GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

PREPARATORY EXAMINATION

2025

MARKING GUIDELINES

HISTORY (PAPER 1) (10791)

29 pages

1. SOURCE-BASED QUESTIONS

1.1 The following cognitive levels were used to develop source-based questions.

LEVELS OF 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 the usefulness, reliability, bias and limitations • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	**30%** **(15)**

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

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

1.3 Assessment procedures for source-based questions.

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

Paragraph question

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

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

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

_____• _____• _____

_____• _____ ✓✓✓✓

LEVEL 2 = 4

Used mostly relevant evidence to write basic paragraph.

- Count all the ticks for the source-based question and then write the mark on the right hand bottom margin e.g. $\frac{32}{50}$.
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script next to the appropriate number of the question.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

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

2.3 Global assessment of the essay

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

- The construction of an argument
- The appropriate selection of factual evidence to support such an 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), each of the main aspects/body that sustains/defends the line of argument (which is indicated by bullets in the marking guidelines) and a relevant conclusion (which is indicated by a bullet in the marking guidelines), e.g. in an answer where there are five (5) main points there could be about seven (7) ticks.

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

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

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

Introduction, main aspects and conclusion not properly contextualised

- Wrong statement — Λ
- Irrelevant statement — |
- |
- |

- Repetition — **R**
- Analysis — **A** ✓
- Interpretation — | ✓
- Line of argument — ↕ LOA

2.5 The matrix

2.5.1 Use of the matrix in the marking of essays:

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

(a) The first reading of essays will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

(b) The second reading of essays will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	26 – 27
P	LEVEL 3	

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

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
PRESENTATION → CONTENT ↓	Very well planned and structured essay. Good synthesis of information. Developed an original, well-balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and structured 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 an 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 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 the essay = 0
- Content selection includes basic and generally irrelevant information; no attempt to structure the essay = 1 – 6
- Question inadequately addressed and vague; little attempt to structure the essay = 7 – 13

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID THE STRUGGLE FOR CONTROL AND INFLUENCE BETWEEN THE UNITED STATES OF AMERICA AND THE SOVIET UNION CONTRIBUTE TO COLD WAR TENSIONS IN EUROPE FROM 1947?

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

1.1 Read Source 1A.

1.1.1 *[Extraction from Source 1A – 1L]*
- 1947 (1 x 1) (1)

1.1.2 *[Definition of a historical concept from Source 1A – L1]*
- The policy of preventing/ stopping the spread of communism/expansion/ideas throughout Europe and the world.
- The US foreign policy formulated by George Kennan to contain the Soviet expansion.
- The prevention of ideology spreading (capitalism/communism).

(Any other relevant response) (1 x 2) (2)

1.1.3 *[Interpretation of the information from Source 1A – L2]*
- USA must take action against the Soviet Union's expansionism policy to prevent the spread of communism in Europe.
- The Soviet Union's actions constituted pressure against free and democratic countries in the west to succumb to communism.
- He referred to the democratic values and the political systems used by the USA and its allies, and he believed that they were under communist threat.
- The United States must respond/act as a counterforce to the Soviet Union by containing communism.
- Kennan viewed the Soviet Union as a force seeking to undermine and expand its influence on western democratic countries.

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

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

- The Soviet Union's communist ideology was seen as incompatible with the capitalist ideology because communism required direct state control over industries that might have a negative effect on the recovery of post-war Europe.
- Viewed the Soviet Union's communist ideology at odds with the capitalist and democratic values of the western world that promoted post-war economic recovery.
- It was seen as a direct challenge to the balance of power and economic stability of Europe and the world.
- He recognised that the Soviet Union's expansion could put pressure on the major industrial centres of the west, possibly cutting off access to vital resources and markets, undermining capitalism.
- It might limit American trade and investment opportunities in Europe and therefore weaken the US economic dominance in Europe and the rest of the West.

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

1.2 Consult Source 1B.

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

"Reflects the imperialist tendencies of American monopolistic capital."

(1 x 2) (2)

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

- through diplomacy
- and the establishment of a system of naval and air bases stretching far beyond the boundaries of the United States.
- through the arms race.
- and through the creation of ever newer types of weapons.

(Any 3 x 1) (3)

1.2.3 *[Explanation of a concept from Source 1B – L2]*

- The USSR's strategies and actions/laws in relation to other nations, which was largely shaped by its communist ideology, expansion and competition with Western powers during the Cold War.
- The USSR's process of providing economic and military assistance to European countries during the Cold War
- Initiatives taken by the USSR Government to advance it's spread of communism encounter with its influence globally during the Cold War.
- Creation of a sphere of influence used by the USSR, using its economic power to strengthen its ideology during the Cold War.

(Any other relevant response) (1 x 2) (2)

1.2.4 *[Determining the usefulness of Source 1B – L3]*

The source is useful because:

- Nikolai Novikov was the Soviet ambassador stationed in the United States between April 1946 and October 1947, he therefore had some insight into the US intentions.
- Nikolai Novikov's response to George Kennan's 'Long Telegram' suggested not just US intervention in Europe but also world supremacy.
- The source explains the USA's policy of containment which aimed to prevent the spread of the USSR's influence in Europe.

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

1.3 *[Comparison of evidence in Sources 1A and 1B to determine the differences – L3]*

- Source 1A explains the policy of containment as the USA's strategy for fighting the Soviet Union's expansionism while Source 1B explains the policy of containment as imperialistic.
- Source 1A, the USSR is seen as an aggressor who wants to take over Europe while in Source 1B the USA is seen as the aggressor who wants to lead the world.
- In Source 1A, the main reason for the USA's policy towards the Soviet Union is to contain the Soviet Union's expansionist tendencies while in Source 1B the main reason of USA's policy is to expand their influence and power across the world (world supremacy).

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

1.4 Use Source 1C

1.4.1 *[Extraction of evidence from Source 1C – L1]*

- its cities were shattered,
- its economies were devastated,
- its people faced famine. (2 x 1) (2)

1.4.2 *[Extraction of evidence from Source 1C – L1]*

- Economic Cooperation Act of 1948 (1 x 2) (2)

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

- Truman saw Soviet expansion as a major threat and wanted to prevent a communist take-over in Europe/pressure due to civil war in Greece and Turkey.
- Europe, being economically devastated after WWII was in dire need of recovery because the devastation was fertile breeding ground for communism.
- Economic recovery in Europe would benefit American businesses because it created new trade opportunities.
- By providing aid to Europe the USA could solidify alliances and promote democracy that would counter the soviet influence.

(Any relevant response) (1 x 2) (2)

1.4.4 *[Extraction of evidence from Source 1C – L1]*
- Capital
- Materials (2 x 1) (2)

1.5 Refer to Source 1D.

1.5.1 *[Interpretation of evidence from the Source 1D – L2]*
Appropriate:
- The U.S. which is represented by the car needed to hurry up and stop/beat communism that represented chaos before it spread to Western Europe.
- Western countries needed immediate aid that would help with economic recovery before they could be taken over by communism.

(Any other relevant response) (1 x 2) (2)

1.5.2 *[Interpretation of evidence from Source 1D – L2]*
- The vulture represents communism as a bird of prey which hunts on weaker animals/countries.
- Communism was the Soviet Union's ideology, and in the cartoon the Soviet Union is portrayed as spreading "chaos" which can be regarded as aggressive/negative behaviour.
- The Soviet Union saw an opportunity to benefit from the economically ruined Europe as communism thrived in poverty/economic chaos.

(Any other relevant response) (1 x 2) (2)

1.5.3 *[Interpretation of the information from Source 1D – L2]*
- Congress immediately responded by implementing the policy of containment which was represented by the Truman Doctrine and the Marshall Plan.
- The US congress responded by injecting money (Marshall Plan) and military aid (Truman Doctrine) to the western countries that were in dire need of economic recovery and military aid/Congress responded to the danger shown in the cartoon by creating the Marshall Plan which would help rebuild the economically ruined Europe after WWII.

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

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

- George Kennan proposed the policy of containment which formed the basis for the USA's strategy/foreign policy against the USSR. (Source 1A)
- USA accuses USSR of posing a threat to "free institutions" that should be stopped/countered by the USA. (Source 1A)
- Fear and suspicion between the superpowers caused tension. (Source 1A)
- Kennan proposed a firm and vigilant strategy against the USSR. (Source 1A)
- The United States viewed the Soviet Union as an aggressive threat and adopted the Policy of containment, the Marshall plan to provide economic aid that would prevent the spread of communism in Western Europe. (Source 1B)
- The Soviet Union saw the policy of containment as a strategy for USA to dominate and lead the world. (Source 1B)
- USA's foreign policy reflects imperialistic tendencies. (Source 1B)
- President Truman signed the Economic Cooperation Act which further created tensions. (Source 1C)
- USA to counteract aggressive moves by the Soviet Union with the Marshall Plan. (Source 1C).
- Kennan influenced the US congress to save Western Europe from the evils of communism. (Source 1D)
- Opposing Ideologies led to a divide between Western and Eastern Europe. (Source 1D)
- The U.S. promoted democracy and capitalism, while the USSR supported communism (own knowledge)
- The ideological division in Europe led to the formation of two opposing blocs—Western Europe, backed by the U.S., and Eastern Europe, controlled by the USSR. (own knowledge)
- Economic and Political Rivalry contributed to tension in Europe. (own knowledge).
- The U.S. led NATO (Western bloc), while the USSR established the Warsaw Pact (Eastern bloc), creating a clear division of Europe. (Own knowledge)
- The struggle for control led to a deep mistrust, with both sides accusing each other of expansionism, escalating Cold War tensions in Europe. (Source 1D)
- The USSR instructed its allies to reject the Marshall Plan. (Own knowledge)
- The USSR provides their own aid, e.g Cominform and Comecon, to its satellites. (Own knowledge)

(Any relevant response)

(8)
[50]

Use the following rubric to allocate marks.

LEVEL 1	• Use evidence in an elementary way, i.e., **show little or no understanding explaining how the struggle for control and influence between the United States of America and the Soviet Union contributed to cold war tensions in Europe from 1947.** • Use evidence partially to write a paragraph on the topic/can't write a paragraph on the topic.	**POINTS: 0–2**
LEVEL 2	• Evidence is mostly relevant and, to a large extent, related to the subject, i.e., **shows some understanding of explaining how the struggle for control and influence between the United States of America and the Soviet Union contributed to cold war tensions in Europe from 1947.** • Use evidence in a very basic way to write a paragraph.	**POINTS: 3–5**
LEVEL 3	• Evidence is mostly relevant and, to a large extent, related to the subject, i.e., **shows a thorough understanding explaining how the struggle for control and influence between the United States of America and the Soviet Union contributed to cold war tensions in Europe from 1947.** • Use evidence very effectively in an organised paragraph that shows an understanding of the topic.	**POINTS: 6-8**

SECTION B: SOURCE-BASED QUESTIONS

QUESTION 2: WHY WAS THE OUTCOME OF THE BATTLE OF CUITO CUANAVALE SIGNIFICANT IN INFLUENCING THE POLITICAL LANDSCAPE OF THE SOUTHERN AFRICAN REGION FROM 1987 TO 1990?

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

2.1 Read Source 2A

2.1.1 *[Extraction of evidence from Source 2A – L1]*
- Harris
- Oelsig
- Colonel Piet Muller (3 x 1) (3)

2.1.2 *[Extraction of evidence from Source 2A – L1]*
- "… was that cutting the Menongue-Cuito Cuanavale supply road was the best and most logical way of stopping the offensive."

(1 x 2) (2)

2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- In Angola, the Soviet Union and Cuba supported the MPLA which was aligned with communist ideals and in assisting South Africa and its ally UNITA, the CIA pursued a policy of containing the spread of communism / both the USA & South Africa were capitalist allies and wanted to prevent communism.
- Both the CIA and the South African government opposed the growing Cuban military presence in Angola. It was seen as a threat to the USA's relationship with South Africa.
- The USA initially encouraged the South African Government to support UNITA; hence the CIA assisted the South African Government.

(Any other relevant response) (1 x 2) (2)

2.1.4 *[Extraction of evidence from Source 2A – L1]*
- 'The South African Cabinet instead approved the commanders' secondary plan: a thrust into the area east of the Cuito River to prevent FAPLA from capturing UNITA's strategic stronghold of Mavinga.' (1 x 2) (2)

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

- The fear of further sanctions and embargoes against South Africa particularly over deploying troops into Angola.
- The international perception of South Africa during the conflict was negative due to its apartheid policies.
- Many countries saw this invasion as a way for South Africa to spread their influence into Angola and to set up a puppet government that was friendly towards the South African government.
- This invasion of Angola risked exposing South Africa to further criticism and diplomatic isolation from the international community.

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

2.2 Use Source 2B

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

- Namibia ,
- Lubango,
- Menongue,
- Cuito Cuanavale (3 x 1) (3)

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

- 'Castro was not looking for a bloody encounter that would have cost many lives on both sides. (1 x 2) (2)

2.2.3 *[Explanation of historical concept from Source 2B – L2]*

- Refers to the removing of foreign control or influence, particularly the South African Defence Force (SADF), from territories they had previously occupied in Angola.
- The restoration of control of Angolan territory to Angolan forces and their allies (Cuban forces, FAPLA, and SWAPO) over regions like Cunene and Mocamedes provinces during the Angolan civil war.

(Any other relevant response) (1 x 2) (2)

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

- The Cubans demonstrated tactical superiority on the battlefield, effectively countering and outmanoeuvring the SADF and during the negotiations, they showed flexibility in working toward a resolution that aligned with their political objectives.
- This approach showcased their adaptability and strategic abilities, while the South African demonstrated a tendency to rely primarily on military solutions.

(Any other relevant response) (1 x 2) (2)

2.2.5 *[Determining reliability of Source 2B – L3]*

RELIABLE

- It is an eyewitness account as the article was written by Ronnie Kasrils who was visiting Cuba during 1989.
- The article provides Chester Crocker's perspective which lends credibility to the article, as he was directly involved in the negotiations.
- The source provides both the military and diplomatic elements of the conflict.(Balanced point of view).
- It is an article from an Independent Socialist Magazine, a reputable magazine with trusted and accurate information.
- It corroborates with Source 2A regarding the Battle of Cuito Cuanavale.

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

2.3 Refer to Source 2C

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

- The Battle of Cuito Cuanavale in 1987 and 1988 was one of the final and most significant battles of the Cold War.' (1 x 2) (2)

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

(a) Angola
- It ensured the survival of the MPLA government.
- It led to the withdrawal of South African and other foreign military forces from the country.
- This allowed Angola to maintain its sovereignty and laid the groundwork for peace negotiations with other political groups in Angola.
- It reduced external interference in Angola's civil war.

(Any other relevant response) (Any 1 x 2) (2)

(b) South Africa
- The outcome at Cuito Cuanavale signalled the limits of its military power and the unsustainability of its involvement in regional conflicts.
- The apartheid regime recognised that continued military engagement in Angola and Namibia was unsustainable, leading to the withdrawal of its troops / South Africa lost their colonial control of Namibia.
- The South African government started negotiations with the ANC and other parties that would eventually end apartheid.

(Any other relevant response) (Any 1 x 2) (2)

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

- Cuba's involvement in the Angolan Civil War shows its commitment to supporting liberation struggles and anti-imperialist movements.
- Cuba provided crucial military support to the MPLA government, demonstrating its reliability as an ally.
- Its actions helped secure peace in the region and contributed to the goals of liberation movements in Southern Africa.

(Any other relevant response) (1 x 2) (2)

2.4 Study Source 2D

2.4.1 *[Definition of a historical term from Source 2D – L1]*

- Unified as a group that is based on a community of interests, objectives, or standards.
- When a country or group show support for one another, especially in political affairs which encourage unity.

(Any other relevant response) (1 x 2) (2)

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

- The leaflet reflects Namibian independence, which was influenced by the strategic defeat of South African forces at the Battle of Cuito Cuanavale in Angola.
- The outcome of the battle of Cuito Cuanavale demonstrated the capacity of liberation movements like SWAPO to withstand the onslaught by the South African government.
- The leaflet shows that South Africa's control over the region weakened and contributed to the acceptance of the UN-supervised independence elections of Namibia by the South African government.

(Any other relevant response) (Any 1 x 2) (2)

2.5 *[Comparison of evidence in Sources 2C and 2D – L3]*

- Source 2C presents SWAPO as the central liberation movement leading Namibia's fight for independence and struggle against South Africa's apartheid regime and Source 2D shows us how SWAPO's objectives were achieved through military and political strategies by Namibia gaining independence.
- Source 2C explains how the outcomes of the Battle of Cuito Cuanavale helped SWAPO to gain Namibia's independence and Source 2D calls for international unity and support to end South Africa's interference in Namibia so that they could have a peaceful election.
- Source 2C indicates SWAPO's aim to establish full freedom and self-determination for Namibia, asking for assistance from other countries to achieve this goal and Source 2D shows that SWAPO successfully attained these political objectives.
- Both sources demonstrate SWAPO's effective political strategy and international collaboration to achieve liberation for Namibia.

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

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

Candidates could include the following aspects in their response:

- The South African government through intelligence operations noticed FAPLA/Cuban build-up at Cuito Cuanavale. (Source 2A)
- They decided to invade Angola to support UNITA. (Source 2A)
- This invasion was to prevent FAPLA from taking control of UNITA headquarters at Mavinga. (Source 2A)
- The battle marked the turning point in the region's liberation struggles. (Own knowledge)
- Cuba's involvement changed the outcome of the battle and the civil war in Angola. (Source 2B)
- Cuba provided military aid to MPLA/FAPLA and sent troops to support the FAPLA forces. (Source 2B)
- The Battle of Cuito Cuanavale exposed the limitations of South Africa's military dominance. (Source 2B)
- The battle forced the South African government to acknowledge the unsustainability of prolonged military involvement in Angola and Namibia. (Source 2B)
- The battle strengthened liberation movements like the ANC and SWAPO, boosting morale and support for anti-apartheid efforts. (Source 2C)
- This led to peace negotiations between the USA, Angola, Cuba, SWAPO and South Africa through the United Nations. (Source 2C)
- The United Nations resolution eventually led to the withdrawal of South African forces from Angola. (Source 2C)
- This withdrawal from foreign countries in Angola led to peace negotiations between MPLA, FAPLA and UNITA. (Source 2C)
- South Africa accepted the UN resolution, and this acceptance paved the way for Namibia's independence in 1990. (Source 2C and 2D)
- Internationally, Cuba's intervention showcased its solidarity with African liberation. (Own knowledge)
- South African government started negotiations with the ANC and other political groups due to increased internal resistance and international sanctions. (Source 2C)
- The battle contributed to the de-escalation of Cold War tensions in the region, advancing peace and stability. (Source 2C)
- In South Africa due to increased internal resistance and international sanctions, the government started negotiations with the ANC and other political groups. (Source 2C)
- These negotiations led to the dismantling of apartheid and the establishment of a democratic government in South Africa. (Own knowledge)

(Any other relevant response)

(8)
[50]

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner i.e. **shows no or little understanding of why the outcome of the battle of Cuito Cuanavale was significant in influencing the political landscape of the Southern African region from 1987 to 1990.** • 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 an understanding of why the outcome of the battle of Cuito Cuanavale was significant in influencing the political landscape of the Southern African region from 1987 to 1990.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS: 3 – 5**
LEVEL 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding of why the outcome of the battle of Cuito Cuanavale was significant in influencing the political landscape of the Southern African region from 1987 to 1990.** • Evidence relates well to the topic. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS: 6 – 8**

QUESTION 3: HOW DID THE CHILDREN'S MARCH OF BIRMINGHAM GAIN PUBLICITY FOR THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES OF AMERICA (USA) IN 1963?

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

3.1 Read Source 3A.

3.1.1 *[Extraction of evidence from Source 3A – L1]*
- which strictly enforced separation of black people and white people in public spaces. (1 x 2) (2)

3.1.2 *[Extraction of evidence from Source 3A – L1]*
- marches
- lunch counters sit-ins
- ”kneel-ins'' at white churches
- nightly rallies
- boycotts of downtown businesses (Any 4 x 1) (4)

3.1.3 *[Explanation of a term from Source 3A – L1]*
- Passive resistance – Action against government without using violence
- Not using violence to achieve social and political change.

(Any other relevant response) (1 x 2) (2)

3.1.4 *[Interpretation from evidence from Source 3A – L2]*
- The black ministers condemned violent tactics.
- Only 10% supported because the rest anticipated violence from Bull Connor and white supremacists.
- The ministers did not believe (practice what you preach) that the campaign could be successful in Birmingham, and that is why they condemned it.

(Any other relevant response) (1 x 2) (2)

3.1.5 *[Interpretation from evidence from evidence Source 3A – L2]*
- Thousands of children were arrested, which caused national outrage amongst both black and white Americans.
- The police were ordered to use dogs and fire hoses on children. This use of violence was exposed in the media.
- Shocking images of children being attacked and arrested spread across the nation and the world which garnered support for the CRM and criticism towards the federal government.

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

Commented [LS1]: This question requires an explanation.

3.2 Refer to Source 3B.

3.2.1 *[Extraction of evidence from Source 3B – L1]*
- James Bevel (1 x 2) (2)

3.2.2 *[Extraction of evidence from Source 3B – L1]*
- Threats to violence from white mobs.
- Policemen like Bull Connor who applied racist policies in Birmingham. (2 x 1) (2)

3.2.3 *[Extraction of evidence from Source 3B – L1]*
- "We were told that if you decide to participate, that this is a nonviolent movement, so you can't fight back." (1 x 2) (2)

3.2.4 *[Interpretation of evidence from Source 3B – L2]*
- The Children's Crusade became a turning point in the Civil Rights Movement as it would lead to a change in legislation.
- The children of Birmingham gained publicity for the Civil Rights Movement in 1963, which garnered more support for the CRM.
- The Children's Crusade brought national attention/exposed racism to racial segregation and police brutality in Birmingham.
- The Children's Crusade resulted in the desegregation of Birmingham's public spaces which was the aim of the CRM.
- The courage of the children inspired their elders to fight against segregation as children garnered sympathy for the cause.
- The Crusade caught the attention of the federal government and President Kennedy/federal intervention that led to the passing of the Civil Rights Act.

(Any other relevant response) (1 x 2) (2)

3.3 Study Source 3C

3.3.1 *[Interpretation of evidence from Source 3C – L2*
- The police called all off-duty police officers and firemen to ensure enough manpower to control the protesters.
- The article demonstrates the racist attitude of Birmingham police against the black protestors- reference to 'Brace-prepare for another busy afternoon in Birmingham'.
- The article highlights the police brutality against black protestors- (Moving in with night sticks)

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

3.3.2 [*Ascertaining limitations of Source 3C – L3]*
The source is LIMITED because:
- The source is one sided/bias-it only focuses on the perspective of the police and does not say anything positive about the protestors.
- The source presents the Children's Crusade in a negative light- 'Brace … in Birmingham'. Or 'Negroes Swarm Toward the Downtown District'. (4)

- The source is a form of propaganda against the Children's Crusade as it wants to portray the march as a threat to white supremacy.

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

3.4 *[Comparison of evidence from Sources 3A and Source 3C – L3]*

- Source 3A states that the 'youth began to march by the thousands' which is supported by Source 3C which indicates that it was a mass demonstration.
- Source 3A states that 'with the jails overflowing' while Source 3C also indicates that 'jails already jammed'.
- Source 3A states that the shocking images of young people being attacked, and this supported in Source 3C with the reference "moving in with night sticks".
- Both sources highlight police brutality against the Children's Crusade.

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

3.5 Consult Source 3D

3.5.1 *[Interpretation of evidence from Source 3D – L2]*

Justified:

- King was sending a clear message to the authorities and the segregationists that the movement for civil rights would not stop/would lead to more demonstrations / after the children crusade there were other protests.
- King meant that the struggle for justice and equality would continue, despite the violent response.
- King meant that they would persist until real change was achieved.

(Any other relevant response)

Not Justified:

- The state could have deployed more troops/police to suppress the resistance/ prevent more civil rights resistance.
- Could lead to more bloodshed
- Civil Rights Movement lost support due to Martin Luther King Jr putting himself first and parents losing faith due to loss of children.
- It was not guaranteed that parents would allow children to partake in the next march.

(Any other relevant response) (Any 1 x 2) (2)

3.5.2 *[Explanation of a term from Source 3D – L2]*

- A series of nonviolent protests/campaigns led by black school children against segregation in Birmingham, Alabama, USA, in 1963 in order to bring about change.

(Any other relevant response) (1 x 2) (2)

3.5.3 *[Interpretation of evidence from Source 3D – L2]*

- Photographs and television images of children being attacked embarrassed the federal government, as their lack of action to condemn the actions of the Birmingham authorities was criticised.
- Images of police brutality from Birmingham were seen across the country and the world. which exposed racism in Birmingham.
- President Kennedy feared that it could lead to more conflict between African Americans and white supremacists.
- The Government passed the Civil Rights Act of 1964 to accommodate the rights of African Americans.

(Any other relevant response) (Any 1 x 2) (2)

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

- "the children defied them,"
- "showing no fear, in making their own change." (2 x 1) (2)

3.6 *[Interpretation, evaluation and synthesis of evidence from relevant Sources – L3]*
Candidates can include the following aspects in their response.

- The Birmingham Campaign demanded desegregation and equal employment opportunities for African Americans. (Source 3A)
- The campaign was slow to gain momentum. (Source 3A)
- Police were low-key, and the campaign generated little media attention. (Source 3A)
- This changed when youth began to march by thousands. (Source 3A)
- More than 3 400 young people were arrested. (Source 3A)
- Chief of Police, Bull Connor, ordered the police to attack the children. (Source 3A)
- Shocking images of children being attacked spread around the world. (Source 3A)
- The power shifted to the Children's Crusade. (Source 3A)
- More than 1000 students skipped school to participate in the protest. (Source 3B)
- More than 2 000 were reportedly arrested. (Source 3B)
- Crusade served as a catalyst for change. (Source 3B)
- The media highlighted the campaign across the nation and the world. (Source 3D)
- Images in newspapers embarrassed the Federal government. (Source 3D)
- So, the Birmingham Campaign, especially the Children's Crusade, was how the Civil Rights Act of 1964 was won. (Source 3D)
- Children's Crusade forced Pres Kennedy to move towards greater civil rights for African Americans. (Source 3D)
- The images of violence reshaped the movement. (Own Knowledge)

- Children's Crusade with the help of the media brought national attention to the racial issues within the segregated South. (Own knowledge)
- Segregation and racial violence became a national problem. (Own knowledge)

Any other relevant response.

(8)
[50]

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner. e.g., **shows little or no understanding in explaining how the children of Birmingham gained publicity for the Civil Rights Movement in the United States of America in 1963.** • 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 in explaining how the children of Birmingham gained publicity for the Civil Rights Movement in the United States of America in 1963.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3 – 5**
LEVEL 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding in explaining how the children of Birmingham gained publicity for the Civil Rights Movement in the United States of America in 1963.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6 – 8**

SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but not more than TWO questions, in this section.

Your essay should be about THREE pages long.

QUESTION 4: 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 need to indicate whether they agree or disagree with the statement that the United States of America was able to defeat the Vietcong in the Vietnam War from 1963 to 1975. Candidates need to substantiate their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- **Introduction**: Candidates should take a stance and indicate whether they agree or disagree with the statement. They should indicate how they intend supporting their line of argument.

ELABORATION

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

- Reasons for USA involvement:
    - Containment and the Domino Theory (background).
- US first intervention in South Vietnam – sent weapons and military advisors against the Vietcong (Vietnamese communists).
- Ho Chi Min Trail and its significance used by the Vietminh (communist guerrillas from North Vietnam to support the Vietcong)
- US introduced ‘safe village’ policy/Hamlet strategy/Villagisation – trying to isolate/ separate guerrillas from villagers (1963).
- Safe village policy failed because the Vietcong operated inside the villages.
- The Gulf of Tonkin Resolution (1964) gave President Johnson wide military powers resulting in the escalation of warfare in Vietnam
- The US sent marines and ground troops to Vietnam on 1965.

- Operation Ranch Hand (1962-1971) - use of chemical defoliants (Agent Orange to destroy the forests) and Agent Blue (to destroy agricultural produce and food to weaken the Vietcong).
- President Johnson introduced Operation Rolling Thunder in March 1965 to quickly eliminate the Vietcong.
- Use of chemical weapons, e.g., Napalm gas, made the USA unpopular, and many countries condemned the USA.
- Guerrilla warfare by the Vietminh and Vietcong (difficulty in separating guerrillas from villagers – farmers/peasants).
- North Vietnam received military support from the USSR and China, so the Vietminh and Viet Cong had access to some modern weapons.
- Guerrilla Warfare was effectively used by the Vietcong, supported by Vietminh from the North and used tactics such as booby traps, underground tunnels, hit and run tactics and sabotage.
- The Vietcong increased its support base because of the tactics used against the US soldiers.
- The Vietnamese were united in the defence of their country.
- Vietcong responded with the TET Offensive (1968) – surprise attacks on 100 cities.
- The number of US soldiers killed increased – led to anti-war demonstrations.
- The US sent young and inexperienced soldiers to Vietnam.
- US used search and destroy missions (My Lai massacre) to destroy villages which were supported by the Viet Cong (this resulted in large numbers of civilian deaths).
- US atrocities and the My Lai massacre (March 1968) turned public opinion against the war.
- Vietnamisation: President Nixon's Vietnamisation policy/including WHAM (Winning the hearts and minds of the Vietnamese), was an attempt by the USA to withdraw from the war and to 'save face'.
- The role of the media, students, and disarmament movements in bringing pressure on the US government to withdraw from Vietnam.
- The US withdrew all troops by 1973 (President Nixon signed the Paris Peace Accords on 27 January 1973 – ending US involvement in the Vietnam War).
- North Vietnam took control of Saigon in 1975.
- Vietnam was united under communist control.

(Any other relevant response)

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

QUESTION 5: INDEPENDENT AFRICA :CASE STUDY – THE CONGO

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

SYNOPSIS
Candidates need to critically discuss how Mobuto Sese Seko attempted to reduce the Congo's dependence on Western powers through his political and economic policies.

MAIN ASPECTS
Candidates should include the following aspects in their response:

- **Introduction:** Candidates need to critically discuss whether Mobutu Sese Seko succeeded or failed to reduce the Congo's dependence on Western powers through his political and economic policies. They should support their line of argument with relevant historical evidence.

Political policies

- Paternalism – Congolese were treated as children – with no responsibility in the administration or representation of the government.
- Political parties were banned, and with quick Belgian withdrawal - due to the 1959 Leopoldville riots - many political parties (representing different regions and ethnicities) were formed; Political parties were formed along regional and ethnic groupings.
- 120 political parties participated in the 1960 elections; no single political party won an outright majority – Patrice Lumumba's Movement National Congolese (MNC) won most of the seats because, unlike other regional parties, it had some level of nationwide support.
- Lack of political unity.

- The Congo became independent on 30 June 1960 with Kasavubu as President and Lumumba as Prime Minister.
- Kasavubu preferred that the Congo be a federal state while Lumumba was for a strong centralised national government/Lumumba was also in conflict with Moise Tshombe.
- The Congo started with a lot of political instability with Tshombe focused on the secession of Katanga for its own independence.
- Mobutu seized power from Kasavubu through a coup d'état in 1965.
- He managed to bring some form of political stability (based on authoritarianism).
- In 1967 Mobutu managed to stop the Katanga rebellion and gave his country a new constitution as a one-party-state under his party, the Popular Movement for the Revolution (MPR).
- Congo became a one-party state within the first five years after gaining independence with all opposition suppressed.
- Mobutu developed a personality cult/ideology of Mobutuism.
- Mobutu made Congo an autocratic state under himself as a military dictator.
- Mobutu was supported by the USA because he was seen as an anti-communist ally.
- He created a strong centralised government and controlled all appointments, promotions and the allocation of government revenue.

- He introduced a policy of Zaireanisation, a policy that replaced skilled foreigners or those occupying strategic management positions with the unskilled locals – which led to maladministration and mismanagement in political leadership roles
- He allowed nepotism and kleptocracy.
- Mobutu remained as 'president for life' until his death in 1997.

(Any other relevant response)

Economic policies

- At independence the Congo was considered the most prosperous but with the economic wealth owned by foreign owners.
- Inherited a capitalist economy from Belgium/single product economy.
- Initially left the economy in the hands of white settlers and foreigners/huge divide between emerging middle class and the rural class.
- The country's rich natural resources of copper, cobalt, diamonds and other materials attracted foreign investment.
- Nationalisation: Mobutu nationalised the country's copper mining industry and used profits from the copper industry to finance his 10-year industrialisation plan.
- Nationalised foreign-owned companies without compensation.
- Foreign companies were placed under the control of his allies and family members.
- Introduced Zaireanisation (replacing foreigners with Zairian nationals).
- Zaireanisation led to corruption, theft and mismanagement.
- The economy was characterised by nepotism and elitism (created a big gap between the elite and ordinary citizens/rich and poor).
- Weak economic policies led to the decline in the state of infrastructure such as roads etc.
- Mobutu created a kleptocracy where a group of appointed public officials abused their position for financial gain.
- Mobutu was forced to introduce retrocession (return of foreign owners).
- Very few foreign owners returned.
- Congo's economy collapsed due to high inflation.
- Congo became dependent on foreign aid and investment, e.g. from the World Bank.

(Any other relevant response)

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

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

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

SYNOPSIS

Candidates need to explain to what extent the Black Power Movement emerged as a radical form of protest amongst African Americans. Candidates should identify and explain the various political, socio-economic and cultural factors which stimulated the emergence of this new form of protest. Candidates should substantiate 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 and explain to what extent the Black Power Movement emerged as a radical form of protest amongst African Americans after 1965. They should also provide an outline of how they would support their line of argument.

ELABORATION

- The Black Power Movement challenged the socio-economic equality between black and white Americans. (background)
- On -going poverty, unemployment, discrimination and poor living conditions of Blacks in the North.
- The passage of the Civil Rights Act (1964) and the Voting Rights Act (1965) were victories for Civil Rights Movement but the majority of black people were poorer with fewer opportunities than their white counterparts.
- Disillusionment with nonviolence and the slow pace of change.
- Black community's frustration with on-going police harassment.
- Youths in particular were frustrated with ongoing violence, intimidation and arbitrary arrests.
- Many young black activists saw the riots/uprisings in cities as justified resistance to oppression and a sign that nonviolence was ineffective.

Black Power Philosophy

- Ideology that advocated racial pride, self-reliance, achievement of black economic and political freedom.
- Urged African Americans to protect themselves against police brutality.
- Self-defence and fighting back if necessary was an important aspect of Black Power.
- Felt that CRM activists had been exploited because of their nonviolence.
- Encouraged African Americans to seek freedom from white supremecy.
- Inspired self-respect and black pride.
- Rejection of racial integration and assimilation.
- Consciousness raising through 1960s (from 'negro' to 'black' to 'African American' feeds into demands for more than political rights and assimilation
- Encouraged black pride and slogans like 'Black is Beautiful'.
- Cultural pride and identity-embraced African heritage, hairstyles and clothing.

Malcolm X
- He played a key role in inspiring the Black Power Movement.
- He believed in black separatism instead of integration.
- Encouraged African Americans to secure their rights by 'any means necessary'.
- Advocated self-defence against white oppression, 'bloodshed was necessary for revolution'.
- Advocated black self-sufficiency and racial pride.
- He was assassinated in 1965 which further radicalised young activists.
- They embraced his call for Black empowerment and rejected integration.

Stokely Carmichael
- He was a Freedom Rider and the chairman of SNCC.
- SNCC, once committed to nonviolence, radicalised under the leadership of Stokely Carmichael.
- In 1966, Carmichael popularised the term 'Black Power' advocating for racial pride, political control and economic independence.
- Advocated that Blacks must defend themselves against racial oppression and manipulation.
- He was against the nonviolent strategy of the CRM.
- He believed in black separatism instead of racial integration.
- He joined the Black Panther Party which put the Black Power ideas into action.
- He was arrested 27 times during nonviolent Civil Rights demonstrations.
- He was vocal on Vietnam war participation.

The Black Panther Party (BPP)
- BPP for self-defence formed by Huey Newton and Bobby Searle in 1966.
- BPP patrolled the streets to monitor activities (policing the police) and defend themselves against police brutality.
- The BPP openly carried weapons for self-defence.
- They established community programmes, such as free breakfast for children and health clinics.
- The Black Panther's radical stance and willingness to confront the state made them a central force in the Black Power Movement.
- The FBI's COINTELPRO programme targeted the Black Power leaders.
- Long term and short term successes/gains.

(Any other relevant response)

Conclusion: Candidates should reaffirm their stance and tie up their argument with a relevant conclusion. **[50]**

TOTAL: 150