

MARKING GUIDELINES

EXAMINATION NATIONAL SENIOR CERTIFICATE	
GRADE	12
DATE	MAY/JUNE 2025
SUBJECT	HISTORY
PAPER	1
MARK TOTAL	150
DURATION (HOURS)	3
NUMBER OF PAGES	29



SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE
SUID-AFRIKAANSE KOMPREENSIEWE ASSESSERINGSINSTITUUT

FINAL APPROVED MARKING GUIDELINES	
DATE OF MEETING	
UMALUSI MODERATOR	
CHIEF MARKER	
INTERNAL MODERATOR	



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	- Extract evidence from sources. - Selection and organisation of relevant information from sources. - Define historical concepts/terms.	30% (15)
LEVEL 2	- Interpretation of evidence from sources. - Explain information gathered from sources. - Analyse evidence from sources.	40% (20)
LEVEL 3	- Interpret and evaluate evidence from sources. - Engage with sources to determine its usefulness, reliability, bias and limitations. - Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions.	30% (15)

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

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence, or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in *italics*.

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) that translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) that translates to one reason and is given two marks (✓✓).
- If a question carries 4 marks, then indicate by placing 4 ticks (✓✓✓✓).

1.4 In marking of questions about support/similarities, the answer can be:

- It shows/It indicates/Both sources ...
- But in cases of differences between sources, the answer must be: In Source A ..., but in Source B ...

1.5 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 was awarded for the paragraph as well as the level (1, 2 or 3), as indicated in the holistic rubric, supported by 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 in the bottom right-hand margin, e.g.

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 the following from candidates:

- They must 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 have an introduction, a coherent and balanced body of evidence and a conclusion.



2.2 Marking of essay questions

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

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall essay, without scoring the component parts separately. This approach encourages the candidate to offer an individual opinion by using selected factual evidence to support an argument. The candidates will not be required simply to regurgitate 'facts' to achieve a high mark. This approach discourages candidates from preparing 'model' answers and reproducing them without considering the specific requirements of the question. Holistic marking of the essay credits candidates' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The construction of an argument.
- The appropriate selection of factual evidence to support such argument.
- The candidate's interpretation of the question.

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the first reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points, there will be 7 ticks.



2.4.3 The following additional symbols can also be used:

- Introduction, main aspects, and conclusion not properly contextualised

Λ

• Wrong statement	_____
• Irrelevant statement	
• Repetition	R
• Analysis	A ✓
• Interpretation	1 ✓

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 the essay 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 the essay 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	



GLOBAL ASSESSMENT OF ESSAYS:

TOTAL MARKS: [50]

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

* Guidelines for allocating a mark for LEVEL 1.

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



	Level 1	Level 2	Level 3
	Extract evidence from sources. Selection and organisation of relevant information from sources. Define historical concepts.	Interpretation. Understand source and author's opinion. Simple comparison. Explain historical concepts.	Interpret & evaluate. Engage in bias, reliability, usefulness. Compare and contrast. Interpretations.
CAPS	30%	40%	30%
1.1.1	3		
1.1.2	1		
1.1.3	2		
1.1.4 a)		2	
b)		2	
c)		2	
1.2.1	3		
1.2.2		2	
1.2.3	1		
1.2.4		4	
1.2.5		4	
1.3.1	2		
1.3.2		2	
1.3.3			4
1.4.1	1		
1.4.2	1		
1.4.3		2	
1.5			4
1.6			8
	28%	40%	32%
2.1.1	1		
2.1.2	2		
2.1.3		2	
2.1.4		4	
2.1.5	2		
2.2.1	2		
2.2.2		2	
2.2.3		4	
2.2.4		4	
2.3.1	2		
2.3.2	3		
2.3.3		4	
2.3.4			4
2.4.1	1		
2.4.2	1		
2.5			4
2.6			8
	28%	40%	32%
3.1.1	3		
3.1.2	2		
3.1.3	1		
3.1.4	3		
3.1.5		4	
3.2.1	1		
3.2.2		2	
3.2.3	2		
3.2.4		4	
3.2.5	2		
3.3.1		4	
3.3.2		2	
3.3.3			4
3.4.1		2	
3.4.2		2	
3.4.3			4
3.5			8
	28%	40%	32%



SECTION A

QUESTION 1: HOW DID THE DIVISION OF BERLIN INTENSIFY TENSIONS BETWEEN THE UNITED STATES AND THE SOVIET UNION AFTER THE SECOND WORLD WAR?

1.1

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

- “the United States”
- “Great Britain”
- “the Soviet Union”

(3x1)(3)

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

- “What the Allies never intended, though was that their temporary solution to organise Germany into four occupation zones, each administered by a different Allied army, would ultimately lead to a divided Germany.”

(1x1)(1)

1.1.3 *[Extraction of evidence from Source 1A – Level 1]*

- “... German economy was in shambles”
- “... assure a peaceful transition to a post-Nazi state”

(2x1)(2)

1.1.4 *[Definition of terms from Source 1A – Level 2]*

- a) Remove a standing army from an area in East Germany. (1x2)(2)
- b) To introduce democratic principles in East Germany, like an elected government, political freedom. (1x2)(2)
- c) Germany/Do away with the ideas of Hitler in East Germany. (Any 1x2)(2)

[12]

1.2

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

- “... United States”
- “Great Britain”
- “... Soviet Union”

(3x1)(3)

1.2.2 *[Interpretation of evidence from Source 1B – Level 2]*

- A final demand or statement of terms, the rejection of which will result in retaliation or a breakdown in relations between the US and the Soviet Union.
- An order giving the Western Powers six months to agree to withdraw from Berlin and make it a free and demilitarised city.

(1x2)(2)



1.2.3 *[Extraction of evidence from Source 1B – Level 1]*

- “... was located deep inside East German territory” (1x1)(1)

1.2.4 *[Interpretation of evidence from Source 1B – Level 2]*

- The Soviet Union wanted to unite the whole of Berlin under communist rule.
- To protect the East Berliners not to be exposed to capitalism and its influences.
- Any other relevant response. (2x2)(4)

1.2.5 *[Interpretation of evidence from Source 1B – Level 2]*

- The Soviet Union and the East German government were spending more on securing and maintaining communism in East Berlin.
- Many East Berliners were defecting to West Berlin in their thousands, causing a brain drain in East Berlin.
- West Berlin was experiencing more economic prosperity than East Berlin, and this made capitalism attractive to the East.
- Any other relevant response. (Any 2x2)(4)

[14]

1.3

1.3.1 *[Extraction of evidence from Source 1C – Level 1]*

- “British sector”
- “French sector”
- “American sector”
- “Soviet sector” (Any 2x1)(2)

1.3.2 *[Interpretation of evidence from Source 1C – Level 2]*

- They were all democratic countries who practiced capitalistic economy.
- They wanted to unite against their communist neighbour and form a united front against communism.
- Any other relevant response. (Any 1x2)(2)



1.3.3 *[Interpretation of evidence from Source 1C – Level 3]*

Useful

- It shows how Germany and Berlin were divided after the Second World War.
- It shows the position of Berlin on the map.
- Any other relevant response.

Not useful

- There is limited information on the map about the division of Germany.
- Any other relevant response. (Any 2x2)(4)

[8]

1.4

1.4.1 *[Extraction of evidence from Source 1D – Level 1]*

- “13 August 1961” (1x1)(1)

1.4.2 *[Extraction of evidence from Source 1D – Level 1]*

- “Nikita Khrushchev” (1x1)(1)

1.4.3 *[Interpretation of evidence from Source 1D – Level 2]*

- The Soviet Union and communism will not succeed by building the Berlin Wall around people. (1x2)(2)

[4]

1.5 *[Comparison of evidence from Sources 1B and 1D – Level 3]*

- Both sources are the US perspective on the Berlin crisis.
- Source B is referring to Khrushchev’s speech in which he demanded the Western powers to remove their army from West Berlin, and in Source 1D, Khrushchev is threatening to sign a peace treaty with East Germany.
- According to Source 1B, tension between the US and the Soviet Union increased when Khrushchev threatened to cut off land access again to the Western Allies, and according to Source 1D, tension increased when Kennedy became the President of the US.
- Any other relevant response. (Any 2x2)(4)

[4]



1.6 *[Interpretation, analysis and synthesis of evidence from the relevant sources – Level 3]*

Candidates could include the following aspects in their response:

- After World War II, the Big Three, the US, Great Britain and the Soviet Union, wanted to avoid the rise of nationalism in Germany. (Source 1A)
- Germany was divided amongst the victors into four zones, and the capital Berlin was divided into four sectors. (Source 1C)
- Germany was demilitarised, there were denazification and democratisation. (Source 1A)
- The West of Germany enjoyed economic prosperity and success as compared to the East. (Own knowledge)
- Thousands of East Germans defected to West Berlin, creating a brain drain in East Berlin. (Own knowledge)
- In November 1958 Khrushchev demanded the West to withdraw their army from West Berlin. (Source 1B)
- Some East Berliners were happy to remain under communist rule. (Source 1B)
- The West wanted to protect West Berlin from communist take-over. (Own knowledge)
- Tension between the US and the Soviet Union increased when Kennedy became President and when Khrushchev threatened to sign a peace treaty with East Germany. (Sources 1B and 1D)
- In 1961 the German army built a barbed wire wall separating the two Berlins, which developed into the Berlin Wall. (Source 1D)
- Any other relevant response.

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. shows no or little understanding of how the division of Berlin intensified the tension between the US and the Soviet Union after the Second World War. • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.	Marks: 0–2
LEVEL 2	• Evidence is mostly relevant and relates to the topic e.g. shows some understanding of how the division of Berlin intensified the tension between the US and the Soviet Union after the Second World War. • Uses evidence in a basic manner to write a paragraph.	Marks: 3–5
LEVEL 3	• Uses relevant evidence e.g. shows a thorough understanding of how the division of Berlin intensified the tension between the US and the Soviet Union after the Second World War. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	Marks: 6–8

[8]

TOTAL QUESTION 1: [50]



QUESTION 2: DID SOUTH AFRICA'S INVOLVEMENT IN THE ANGOLAN WAR PREVENT THE MPLA TO ESTABLISH A COMMUNIST GOVERNMENT IN ANGOLA AFTER INDEPENDENCE FROM PORTUGAL IN 1975?

2.1

2.1.1 *[Extraction of evidence from Source 2A – Level 1]*

- “11 November 1975” (1x1)(1)

2.1.2 *[Extraction of evidence from Source 2A – Level 1]*

- “... much influenced by right-wingers in the United States administration.” (1x2)(2)

2.1.3 *[Interpretation of evidence from Source 2A – Level 2]*

- War between the different liberation movements in Angola to take full control of the country after independence.
- A protracted armed conflict between the MPLA, a communist armed organisation, and other armed groups, most prominently the anti-communist groups UNITA and FNLA.
- Any other relevant response. (1x2)(2)

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

- The MPLA was supported by the Soviet Union and Cuba who advocated for a communist government in Angola.
- UNITA and FNLA were supported by South Africa and the US, who advocated for anti-communism in Angola. (2x2)(4)

2.1.5 *[Extraction of evidence from Source 2A – Level 1]*

- a) “... Cuba”
- b) “... South Africa” (2x1)(2)

[11]

2.2

2.2.1 *[Extraction of evidence from Source 2B – Level 1]*

- “... clashes between the MPLA and UNITA at Ruacana ...”
- “... the intimidation of the workers on the scheme.” (2x1)(2)

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

- South Africa's intention was an excuse to intervene by using the military.
- The real intention was to secure a strategic position to support anti-communists.
- Any other relevant response. (Any 1x2)(2)



2.2.3 *[Interpretation of evidence in Source 2B – Level 2]*

- To avoid international condemnation and diplomatic outcomes by controlling how South African military involvement was portrayed.
- Limiting information to stop further escalation of the conflict.
- Preventing information leaks that could compromise military operations and give strategic advantages to enemies.
- To avoid local public criticism against military actions.
- Any other relevant response.

(Any 2x2)(4)

2.2.4 *[Interpretation of evidence from Source 2B – Level 2]*

- The confirmation of South Africa's military involvement in Angola was suspicious because Vorster did not want to say it boldly.
- The press was controlled by the South African government in releasing the information.
- The Portuguese were in support of controlling the information.
- The aim was to justify military action taken by the South African Defence Force in Angola.
- Any other relevant response.

(Any 2x2)(4)

[12]

2.3

2.3.1 *[Extraction of evidence from Source 2C – Level 1]*

- "The Cubans were fighting for the Soviet-backed MPLA ..."

(1x2)(2)

2.3.2 *[Extraction of evidence from Source 2C – Level 1]*

- "Private Joe Durudi"
- "Lt. Selso Caldez"
- "Dusentes Rodriguez Garcia"

(3x1)(3)

2.3.3 *[Interpretation of evidence from Source 2C – Level 2]*

- To serve as evidence that the Cuban army took part in the Angolan War.
- That UNITA did capture the Cuban mercenaries.
- The Cubans were supporting the MPLA.
- Any other relevant response.

(Any 2x2)(4)



2.3.4 *[Test reliability of evidence from Source 1C – Level 3]*

- It is an original source/primary source.
- There is evidence of soldiers carrying weapons, to show that there was war.
- Their attire is of the 70s fashion, because the Angolan War happened in 1975.
- The mercenaries are identified.
- Any other relevant response.

(Any 2x2)(4)

[13]

2.4

2.4.1 *[Extraction of evidence from Source 2D – Level 1]*

- "... that was also made plain by Dr. Kissinger and his Assistant Secretary of State."

(1x1)(1)

2.4.2 *[Interpretation of evidence from Source 2D – Level 2]*

- "... Prime Minister Vorster ..."

(1x1)(1)

[2]

2.5 *[Comparison of evidence from sources – Level 3]*

- Source 2C is a photo/original source taken by Silva Porto, and shows three Cuban soldiers captured by UNITA. Source 2D is a written source where a journalist interviews Prime Minister Vorster on South Africa's involvement in the Angolan War.
- Source 2C explains that the Cuban mercenaries were supporting the Soviet backed MPLA, and Source 2D indicates that South Africa entered the Angolan War to prevent the communists (the Soviets) and the Cuban occupation of Angola.
- Any other relevant response.

(2x2)(4)

[4]



2.6 *[Interpretation, analysis and synthesis of evidence from the relevant sources – Level 3]*

Candidates could include the following aspects in their response:

- During colonisation, the South African government had a good relationship with the Portuguese government in Angola – the construction of the Kunene hydro-electric power station. (Own knowledge)
- Angola was granted independence in November 1960, with a coalition government led by the MPLA. (Source 2A)
- The Soviet Union sent military equipment to the MPLA. (Source 2A)
- MPLA was a Soviet backed government, and Cuban military forces were stationed in Luanda to protect the new government. (Source 2A)
- The presence of the Cuban mercenaries in Angola threatened South Africa. (Source 2A)
- South African military crossed the border to restore order. (Source 2B)
- The South African Prime Minister claimed that the South African Defence Force entered Angola because of Cuban and Soviet presence in Angola. (Source 2D)
- Vorster feared that the Soviet Union and Cuba would establish a communist state next to South Africa with the MPLA in power and never leave Southern Africa, posing a threat to South Africa's independence. (Source 2D)
- Cuba offered support to the MPLA to ensure Angolan independence and liberation. (Source 2C)
- Cuba also sent civilians to assist. (Source 2C)
- Cuba sent doctors, teachers and engineers to help build Angola after independence. (Own knowledge)
- South Africa claimed not to be involved in the war. (Own knowledge)
- But was present to defend their interest in the hydro-electric plant at Calueque Dam site, and protect the workers/to prevent SWAPO from getting easy access into South West Africa/to prevent Angolan refugees from fleeing into South Africa/UNITA and FNLA appealed to South Africa to help them against the communists. (Source 2D)
- Foreign interference prolonged the civil war in Angola. (Own knowledge)
- Foreign intervention led to Angola becoming a proxy war in the Cold War/flashpoint during the Cold War. (Own knowledge)
- Any other relevant response.



Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. shows no or little understanding of how South Africa's involvement in the Angolan Civil War prevented the MPLA to establish a communist government in Angola after independence from Portugal in 1975. • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.	Marks: 0–2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding on how South Africa's involvement in the Angolan Civil War prevented the MPLA to establish a communist government in Angola after independence from Portugal in 1975. • Uses evidence in a basic manner to write a paragraph.	Marks: 3–5
LEVEL 3	• Uses relevant evidence e.g. shows an understanding of how South Africa's involvement in the Angolan Civil War prevented the MPLA to establish a communist government in Angola after independence from Portugal in 1975. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	Marks: 6–8

[8]

TOTAL QUESTION 2: [50]



QUESTION 3: HOW DID THE SELMA-MONTGOMERY MARCHES CHALLENGE THE DISENFRANCHISEMENT OF THE AFRICAN-AMERICANS DURING THE CIVIL RIGHTS MOVEMENT OF THE 1960s IN THE UNITED STATES?

3.1

3.1.1 *[Extraction of evidence from Source 3A – Level 1]*

- “... payment of poll tax ...”
- “... passing a literacy test ...”
- “... comprehension of the constitution.” (3x1)(3)

3.1.2 *[Extraction of evidence from Source 3A – Level 1]*

- “to be denied the right to vote” (1x2)(2)

3.1.3 *[Extraction of evidence from Source 3A – Level 1]*

- “... more than 80% of Dallas County blacks lived below the poverty line.” (1x1)(1)

3.1.4 *[Extraction of Evidence from Source 3A – Level 1]*

- “... state and local officials”
- “... the white Citizen Council ...”
- “... the Ku Klux Klan.” (3x1)(3)

3.1.5 *[Interpretation of evidence from Source 3A – Level 2]*

- The US Constitution did not protect the rights of African-Americans /The Jim Crow laws.
- African-Americans were classified as slaves in the eyes of many white Americans, like the Ku Klux Klan.
- African-Americans were not regarded as citizens of the US, as they are originally from Africa.
- African-Americans were still regarded as property by their white counterparts, even after slavery was abolished in the US.
- Any other relevant response. (Any 2x2)(4)

[13]

3.2

3.2.1 *[Extraction of evidence from Source 3B – Level 1]*

- “... to add his charismatic cloud.” (1x1)(1)



3.2.2 *[Interpretation of evidence from Source 3B – Level 2]*

- The right to vote was their inherited one as citizens of the US.
- They could not push or force a right that was bestowed on them by the constitution of the country.
- The right to vote was an automatic right, as long as they were a citizen.
- Any other relevant response.

(1x2)(2)

3.2.3 *[Extraction of evidence from Source 3B – Level 1]*

- "... John Lewis ..."
- "... Hosea Williams ..."

(2x1)(2)

3.2.4 *[Interpretation of evidence from Source 3B – Level 2]*

- The state troopers chased the demonstrators on horseback, and many were injured and could not move.
- Others were hospitalised.
- A makeshift hospital was created to help the injured.
- The incident was shown on American televisions, and people were horrified at what they saw.
- Jimmie Lee Jackson was shot by the state troopers.
- Any other relevant response.

(Any 2x2)(4)

3.2.5 *[Extraction of evidence from Source 3B – Level 1]*

- "That August, Congress passed the Voting Rights Act."

(1x2)(2)

[11]

3.3

3.3.1 *[Interpretation of evidence in Source 3C – Level 2]*

- To confirm that during the Selma-Montgomery march, the state troopers violently attacked the peaceful marchers unprovoked.
- John Lewis, an eyewitness, could tell the events as they happened on the day.
- To prove that marchers were brutally attacked.
- To testify against the state troopers who were being protected by the governor, that they acted in self-defence.
- Any other relevant response.

(Any 2x2)(4)

3.3.2 *[Interpretation of evidence in Source 3C – Level 2]*

- The state police that attacked the marchers on 7 March (Bloody Sunday).
- Any other relevant response.

(1x2)(2)



3.3.3 *[Comparison of Source 3B and Source 3C – Level 3]*

- Source 3B explains the events of 7 March 1965, and Source 3C is a court hearing of the events of 7 March.
- In Source 3B, John Lewis is appointed to lead the march. In Source 3C he is the defendant in a case that resulted from the march.
- Both sources show how African-Americans fought for the franchise.
- Any other relevant response.

(Any 2x2)(4)

[10]

3.4

3.4.1 *[Interpretation of evidence from Source 3D – Level 2]*

- To serve as evidence to the Selma-Montgomery marches of 1965.
- To show how the Civil Rights Movement encouraged the African-Americans to fight for the franchise.
- To show the bravery of the demonstrators, amid the chaos and the brutality of the state troopers.
- Any other relevant response.

(Any 1x2)(2)

3.4.2 *[Interpretation of evidence from Source 3D – Level 2]*

- African-Americans are citizens of the US, therefore they are entitled to enjoy political rights like all Americans.
- The placard wants racial discrimination against the African-Americans to stop in America.
- Any relevant response.

(1x2)(2)

3.4.3 *[Test the usefulness of evidence in Source 3D – Level 3]*

- It is an original/primary source. It is a photo taken on the day of the march.
- It shows the demands of the protestors.
- The state troopers are present in the march.
- The source depicts the marchers as peaceful.
- Any other relevant response.

(Any 2x2)(4)

[8]



3.5 *[Interpretation, analysis and synthesis of evidence from the relevant sources – Level 3]*

Candidates could include the following aspects in their response:

- Even after slavery was abolished in the US, segregation continued/ African-Americans had little access to facilities, education, housing and opportunities. (Own knowledge)
- African-Americans were disenfranchised through poll tax payment/pass literacy tests/comprehension of the constitution. (Source 3A)
- They were blocked from voter registration by the Ku Klux Klan (KKK) and other state organisations. (Source 3A)
- African-Americans took part in lots of demonstrations against disenfranchisement. (Source 3A)
- In January 1965 the demonstrators organised a march in Selma-Montgomery led by Martin Luther King Jr. (Source 3B)
- The demonstrators used peaceful means of demonstration/marches. (Source 3B)
- Another march was organised for 7 March, John Lewis and Hosea Williams led the demonstrations, they were dealt with violently by the state troopers. (Source 3B)
- During the Selma-Montgomery march, the demonstrators were whipped, and tear-gassed. (Sources 3B and 3C)
- The day became known as 'Bloody Sunday'. (Source 3B)
- A case was opened to address the incidents which also led to the shooting of demonstrators. (Own knowledge)
- The people demonstrated again on the 21st to 25th in Selma-Montgomery led by Martin Luther King Jr. (Source 3D)
- Marches helped to set the stage for the acceptance of the Voting Rights Act, giving African-Americans the same rights as whites. (Source 3B)
- That August the Voting Right Act was passed. (Source 3B)
- Any other relevant response.



Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g. shows no or little understanding of how the Selma-Montgomery marches challenged the disenfranchisement of the African-Americans in the US in the 1960s. • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.	Marks: 0–2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. shows some understanding of how the Selma-Montgomery marches challenged the disenfranchisement of African-Americans in the US in the 1960s. • Uses evidence in a basic manner to write a paragraph.	Marks: 3–5
LEVEL 3	• Uses relevant evidence e.g. shows a thorough understanding of how the Selma-Montgomery marches challenged the disenfranchisement of African-Americans in the US in the 1960s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	Marks: 6–8

[8]

TOTAL QUESTION 3: [50]



SECTION B: ESSAYS

[Plan, construct and discuss an argument based on evidence, using analytical and interpretative skills.]

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

Operation Rolling Thunder was the only strategy that the United States of America used in the Vietnam War between 1963 and 1975 to contain communism.

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

SYNOPSIS

In writing this essay, candidates must take a stand.

INTRODUCTION

The candidate should agree or disagree and give reasons for taking a specific stance.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should state an argument regarding the statement and indicate how they are going to attempt addressing the question.

ELABORATION

Background:

- At the heart of the conflict was the desire of North Vietnam, which had defeated the **French colonial administration** of Vietnam in 1954, to unify the entire country under a single communist regime modelled after those of the Soviet Union and China.
- At the Geneva conference, Vietnam was temporarily **divided along the 17th parallel** into North Vietnam controlled by the Communist Viet Minh and South Vietnam, which was backed by the USA and the French.
- Ngo Dinh Diem was supported by anti-communist countries, most notably the USA.
- The National Liberation Front (NLF) – communist in orientation, with their own trained guerilla force, the Viet Cong and who opposed Ngo Dinh Diem was formed. This plunged the country into a **civil war**.
- The Viet Cong were backed by the **Chinese and the Soviets**.
- The USA's involvement in the Vietnam War, essentially a conflict between the North and South, became a battle against the global spread of communism. It was a proxy war fought during the **Cold War** as a part of the USA's policy of containment.
- **The purpose of the North Vietnamese and the Viet Cong.**
- The Viet Cong were united/patriotic/nationalists in the defence of their country **against the USA**.



- The Viet Cong were supported by the Viet Minh, the liberation army of North Vietnam.
- The Viet Cong and the Viet Minh wanted to establish a united, communist Vietnam.
- The Viet Cong received military training from the Viet Minh.
- The Viet Cong made effective use of guerrilla warfare against the USA by means of booby traps, underground tunnels, sabotage and hit and run tactics.
- **Strong leadership in the Viet Cong under Giap**, led to defensive attacks on the USA.
- **The Tet Offensive (1968)** was launched by Viet Minh and Viet Cong against urban centres and USA bases throughout Vietnam.
- **The local Vietnamese population supported the Viet Cong** to liberate their country.
- **The Ho Chi Minh Trail** was used by the Viet Minh (North) to support the Viet Cong in the South.
- The Viet Cong increased its support base because of the tactics used against USA soldiers.
- The Viet Cong also received more support from the locals since the USA were seen as foreigners and the locals did not understand why they were forcibly removed to safe havens.
- The Viet Cong infiltrated the villages, which made USA detection challenging. Therefore, the USA responded by searching through villages and using violence to do so. These actions led to further mistrust of the USA in Vietnam.

American interference:

- Between 1960 and 1963 President Kennedy introduced the 'save a village/hamlet' system. It failed since most of the Viet Cong were peasants that worked from within the villages – took over about 40% of the rural areas.

Gulf of Tonkin – Gulf of Tonkin Resolution:

- President Johnson increased the USA's involvement – by 1967 there were approximately 500 000 American troops in Vietnam.
- The escalation of USA involvement highlighted Vietnam as a proxy war within the Cold War.
- Several operations were introduced by the USA to curb the advances of the Viet Cong.
- Operation Rolling Thunder (April 1965) aimed to cut off the Viet Cong from their support in the North by destroying ports, army bases and supply lines but this could not weaken the Viet Cong's will to fight or stop the flow of men and supplies along the Ho Chi Minh Trail.
- **Chemical warfare:** Agent Orange and Napalm – made the USA unpopular and many countries condemned the USA – caused most damage to the environment.
- **The Tet Offensive (1968)** – the Viet Cong launched a massive attack on about a hundred towns and cities including Saigon as well as twelve USA air bases. **Viet Cong were able to capture 80% of all towns and villages.**
- Although the Viet Cong suffered heavy casualties and failed to deliver a knockout blow it showed that it had the capacity to strike the centre of USA-held territory. It indicated to the USA public that they could not win the war.



- USA sent young and **inexperienced soldiers** to Vietnam.
- USA used Search and Destroy Policy (missions) to destroy villages supporting the Viet Cong – confused by guerrilla tactics.
- Photographs of the My Lai massacre were used by the media to make American citizens aware of the atrocities committed by the USA, Americans questioned USA involvement since the USA was depicted as the oppressors.
- Moreover, search and destroy missions resulted in large numbers of civilian deaths leading to more support for the Viet Cong by the local Vietnamese villagers.
- Due to the effective guerrilla tactics used by the Viet Cong and the experience of the USA soldiers, the number of USA soldiers killed increased – led to anti-war demonstrations in the USA.
- Television news reports (media war/first war that was brought into the ‘living room’), newspapers and magazines carried footage of incidents where Vietnamese civilians were massacred by American troops (napalm photo of Kim Puck) and as a result **anti-war movements** developed. (Kent State Massacre/Anti-Vietnam War campaign)
- President Nixon’s policy of ‘Vietnamisation’ – training the South Vietnamese soldiers to defend themselves and gradually withdrawing the USA troops.
- The USA heavily bombed North Vietnam in 1970 – but could not stop the Viet Cong nor destroy the Ho Chi Minh trail.
- In 1973 there was a ceasefire and the last USA troops were withdrawn.
- In 1975, President Ford evacuated all USA personnel under Operation Frequent Wind.
- In 1975 the communist Viet Cong was victorious; 1976 Vietnam was united under communist rule, thus the USA failed to stop the spread of communism.

CONCLUSA ION

- Candidates should tie up their argument with a relevant conclusion.
- The USA sent 3 500 marines and ground troops to Vietnam on 8 March 1965. **[50]**



QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

Critically discuss the political and the economic challenges that the Congo faced after attaining independence from Belgium in 1961.

Use relevant evidence to support your answer.

SYNOPSIS

Critically discuss the political and economic challenges that the Congo faced after attaining independence from Belgium in 1961.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should determine if there were any challenges in the Congo.

ELABORATION

Political challenges – Sese Seko's leadership:

- Congo became independent on 30 June 1960 with Joseph Kasavubu as President and Patrice Lumumba as Prime Minister. Kasavubu preferred Congo to be a federal state, while Lumumba argued for a strong centralised national government/ Lumumba was 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 Sese Seko seized power from Kasavubu through a coup in 1965.
- Sese Seko stated that he was in favour of a democracy, but he ruled as a dictator.
- **Personality cult** – Zaireans were forced to listen to speeches.
- He got rid of all political parties except his party, the Popular Movement of the Revolution (MPR) (one-party state). This paved the way for him to win the election in 1970, where he won a seven-year term.
- There were many **human rights violations**, and he cruelly suppressed his enemies for example by public executions.
- He aimed at promoting a sense of **national unity** and pride in Zairean identity and culture. He changed the name of the Congo to the Republic of Zaire. This was the first step to try and lessen European influence on the nation.
- Zaire became involved in Angola's Civil War by supporting the losing faction. Zaire needed access to the Benguela railway line. This did not benefit the Zaireans, since it drained much needed funds from the country.
- The lives of ordinary Zaireans did not improve during his rule. His rule came to be associated with mismanagement of funds and corruption.



- Sese Seko, who changed his name to mean 'all-conquering warrior who goes from triumph to triumph', developed a cult of his own personality (Mobutism).
- Under Sese Seko, Zaire also became to be referred to as a **kleptocracy** (rule by thieves).
- Sese Seko constantly changed his ministers and senior officials, or rearranged the positions they held, so that none of them could come close to seizing power from him. He also had a habit of firing his senior officials and throwing them into jail without warning.
- Sese Seko undertook an extreme method of Africanising the Congo – **authenticité**. He ordered every citizen to change their Christian name to African names.

Economic policies:

- Sese Seko used the Congo's rich natural resources to bring in much-needed income. He welcomed foreign buyers and gave them generous prices for the Congo's copper, cobalt, diamonds, and other minerals.
- Sese Seko used the profits from the copper exports to begin a ten-year industrialisation programme across the Congo. The Inga dam, completed in 1972, was the world's largest hydro-electric dam.
- Sese Seko also ordered the building of a **steel mill in Kinshasa** and commissioned a power line that was 1 786 km long and stretched across from the west of the country to the province of Katanga in the south-east.
- After a visit to China in 1973, Sese Seko stated that Zaire needed greater economic independence from the West and began a huge process of nationalisation. He ordered the government to seize 2 000 foreign-owned companies.
- Plantations, farms, factories, and firms which held the economy together were handed over to his family and friends with himself nearly owning half of the companies. **Businesses went bankrupt** or were ruined by mismanagement.
- Civil servants went unpaid for months – turned to corruption/extension of kleptocracy.
- Zaireanisation and the 'radicalisation of the revolution' that included the nationalisation of trade extended chaos to all spheres of the economy; corruption devastated infrastructure, led to the lowest living standard in the world.
- Emergence of the new elite led to class differentiation.
- The sudden drop in the international demand for copper in the 1970s drastically destabilised the Congolese economy.
- It became clear that the economic **policy failed**, he had to invite foreign investors back, Zaire borrowed \$3 billion from the World Bank. (Became dependent on foreign aid.)
- Any other relevant response.

CONCLUSION

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

[50]



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

Explain to what extent the Black Power Movement was successful in starting a movement different from the Civil Rights Movement to change the lives of African-Americans in the US during the 1960s.

Use relevant evidence to support your answer.

SYNOPSIS

In writing this essay the learners must explain the difference between the two movements, and how much the Black Power Movement impacted the lives of African-Americans the USA during the 1960s.

MAIN ASPECTS

Focus on the principle of the extent in which the Black Power Movement changed the lives of African Americans.

ELABORATION

- The Civil Rights Movement had successfully ended racial segregation in the South but had not addressed racial discrimination in the North.
- Prejudice did not disappear with new legislation (Civil Rights Act and the Voting Act) and African-Americans still faced racial discrimination.
- African-American wages were lower than their white counterparts and they faced higher crime rates in their neighbourhoods. Many African-Americans rejected Martin Luther King Jr.'s philosophy of non-violence. They believed that a more militant approach to white racism was necessary and adopted the slogan '**Black Power**'.

The role of Malcolm X:

- **Malcolm X** was an eloquent advocate for Black Power – he said that they must fight for **equal rights** even if it meant using violence. Young urban African-Americans were drawn to his ideas.
- He advocated for self-respect and self-discipline.
- He called for assertiveness and aggressiveness in their revolution against oppression e.g. race riots at Watts, Detroit.
- Warned African-Americans to stand up against white authoritarianism in pursuit of freedom, justice and equality by whatever means necessary.
- Promoted the use of violence as a means of self-defence against white attacks.
- The Black Panthers were inspired by Malcolm X's belief of unity among international working class.
- Malcolm X also inspired civil rights leaders such as Stokely Carmichael.



The role of Carmichael:

- **Carmichael** defined Black Power as a call for black/African-American people in his country to **unite**, to recognise their **heritage**, to build a sense of **community**. Black people must define their own goals and lead their own organisations.
- The Black Power Movement encouraged African-Americans to take pride in their African heritage by wearing **Afro hairstyles** and embracing **African music and culture as well as learn about African history**.
- He did not invent BPP but popularised it.
- 'Black is Beautiful' and 'Black Power' slogans were popularised by Carmichael.
- He advocated for the exclusion of white liberals from the struggle.
- He was elected honorary Prime Minister of the BPP.
- **The emergence of the Black Panther Party (BPP).**
- **The BPP was founded by Bobby Seale and Huey Newton in 1966.**
- **BPP were involved in the initiation and support of Black Power programmes i.e. community-based programmes and feeding schemes (anti-poverty centres);** embarked on programmes that were responsible for the defence of African-Americans against police brutality; focused on socio-economic conditions of African-Americans and also operated several community survival programmes.
- **The Ten Points served as the Black Panther's manifesto that covered its social, political and economic goals and objectives.**
- The emergence of Black Power **as a parallel force** alongside the mainstream Civil Rights Movement occurred during the March Against Fear, a voting rights march in Mississippi in June 1966/one-man-march by James Meredith.
- Many in mainstream white society viewed the Black Panthers and other Black Power groups negatively, dismissing them as violent, anti-white and anti-law. The BPP was involved in police shoot-outs in New York, Chicago. The FBI saw them as a threat for national security.
- In 1967 Huey Newton was arrested and the BPP launched a 'Free Huey campaign'.
- Similarly, Angela Davis was an outspoken BPP activist who was also arrested. Similar 'Free Angela' campaigns were held.
- The BPP also launched the '**Free Breakfast for Children**' programme which fed poor children every day, clinics where adults and children could get free medical care and a scheme to help black learners in schools.
- The BPP drew up a **10-point programme** that included demands for employment, decent housing, better education, and an end to police brutality.
- The BPP indulged in a range of criminal activities in order to raise funds. They were involved in violent confrontation with the police, in which 50 people died.
- The Black Power Movement contributed to the race riots in Watts, Los Angeles, Newark, New Jersey and Detroit. Such riots left scores dead and hundreds injured, as well as causing extensive damage and vandalism to property.
- It did not end all discrimination. It had a positive effect on **African-American self-confidence and self-esteem**.
- It led to the growth of the '**Black is Beautiful**' movements and the development of black art and culture.



- The Black Panther Party was not the sole role player in the Black Power Movement.
- However, some historians argue that the Black Panther's violent retaliation did amplify the need for change and forced the hand of Johnson to change legislation in favour of the Civil Rights Movement. The American government were more willing to work with the peaceful Civil Rights activists than the para-militaristic Black Panther.
- Any other relevant response.

CONCLUSION

- Candidates should tie up their argument with a relevant argument. **[50]**

GRAND TOTAL: [150]