



**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2024**

**HISTORY P1**

**MARKS: 150**

**TIME: 3 hours**



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

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**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

**SECTION A: SOURCE-BASED QUESTIONS**

QUESTION 1: THE COLD WAR: THE ORIGINS OF THE COLD WAR

QUESTION 2: INDEPENDENT AFRICA: CASE STUDY – ANGOLA

QUESTION 3: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: THE CIVIL RIGHTS MOVEMENT

**SECTION B: ESSAY QUESTIONS**

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

QUESTION 5: INDEPENDENT AFRICA: CHALLENGES FACED BY CONGO AFTER INDEPENDENCE

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

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions can be found in the ADDENDUM.
3. SECTION B consists of THREE essay questions.
4. Answer THREE questions as follows:
  - 4.1 At least ONE must be a source-based question and at least ONE must be an essay question.
  - 4.2 The THIRD question may be either a source-based question or an essay question.
5. You are advised to spend at least ONE hour per question.
6. When answering the questions, you should apply your knowledge, skills and insight.
7. You will be disadvantaged by merely rewriting the sources as answers.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write neatly and legibly.

**SECTION A: SOURCE-BASED QUESTIONS**

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

**QUESTION 1: HOW DID THE BERLIN WALL INTENSIFY THE COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA AND THE SOVIET UNION?**

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

- 1.1 Refer to Source 1A.
- 1.1.1 Identify from the source TWO demands that Khrushchev made to the United States and its allies. (2 x 1) (2)
- 1.1.2 How, according to the source, did Eisenhower respond to Soviet demands? (1 x 2) (2)
- 1.1.3 What is implied by 'post-war agreements concerning the occupation and governance of Germany and West Berlin'? (1 x 2) (2)
- 1.1.4 Why, according to the source and your own knowledge, were the USA and Britain against a free Berlin with no guaranteed access to the West? (1 x 2) (2)
- 1.1.5 Explain why the crossing of refugees from East Berlin to West Berlin would spell disaster for the East if it was left unattended. (1 x 2) (2)
- 1.2 Study Source 1B.
- 1.2.1 Who, according to the source, ordered the barbed wire fence dividing East and West Berlin? (1 x 1) (1)
- 1.2.2 Define the term *Cold War* in your own words. (1 x 2) (2)
- 1.2.3 What, according to the source, would be the significance of the Berlin Wall? (3 x 1) (3)
- 1.2.4 Name the TWO countries that had a standoff shortly after the wall was built. (2 x 1) (2)
- 1.2.5 Why do you think the standoff led to the tensest moments of the Cold War in Europe? (1 x 2) (2)

- 1.3 Consult Source 1C.
- 1.3.1 Why, according to the source, was there a proposal for the four-power talks among the military commanders in Berlin? (1 x 2) (2)
- 1.3.2 Comment on the statement: 'the Soviet Union made veiled (disguised) threats' about not remaining "a passive observer". (1 x 2) (2)
- 1.3.3 Define the term *four-power talks* in the context of the Berlin crisis. (1 x 2) (2)
- 1.3.4 Comment on the usefulness of this source to a historian researching the Berlin Crisis. (2 x 2) (4)
- 1.4 Read Source 1D.
- 1.4.1 Explain why East Berliners were risking death trying to cross the Berlin Wall into West Berlin. (2 x 2) (4)
- 1.4.2 Comment on the attitude of the West Berlin police to the teenager. (2 x 2) (4)
- 1.5 Compare Sources 1B and 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the Berlin Wall. (2 x 2) (4)
- 1.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the Berlin Wall intensified the Cold War tensions between the United States of America (USA) and the Soviet Union (USSR). (8)

**[50]**

**QUESTION 2: WHAT IMPACT DID THE BATTLE OF CUITO CUANAVALÉ HAVE ON SOUTHERN AFRICA?**

## 2.1 Study Source 2A.

- 2.1.1 Which TWO Angolan groups, according to the source, wrestled against each other at Cuito Cuanavale? (2 x 1) (2)
- 2.1.2 Quote the reason from the source that led to the start of the Battle of Cuito Cuanavale. (1 x 2) (2)
- 2.1.3 Why, according to the source, did SADF support Jonas Savimbi's UNITA during this war? (2 x 1) (2)
- 2.1.4 Comment on the statement, '*the battle lines were drawn along ideological convictions.*' (1 x 2) (2)

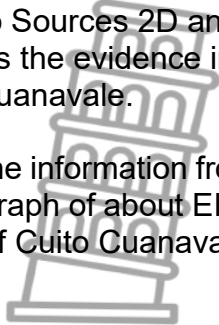
## 2.2 Read Source 2B.

- 2.2.1 What, according to the source, led to South Africa's decision to leave Cuito Cuanavale? (2 x 1) (2)
- 2.2.2 Define the term *negotiations* in your own words. (1 x 2) (2)
- 2.2.3 Comment on why South Africa was reluctant to negotiate the independence of Namibia in exchange for Cuba's withdrawal from Angola. (2 x 2) (4)
- 2.2.4 Explain the significance of the involvement of the United Nations Organisation in the signing of the treaties. (1 x 2) (2)

## 2.3 Consult Source 2C.

- 2.3.1 What, according to the source, was the incentive for Cuba in the Battle of Cuito Cuanavale? (1 x 2) (2)
- 2.3.2 Quote from the source the Department of Military Veteran's pledge regarding the victims at Cuito Cuanavale. (1 x 2) (2)
- 2.3.3 Comment on what Nelson Mandela implied by the statement, "the Cuban people hold a special place in the hearts of the people of Africa". (2 x 2) (4)
- 2.3.4 Define the term *liberation* in the context of the position of Namibia after the Battle of Cuito Cuanavale. (1 x 2) (2)
- 2.3.5 Explain the limitations of this source to a historian researching the impact of the Battle of Cuito Cuanavale. (2 x 2) (4)

- 2.4 Refer to Source 2D.
- 2.4.1 Explain the messages that are conveyed in the photograph. (1 x 2) (2)
- 2.4.2 Comment on the significance of the role played by Cuba in the Battle of Cuito Cuanavale for Southern Africa. (2 x 2) (4)
- 2.5 Refer to Sources 2D and 2C. Explain how the information in Source 2C supports the evidence in Source 2D regarding the results of the Battle of Cuito Cuanavale. (2 x 2) (4)
- 2.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining what impact the Battle of Cuito Cuanavale had on Southern Africa. (8)

**[50]**

**QUESTION 3: HOW DID THE MARCH ON WASHINGTON CONTRIBUTE TO THE END OF DISCRIMINATION AND SEGREGATION IN AMERICA IN THE 1960s?**

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

3.1 Refer to Source 3A.

3.1.1 List THREE conditions in America that resulted into the March on Washington. (3 x 1) (3)

3.1.2 Mention THREE civil rights organisations that campaigned for the March on Washington. (3 x 1) (3)

3.1.3 Define the term *civil rights* in the context of America. (1 x 2) (2)

3.1.4 Comment on what King implied with the statement, "Let the black labouring masses speak." (2 x 2) (4)

3.2 Study Source 3B.

3.2.1 What, according to the source, was the purpose of the March on Washington? (2 x 1) (2)

3.2.2 Define the term *discrimination* in your own words. (1 x 2) (2)

3.2.3 What is implied by King's historic, 'I have a dream speech'? (1 x 2) (2)

3.2.4 Comment on the significance of the Lincoln Memorial in the struggles of the black Americans. (1 x 2) (2)

3.3 Read Source 3C.

3.3.1 Quote evidence from the source that indicates that the March on Washington assisted in the passing of the Civil Rights Act of 1964. (1 x 2) (2)

3.3.2 What, according to the source, was the question that America had since 1955 or even 1954? (1 x 2) (2)

3.3.3 Explain how Martin Luther King's speech answered this question. (1 x 2) (2)

3.3.4 Explain the supreme court decision in the *Brown vs Board (of Education)* case in 1954. (2 x 2) (4)

- 3.4 Refer to Source 3D.
- 3.4.1 Explain the messages that are conveyed in the photograph. (2 x 2) (4)
- 3.4.2 Comment on the reliability of this source to a historian researching the March on Washington. (2 x 2) (4)
- 3.5 Refer to Sources 3B and 3D. Explain how the information in Source 3B supports the evidence in Source 3D regarding the March on Washington. (2 x 2) (4)
- 3.6 Using the information from the relevant source and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the March on Washington contributed to the end of discrimination and segregation in America in the 1960s. (8)
- [50]**

**TOTAL SECTION A: 100**





**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**

Explain to what extent the United States of America was successful in containing the spread of communism in Vietnam in the period 1965 to 1975.

**[50]****QUESTION 5: INDEPENDENT AFRICA – CHALLENGES FACED BY CONGO AFTER INDEPENDENCE**

Political and economic policies introduced by Mobuto Sese Seko in the newly independent Congo brought growth and prosperity.

Critically discuss the above statement. Use historical evidence to support your line of argument.

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

The Black Power Movement succeeded in instilling black pride, self-reliance, and the defence of African American's rights in the 1960s.

Do you agree? Use relevant evidence and examples to support your argument.

**[50]**

**TOTAL SECTION B: 50**  
**GRAND TOTAL: 150**





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**GRADE 12**

**SEPTEMBER 2024**

**HISTORY P1  
ADDENDUM**



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This addendum consists of 14 pages.

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**QUESTION 1: HOW DID THE BERLIN WALL INTENSIFY THE COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA AND THE SOVIET UNION?**

**SOURCE 1A**

The following source focuses on the communication between the United States of America and the Soviet Union before the building of the Berlin Wall in 1961.

On November 10, 1958, Soviet Premier Nikita Khrushchev demanded that the United States and its allies relinquish (give up) their occupation roles in Berlin. He also declared that if they did not sign an agreement to this effect within six months, the Soviet Union would no longer honour their post-war agreement and would enter into a separate treaty with East Germany. USA president Dwight D. Eisenhower refused Khrushchev's demands, insisting that their Berlin agreement still held.

On November 27 the Soviet Union announced that it had rejected the post-war agreements concerning the occupation and governance of Germany and West Berlin. Although Khrushchev did not indicate that the Soviet Union would use military force if the United States did not comply, it was widely understood that the Soviet Union intended to back up its threat.

The United States and Britain refused to agree to the Soviet demands, arguing that a free Berlin, with no guaranteed access to the West, would soon be controlled by communist East Germany. July 1961 American officials estimated that over 1,000 East German refugees were crossing into West Berlin each day, an economic and demographic drain that, left unchecked, would spell disaster for the East.

[From <https://www.britannica.com/event/Berlin-crisis-of-1961>. Accessed on 6 February 2024.]



**SOURCE 1B**

The source below discusses the building of the Berlin Wall in August 1961 and its results.

On the morning of August 13, 1961, Berliners awoke to discover that on the orders of East German leader Walter Ulbricht, a barbed wire fence had gone up overnight separating West and East Berlin and preventing movement between the two sides. The barbed wire fence was soon expanded to include cement walls and guard towers. The Berlin Wall would prevent the West from having further influence on the East, stop the flow of migrants out of the communist sector, and ultimately become the most iconic image of the Cold War in Europe. The United States quickly condemned the wall, which divided families and limited freedom of movement.

Shortly after the wall was erected, a standoff (deadlock) between the USA and Soviet troops on either side of the diplomatic checkpoint led to one of the tensest moments of the Cold War in Europe. A dispute over whether East German or Soviet guards were authorised to patrol the checkpoints and examine the travel documents of the USA diplomats passing through led the United States to station tanks on its side of the checkpoint, pointing toward the East German troops just beyond the wall. Concerns that USA forces would either attempt to take down the wall or force their way through the checkpoint led the Soviet Union to station its own tanks on the East German side.

A wrong move during the face-off could have led to war, and any conventional skirmish between two nuclear powers always brought with it the risk of escalation. Instead, Kennedy made use of back channels to suggest that Khrushchev remove his tanks, promising that if the Soviet Union did so, the USA Army would reciprocate. The standoff ended peacefully.

[From <https://history.state.gov/milestones/1953-1960/berlin-crisis>. Accessed on 6 February 2024.]



**SOURCE 1C**

The article below was written by Richard Wald, a journalist, and published in the *New York Herald Tribune* on the 24 June 1962. It highlights attempts by the West and the Soviets to ease the tensions caused by the Berlin Wall.

Four power talks among the local military commanders in Berlin to ease tensions along the wall dividing the city will probably be proposed by the West next week. Secretary of State Dean Rusk, in a crowded day and a half of meetings here with Chancellor, Konrad Adenauer and his top advisers, apparently received Bonn's approval for the suggestion today.

It would be embodied (included) in American, British and French replies to the Soviet note of June 7 in which Russia warned of the 'dangerous provocation' involved in shooting incidents at the wall. At the time, the Soviet Union made veiled (disguised) threats about not remaining "a passive observer". Present at some of today's meetings was West Berlin's Mayor, Willy Brandt. All the meetings went exceedingly well, both sides reported.

American spokesman emphasised that both sides agreed that arrangements governing access to West Berlin could be found that would be suitable to both the West and the Soviets. That means that the West Germans and the Americans agree there may exist some perfect solution to the Berlin problem-not that one is in sight-and that Chancellor Adenauer approves of continued Russian-American talks.

Reports from Berlin indicate that East German people's police shot and killed a Berliner trying to escape near one of the city's canals early this morning. This is the 30<sup>th</sup> killing at the wall since it was put up last August.

[From <https://link.gale.com/apps/doc/DVGPRN575773425/GDCS?u=webdemo&sid=GDCS&xid=c8820b70>.

Accessed on 18 February 2024.]



### SOURCE 1D

The photograph below by Paul Schutzer appeared in the *LIFE* magazine on 8 September 1961, showing an East German teen who successfully escaped over the Berlin Wall to West Berlin.



[From <https://www.life.com/history/berlin-wall-photos-early-days-cold-war-symbol/>. Accessed on 28 February 2024.]



**QUESTION 2: WHAT IMPACT DID THE BATTLE OF CUITO CUANAVALÉ HAVE ON SOUTHERN AFRICA?****SOURCE 2A**

The source below discusses the Battle of Cuito Cuanavale, fought in Angola in 1987–1988 at the Battle of the Lomba River.

The battle, or more correctly termed the siege, of Cuito Cuanavale was fought on the banks of the Lomba River in the vicinity of Cuito Cuanavale, in South-Eastern Angola, between UNITA (aided by the SADF) and the Angolan Army (FAPLA) aided by Cuba, the Soviet Union and to a lesser extent East Germany. The stakes were high for both sides and the battle involved the biggest conventional operations of South African forces since World War II. The battle lines were drawn along ideological conviction. The prelude (lead up) to the battle started in July 1987 when 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. At first the offensive progressed well, with FAPLA gaining the upper hand, inflicting heavy casualties on UNITA, driving them south towards Mavinga.

Fourteen Angolan and Cuban brigades under a Russian commander began a large-scale attack on UNITA on 14 August 1987. SADF troops were rushed in to support UNITA. It was in the interest of the South African government that UNITA not succumb (surrender) to the Cubans and FAPLA – they were of the opinion that it would disrupt peace in Namibia and enable Umkhonto we Sizwe (MK), the military wing of the ANC, to establish bases in Angola, creating entrance routes to South Africa from Zambia, Botswana and Zimbabwe. In October, FAPLA's advancing 47<sup>th</sup> Brigade at Lomba River was all but destroyed in an attack by SADF hastening to UNITA's rescue. Several other FAPLA brigades wilted (flopped) under heavy bombardment but managed to retreat to Cuito, a minor town near the confluence of two rivers that constitute its name, set in the remote expanse (area) of South East Angola, a region the Portuguese referred to as the Land at the End of the Earth.

[From <https://www.sahistory.org.za/article/battle-cuito-cuanavale-1988>. Accessed on 28 February 2024.]



**SOURCE 2B**

The source below explains the consequences of the Battle of Cuito Cuanavale.

Nonetheless, the commitment of Cuban troops had radically altered (changed) the balance of power in Southern Africa. The prospect of more white conscripts being killed by a well-armed Cuban adversary (enemy), the cost of the war and the impact it had on South Africa's economy prompted (pressured) South Africa to leave Cuito Cuanavale.

In April 1988, PW Botha's cabinet agreed to begin direct negotiations with Angola and Cuba under Chester Crocker's (US Assistant Secretary of State for African Affairs) mediation. As the Central Intelligence Agency (CIA) concluded, 'military considerations weighed most heavily in Pretoria's decision to negotiate', elaborating that 'for the first time in modern history, its leadership was unnerved (frightened) by the prospect of a well-armed adversary (enemy) able to inflict (cause) serious casualties on South African forces in conventional warfare ... causing President PW Botha and his senior advisers to accept reluctantly a truce (peace) and the idea of negotiating Namibian independence in exchange for Cuban troop withdrawal'.

A flurry (series) of negotiations now gradually brought Crocker's linkage plan closer to reality. Although it would take twelve rounds of talks, on 22 December 1988 two treaties were signed at the United Nations Organisation, one between Angola and Cuba arranging the withdrawal of Cuban troops, the other among Angola, Cuba and South Africa agreeing to Namibian independence. Crocker's long fight was over; his goal of brokering (negotiating) a regional peace deal was realised at last.

[From *Journal of Southern African Studies*, volume 35, number 1: *Chester Crocker and the South African Border War, 1981–1989. A Reappraisal of Linkage* by Z. Kagan-Guthrie]





**SOURCE 2C**

The extract below is from the commemoration of the Battle of Cuito by Military Veterans on 25 March 2022. It focuses on the results of the Battle of Cuito Cuanavale.

The battle was the largest military confrontation on African soil since the Second World War ... It marked the beginning of the end of white minority domination in Southern Africa, the dismantling of the apartheid system, and the total liberation of Africa from European occupation.

The battle against apartheid forces in Angola in 1988 is regarded as the moment that expedited (advanced) the liberation of Namibia, South Africa and the SADC region. It led to the movement of powerful Cuban armed force, into the west, towards the Namibian border. The fighting in the southwestern part of Angola led to the withdrawal of the South African, ANC and Cuban presence in Angola, and to the Independence of Namibia. There was no material gain for the Cubans who came to our support, but their overriding incentive (motivation) was to fight for the liberation of Southern Africa from colonial and reactionary (conservative) forces. The Battle of Cuito Cuanavale was what Oliver Tambo referred to, as the Waterloo (collapse) of racist South Africa and the fighting opened doors for a democratic dispensation in South Africa.

The decisive defeat of the racist army in Cuito Cuanavale was a victory for all Africa. This victory in Cuito Cuanavale is what made it possible for Angola to enjoy peace and establish its own sovereignty (independence). The defeat of the racist army made it possible for the people of Namibia to achieve their independence. The Department of Military Veterans will continue to honour and memorialise (remember) fallen and living heroes of the struggle against liberation.

[From <https://www.dmv.gov.za/newsroom/advsores/2022/25032022htm>. Accessed on 28 February 2024.]



### SOURCE 2D

The photograph below shows the Cuban anti-craft crew celebrating victory over South African forces during the Battle of Cuito Cuanavale in Angola, 1988.



[From <https://images.app.goo.gl/yHnWVQWevoB9Qu2x9>]

**QUESTION 3: HOW DID THE MARCH ON WASHINGTON CONTRIBUTE TO THE END OF DISCRIMINATION AND SEGREGATION IN AMERICA IN THE 1960s?****SOURCE 3A**

The source below explains the conditions under which African Americans lived that led to the March on Washington on 28 August 1963.

By 1963, the centennial (100<sup>th</sup> anniversary) of the Emancipation Proclamation, most of the goals of these earlier protests still had not been realised. High levels of black unemployment, work that offered most African Americans only minimal wages and poor job mobility, systematic disenfranchisement (disempowerment) of many African Americans, and the persistence of racial segregation in the South prompted (resulted in) discussions about a large-scale march for political and economic justice as early as 1962.

On behalf of the Negro American Labour Council (NALC), the Southern Christian Leadership Conference, the Congress of Racial Equality (CORE), and the Student Nonviolent Coordinating Committee (SNCC), Randolph wrote a letter on 24 May 1962 to Secretary Stewart Udall of the Department of the Interior regarding permits for a march culminating (ending) at the Lincoln Memorial. Plans for the march were stalled when Udall encouraged the groups to consider the Sylvan Theatre at the Washington Monument due to the complications of rerouting traffic and the volume of tourists at the Lincoln Memorial ...

In May, at the height of the Birmingham Campaign, King joined Randolph, James Farmer of CORE, and Charles McDew of SNCC in calling for such an action later that year, declaring, "Let the black labouring masses speak!" (King et al., 7 May 1963). After notifying President Kennedy of their intent, the leaders of the major civil rights organisations set the march date for 28 August. The stated goals of the protest included, "a comprehensive civil rights bill" that would do away with segregated public accommodations; "protection of the right to vote"; mechanisms for seeking redress of violations of constitutional rights; "desegregation of all public schools in 1963"; a massive federal works program "to train and place unemployed workers"; and "a Federal Fair Employment Practices Act barring discrimination in all employment."

[From <https://kinginstitute.stanford.edu/march-washington-jobs-andfreedom#:~:text=High%20levels%20of%20black%20unemployment,and%20economic%20justice%20as%20early>. Accessed on 28 February 2024.]

**SOURCE 3B**

The source below explains the unfolding of the March on Washington on the 28 August 1963.

March on Washington, was a political demonstration held in Washington, D.C., on August 28, 1963, that was attended by an estimated 250 000 people to protest racial discrimination and to show support for major civil rights legislation that was pending in Congress. The March on Washington was the result of collaboration among the “Big Six” of the civil rights movement: James Farmer, Martin Luther King, Jr, John Lewis, A. Philip Randolph, Roy Wilkins, and Whitney Young, all leaders of civil rights groups. The activist Bayard Rustin was its main organiser. The event brought together hundreds of thousands of people who gathered peaceably on the National Mall, in the shadow of the Lincoln Memorial, to demand equal justice for all citizens under the law.

The event included musical performances by Marian Anderson, Mahalia Jackson, Joan Baez, and Bob Dylan, and it featured remarks by numerous speakers, some part of the official program and others not, including Lewis, Wilkins, Young, Daisy Bates, Walter Reuther, and Josephine Baker, among others. A tribute also honoured Bates, Rosa Parks, Myrlie Evers, Diane Nash, and other black women involved in the civil rights movement.

King was the event’s final official speaker. The crowd was uplifted by the emotional strength and prophetic quality of his address, which came to be known as the “I Have a Dream” speech. King emphasised his faith that, as he put it, “one day this nation will rise up and live out the true meaning of its creed (beliefs): ‘We hold these truths to be self-evident, that all men are created equal.’ He also expressed his hope that his children would live in a nation where they would “not be judged by the colour of their skin but by the content of their character.”

[From <https://www.britannica.com/event/March-on-Washington>. Accessed on 28 February 2024.]



**SOURCE 3C**

The source below contains excerpts of interviews conducted by Michael A. Fletcher on the participants of the 1963 March on Washington. The interviews were conducted during the 60<sup>th</sup> anniversary of the march.

**Holmes Norton:** Marches strive for effects, but they don't usually, immediately, see those effects. While the march was not the cause of the legislation, it is hard to believe that the 1964 Civil Rights Act would have occurred without it. It helped move the Kennedy administration from doubt and resistance to the march. Remember President Kennedy was dependent upon not only Southern votes, but Southerners chaired virtually all the committees in the House and the Senate. One has to understand just how antediluvian the Congress was and the nation was. This was a nation where there were no federal laws that said that anybody who could do a job was entitled to do the job.

**Cox:** It was the moment that America got the question answered that it had been asking since 1955 or even 1954 in *Brown v. Board [of Education]*: What do these Negroes want? I think that King's speech answered that question by saying, "I have a dream that is deeply rooted in the American dream." King said what we want to do is fulfil the promise of the Declaration of Independence and the Constitution.

[From <https://www.smithsonianmag.com/history/oral-history-march-washington-180953863/>. Accessed on 06 March 2024.]



**SOURCE 3D**

The photograph below shows Martin Luther King Jr addressing the crowd during the March on Washington in August 1963.



[From <https://www.life.com/history/the-march-on-washington-power-to-the-people/>. Accessed on 28 February 2024.]



## ACKNOWLEDGEMENTS

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

<https://www.britannica.com/event/Berlin-crisis-of-1961>

<https://history.state.gov/milestones/1953-1960/berlin-crisis>

<https://link.gale.com/apps/doc/DVGPRN575773425/GDCS?u=webdemo&sid=GDCS&xid=c8820b70>

<https://www.life.com/history/berlin-wall-photos-early-days-cold-war-symbol/>

<https://www.sahistory.org.za/article/battle-cuito-cuanavale-1988>

<https://www.twn.my/title2/resurgence/2013/278/cover03.htm>

<http://www.dmv.gov.za/newsroom/advisories/2022/25032022.htm#:~:text=It%20led%20to%20the%20movement,to%20the%20Independence%20of%20Namibia>

<https://images.app.goo.gl/yHnWVQWevoB9Qu2x9>

<https://kinginstitute.stanford.edu/march-washington-jobs-and-freedom#:~:text=High%20levels%20of%20black%20unemployment,and%20economic%20justice%20as%20early>

<https://www.britannica.com/event/March-on-Washington>

<http://kinginstitute.stanford.edu>march-washington-jo>

<https://www.life.com/history/the-march-on-washington-power-to-the-people>





**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2024**

**HISTORY P1  
MARKING GUIDELINE**

**MARKS: 150**



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This marking guideline consists of 21 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	<ul style="list-style-type: none"><li>• Extract evidence from sources.</li><li>• Selection and organisation of relevant information from sources.</li><li>• Define historical concepts/terms.</li></ul>	30% (15)
LEVEL 2	<ul style="list-style-type: none"><li>• Interpretation of evidence from sources.</li><li>• Explain information gathered from sources.</li><li>• Analyse evidence from the sources.</li></ul>	40% (20)
LEVEL 3	<ul style="list-style-type: none"><li>• Interpret and evaluate evidence from sources.</li><li>• Engage with sources to determine its usefulness, reliability, bias and limitations.</li><li>• Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions.</li></ul>	30% (15)

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

- In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

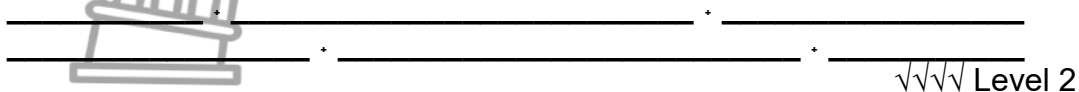
1.3 **Assessment procedures for source-based questions**

- 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.
- 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.



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 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.

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

## 2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

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

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

P	<b>Point:</b> The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains a major point (line of argument) that was made in the introduction.
E	<b>Explanation:</b> 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	<b>Example:</b> 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	<b>Link:</b> Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

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

- Introduction, main aspects and conclusion not properly contextualised <sup>^</sup>
- 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 essays will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

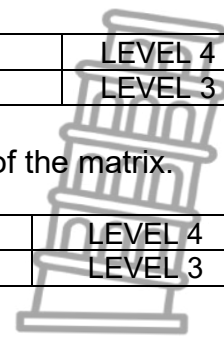
C	LEVEL 4	

- (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.

**MARKING MATRIX FOR ESSAY: TOTAL: 50**

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

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

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Question 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 BERLIN WALL INTENSIFY THE COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA AND THE SOVIET UNION?**

- 1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- Demanded that the United States and its Allies relinquish their occupation roles in Berlin.
  - Declared that if they do not sign an agreement to this effect within six months, the Soviet Union would no longer honour their post war agreements. (2 x 1) (2)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- Eisenhower refused Khrushchev's demands, insisting that their Berlin agreement still holds. (1 x 2) (2)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- Germany was divided into four zones of occupation.
  - Four power control of Germany by USSR, USA, France and Britain.
  - Berlin was also under four-power control.
  - West Berlin was under the control of the Allies.
  - Any other relevant response. (Any 1 x 2) (2)
- 1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- Berlin would soon be controlled by communist East Germany.
  - USSR would prevent the Allies from having free access to West Berlin.
  - USSR would spread communism to the whole of Berlin.
  - Any other relevant response. (Any 1 x 2) (2)
- 1.1.5 *[Interpretation of evidence from Source 1A – A2]*
- East Berlin would be left without skilled people.
  - Economy of East Berlin would be negatively affected.
  - Any other relevant response. (Any 1 x 2) (2)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- East German leader, Walter Ulbricht. (1 x 1) (1)
- 1.2.2 *[Definition of historical concept from Source 1B – L1]*
- Ideological competition between USSR with communism and USA with capitalism.
  - Any other relevant response. (1 x 2) (2)
- 1.2.3 *[Extraction of evidence from Source 1B – L1]*
- Prevent West from having further influence on the East.
  - Would stop the flow of migrants out of the communist sector.
  - Would ultimately become the most iconic image of the Cold War in Europe. (3 x 1) (3)

- 1.2.4 *[Extraction of evidence from Source 1B – L1]*
- US
  - Soviet
- (2 x 1) (2)
- 1.2.5 *[Interpretation of evidence from Source 1B – L2]*
- US and Soviet troops could attack each other.
  - There was a possibility of a nuclear war.
  - The destruction of the nuclear war would affect many innocent people.
  - Any other relevant response.
- (Any 1 x 2) (2)
- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- To ease tensions along the wall dividing the city.
- (1 x 2) (2)
- 1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- Soviet Union will assist Eastern German soldiers guarding the Berlin Wall.
  - Any action against Eastern Germany was seen as a provocation against the Soviet Union.
  - Soviet Union will also use violence to protect their sector of Berlin.
  - Any other relevant response.
- (1 x 2) (2)
- 1.3.3 *[Explanation of a historical concept from Source 1C – L2]*
- Negotiations between Britain, France, United States of America and the Soviet Union to solve the Berlin crisis.
  - Any other relevant response.
- (1 x 2) (2)
- 1.3.4 *[Ascertaining usefulness of evidence from Source 1C – L3]*  
**The source is useful because:**
- The article was published in the New York Herald Tribune in 1962.
  - Source confirms the four-power talks held in Berlin.
  - The source reports on the agreements made between US and the Soviets during the meetings.
  - Any other relevant response.
- (2 x 2) (4)
- 1.4 1.4.1 *[Interpretation of evidence from Source 1D – L2]*
- There were opportunities for employment in West Berlin.
  - West Berlin was flourishing with better standards of living.
  - They did not want to be under communism.
  - They wanted freedom offered in West Berlin under Democracy and Capitalism.
  - Any other relevant response.
- (2 x 2) (4)
- 1.4.2 *[Interpretation of evidence from Source 1D – L2]*
- The West Berlin police were ready to help the teenager as they waived to him to cross over.
  - The police welcomed the teenager to West Berlin.
  - The attitude of the police encouraged anyone who wanted to escape to West Berlin to do so.
  - Any other relevant response.
- (2 x 2) (4)

## 1.5 [Comparison of sources 1B and 1C – L3]

- Both sources indicate that the Berlin Wall caused tensions between USA and USSR in Berlin.
- Both sources indicate that East Berliners were shot trying to cross the Berlin Wall to West Berlin.
- Any other relevant response. (2 x 2) (4)

## 1.6 [Interpretation, Analysis, and synthesis of evidence from relevant sources – L3]

- At the Yalta conference, Germany was divided into 4 zones of occupation.
- Berlin was also controlled by USA, Britain, France and the Soviet Union.
- Berlin was situated inside the Soviet zone and the Soviets felt entitled to the control of the whole of Berlin.
- In November 1958 Soviet Premier, Nikita Khrushchev demanded that the Allies should hand over the control of Berlin to the Soviet Union. (Source 1A)
- The US President, Dwight Eisenhower refused Khrushchev demands and insisted that their Berlin would still be under four-power control. (Source 1A)
- Tension mounted between the USA and the Soviet Union as Britain refused the Soviet demands. (Source 1A)
- On 13 August 1961, Berliners discovered that the Berlin Wall had been built, separating East Berlin from the West (Source 1B)
- USA condemned the wall which divided families and limited freedom of movement of the people of Berlin. (Source 1B)
- Shortly after the building of the Berlin Wall, a deadlock between US and Soviet troops and this nearly led to a war. (source1B).
- A dispute arose over whether the East German or Soviet guards were authorised to patrol the check points. (Source 1B)
- It resulted to the United States deciding to station tanks on its side of the check point. (source 1B)
- To ease the tension, four power talks among the local military commanders in Berlin took place. (Source 1C)
- As a result of the existing tension, Russia warned of the dangerous provocation involved in shooting incidents at the wall. (Source 1C)
- The Soviets also made disguised threats about not remaining a “passive observer”. (Source 1C)
- Although people knew that they would be killed, they nevertheless risked their lives and crossed the wall. (Source 1D)
- Any other relevant response. (8)





Use the following rubric to allocate a mark:

<p><b>LEVEL 1</b></p>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g., shows little or no understanding <b>of how the Berlin Wall intensified the Cold War tensions between the United States of America and the Soviet Union.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	<p><b>MARKS 0–2</b></p>
<p><b>LEVEL 2</b></p>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to the topic e.g., shows some understanding <b>of how Berlin Wall intensified the Cold War tensions between the United States of America and the Soviet Union.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	<p><b>MARKS 3–5</b></p>
<p><b>LEVEL 3</b></p>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g., demonstrates an insight <b>on how the Berlin Wall intensified the Cold War tensions between the United States of America and the Soviet Union.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<p><b>MARKS 6–8</b></p>

(8)  
[50]



**QUESTION 2: WHAT IMPACT DID THE BATTLE OF CUITO CUANAVALLE HAVE ON SOUTHERN AFRICA?**

- 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.
- (1 x 2) (2)
- 2.1.3 *[Extraction of evidence from Source 2A – L1]*
- It was in the interests of the South African government that UNITA did not succumb to the Cubans 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,
- (2 x 1) (2)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- The conflict was now based on Capitalism and Communism.
  - The sides supported each other based on their ideological belief.
  - South Africa supported Capitalist aligned UNITA and Cuba supported the Communist aligned FAPLA.
  - Any other relevant response.
- (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's economy.
- (2 x 1) (2)
- 2.2.2 *[Definition of a historical concept from Source 2B – L1]*
- Discussions/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.
  - Swapo was friendly towards South Africa's enemy, the ANC.
  - Any other relevant response.
- (Any 2 x 2) (4)
- 2.2.4 *[Interpretation of evidence from Source 2B – L2]*
- United Nations Organisation had a responsibility to broker peace in Angola.
  - Cuba, Angola and South Africa were members of the UN.
  - UN played a key role in the mediation process.
  - Any other relevant response.
- (Any 1 x 2) (2)

- 2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- Their overriding incentive was to fight for the liberation of Southern Africa from colonial and reactionary forces. (1 x 2) (2)
- 2.3.2 *[Extraction of evidence from Source 2C – L1]*
- Will continue to honour and remember fallen and living heroes of the struggle against liberation. (1 x 2) (2)
- 2.3.3 *[Interpretation of evidence from Source 3C – L2]*
- Nelson Mandela suggested that Cuba's role in Africa can never be forgotten.
  - Mandela meant South Africa and Africa as a whole are thankful for Cuba's contribution.
  - Any other relevant response. (2 x 2) (4)
- 2.3.4 *[Explanation of a historical concept from Source 3C – L2]*
- Namibia was no longer ruled by South Africa but could rule themselves.
  - Any other relevant response. (1 x 2) (2)
- 2.3.5 *[Determine limitations of Source 3C – L3]*  
**The source is limited because:**
- The source is biased against South African troops in Angola.
  - It shows only the perspective of the anti-apartheid forces.
  - The use of propaganda is evident in the source.
  - Any other relevant response. (Any 2 x 2) (4)
- 2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*
- The Cuban soldiers are celebrating their victory during the Battle of Cuito Cuanavale.
  - The Cuban soldiers used heavy artillery during the Battle of Cuito Cuanavale.
  - Any other relevant response. (1 x 2) (2)
- 2.4.2 *[Interpretation of evidence from Source 2D – L2]*
- The Cuban involvement led to the independence of Namibia.
  - South Africa started negotiations for a democratic government.
  - Any other relevant response. (2 x 2) (4)
- 2.5 *[Comparison of Sources 2C and 2D – L3]*
- Both sources indicate that South African troops were defeated by the Cubans at the battle.
  - Both sources indicate that the battle led to Namibia getting its independence.
  - Any other relevant response. (Any 2 x 2) (4)

2.6 [Interpretation, analysis and synthesis of evidence from relevant sources – L3]

- A Civil War started between Angola’s Three liberation movements.
- Foreign countries entered the war and supported the different groups.
- 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. (Source2A)
- It marked the beginning of the end of white minority rule in Southern Africa. (Source 2A)
- South African troops were defeated by Cubans at the Battle of Cuito Cuanavale. (Source 2B)
- South Africa agreed to negotiate Namibian independence in exchange for Cuban withdrawal from Angola. (Source 2B)
- The Battle of Cuito expedited the liberation of Namibia, South Africa and the SADC region. (Source 2C)
- Nelson Mandela praised the Cubans for their role in the liberation of South Africa and Africa as a whole. (Source 2C)
- Mandela stated that their role will never be forgotten as their names are listed. (Source 2C)
- The Cubans contributed in assisting Southern Africa to gain freedom for no benefit other than their overriding incentive of internationalist solidarity. (Source 2C)
- Oliver Tambo referred to the battle as the Waterloo of racist South Africa. (Source 2C)
- The Cuban forces celebrated after they had contributed to freeing Southern Africa. (Source 2D)
- Any other relevant response.

(8)

Use the following rubric to allocate a mark:

<p><b>LEVEL 1</b></p>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g., shows little or no understanding of the impact that the <b>Battle of Cuito Cuanavale had on Southern Africa.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	<p><b>MARKS 0–2</b></p>
<p><b>LEVEL 2</b></p>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to the topic, e.g. shows some understanding of the impact that the <b>Battle of Cuito Cuanavale had on Southern Africa.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	<p><b>MARKS 3–5</b></p>
<p><b>LEVEL 3</b></p>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g., demonstrates an insight on the impact that the <b>Battle of Cuito Cuanavale had on Southern Africa.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<p><b>MARKS 6–8</b></p>

(8)  
[50]

**QUESTION 3: HOW DID THE MARCH ON WASHINGTON CONTRIBUTE TO THE END OF DISCRIMINATION AND SEGREGATION IN THE UNITED STATES OF AMERICA (USA) IN THE 1960s?**

- 3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- High levels of unemployment.
  - Work that offered most African Americans only minimal wages.
  - Poor job mobility.
  - Systematic disenfranchisement of many African Americans.
  - Persistence of racial segregation in the South. (Any 3 x 1) (3)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- The Congress of Racial Equality / CORE
  - Negro American Labor Council / NALC
  - Student Non-violent Coordinating Committee / SNCC
  - Southern Christian Leadership Conference / SCLC (Any 3 x 1) (3)
- 3.1.3 *[Explanation of a historical concept from Source 3A – L2]*
- Civil rights refer to the basic human rights that ought to be enjoyed by all American citizens, but these were given to White Americans only.
  - Any other relevant response. (1 x 2) (2)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- King was saying that African Americans were in the majority and yet had no rights in America.
  - King gave the march a go ahead, stating that African Americans must take the lead in liberating themselves.
  - African Americans should not fold hands and watch their own discrimination and segregation.
  - Any other relevant response. (Any 2 x 2) (4)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- To protest racial discrimination.
  - To show support for major civil rights legislation that was pending in the Congress.
  - To demand equal justice for all citizens under the law. (2 x 1) (2)
- 3.2.2 *[Definition of a historical concept from Source 3B – L1]*
- Unjust treatment of different categories of people on the grounds of race, ethnicity etc.
  - Any other relevant response. (1 x 2) (2)
- 3.2.3 *[Interpretation of evidence from source 3B – L2]*
- King implied that discrimination and segregation will be history one day in America.
  - King implied that the people of America will enjoy equal rights.
  - Any other relevant response. (Any 1 x 2) (2)

- 3.2.4 *[Interpretation of evidence from Source 3B – L2]*
- Abraham Lincoln was the president that signed the Emancipation proclamation in 1863.
  - Blacks are standing in the Lincoln Memorial 100 years after the Emancipation proclamation and they still have no equal rights.
  - Any other relevant response. (1 x 2) (2)
- 3.3 3.3.1 *[Extraction of evidence from Source 3C – L1]*
- it is hard to believe that the 1964 Civil Rights Act would have occurred without it. (1 x 2) (2)
- 3.3.2 *[Extraction of evidence from Source 3C – L1]*
- What do these Negroes want? (1 x 2) (2)
- 3.3.3 *[Interpretation of evidence from Source 3C – L2]*
- The speech explains that King and the other Negroes wanted an end to discrimination.
  - Negroes wanted equal rights with the white Americans,
  - Any other relevant response. (1 x 2) (2)
- 3.3.4 *[Interpretation of evidence from Source 3C – L2]*
- Segregation in schools was ruled as illegal.
  - The doctrine of separate but equal was not acceptable.
  - The schools were to be desegregated immediately.
  - Any other relevant response. (Any 2 x 2) (4)
- 3.4 3.4.1 *[Interpretation of evidence from Source 3D – L2]*
- Thousands of people attended the march on Washington.
  - Martin Luther King Jr made his famous speech during the march on Washington.
  - Many people supported the demands of the Civil Rights Movement.
  - Any other relevant response. (Any 2 x 2) (4)
- 3.4.2 *[Ascertaining the reliability of Source 3D – L3]*
- The source is reliable because:**
- It is a primary source, a photograph taken during the march.
  - The speech made by King became famous.
  - It can be corroborated by other sources.
  - Any other relevant response. (2 x 2) (4)
- 3.5 *[Comparison of Source 3B and 3C – L3]*
- Source 3B states that the march was attended by an estimated 250 000 people, Source 2D is a picture of many people in the march.
  - Source 3B states that Martin Luther King delivered his “I have a dream” speech during the march, Source 3D shows King delivering the speech.
  - Any other relevant response. (2 x 2) (4)

3.6 [Interpretation, analysis and synthesis of evidence from relevant sources – L3]

- By 1963, what the earlier protests had fought for had not been realized, such as high levels of unemployment, poor job mobility and systematic disenfranchisement. (Source 3A)
- Various movements like NALC, CORE, SCLC and SNCC wrote a letter requesting permits for the planned March on Washington on 28 August 1963. (Source 3A)
- The stated goals of the protest included “a comprehensive civil rights bill” that would do away with segregation. (Source 3A)
- The March on Washington on 28 August 1963 was attended by more than 200 000 demonstrators. (Source 3B)
- The event included musical performances by Joan Baez, Bob Dylan, and there were also presentations by numerous speakers. (Source 3B)
- A tribute was paid to Bates, Rosa Parks, Myrlie Evers, Diane Nash and other Black women in the Civil Rights Movements. (Source 3B)
- In his address, Martin Luther King Jr expressed his unwavering hope that “one day his four little children will live in a country where they will not be judged by the colour of their skin ...”. (Source 3B)
- During the 60<sup>th</sup> anniversary of the march interviewees remembered the day of the march. (Source 3C)
- The March on Washington contributed to the passing of the Civil Rights Act of 1964. (Source 3C)
- The speech made by King explained what the Negroes wanted. (Source 3C)
- The March on Washington was a success, and this is shown in the photograph in which King addressed the crowd. (Source 3D)
- Any other relevant response

(8)

Use the following rubric to allocate a mark:

<p><b>LEVEL 1</b></p>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. shows little or no understanding of <b>how the march on Washington contributed to the end of discrimination and segregation in USA in the 1960s.</b></li> <li>• Uses evidence partially to report on the topic or cannot report on the topic.</li> </ul>	<p><b>MARKS 0–2</b></p>
<p><b>LEVEL 2</b></p>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to the topic, e.g. shows some understanding <b>how the march on Washington contributed to the end of discrimination and segregation in USA in the 1960s.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	<p><b>MARKS 3–5</b></p>
<p><b>LEVEL 3</b></p>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. demonstrates an insight on <b>how the march on Washington contributed to the end of discrimination and segregation in USA in the 1960s.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<p><b>MARKS 6–8</b></p>

(8)  
[50]

**SECTION B: ESSAY QUESTIONS****QUESTION 4: THE COLD WAR – VIETNAM**

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

**SYNOPSIS**

Candidates need to explain to what extent the United States of America was successful in containing the spread of communism in Vietnam in the period 1965 to 1975. They should support their line of argument with relevant historical evidence.

**MAIN ASPECTS**

Candidates should include the following aspects in their responses:

Introduction: Candidates should take a stance by explaining to what extent the United States of America was successful in containing the spread of communism in Vietnam in the period 1965 to 1975. They should provide an outline of how they will support their line of argument.

**ELABORATION**

Reasons why the United States became involved in the Vietnam War (contain the spread of communism, fear of the 'Domino Effect', spread of Capitalism)

- The USA supported Diem's corrupt capitalist regime in South Vietnam.
- Gulf of Tonkin resolution (escalation).
- Failure of 'Operation Rolling Thunder' (bombing mission from March 1965 was to destroy the north Vietnamese economy to stop them helping the South; to destroy the National Liberation Front).
- Guerrilla warfare by the Vietminh/Vietcong confused and undermined the morale of USA.
- Ho Chi Minh Trail and its significance.
- Failure of 'Operation Ranch Hand' (Conventional tactics used by the USA's army were not effective because of dense vegetation) forced to use napalm, agent orange - destroyed the environment but not the Ho Chi Minh Trail.
- Tet Offensive.
- Anti-war protests movement in USA and internationally.
- The role of the media in showing the impact of war on the Vietnamese people and on American soldiers.
- WHAM (Winning the hearts and minds of the Vietnamese) signified firstly the implementation of the withdrawal process of American troops from Vietnam.
- Search and destroy (My Lai village massacre).
- Role of Nixon – Vietnamisation (failure of the army of the South Vietnam to fight effectively).
- Bombing of North Vietnam (Laos and Cambodia fall to communism).
- Negotiations for peace between US and Vietnam.
- Saigon (South Vietnam) fell to communist North Vietnam in 1975.
- Any other relevant response.

- Conclusion: Candidates should tie 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 should critically discuss whether political and economic policies introduced by Mobutu Sese Seko in the newly independent Congo brought growth and prosperity. They should support their line of argument with relevant historical evidence.

**MAIN ASPECTS**

Candidates should include the following aspects in their responses:

Introduction: Candidates should take a stance by critically discussing whether Mobutu Sese Seko's political and economic policies introduced in the newly independent Congo brought growth and prosperity. They should indicate how they intend to support their line of argument.

**ELABORATION****Political policies**

- Colonial legacies: (as background information)
- Paternalism – Congolese were treated as children – with no responsibility in administration or representation of the government.
- Belgium did not prepare for the proper transition of a new leadership take over.
- Congo became independent on 30 June 1960 with Joseph Kasavubu as President and Patrice Lumumba as Prime Minister.
- Kasavubu preferred that Congo be a federal state while Lumumba was for a strong centralized, national government.
- Lumumba also in conflict with Moïse Tshombe.
- The newly independent Congo started with lots of political instability, e.g. Tshombe focused on secession of Katanga for its own independence – a sign for the need of strong political policies.
- Mobutu seized power from Kasavubu through a coup d'état in 1965 (ambitious)
- He applied authoritarianism to achieve political stability.
- In 1967 Mobutu managed to stop the Katanga rebellion.
- Mobutu 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 (authoritarian).
- Mobutu developed a personality cult (Mobutoism) (poor leadership) – self-centered leadership.
- Mobutoism made Congo an autocratic state under himself as a military dictator (poor leadership).
- He was supported by the USA because he was seen as an anti-communist ally – continuing colonial domination.
- He created a strong centralised government and controlled all appointments.
- Promotions and the allocation of government revenue – led to nepotism – not welcomed by the Congolese.
- He introduced a policy of Zairianisation, 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.

### Economic policies

- Colonial legacies: (as background information)
    - Exploitation – Belgian prosperity based on exploitation of cotton; rubber; plantations; and mines (copper, tin and amp; diamond) by colonial companies; profits from minerals (mines) based on exploitation of Congolese workers.
    - At independence Congo was considered most prosperous but with the economic wealth owned by foreign owners.
  - Mobutu inherited a capitalist economy (from Belgium).
  - Economy in the hands of white settlers and foreigners.
  - Some economy rich in natural resources: copper, cobalt, diamonds, and other materials which was based on foreign investment.
  - He introduced nationalisation: Mobutu nationalised the country's copper mining industry and used profits from the copper industry to finance his 10-year industrialisation plan (appearing pro-Congolese at face value).
  - Nationalised foreign owned companies without compensation (appearing pro-Congolese at face value).
  - Foreign companies placed under control of his allies and family members.
  - Introduced Zairianisation (replacing foreigners with Zairian nationals) (good leadership – empowering locals and reversing paternalism).
  - Zairianisation led to corruption, nepotism, theft and mismanagement.
  - The economy was characterised by nepotism and elitism (Created a big gap between the elite and ordinary citizens/rich and poor) (poor leadership).
  - Weak economic policies led to the decline in the state of infrastructure such as roads etc. – affected Congolese negatively not welcomed by the Congolese.
  - Mobutu created a kleptocracy – wherein a group of appointed public officials abused their position for financial gain (corruption).
  - Mobutu was forced to introduce Retrocession (return of foreign owners) (ineffectiveness of Zairianisation) – failed policy.
  - Very few foreign owners returned.
  - Congo's economy collapsed (poor economic policies) – negative impact on Congolese.
  - Congo became dependent on foreign aid and investment, e.g. from the World Bank remain under colonial influence not welcomed by the Congolese.
  - Mobutu remained as president for life until his death in 2007.
  - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

**[50]**

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

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

**SYNOPSIS**

Candidates need to explain whether they agree or disagree with the statement that the Black Power philosophy succeeded in instilling black pride, self-reliance, and the defence of African American's rights in the 1960s. They should support their line of argument with relevant historical evidence.

**MAIN ASPECTS**

Candidates should include the following aspects in their responses:

Introduction: Candidates should take a stance by indicating to what extent the Black Power philosophy succeeded in instilling black pride, self-reliance, and the defence of African American's rights in the 1960s. They should also provide an outline of how they will support their line of argument.

**ELABORATION**

- Conditions in the USA: (Background information).
- African Americans still economically and politically crippled in the USA due to discriminatory (Jim Crow) laws.
- Lack of a sense of pride due to socio-economic circumstances (lived in ghettos and slum areas/poor housing/under-resourced facilities).
- African Americans became impatient with the slow pace of change and the impact of the Civil Rights Movement in the 1960s.
- African Americans subjected to police brutality – led to growth of nationalist feelings.
- Black Power philosophy advocated instilling confidence amongst African Americans.
- Promoting a sense of assertiveness; self-reliance; black pride; control of politics in their own communities (advocated by Stockley Carmichael).
- African Americans to protect themselves against police brutality.
- African Americans to seek freedom from White authority.
- Promotion of Afro hairstyle and African clothing and coined the slogan Black is beautiful; (succeeded in eliminating inferiority complex).
- 1966 Bobby Searle and Huey Newton formed the Black Panther Party (BPP) for Self-Defence – against police brutality (succeeded in encouraging African Americans to be assertive and instilled confidence).
- BPP's Ten Point Plan would instil confidence amongst African Americans – social, political and economic goals that were formulated for the upliftment of the African American community.
- The Black Panther Party ran feeding schemes, childcare and literacy projects in Black communities – the feeding schemes eradicated hunger amongst the youth and improved learning in schools (instilled confidence).
- BPP literacy projects eradicated illiteracy amongst the African American communities (instilled confidence).
- BPP childcare projects took care of medical needs of African Americans in black communities (instilled confidence).

- BPP demanded African History to be taught in schools.
- BPP became popular and it established branches in all the major cities.
- The most obvious forms of racism came to an end.
- Racial violence largely declined.
- Millions of blacks were lifted out of poverty.
- Blacks were elected to public offices.
- Affirmative action policies were implemented for government employment.
- Blacks gained full equality with whites.
- Greater racial pride and self-confidence were instilled amongst black people.
- Black voters were encouraged to support black candidates for office.
- Voters Rights Act was passed, and it eliminated literacy tests.
- There was an increase in government spending on the needy.
- There was a social and economic mobility of African Americans.
- Any other relevant response.

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

**TOTAL: 150**

