting the Vietcong – confused by guerrilla tactics
 - This resulted in large numbers of civilian deaths leading to more support for the Vietcong
 - USA atrocities and My Lai massacre (March 1968) turned public opinion against the USA waged war
 - North Vietnam received military support from the USSR and China so the Vietminh and Vietcong had access to some modern weapons
 - Guerrilla warfare was effectively used by the Vietcong, supported by Vietminh from the north and used tactics such as booby traps, underground tunnels, hit and run, sabotage (environmental factors)
 - Underground tunnels – narrow to fit Vietcong body structure but not 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 arguments with relevant conclusions. [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 should critically discuss the effectiveness of Mobutu Sese Seko's socio-economic and political policies in developing Congo after attaining independence from Belgian colonial rule in the 1960s.

MAIN ASPECTS

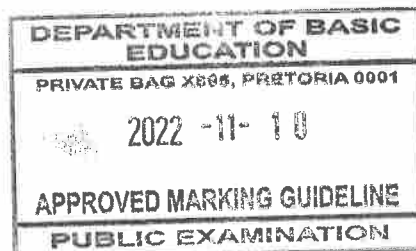
Candidates should include the following aspects in their response:

Introduction: Candidates should take a critical stance discussing the effectiveness of Mobutu Sese Seko's socio-economic and political policies in developing Congo after attaining independence from Belgian colonial rule in the 1960s. They should also indicate how they intend supporting their line of argument.

ELABORATION

Economic policies

- Colonial legacies: (as background information)
 - Exploitation – Belgian prosperity based on exploitation of cotton; rubber plantations; and mines (copper, tin & diamond) by colonial companies; Profits from minerals (mines) based on exploitation of Congolese workers
 - At independence Congo was considered most prosperous but with the economic wealth owned by foreign owners
- Inherited a capitalist economy from Belgium
- Initially left the economy in the hands of white settlers and foreigners
- The country's rich natural resources of copper, cobalt, diamonds and other materials attracted foreign investment
- Nationalisation: Mobutu nationalised the country's copper mining industry and used profits from copper industry to finance his 10-year industrialisation plan
- Nationalised foreign-owned companies without compensation
- Foreign companies were placed under control of his allies and family members
- Introduced 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
- Congo became dependent on foreign aid and investment, e.g. from the World Bank
- Any other relevant response



Social policies

- Colonial legacies: (as background information)
 - Promoted elitism: encouraged education of a small elite in a Western style of knowledge and skills
 - Poor education system that did not benefit the Congolese nor empower them with skills
 - French used as medium of instruction in schools
 - At independence (1960) Congo had 14 university graduates out of 14 million people
- Implemented a policy Authenticite (originally to promote indigenous customs and beliefs) to eradicate colonial influence and unify Zaireans with a sense of pride for their own culture.
- Africanisation/ Zaireanisation (renaming from European to Zairean names)
- 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)
- Promotion of local music
- Mobutu regarded democracy as a foreign ideology to Africa – he ruled as a Chief in a traditional African style and used it to strengthen his own authoritarian position
- French remained the language of instruction and education system continued to favour the urban elite
- After independence, primary education and school enrolment rose from 1,6 million in 1960 to 4,6 million in 1974/When state funding was withdrawn by Mobutu, parents had to start paying and primary education started to decline
- Teachers and hospital staff went unpaid for months due to poor economic and political practice
- Any other relevant response

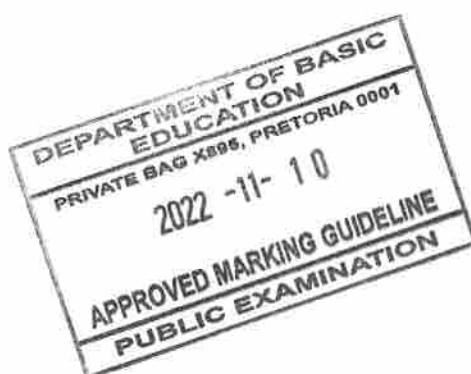
Political policies

- Colonial legacies: (as background information)
 - Paternalism – Congolese were treated as children – with no responsibility in administration or representation of the government;
 - Political parties were banned and with quick Belgian withdrawal – due to the 1959 Leopoldville riots – many political parties (representing different regions and ethnicities) were formed; political parties formed along regional and ethnic groupings
 - 120 political parties participated in the 1960 elections; no single political party won outright majority – Patrice Lumumba's Movement National Congolese (MNC) won most of the seats because unlike other regional parties, it had some level of nation-wide support
 - Lack of political unity
- Congo became independent on 30 June 1960 with Joseph Kasavubu as President and Patrice Lumumba as Prime Minister. Joseph Kasavubu preferred that Congo be a federal state while Patrice Lumumba was for a strong centralised national government/Lumumba also in conflict with Moise Tshombe
- Congo started with a lot of political instability – with Tshombe 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 (Mobutuism)
 - Mobutuism made Congo an autocratic state under himself as a military dictator
 - Mobutu was supported by the USA because he was seen as 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 (kleptocracy)
 - Mobutu remained as 'president for life' until his death in 2007
 - Any other relevant response
- Conclusion: Candidates should tie their argument with a relevant conclusion. **[50]**

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

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

SYNOPSIS

Candidates need to explain to what extent various role players were successful in using the Black Power philosophy to end discrimination against African Americans in the USA in the 1960s. They should support their line of argument with relevant historical evidence.

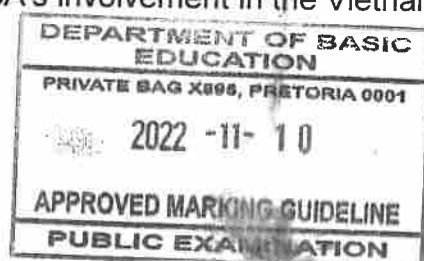
MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance by explaining to what extent various role players were successful in using the Black Power philosophy to end discrimination against African Americans in the USA in the 1960s. They should also provide an outline of how they will support their line of argument.

ELABORATION

- Conditions in the USA: (Background information)
 - African Americans still economically and politically crippled in the USA due to discriminatory (Jim Crow) laws
 - Lack of a sense of pride due to socio-economic circumstances (lived in ghettos and slum areas/poor housing/under-resourced facilities)
 - African Americans became impatient with the slow pace of change and the impact of the Civil Rights Movement in the 1960s
 - African Americans subjected to police brutality – led to growth of nationalist feelings
- Black Power 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
- Stokely Carmichael believed that the non-violent strategy failed because of ongoing violence against African Americans
- Advocated the exclusion of white 'liberals' as a philosophy for African Americans
- He promoted one plan to split the USA into separate black and white countries
- He was against the USA's involvement in the Vietnam war



- 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 Black Panther Party ran feeding schemes, childcare and literacy projects in black communities – the feeding schemes eradicated hunger amongst the youth and improved learning in schools
 - 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 (police the police) and defend themselves against police brutality
 - BPP demanded that black history must be taught in black schools
 - Role of other activists/women
 - Impact/ short- and long-term goals: the most obvious forms of racial discrimination ended
 - Racial violence and tension declined
 - African Americans were elected to public offices
 - Housing and facilities of African Americans were improved
 - Black literacy increased and dependence on state grants declined
 - Affirmative action policies for federal employment were put in place.
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**
- TOTAL: 150**

