

# MARKING GUIDELINES

EXAMINATION		NATIONAL SENIOR CERTIFICATE	
GRADE		12	
DATE		NOVEMBER 2025	
SUBJECT		HISTORY	
PAPER		1	
MARK TOTAL		150	
DURATION (HOURS)		3	
NUMBER OF PAGES		28	



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
<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Extract evidence from sources.</li> <li>• Selection and organisation of relevant information from sources.</li> <li>• Define historical concepts/terms.</li> </ul>	30% (15)
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Interpretation of evidence from sources.</li> <li>• Explain information gathered from sources.</li> <li>• Analyse evidence from sources.</li> </ul>	40% (20)
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Interpret and evaluate evidence from sources.</li> <li>• Engage with source to determine its usefulness, reliability, bias and limitations.</li> <li>• Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions.</li> </ul>	30% (15)

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

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

### 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 has an introduction, a coherent and balanced body of evidence and a conclusion.

## 2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the 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, learners should be credited for any other relevant answers.

## 2.3 Global assessment of the essay

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

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

## 2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the 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]**

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p><b>PRESENTATION</b></p> <p style="text-align: center;">→</p> <p style="text-align: center;">↓</p> <p><b>CONTENT</b></p>	<p>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.</p>	<p>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.</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, 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><b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.</p>	47–50	43–46					
<p><b>LEVEL 6</b> Question has been answered. Content selection relevant to the line of argument.</p>	43–46	40–42	38–39				
<p><b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.</p>	38–39	36–37	34–35	30–33	28–29		
<p><b>LEVEL 4</b> Question is recognisable in answer. Some omissions or irrelevant content selection.</p>			30–33	28–29	26–27		
<p><b>LEVEL 3</b> Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.</p>				26–27	24–25	20–23	
<p><b>LEVEL 2</b> Question inadequately addressed. Sparse content.</p>					20–23	18–19	14–17
<p><b>LEVEL 1</b> Question inadequately addressed or not at all. Inadequate or irrelevant content.</p>						14–17	0–13

**\* Guidelines for allocating a mark for LEVEL 1.**

- Question not addressed at all/totally irrelevant content; no attempt to structure 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

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
	<b>Extract evidence from sources. Selection and organisation of relevant information from sources. Define historical concepts.</b>	<b>Interpretation. Understand source and author's opinion. Simple comparison. Explain historical concepts.</b>	<b>Interpret and evaluate. Engage in biased, reliability, usefulness. Compare and contrast. Interpretations.</b>
<b>CAPS</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
1.1.1	3		
1.1.2	1		
1.1.3		2	
1.1.4	3		
1.1.5	1		
1.1.6		2	
1.2.1		2	
1.2.2	2		
1.2.3		4	
1.2.4		2	
1.2.5			4
1.3.1		4	
1.3.2	1		
1.3.3	2		
1.4.1	1		
1.4.2		4	
1.5			4
1.6			8
	<b>28%</b>	<b>40%</b>	<b>32%</b>
2.1.1	3		
2.1.2		4	
2.1.3		2	
2.1.4	2		
2.1.5	2		
2.2.1	3		
2.2.2	1		
2.2.3		2	
2.2.4		2	
2.2.5		2	
2.3.1	1		
2.3.2			4
2.4.1	2		
2.4.2	1		
2.4.3		4	
2.4.4		2	
2.4.5			4
2.5			8
	<b>28%</b>	<b>40%</b>	<b>32%</b>
3.1.1	2		
3.1.2	2		
3.1.3		2	
3.1.4	1		
3.1.5		4	
3.2.1	5		
3.2.2		2	
3.2.3		2	
3.2.4			4
3.3.1		2	
3.3.2	4		
3.3.3		2	
3.3.4		2	
3.4.1		2	
3.4.2		2	
3.5			4
3.6			8
	<b>28%</b>	<b>40%</b>	<b>32%</b>

## SECTION A

### QUESTION 1: HOW DID THE END OF THE SECOND WORLD WAR CHANGE THE RELATIONSHIP BETWEEN THE USA AND THE USSR AFTER 1945?

1.1

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

- "... Roosevelt"
- "Stalin"
- "... Churchill" (3x1)(3)

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

"The conflict was more wide-ranging than the First World War, stretching from the Atlantic and Pacific, through Europe and Asia, from the Arctic to North Africa". (1x1)(1)

1.1.3 *[Interpretation of evidence from Source 1A - Level 2]*

- They supported Hitler (Germany) during the Second World War.
- They were blamed for the destruction caused by the war.
- They were viewed as perpetrators and the Allied powers as victims.
- Any other relevant response. (1x2)(2)

1.1.4 *[Extraction of evidence from Source 1A - Level 1]*

- "... Germany ..."
  - "... Japan ..."
  - "... the Soviet Union ..."
- (3x1)(3)

1.1.5 *[Extraction of evidence from Source 1A - Level 1]*

- "... 2174 days ..."
- (1x1)(1)

1.1.6 *[Interpretation of evidence from Source 1A - Level 2]*

- The USA wanted to end the war and destroyed the cities of Nagasaki and Hiroshima by an atomic bomb, which led to the death of many civilians. (1x2)(2)

**(12)**

1.2

1.2.1 *[Interpretation of evidence from Source 1B - Level 2]*

- Competition between capitalism led by the USA, and communism led by the Soviet Union, after the Second World War to dominate the world.
- A state of political hostility between the USA and Soviet Union, characterized by propaganda and other measures short of open warfare.
- Any other relevant response. (Any 1x2) (2)

1.2.2 *[Extraction of evidence from Source 1B - Level 1]*

- “Washington wanted a more independent, representative government following the Western model ...”
- “Moscow demanded a government subject to Soviet influence”. (2x1)(2)

1.2.3 *[Interpretation of evidence from Source 1B - Level 2]*

- Poland was occupied by the USSR during the Second World War, but following the Yalta conference it was agreed to give such countries self-determination.
- The USSR ignored the Yalta agreement and incorporated Poland into its territory.
- The USA demanded self-determination for Poland.
- Any other relevant response. (Any 2x2) (4)

1.2.4 *[Extraction of evidence from Source 1B - Level 1]*

- “... to implement the Yalta Accord (agreements)”. (1x2)(2)

1.2.5 *[Limitations of Source 1B – Level 3]*

- The source is from the internet.
- It gives limited information about the development of the Cold War.
- Focuses only on the part played by Poland in the Cold War.
- Any other relevant response. (Any 2x2) (4)

**(14)**

1.3

1.3.1 *[Interpretation of evidence from Source 1C - Level 2]*

- The US saw herself as the protector of democracy and was not going to listen to the Soviet Union trickery to stop the arms race.
- The Soviet Union wanted the US to stop the arms race, while continuing to arm itself and the satellite states.
- The US did listen to the Soviet Union ten years later after the Second World War, but the Soviet Union occupied Eastern Europe without the US consent.
- The US did not trust the Soviet Union.
- Any other relevant response. (Any 2x2) (4)

1.3.2 *[Extraction of evidence from Source 1C - Level 1]*

- "... Russia" (1x1) (1)

1.3.3 *[Extraction of evidence from Source 1C - Level 1]*

To stop communism (1x2) (2)

**(7)**

1.4

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

- "But since the USA had dropped the atomic bomb on Hiroshima in 1945".
- Any other relevant response. (1x1) (1)

1.4.2 *[Interpretation of evidence from Source 1D - Level 2]*

- The Superpowers were advocating for peace, but at the same time stockpiling weapons in secret.
- They were aware that the future war could destroy the world, but this did not stop them from continuing competing for producing more powerful and dangerous weapons.
- Neither of the Superpowers wanted to fall behind on the Arms Race.
- Any other relevant response. (Any 2x2) (4)

**(5)**

1.5 *[Comparison of the Sources 1A and 1B - Level 3]*

- Source 1A – The USA (Roosevelt) and the Soviet Union (Stalin) were allies in the Second World War against the Axis powers, but in Source 1B there was mistrust between them.
- Source 1A shows cooperation amongst the presidents Churchill, Roosevelt and Stalin but Source 1B shows disagreement between Molotov and Truman.
- Source 1A focuses on what happened during the Second World War, but Source 1B explains the events after the Second World War.
- 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:

- During the Second World War the USA (Roosevelt), Britain (Churchill) and Soviet Union (Stalin) had defeated the Axis powers supporting Hitler (Source 1A).
- Hiroshima and Nagasaki in Japan were bombed (Sources 1A).
- The end of the war marked the escalation of suspicion and mistrust between the Soviet Union and the USA (Source 1B).
- The suspicion and mistrust led to a Cold War (Competition between the USA and the Soviet Union to dominate the world) (Source 1B).
- The Cold War developed over Poland (Source 1B).
- During the Second World War the Soviet Union occupied Poland (Source 1B).
- The Yalta Conference was held by the Allied Powers to determine the future of Europe after the war (Own knowledge).
- The Soviet Union and USA agreed on self-determination of all countries (Source 1B).
- The Soviet Union resisted the attempt by the USA to force self-determination of Poland. This led to an altercation between Molotov, the Soviet Minister and Truman (Source 1B).
- The Soviet Union started producing nuclear weapons to match the USA (Source 1C).
- By 1949 the armament and space race was on (Source 1C).
- The arms race led to the Theory of Mutual Assured Destruction (MAD) (Source 1D).
- The arms and space race threatened world peace (Own knowledge).
- The Soviet Union and the USA all called for the destruction of nuclear weapons, but unfortunately, that never materialised because of the mistrust (Sources 1B and 1D).
- Any other relevant response.

**Use the following rubric to allocate a mark:**

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of how the end Second World War changed the relationship between the USA and the Soviet Union after 1945.</b></li> <li>• Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to the topic, e.g. <b>shows some understanding of how the end of Second World War changed the relationship between the USA and the Soviet Union after 1945.</b></li> <li>• Uses evidence in a basic manner to write a paragraph.</li> </ul>	<b>Marks: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>shows a thorough understanding of how the end of the Second World War changed the relationship between the USA and the Soviet Union after 1945.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>Marks: 6 – 8</b>

(8)

**TOTAL QUESTION 1: [50]**

**QUESTION 2: WHAT FACTORS CONTRIBUTED TO THE OUTBREAK OF THE ANGOLAN CIVIL WAR BETWEEN 1975 AND 1976?**

2.1

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

- “The Popular Movement for the Liberation of Angola (MPLA) ...”
  - “The National Front for the Liberation of Angola (FNLA)”
  - “The National Union for the Total Independence of Angola (UNITA)”
- (3x1) (3)

2.1.2 *[Interpretation of evidence from Source 2A - Level 2]*

- It was costly for Portugal to maintain the colonisation of Angola.
  - The new government in Portugal was anti-colonisation.
  - The liberation movements went in solidarity to win independence for Angola.
  - Any other relevant response.
- (Any 2x2) (4)

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

- When the Portuguese government withdrew from Angola after independence, the three liberation movements started fighting among themselves for the sole control of Angola.
- (1x2) (2)

2.1.4 *[Extraction of evidence from Source 2A - Level 1]*

- “... granted Angolan independence ...”
  - “... provided for a three-way power sharing government”
- (2x1) (2)

2.1.5 *[Interpretation of evidence from Source 2A - Level 2]*

- The liberation movements did not trust one another.
  - The liberation movements preferred different types of government; the MPLA favored communism, and UNITA wanted democracy in Angola.
  - Any other relevant response.
- (1x2) (2)

**(13)**

2.2

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

- “Holden Roberto ...”
  - “Agostinho Neto”
  - “Jonas Savimbi”
- (3x1) (3)

2.2.2 *[Extraction of evidence from Source 2B - Level 1]*

- "... Angola was to be administered by a coalition government composed of the three nationalist groups and the Portuguese".
  - "... Election for a constituent assembly".
- (Any 1x1) (1)

2.2.3 *[Interpretation of evidence from Source 2B - Level 2]*

- They were bound by the Alvor Agreement.
- (1x2) (2)

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

- It possessed an armed force, estimated at 15 000 troops.
  - It was supported by Daniel Chipenda's guerrilla army that had defected from the MPLA.
  - Any other relevant response.
- (Any 1x2) (2)

2.2.5 *[Definition of concepts from Source 2B - Level 2]*

- When several parties work together to form a government.
  - A temporary alliance of two or more political parties (or independent representatives) combining their votes in an election to form a government.
  - Any other relevant response.
- (Any 1x2) (2)

**(10)**

2.3

2.3.1 *[Interpretation of evidence from Source 2C - Level 2]*

- UNITA wanted to remove all signs of the Portuguese colonialism.
  - To remove colonialism from all towns.
  - To erase all memories of Portuguese rule.
  - Any other relevant response.
- (Any 1x1) (1)

2.3.2 *[Test the usefulness of Source 2C - Level 3]*

- It shows how the statue was removed.
  - It shows the reaction of the Angolan people towards colonialism.
  - It shows that colonialism was defeated.
  - Any other relevant response.
- (Any 2x2) (4)

**(5)**

2.4

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

- “They embarked on a number of joint ventures, such as the hydro-electric projects on the Cunene in Angola and at Cahora Bassa in Mozambique”.
- “They also conducted joint security operations”. (2x1) (2)

2.4.2 *[Extraction of evidence from Source 2D - Level 1]*

- “... Angola ...”
- “... Mozambique” (2x1) (2)

2.4.3 *[Interpretation of evidence from Source 2D - Level 2]*

- South Africa had a white apartheid government in power, which was discriminating against Africans.
- Portuguese colonial government discriminated and oppressed the Angolans.
- Any other relevant response. (Any 2x2) (4)

2.4.4 *[Extraction of evidence from Source 2D - Level 1]*

- “... the April coup created a dangerous vacuum in South Africa’s strategic vision ...” (1x2) (2)

2.4.5 *[Test reliability of evidence in Source 2D - Level 3]*

**Reliable because:**

- It contains facts that can be verified.
- The source was compiled by a historian Fernando Joao da Costa Cabral Andresen Guimareas.
- Any other relevant response.

**Not reliable:**

- “...Therefore, a long period has passed since the actual event happened”.
- The article was approved by a foreign university (London) that cannot be knowledgeable of all the facts of the war.
- Any other relevant response. (Any 2x2) (4)

**(14)**

2.5 *[Interpretation, evaluation and synthesis of evidence from relevant sources - Level 3]*

Candidates could include the following aspects in their response:

- Angola received independence from Portugal on 11 November 1975 after the Alvor agreement (Source 2B).
- The three liberation movements, the MPLA, FNLA and UNITA agreed to form a coalition government (Sources 2A and 2B).
- They agreed to form a constituent assembly, and Portugal retained an army of 2 400, and each liberation movement contributed an army of 800 people (Source 2D).
- The FNLA had a military advantage because they had an army of about 15 000, plus the guerilla army supplied by Chipenda (Source 2D).
- After independence, the three liberation movements, FNLA, MPLA and UNITA were plunged into a civil war from 1975 – 1976 (Source 2A).
- Before independence the Portuguese government in Angola cooperated with South Africa in the construction of the hydro-electric power station at Cahora Bassa and Cunene in Angola (Source 2D).
- Both governments were condemned by the UN (Source 2D).
- South Africa was condemned because of the apartheid government (Own knowledge).
- The Portuguese government was brutal and oppressive to the Africans in Angola (Own knowledge).
- The independence of Angola left a power vacuum in Angola, and South Africa opted to support UNITA in the civil war (Source 2D).
- The transitional government took over on 31 January 1975 led by Holden Roberto of FNLA (Source 2B).
- Suspicion and mistrust led to a civil war amongst the three movements (Source 2D).
- Any other relevant response.

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of explaining the factors that contributed to the Angolan Civil War between 1975 and 1976.</b></li> <li>• Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to the topic, e.g. <b>shows some understanding of explaining the factors that contributed to the Angolan Civil War between 1975 and 1976.</b></li> <li>• Uses evidence in a basic manner to write a paragraph.</li> </ul>	<b>Marks: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>shows a thorough understanding of explaining the factors that contributed to the Angolan Civil War between 1975 and 1976.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>Marks: 6 – 8</b>

(8)

**TOTAL QUESTION 2: [50]**

**QUESTION 3: HOW DID THE NASHVILLE SIT-IN PROTESTS AFFECT THE LIVES OF ORDINARY AFRICAN AMERICAN STUDENTS IN THE UNITED STATES IN THE 1960s?**

3.1

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

- “Nashville Student Movement”
- “Nashville Christian Leadership Council (NCLC)” (2x1) (2)

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

- “Diane Nash”
- “John Lewis” (2x1) (2)

3.1.3 *[Interpretation of evidence from Source 3A - Level 2]*

- Part of a protest in Nashville to end racial segregation at lunch counters.
- During lunch, African American students occupied lunch counters of shops where they were denied entry and refused to leave until they were served.
- Any other relevant response. (Any 1x2) (2)

3.1.4 *[Extraction of evidence from Source 3A - Level 1]*

- Kress (now K-Mart).
- Woolworths.
- McClellan. (Any 1x1) (1)

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

- Store owners believed they had the legal choice to serve whoever they felt wanted something from their property.
- Store owners believed that refusing to serve African Americans on the same counters as whites was based on segregation laws; their actions were legally correct.
- Store owners believed African Americans were subhuman and they had the option of protecting the whites from mixing with blacks.
- Any other relevant response. (Any 2x2) (4)

**(11)**

### 3.2

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

- “Woolworths”
  - “McLellan’s”
  - “Kress”
  - “Wallgreen’s”
  - “Harveys”
  - “Trailways Terminal”
  - “Cain-Sloan ...”
  - “Moon-McGrath”
- (Any 5x1) (5)

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

- It was lunchtime, and they knew that the places would be packed with people to witness the planned event.
- (1x2) (2)

#### 3.2.3 *[Interpretation of evidence from Source 3B - Level 2]*

- To prove that they were students who meant no harm to the owners of the place, or the customers.
  - To indicate that the students were behind the peaceful protests.
  - Any other relevant response.
- (Any 1x2) (2)

#### 3.2.4 *[Evaluating the usefulness of evidence from Source 3B - Level 3]*

- It is a primary source, written by an eyewitness.
  - The newspaper was published on the day of the event.
  - It covered the events of the 26 March as they unfolded.
  - It reveals that the march was peaceful, and how the whites who were opposed to desegregation reacted violently to the protesters.
  - Mention the names and ages of the students who were arrested and the universities they were attending to prove that they were students.
  - Any other relevant response.
- (Any 2x2) (4)

**(13)**

### 3.3

#### 3.3.1 *[Interpretation of evidence from Source 3C - Level 2]*

- They could not accept desegregation in one area and ignore it in another.
  - They wanted total end of segregation.
  - Any other relevant response.
- (Any 1x2) (2)

3.3.2 *[Extraction of evidence from Source 3C - Level 1]*

- “They have unified the Negro community”
- “... sharply curtailing seasonal business in the variety of stores”
- “... Jim Lawson ... expelled March 3 ...”
- “Storm of protests ... in the academic and ministerial circle ...” (4x1) (4)

3.3.3 *[Extraction of evidence from Source 3C - Level 1]*

- “Fisk University”. (1x2 )(2)

3.3.4 *[Interpretation of evidence from Source 3C - Level 2]*

- He was committed to a planned campaign that was referred to as civil disobedience.
- He was an advisor and councilor for a planned protest.
- Any other relevant response. (Any 1x2) (2)

**(10)**

3.4

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

- To serve as evidence of what happened during the Nashville sit-ins of the 25 March 1960.
- To capture this historical moment.
- Show how sit-ins were done.
- Any other relevant response. (Any 1x2) (2)

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

- To prevent African Americans from being served in white-only lunch counters.
- To prevent violent attacks from the whites who were opposed to the desegregation of lunch counters in the US.
- Any other relevant response. (Any 1x2) (2)

**(4)**

3.5 *[Comparison of Source 3C and 3D - Level 2]*

- Source 3C is a written source, and explains what happened during the Nashville sit-in and Source 3D is a photo of what happened during the sit-ins.
- Source 3C focuses on the effects of the sit-ins on the African Americans and Source 3D focuses on the Walgreens store sit-in.
- Any other relevant response. (Any 2x2) (4)

**(4)**

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

Candidates could include the following aspects in their response:

- Non-violent sit-ins were organised all over America against segregation (Own knowledge).
- The sit-ins lasted from 13 February to 10 May 1960 against segregated lunch counters in Nashville (Source 3A).
- The sit-ins were organised by the Nashville Student Movement and the Nashville Christian Leadership Council (Source 3A).
- The leaders were mostly university students – Rodney Powell (Source 3D).
- 13 February 1960 staged sit-ins at different stores around Nashville from 2 pm to 4:30 pm (Source 3B).
- The owners refused to serve them (Source 3A).
- 27 February, the sit-in ended in violence – James Lawson Jr. was attacked by a white group (Source 3A).
- At Moon McGrath four students were arrested (Source 3B).
- The sit-ins united the Nashville community (Source 3C).
- Looby’s home was bombed (Source 3C).
- Some of the students were arrested (Source 3A).
- Jim Lawson was expelled from Vanderbilt Divinity School (Source 3C).
- At the end segregated counters were declared unconstitutional by the Federal government (Own Knowledge).
- Any other relevant response.

**Use the following rubric to allocate a mark:**

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. shows <b>no or little understanding of how the Nashville Sit-ins affected the lives of African American students in the USA during the 1960s.</b></li> <li>• Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows some understanding of how the Nashville Sit-ins affected the lives of African American students in the USA during the 1960s.</b></li> <li>• Uses evidence in a basic manner to write a paragraph.</li> </ul>	<b>Marks: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>shows a thorough understanding of how the Nashville Sit-ins affected the lives of African American students in the USA during 1960s.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>Marks: 6 – 8</b>

(8)

**TOTAL QUESTION 3: [50]**

## SECTION B: ESSAYS

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

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

The conventional warfare strategy adopted by the USA was overpowered by the guerilla tactics used by the Vietcong during the Vietnamese War between 1963 and 1975.

Do you agree with the statement? Use appropriate evidence to support your answer.

#### SYNOPSIS

In writing this essay, candidates should explain whether they agree or disagree with the statement.

#### 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 to address 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 Vietminh** and South Vietnam that was backed by the **USA and the French**.
- South Vietnam was ruled by the tyrannical and unpopular **Ngo Dinh Diem** who refused to hold elections to reunite Vietnam.
- Ngo Dinh Diem was supported by anti-communist countries, most notably the **USA**.
- The National Liberation Front (NLF) – communist in orientation, with its own trained guerilla force, the Vietcong and that opposed Ngo Dinh Diem, was formed. This plunged the country into a **civil war**.
- The local people in South Vietnam were turning to **support the Vietcong**. This alarmed the USA who feared the **spread of communism** (Domino effect).
- The Vietcong were backed by the **Chinese and the Soviets**.
- The Vietcong received supplies, weapons, food and even troops from North Vietnam through the **Ho Chi Minh Trail**.
- 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 war:

- **Until 1954 the USA supported the French** against the Vietminh with money and equipment.
- Between 1945 and 1960 the USA sent aid, equipment and military advisors to assist the South Vietnamese.
- Between 1960 and 1963 President Kennedy introduced the 'safe village'/hamlet system. It failed since most of the Vietcong were peasants that worked from within the villages – took over about 40% of the rural areas.
- **USA sent 3 500 marines and ground troops** to Vietnam on 8 March 1965.
- 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**.
- **Operation Rolling Thunder** (April 1965) aimed to cut off the Vietcong from their support in the North by destroying ports, army bases and supply lines but this could not weaken the Vietcong's will to fight or stop the flow of men and supplies along the Ho Chi Minh Trail.
- **The USA lost about 900 aircraft; led to increased demand for soldiers**. The draft was increased in 1965.
- **Chemical warfare**: Agent Orange and Napalm made USA unpopular and many countries condemned the USA; caused most damage to the environment.
- The Tet Offensive (1968): the Vietcong launched a massive attack on about a hundred towns and cities including Saigon as well as twelve USA air bases. **Vietcong were able to capture 80% of all towns and villages**.
- Although the Vietcong 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) (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.
- The number of **USA soldiers killed increased** – led to anti-war demonstrations in the USA.
- By 1971, 5000 men were treated for combat wounds and 20 000 for drug abuse; between 1966 and 1973 there were 503 000 cases of desertion.
- **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) and as a result **anti-war movement** developed (Kent State Massacre/Anti-Vietnam War campaign).
- President Nixon's policy of 'Vietnamisation' - training the South Vietnamese and gradually withdrawing.

- **More heavy bombing of North Vietnam in 1970** – but could not stop the Vietcong/ destroy the Ho Chi Minh trail. 1973 ceasefire and last USA troops were withdrawn.
- In 1975 the communist Vietcong were victorious; in **1976 Vietnam was united under communist rule**. The USA failed to stop the spread of communism.

### Consequences:

- An estimated **2 million Vietnamese died** and approximately 3 million people were wounded.
- The war **destroyed the country's infrastructure and economy** (Agent Orange destroyed the jungle and food supplies).
- **12 million lost their homes, loved ones; 500 000 became refugees.**
- **The USA suffered the high economic cost of the war**, high level of casualties; approximately 700 000 USA veterans suffered **psychological effects**, drug addiction increased.
- American atrocities against the Vietnamese people had a negative effect on the USA's global image.
- Any other relevant response.

### CONCLUSION

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

**[50]**



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

Critically discuss how Mobutu Sese Seko's political, economic, and social policies were unsuccessful to develop the Congo after independence in 1960.

Use relevant evidence to support your answer.

### SYNOPSIS

The candidate should critically discuss the impact of Mobutu Sese Seko's policies on the Congo and its people after independence in 1960.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should critically discuss Sese Seko's policies (his leadership) and impact on the country and its people after independence.

### ELABORATION

#### Background:

- Independence from Belgium was granted to the Congo on 30 June 1960– Patrice Lumumba was the country's Prime Minister, but he was assassinated seven months after the Congo attained independence. Belgium handed over independence without having done anything to prepare the Congolese for change. Sese Seko's government started as a **military regime** after the coup that overthrew Kasavubu.
- The Congo's transitional period was filled with tension and ethnic rivalry. In 1964 Congolese rebels - the Simba – rebelled against government. Eventually Sese Seko's army, with the aid of Belgian and American paratroopers, put down the struggle.
- Political stability returned to the Congo only when Sese Seko seized power with the help of the CIA in November 1965 and with the political and military support of Western countries, who saw him as an ally against communism in Africa.

#### Political policy - Sese Seko's leadership:

- Sese Seko stated that he was in favour of a democracy, but he ruled as a dictator.
- **Personality cult** – Zairians 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 introducing 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.
- The lives of ordinary Zairean's 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 his or her 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 charged 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 hydroelectric 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 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 2000 foreign-owned** companies.
- Plantations, farms, factories, and firms that 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; they turned to corruption/extension of kleptocracy.
- Zairianisation 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 **policy failed**; he had to invite foreign investors back, the World Bank lent Zaire \$3 billion (Became dependant on foreign aid).



### **Social and Cultural Policies:**

- The independence boosted the spread of African culture – Kanda Bongo became an international musician famous for his kwassa kwassa music. Independence inspired Congolese authors; Lisembe Elebe produced plays.
- **Western clothing was banned** - no suits, no ties, inspired by Mao's clothing.
- Education: New schools were established after independence, but the shortage of money and small number of educators negatively impacted education.
- By the 1990s, church run schools were mainly responsible for the education of most young Congolese.
- During the 1970s the annual inflation rate reached 100%. The government planned to reduce the inflation rate by cutting down on health services, educational programmes, and social-welfare benefits. These measures affected the lives of the poor.
- Any other relevant response.

### **CONCLUSION**

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

**[50]**



## **QUESTION 6: CIVIL RIGHTS PROTESTS FROM THE 1950s TO THE 1970s: THE BLACK POWER MOVEMENT (BPM)**

Explain to what extent the Black Power Movement (BPM) succeeded to instill pride and unity among African Americans in the USA during the 1960s.

Use relevant examples to support your line of argument.

### **SYNOPSIS**

In writing this essay the candidates must plan and construct an original argument based on relevant evidence using analytical and interpretative skills.

### **MAIN ASPECTS**

Focus on the principle of pride and unity.

Candidates should include the following aspects in their response:

Introduction: Candidates should take a stance in explaining to what extent the Black Power Movement succeeded in instilling pride and unity among African Americans in the USA during the 1960s.

### **ELABORATION**

#### **Background:**

#### **Conditions in the US:**

- African Americans were economically and politically crippled in the US 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).
- They became impatient with the slow pace of change and the impact of the Civil Rights Movement in the 1960s.
- African Americans were subjected to police brutality – led to growth of nationalist feeling.
- Black Power Movement advocated for the Black Power philosophy that promoted the spirit of assertiveness, self-reliance, black pride, control of politics in their own communities (to protect themselves against police brutality advocated by Stockley Carmichael); to seek freedom from white authority; promotion of Afro hairstyle and African clothing and coined the slogan 'Black is Beautiful'.
- African American were tired and became impatient with the slow pace of change and the non-violent approach of the Civil Rights Movement.
- The Black Power Movement promoted black pride, unity, self-reliance and equality for all.

## **Stokely Carmichael**

- He became the chairman of SNCC in 1966 and popularised the phrase 'Black Power' in his speech. He ultimately changed his ideas from passive resistance to more assertive methods (Black is Beautiful).
- Black Power instilled a feeling of racial pride and self-worth in African Americans. They were encouraged to acknowledge their African heritage and take pride in their culture and do things on their own and defend themselves against racial oppression and manipulation.
- He believed non-violence was not working because of the on-going violence that was used by white Americans against African Americans.
- Advocated the exclusion of 'white liberals' as a philosophy.

## **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 believed in black separation, self-determination (Black Nationalism) and he advocated for self-respect and self-discipline.
- Believed in the concept of Black self-pride and self-esteem/self-respect/self-help – Black Pride.
- Called for assertiveness (aggressiveness) in their revolution, e.g. race riots at Watts Detroit.
- Promoted the use of violence as a means of self-defence against those who attacked African Americans.
- Malcolm X regarded Martin Luther Jr's dream as a nightmare.
- 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.

## **Huey Newton and Bobby Seale**

- They formed the Black Panther Party (BPP) for Self Defence. This began as a group whose goal was to protect African American neighbourhoods from police brutality and racism. They encouraged the use of guns to protect themselves.
- Many in mainstream white society viewed the Black Panthers and other Black Power groups negatively, dismissing them as violent, anti-white and anti-law enforcement.
- Other BPP activists like Erika Huggins empowered disadvantaged African Americans to get an education.
- Elaine Brown inspired the youth and women to liberate themselves.
- The BPP was involved in police shoot-outs in New York and Chicago. The FBI regarded 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.
- Did not end all discrimination. It had a positive effect on black/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.
- Any other relevant response.

## CONCLUSION

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

**GRAND TOTAL: [150]**