education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

SEPTEMBER 2025

MARKING GUIDELINES

MARKS: 150

This marking guidelines consist of 24 pages.

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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.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

1.3 Assessment procedures for source-based questions

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

Paragraph question

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

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

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- At the end of the paragraph indicate the ticks (√) that the candidate has been awarded for the paragraph; as well as the level (1,2, or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ . _____

_____ . _____ . _____

Level 2 √√√√√

COMMENT

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the bottom margin to the right, e.g. 32/50
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

2.2 Marking of essay questions

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

2.2.1 Global assessment of the essay

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

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

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

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

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

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

- Introduction, main aspects and conclusion not properly contextualised ∧
- Wrong statement _____
- Irrelevant statement |
  |
  |
- Repetition R
- Analysis A√
- Interpretation I√
- Line of argument LOA ↕

2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

(a) The first reading of 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	
P	LEVEL 3	}26–27

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

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MARKING MATRIX FOR ESSAY: TOTAL: 50

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

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

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

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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID THE TRUMAN DOCTRINE SHAPE THE USA FOREIGN POLICY DURING THE COLD WAR FROM 1947?

1.1

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

- Greece and Turkey (2 x 1) (2)

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

- Soviets (1 x 2) (2)

1.1.3 *[Definition of historical concepts from Source 1A – L1]*

- A supporter of communism
- Any relevant response (1 x 2) (2)

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

- The Greek economy and infrastructure were devastated by WWII creating a power vacuum that communist sought to fill
- Turkey was under pressure from the Soviets Union which was seeking control over the Dardanelles
- The Soviet's expansionist ambitions posed a direct threat to Turkeys sovereignty
- Any other relevant response (any 1 x 2) (2)

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

- So that it could become a self-supporting
- Self-respecting democracy (2 x 1) (2)

1.2

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

- '…assistance to Greece and Turkey in the amount of $400,000,000 for the period ending June 30, 1948
- '…to authorise the detail of American civilian and military personnel to Greece and Turkey
- '…authority also be provided for the instruction and training of selected Greek and Turkish personnel
- '…provide authority which will permit the speediest and most effective use, in terms of needed commodities, supplies, and equipment

(any 3 x 1) (3)

1.2.2 *[Interpretation of evidence from Source 1B – L2]*

- Without external support Greece would likely fall under communist control
- The Truman administration believed that Greece was vulnerable to communist due to its weakened state after WWII
- Any other relevant response (1 x 2) (2)

1.2.3 *[Ascertaining the usefulness of a evidence from Source 1B – L3]*
The source is USEFUL because:
- Primary source- the speech gives direct evidence of the U.S governments intentions
- It gives detailed information about the help provided by the Truman Doctrine to Greece
- Any other relevant response (2 x 2) (4)

1.3 *[Comparison of evidence in Sources 1A and 1B to determine similarities – L3]*
- Both sources indicates that the Truman Doctrine furnished Greece with economic and military aid
- Both sources indicates that the Truman Doctrine was introduced to help the economically devasted Greece and Turkey
- Any other relevant response (2 x 2) (4)

1.4
1.4.1 *[Interpretation of evidence from Source 1C – L2]*
- The USA is depicted as a dominant and authoritative presence in Europe – symbolised by its portrayal as the captain of the ship
- The USA provided military assistance to European countries
- The USA provided life belts to various European countries
- Any other relevant response (2 x 2) (4)

1.4.2 *[Interpretation of evidence from Source 1C – L2]*
Negative
- The Marshall's face looks evil /is not genuine.
- The cartoonist implies that the real aim of the Marshal plan was to extend sphere of influence
- The life belts given by the USA had strings attached, it came with military aid
- Any other relevant response (any 2 x 2) (4)

1.4.3 *[Extraction of evidence of Source 1C – L1]*
- Germans
- French
- Italy (any 2 x 1) (2)

1.5
1.5.1 *[Extraction of evidence of evidence from Source 1D – L1]*
- 'Outside of the Western Hemisphere to include Europe and, indeed, much of the world' (1 x 1) (1)

1.5.2 *[Explaining the historical concept from Source 1D – L2]*
- The countries where the United States had significant political, economic and military influence
- Any other relevant response (1 x 2) (2)

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1.5.3 *[Interpretation of evidence of Source 1D – L2]*

- The American foreign policy was now focused on addressing threats beyond its borders
- It sought to build a global order aligned with its principles and interests
- Any other relevant response (2 x 2) (4)

1.5.4 *[Interpretation of evidence of Source 1D – L2]*

- It was used as a tool to contain the spread of communism
- It was used to promote capitalism
- It enabled USA to influence the political and economic policies of recipient countries
- Any other relevant response (any 1 x 2) (2)

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

Candidates could include the following aspects in their response:

- In February 1947, British announced it could no longer furnish the economic and military assistance it had been providing to Greece and Turkey (Source 1A)
- The policy aimed to prevent the spread of communism (Source 1A)
- Truman doctrine promoted the U.S military and economic aid to countries resisting communist pressure (Source 1A)
- The US became involved itself in conflicts and political situation around the world (Source 1B)
- US provided financial aid to Greek and Turkey (Source 1B)
- Various counties across the world received aid from the Truman Doctrine (Source 1C)
- Relief and military support were provided to stabilise nations across the world (own knowledge)
- The US interest was extended to Europe and across the world (Source 1D)
- The US committed to shape the political integrity and stability on non-communist nations around the worlds (Source 1D)
- Any other relevant response

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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 Truman doctrine shape the USA foreign policy during the cold war from 1947?** • Uses evidence partially or cannot write a paragraph.	**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 Truman doctrine shape the USA foreign policy during the cold war from 1947?** • Uses evidence in a basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g., **demonstrates a thorough understanding of how the Truman doctrine shape the USA foreign policy during the cold war from 1947?** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

QUESTION 2: HOW SIGNIFICANT WAS THE BATTLE OF CUITO CUANAVALE IN THE EVENTUAL INDEPENDENCE OF NAMIBIA?

2.1

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

- UNITA
- FAPLA (2 x 1) (2)

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

- 'Angolan government forces (FAPLA) attempted to advance on Jonas Savimbi's UNITA stronghold at Mavinga, the strategic key to his base at Jamba near the Caprivi Strip' (1 x 2) (2)

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

- It was in the interest of the South African government that UNITA did not succumb to the Cuban and FAPLA
- They were of the opinion that it would disrupt peace in Namibia and enable Umkhonto we Sizwe (MK) bases to operate from Angola (any 1 x 2) (2)

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

- The conflict was now based on Capitalism and Communism
- South Supported Capitalist aligned UNITA and Cuba supported the Communist aligned FAPLA
- Any other relevant response (any 1 x 2) (2)

2.2

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

- The prospect of more white conscripts being killed by a well-armed Cuban adversary
- The cost of the war and the impact it had on South Africa (2 x 1) (2)

2.2.2 *[Definition of a historical concept from Source 2B – L2]*

- Talks held by different groups in order to reach an agreement on a certain issue
- Any other relevant response (1 x 2) (2)

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

- South Africa would lose control of Namibia
- Communist aligned SWAPO would take control of Namibia
- Any other relevant response (2 x 2) (4)

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

- United Nations Organization had a responsibility to ensure peace in Angola
- Cuba, Angola and South Africa were members of the U.N
- Any other relevant response (any 1 x 2) (2)

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2.3

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

- The Cuban involvement led to the independence of Namibia as Tens of thousands of Namibians took to the streets to celebrate freedom and independence
- Namibian President Sam Nujoma is taking oath of office to mark the official transition of power from the colonial powers to the people of Namibia
- The Namibians were now free from control by the South African government
- Any other relevant response (any 2 x 2) (4)

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

- The moment symbolises the end of South Africa's colonial rule over Namibia and the beginning of Namibia's sovereignty
- It indicates the collective relief and joy of the Namibian people, marking the end of an oppressive era
- Symbolises a more cooperative and peaceful relationship, moving away from conflict and tension that characterised their intentions during the apartheid era

Any other relevant response (2 x 2) (4)

2.4 *[Comparison of Sources 2B and 2C – L3]*

- Both sources indicates that the battle of Cuito Cuanavale resulted in the freedom of the Namibian people
- Both sources states that the Namibian people were now free from colonial rule
- Any other relevant response (2 x 2) (4)

2.5

2.5.1 *[Extraction of evidence from Source 2D – L1]*

- '...their overriding incentive (motivation) was to fight for the liberation of Southern Africa from colonial and reactionary (conservative) forces (1 x 2) (2)

2.5.2 *[Extraction of evidence from Source 2D – L1]*

- 'Will continue to honour and remember fallen and living heroes of the struggle against liberation' (1 x 2) (2)

2.5.3 *[Interpretation of evidence from Source 2D – L2]*

- The defeat of the SADF weakened the apartheid influence in Southern Africa and paved a way for negotiations in South Africa
- The downfall of the South African government in the battle of Cuito Cuanavale paved a way for democracy in South Africa
- Any other relevant response (any 1 x 2) (2)

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2.5.4 *[Explanation of a historical concept from source 2D – L2]*

- Namibia was no longer ruled by South Africa but ruled themselves
- Any other relevant response (1 x 2) (2)

2.5.5 *[Determine limitations of Source 2D – L3]*

The source is limited because:

- The source is biased against South African troops in Angola as it portrays the battle as a decisive victory for the liberation movements
- It only shows the perspective of the anti-apartheid forces
- Any other relevant response (2 x 2) (4)

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

Candidates could include the following aspects in their response:

- The battle of Cuito Cuanavale was a huge battle fought on the banks of the Lomba River in the vicinity of Cuito Cuanavale (Source 2A)
- The battle was fought as a result of ideological convictions (Source 2A)
- It marked the beginning of the end of white minority rule in Namibia (Source 2A)
- South African troops were defeated by Cubans at the Battle of Cuito Cuanavale (Source 2B)
- The battle led to the ending of South Africa's occupation of Namibia (Source 2B)
- The battle contributed to the eventual negotiated settlement that led to Namibian independence (Source 2B)
- The United Nations called for South Africa to respect Namibia's right to self-determination (Source 2B)
- The Namibian people celebrated their independence (Source 3C)
- The Battle of Cuito Cuanavale expedited the liberation of Namibia (Source 2D)
- Any other relevant response

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Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g., **shows no or little understanding of the reasons for the involvement of foreign countries in the Angolan civil war.** • Uses evidence partially or cannot write a paragraph.	**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 significant was the battle of Cuito Cuanavale in the eventual independence of Namibia?** • Uses evidence in a basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g., **demonstrates a thorough understanding of the how significant was the battle of Cuito Cuanavale in the eventual independence of Namibia?** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

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QUESTION 3: HOW DID THE PARTICIPATION OF WHITE VOLUNTEERS IN FREEDOM SUMMER IMPACT THE CIVIL RIGHTS MOVEMENT AND RACE RELATIONS IN THE USA?

3.1

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

- To register as many African Americans voters as possible in Mississippi (1 x 2) (2)

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

- Any person who provides a service for free
- Any other relevant response (1 x 2) (2)

3.1.3 *[Extraction of evidence in Source 3A – L1]*

- SNCC (Student Nonviolent Co-ordinating Committee)
- CORE (Congress of Racial Equality)
- NAACP (National Association for the Advancement of Coloured People)
- SCLC (Southern Christin Leadership Conference)
- Any other relevant response (any 2 x 1) (2)

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

- To raise awareness of the voter registration problems in Mississippi
- To bring more attention to the Freedom Summer campaign
- Some whites supported racial equality
- Any other relevant response (any 1 x 2) (2)

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

- Mississippi whites were against the Freedom Summer campaign
- They wanted to retain their racial superiority over African Americans in Mississippi
- They wanted to prevent African Americans from registering to vote because African Americans were in the majority in most of these Southern States
- Any other relevant response (any 2 x 2) (4)

3.2

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

- 'As the number of whites working with the SNCC grew in 1964, around 20 percent of the SNCC's staff was white' (1 x 2) (2)

3.2.2 *[Extraction of evidence in Source 3B – L1]*

- '… Mississippians to register and vote in a symbolic election that followed exactly the state procedure' (1 x 2) (2)

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3.2.3 *[Interpretation of evidence in Source 3B – L2]*

- The was a sudden increase of white volunteers that raised concerns that they might overshadow the efforts of local African Americans activist
- The media often focussed more on the white volunteers; this attention diverted spotlight from African Americans activist who had been working on the civil rights issues for years
- Any relevant response (any 2 x 2) (4)

3.3 *[Interpretation of evidence from Source 3C – L2]*

3.3.1

- It shows the active involvement of white volunteers in the civil rights movement
- Black and white's activist working side by side - highlighting the solidarity and unity for the civil rights
- It demonstrates a commitment to the cause and a willingness to stand alongside African American activist

Any other relevant response (any 2 x 2) (4)

[Determining the reliability of evidence Source 3C – L3]

3.3.2 **The source is RELIABLE because:**

- It depicts the structure of the civil right movement which is non-racial
- It gives the demands of the Freedom Summer Activist
- It is a primary source – Leffler Warren K the photographer was there during the Freedom Summer campaign
- Any other relevant response (any 2 x 2) (4)

3.4 *[Comparison of information in Sources 3B and 3C - L3]*

- Both sources state that white volunteers participated in the Freedom Summer campaign
- Both sources state that white participants came together with African Americans to demand voting rights for the African Americans
- Any other relevant response (2 x 2) (4)

3.5

3.5.1 *[Extraction of evidence from Source 3D – L1]]*

- African Americans registered to vote at higher rates in Mississippi and other Southern States (1 x 2) (2)

3.5.2 *[Definition of a historical concept from Source 3D – L2]*

- To deny African Americans the right to vote due to discriminatory laws in the Southern States (1 x 2) (2)

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3.5.3 *[Interpretation of evidence in Source 3D – 2]*

- The Freedom Summer campaign made it impossible for the American people to ignore the racist Southern States
- The campaign put pressure on President Johnson to pass the 1964 Civil Right Act
- It attracted sympathy for the civil rights activist as more whites volunteers participated
- Any other relevant response (any 2 x 2) (4)

3.5.4 *[Extraction of evidence in Source 3D – L1]*

- Many were elected to local offices such as mayors, school boards and chief of police
- More than half of African Americans in Southern States had registered to vote
- John Lewis of SNCC was elected U.S Congress
- Mary King of SNCC supervised the Peace Corps and Vista under President Carter Julian Bond led the NAACP (any 2 x 1) (2)

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

Candidates could include the following aspects in their response:

- Only 6.7% of African Americans in Mississippi were registered to vote (Source 1A)
- COFO embarked on a voter registration campaign (Source 1A)
- Whites volunteered in the Freedom Summer campaign (Source 3A)
- White involvement helped to strengthen the movement by providing additional manpower and resources (Source 3B)
- The involvement of white volunteers brought national and international attention to the Civil Rights Movement (Source 3C)
- Their presence helped to bridge racial division as they worked alongside African Americans (own knowledge)
- African Americans registered to vote at higher rates in Mississippi (Source 3D)
- Freedom Summer campaign raised awareness of the segregation and discrimination in the Southern States (Source 3D)
- The Voting Right Act of 1965 gave voting rights to African Americans (Source 3D)
- More than half of African Americans in the Southern States registered to vote by the end of 1966 (Source 3D)
- Any other relevant response

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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 participation of white volunteers in Freedom Summer impact the civil right movement and race relations in the USA?** • Uses evidence partially or cannot write a paragraph.	**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 participation of white volunteers in Freedom Summer impact the civil right movement and race relations in the USA?** • Uses evidence in a basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g., **demonstrates a thorough understanding of how the participation of white volunteers in Freedom Summer impact the civil right movement and race relations in the USA?** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

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SECTION B: ESSAY QUESTIONS

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

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

SYNOPSIS

Candidates needs to critically discuss the statement that the Vietcong's tactics and methods significantly challenged American soldiers during the Vietnam War from 1965 to 1975. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates needs to critically discuss the statement that the Vietcong's tactics and methods significantly challenged American soldiers during the Vietnam War from 1965 to 1975. Candidates should provide an outline of how they will support their line of argument.

ELABORATION

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

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against the USA waged war/this resulted in large numbers of civilian deaths leading to more support for the Vietcong

- North Vietnam received military support from the USSR and China so the Vietminh and Vietcong had access to some modern weapons
- Guerrilla warfare was effectively used by the Vietcong, supported by Vietminh from the north and used tactics such as booby traps, hit and run, sabotage and underground tunnels – narrow to fit the Vietcong body structure but not the big USA soldiers
- The Vietcong increased its support base because of the tactics used against the USA soldiers
- The Vietnamese were united in the defence of their country
- Vietnamisation: President Nixon came up with the policy of strategic withdrawal from Vietnam. Also called WHAM (Winning the Hearts and Minds of the Vietnamese) signalled the failure of USA to stop Vietnam from becoming a communist state and its subsequent withdrawal
- The USA withdrew all troops by 1973 (President Nixon had signed the Paris
- Peace Accords on 27 January 1973 – ending USA involvement in the Vietnam war)
- North Vietnam took control of Saigon in 1975
- Vietnam was united under the communist control
- Vietnamisation: President Nixon came up with the policy of strategic withdrawal from Vietnam. Also called WHAM (Winning the Hearts and Minds of the
- Vietnamese) signalled the failure of USA to stop Vietnam from becoming a communist state and its subsequent withdrawal
- The USA withdrew all troops by 1973 (President Nixon had signed the Paris
- Peace Accords on 27 January 1973 – ending USA involvement in the Vietnam war)
- North Vietnam took control of Saigon in 1975
- Vietnam was united under the communist control
- Any other relevant response

- Conclusion: Candidates should tie up their arguments with a relevant conclusion. **[50]**

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QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

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

SYNOPSIS

Candidates need to indicate whether they agree that Mobutu Sese Seko's political, economic, social and cultural policies failed to effectively develop Congo in the post-independence era. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates need to a line of argument by indicating whether they agree that Mobutu Sese Seko's political, economic, social and cultural policies failed to effectively develop Congo in the post-independence era. They should also provide an outline of the content they intend supporting their line of argument.

ELABORATION

Political stability

- Congo was under European colonial rule until the early 1960s
- After holding multi-party elections at independence Congo became a one-party state within the first five years of independence
- Congo continued to hold elections
- Mobutu emphasised the importance of Africanisation of his political system (he regarded democracy as 'un-African' and a western imposition)
- Mobutu Sese Seko took pride in building his nation and vigorously promoted the pride of being Zairian
- Mobutu remained as 'president for life' between the 1960s and 1970s
- Opposition leaders were silenced, imprisoned and in some cases killed to maintain 'stability'
- Mobutu Sese Seko created a kleptocracy where a group of appointed publics officials abused their position for financial gain
- Mobutu Sese Seko was extravagant and enjoyed expensive clothes and built himself palaces
- Mobutu Sese Seko aligned himself with the West
- (Any other relevant response.)

Economic development:

- Congo relied heavily on agriculture and mineral extraction and was not able to develop a credible manufacturing sector
- Congo could not see significant increases in the standard of living for the majority of its people
- Experienced an economic crisis and therefore, relied on foreign aid/assistance
- Mobutu Sese Seko initially nationalised industry with his policy of Zairianisation but when this failed he adopted a capitalist model
- Mobutu Sese Seko accepted aid, investment and financial support from the West (e.g. the USA and France)

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- Mobutu created a new class of elite supporters
- Weak economic policies – increasing gap between rich and poor
- Increased dependence on foreign investment. Mostly benefited small elite centred on Mobutu
- Personal enrichment and waste of resources (e.g. on his palace at Gbadolite)
- Inflation rates reached 100% and social welfare was cut. Production and exports declined
- Increased reliance on foreign aid
- Blumenthal Report – Blumenthal was the World Bank representative in Zaire. In a leaked report he stated that there was no chance the country would ever repay its debts.

Cultural

- At independence: Elitism. Small group with western knowledge and skills. Poor education for locals and limited access to tertiary education. French – main language
- "A bas le costumes" – "Down with suits". Western style clothing outlawed. "abacos" style of clothing encouraged.
- European-style names discourage.
- Democracy regarded as foreign concept – Mobutu ruled as a traditional chief
- Primary education improved. When government stopped funding and parents had to pay, enrolment dropped. Teachers (and other government employees) went unpaid – decline of education
- Nation building encouraged
- The arts, particularly traditional, were developed.
- Despite attempts at Africanisation, French remained dominant and favoured the urban elite
- Eventually pressure from the West which cut off funding led to a decline in his power. Rebellion and eventual death in exile.
- Any other relevant response

- Conclusion: Candidates should tie up their argument with a relevant conclusion **[50]**

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

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

SYNOPSIS

Candidates needs to explain to what extent the Black Power Movement in the 1960's was successful in fostering a sense of pride and unity among African Americans in United States. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a stance by explain to what extent the Black Power Movement in the 1960's was successful in fostering a sense of pride and unity among African Americans in United States. They should provide an outline of content that will be used to support their line of argument.

ELABORATION

- Conditions in the USA: (Background information)
  - African Americans still economically and politically crippled in the USA due to discriminatory (Jim Crow) laws
  - Lack of a sense of pride due to socio-economic circumstances (Lived in ghettos and slum areas/poor housing/under-resourced facilities)
  - African Americans became impatient with the slow pace of change and the impact of the Civil Rights Movement in the 1960s
  - African American subjected to police brutality – led to growth of nationalist feeling
- Black Power Movement advocated for the Black Power philosophy which promoted the spirit of assertiveness; self-reliance; black pride; control of politics in their own communities (advocated by Stockely Carmichael); African Americans to protect themselves against police brutality; blacks to seek freedom from white authority; promotion of Afro hairstyle and African clothing and coined the slogan 'Black is beautiful'
- Malcolm X promoted armed self-defence against white oppression
- He argued that bloodshed was necessary for revolution (black nationalism) and he advocated self-respect and self-discipline
- Promoted the concept of 'Black Pride' (self-esteem/self-respect/self-help
- Encouraged African Americans to stand up against white American authorities in pursuit of freedom, justice and equality by whatever means possible
- Carmichael believed that the non-violent strategy failed because of ongoing

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violence against African Americans
- Advocated the exclusion of white 'liberals' as a philosophy for African Americans
- He promoted one plan to split the into separate black and white countries
- He was against the USA's involvement in the Vietnam war
- Impact: the most obvious forms of racial discrimination ended
- Racial violence and tension declined
- African Americans were elected to public offices
- Housing and facilities of African Americans were improved
- Black literacy levels improved and dependence on state grants were reduced
- Affirmative action policies for federal employment were put in place
- 1966 Bobby Seale and Huey Newton formed the Black Panther Party (BPP) for
- Self-Defence – against police brutality
- Adopted Ten Point Plan to cover its social, political and economic goals for the
- upliftment of the African American community
- The BPP ran feeding schemes, childcare and literacy projects in black communities – the feeding schemes eradicated hunger amongst the youth and improved learning in schools
- BPP literacy projects eradicated illiteracy amongst the African American communities
- BPP childcare projects took care of medical needs of African Americans in black
- communities
- BPP members patrolled the streets to monitor activities (policing the police) and
- defend themselves against police brutality
- BPP demanded that Black history must be taught in black schools
- Role of women e.g. Angela Davis; Fannie Lou Hamer
- Any other relevant response

- Conclusion: Candidates should tie up their argument with a relevant conclusion **[50]**

TOTAL: 150

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