



# education

Department of  
Education  
FREE STATE PROVINCE

## PREPARATORY EXAMINATION



**GRADE 12**

### HISTORY P1

**SEPTEMBER 2021**

Stanmorephysics.com

**MARKS: 150**

**TIME: 3 HOURS**

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

## 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 BERLIN CRISIS

QUESTION 2: INDEPENDENT AFRICA: CASE STUDY – ANGOLA

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

### **SECTION B: ESSAY QUESTIONS**

QUESTION 4: CASE STUDY – VIỆTNAM

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

QUESTION 6: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: 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 can either be a source-based question or an essay question.
5. You are advised to spend at least ONE hour per question.
6. When answering 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, from this section. Source material that is required to answer these questions is contained in the ADDENDUM.

### QUESTION 1: HOW DID EAST AND WEST BERLINERS RESPOND TO THE CONSTRUCTION OF THE BERLIN WALL IN 1961?

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

#### 1.1 Refer to Source 1A.

- 1.1.1 Using the source and your own knowledge, define the concept of *communism* in your own words. (1 x 2) (2)
- 1.1.2 How, according to the source, did the Hungarian Uprising influence the people in Eastern Europe? (2 x 1) (2)
- 1.1.3 List THREE reasons mentioned in the source why East Berliners were eager to move to West Berlin. (3 x 1) (3)
- 1.1.4 Using the information in the source and your own knowledge, explain why Khrushchev ordered the building of the Berlin Wall. (2 x 2) (4)

#### 1.2 Read Source 1B.

- 1.2.1 Give ONE reason from the source why the East Germans could not move freely from East to West Germany. (1 x 1) (1)
- 1.2.2 According to the source, what impact did the Berlin Wall have on East Berliners? (4 x 1) (4)
- 1.2.3 Explain why Source 1B would be useful to historians studying the reasons for the building of the Berlin Wall. (2 x 2) (4)

#### 1.3 Consult Source 1C.

- 1.3.1 What messages do you think the cartoonist intended to convey regarding the rights of people who lived under communist rule in East Berlin? Use the visual clues in the source to support your answer. (2 x 2) (4)
- 1.3.2 Using the source and your own knowledge, explain why you would regard the cartoonist's portrayal of events in the source as biased. Support your answer with relevant reasons. (2 x 2) (4)



1.4 Study Source 1D.

1.4.1 Describe the atmosphere in West Berlin before the Wall was built. (1 x 1) (1)

1.4.2 Quote THREE ways from the source in which East Berliners attempted to escape after the Soviet government built the Berlin Wall. (3 x 1) (3)

1.4.3 Explain what was implied by the statement, 'East Germans knew they had to act fast if they wanted to get out'. (1 x 2) (2)

1.4.4 Using the information in the source and your own knowledge, explain why Peter Fechter was left to die after he was shot while trying to climb over the Berlin Wall in 1961. (2 x 2) (4)

1.5 Refer to Sources 1B and 1C. Explain how the evidence in Source 1B supports the information in Source 1C regarding the violation of the rights of people living in East Germany. (2 x 2) (4)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how East and West Berliners responded to the construction of the Berlin Wall in 1961. (8)

**[50]**

**QUESTION 2: HOW WERE FOREIGN POWERS INVOLVED IN THE ANGOLAN CIVIL WAR FROM 1974?**

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

2.1 Refer to Source 2A.

- 2.1.1 Give TWO reasons from the source why a pro-democracy government in Portugal in 1974 wanted to end colonial wars. (2 x 1) (2)
- 2.1.2 Why, according to the source, did the transitional power-sharing agreement between the three liberation movements break down? (1 x 2) (2)
- 2.1.3 Give the name of the Angolan liberation movement that was supported by the USA. (2 x 1) (2)
- 2.1.4 Use the source and your own knowledge to explain the concept of *Socialism* in the context of the ideology of the MPLA in Angola in the 1970s. (1 x 2) (2)
- 2.1.5 Explain how Angola became a Cold War battlefield between communism and capitalism in the 1970s. (2 x 2) (4)

2.2 Read Source 2B.

- 2.2.1 State TWO ways, from the source, through which South Africa was drawn into the Angolan Civil War. (2 x 1) (2)
- 2.2.2 Explain what you think is implied by the statement, 'we (South Africa) should have the most friendly power possible on the border'. (1 x 2) (2)
- 2.2.3 Give TWO reasons from the source why the South Africans were gradually physically pulled into the Angolan Civil War. (2 x 1) (2)
- 2.2.4 Using the information in the source and your own knowledge, explain why you think the South African government were divided about getting involved in the Angolan Civil War. (2 x 2) (4)

2.3 Consult Source 2C.



2.3.1 Name the liberation movement the delegation from Cuba met in Angola. (1 x 1) (1)

2.3.2 Why, do you think, was President Neto personally involved in welcoming the Cuban delegation to Angola? (2 x 2) (4)

2.3.3 Give THREE reasons from the source for Arguelles' visit to Angola. (3 x 1) (3)

2.3.4 What did Raul Diaz imply when he said, 'the reactionaries and imperialists ... who would avoid the MPLA from taking power'? (1 x 2) (2)



2.4 Use Source 2D.

2.4.1 Explain the message conveyed in the cartoon with regard to foreign involvement in the Angolan Civil War. Use the visual clues to support your answer. (1 x 2) (2)

2.4.2 Explain the limitations of this source to a historian studying the involvement of foreign powers in the Angolan Civil War. (2 x 2) (4)

2.5 Study Sources 2A and 2C. Explain how the evidence in Source 2A supports the information in Source 2C regarding Cuba's involvement in the Angolan Civil War in 1975. (2 x 2) (4)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how foreign powers were involved in the Angolan Civil War from 1974. (8)

**[50]**



**QUESTION 3: WHAT WAS THE IMPACT OF THE VARIOUS CIVIL SOCIETY PROTESTS IN THE UNITED STATES OF AMERICA (USA)?**

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

**3.1 Read Source 3A.**

3.1.1 Quote THREE pieces of evidence from the source that suggest that sit-ins were based on the principle of non-violence. (3 x 1) (3)

3.1.2 Explain the role CORE and SCLC played during the sit-in campaigns. Use evidence from the source to support your answer. (2 x 2) (4)

3.1.3 What impact did the sit-ins have in the US? (2 x 2) (4)

**3.2 Use Source 3B.**

3.2.1 Using the information in the source and your own knowledge, define the term *segregation*. (1 x 2) (2)

3.2.2 According to the source, what philosophy did the Civil Rights Movement use to end discrimination? (1 x 1) (1)

3.2.3 Comment on why the students drew support throughout the South. (2 x 2) (4)

3.2.4 How did the federal government respond to African Americans living in the 'Deep South of the USA'? Support your answer with relevant evidence. (2 x 2) (4)

**3.3 Study Source 3C.**

3.3.1 State any THREE demands of the marchers. (3 x 1) (3)

3.3.2 Explain why a historian would find this source useful when studying the march to the Lincoln Memorial in August 1963. (2 x 2) (4)

3.4 Consult Source 3D.



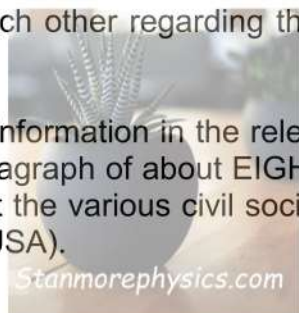
3.4.1 State THREE reasons from the source why people joined the march to Washington. (3 x 1) (3)

3.4.2 What were the effects of the march on the people of the USA? (2 x 1) (2)

3.4.3 Explain to what extent the march to Washington was a success. (2 x 2) (4)

3.5 Consult Sources 3C and 3D. How does the evidence in these sources support each other regarding the success of the march to Washington DC? (2 x 2) (4)

3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the impact that the various civil society protests had in the United States of America (USA). (8)  
[50]





## 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: CASE STUDY – VIETNAM

The United States of America, with all its modern technology in warfare, was not able to defeat the small Vietnamese nation.

Do you agree with this statement? Use relevant historical evidence to support your line of argument. [50]

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

Mobutu Sese Seko's political and economic policies ensured that the Congo emerged successful after gaining independence in the 1960s.

Explain to what extent you agree with the above statement. Use relevant evidence to support your line of argument. [50]

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

The Black Power Movement was based on the philosophy that African Americans should shape their own destiny and culture.

To what extent did the Black Power Movement shape the destiny and culture of African Americans in the 1960s? [50]

**TOTAL: 150**



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### GRADE 12



## HISTORY P1

### SEPTEMBER 2021

## ADDENDUM

This addendum consists of 14 pages.

**QUESTION 1: HOW DID THE EAST AND WEST BERLINERS RESPOND TO THE CONSTRUCTION OF THE BERLIN WALL IN 1961?**

**SOURCE 1A**

The extract below explains the different standards of living in east and west Berlin and why the Berlin Wall was constructed in 1961.

The crushing of the Hungarian uprising had confirmed for many people in Eastern Europe that it was impossible to fight the communists. For many, it seemed the only way of escaping the repression was to leave the country altogether. Some wished to leave Eastern Europe for political reasons – they hated the communists – while many wished to leave for economic reasons. As the standards of living in Eastern Europe fell further and further behind the West, the attraction of going to a capitalist state was very great.

The contrast was particularly great in the divided city of Berlin. Living standards were tolerable (bearable) in the East, but just a few hundred metres away in West Berlin, East Germans could see one of the prize exhibits of capitalist West Germany – shops full of goods, great freedom, great wealth and great variety. It had deliberately been made so by the Western powers. They had poured massive investment into Berlin ... In the late 1950s, an increasing number of East Germans were going to West Berlin and not going back ... From Khrushchev's point of view, the sight of thousands of Germans fleeing communist rule for a better life under capitalism undermined communism in East Germany and communism generally.

At two o'clock in the morning on Sunday, 13 August 1961, East German soldiers erected a barbed-wire barrier along the entire frontier between East and West Berlin. They ended all free movement from East to West. This was quickly replaced by a concrete wall.

[From Modern World History by B. Walsh]



## SOURCE 1B

This source focuses on some of the effects and responses to the building of the Berlin Wall.

With the closing of the East-West sector boundary in Berlin, the vast majority of East Germans could no longer travel or emigrate to West Germany. Berlin soon went from the easiest place to make an unauthorized crossing between East and West Germany to the most difficult. Many families were split, and East Berliners employed in the West were cut off from their jobs. West Berlin became an isolated exclave (outpost) in a hostile land. West Berliners demonstrated against the Wall, led by their Mayor Willy Brandt, who strongly criticized the United States for failing to respond. Allied intelligence agencies had hypothesized (theorized) about a wall to stop the flood of refugees, but the main candidate for its location was around the perimeter of the city. In 1961, Secretary of State Dean Rusk proclaimed, 'The Wall certainly ought not to be a permanent feature of the European landscape. I see no reason why the Soviet Union should think it is ... to their advantage in any way to leave there that monument to communist failure.'

United States and UK sources expected the Soviet sector to be sealed off from West Berlin but were surprised how long it took to do so. They considered the Wall an end to concerns about a German Democratic Republic/Soviet retaking or capture of the whole of Berlin; the Wall would presumably have been an unnecessary project if such plans were afloat. Thus, they concluded that the possibility of a Soviet military conflict over Berlin had decreased.

[From <https://courses.lumenlearning.com/suny-hccc-worldhistory2/chapter/the-building-of-the-berlin-wall/>. Accessed on 06 July 2021.]

**SOURCE 1C**

This cartoon was drawn by an American, Don Wright. It shows the Soviet leader, Khrushchev, standing on top of the Berlin Wall with his hands reaching out over the barbed wire and dead bodies, claiming, 'See How Many are Staying on Our Side'.



[From *The Cold War: Opposing Viewpoints* by W Dudley (ed)]



## SOURCE 1D

The following extract focuses on events in Berlin after 13 August 1961. It is an eyewitness account by John Wilkes, a 19-year-old serviceman in the United States Air Force who was stationed in Berlin during 1961.

The atmosphere in West Berlin up until this fateful day was positive, even carefree, despite the fact that Berlin was located well inside East Germany and was surrounded by East German and Soviet army barracks and airfields ...

Owing partly to this upbeat atmosphere and partly to my youthful naivety (innocence), I could not believe the East German border guards would actually shoot civilians if they tried to escape East Berlin once the [Berlin] Wall was under construction. For a few days after 13 August, they didn't. But East Germans knew they had to act fast if they wanted to get out.

The first to jump the barbed wire, on 22 August, was an officer in the East German army. Almost immediately, East Berliners trying to reach West Berlin were jumping out of upper-floor apartment windows and swimming across the rivers and lakes in the city. The first East Berliner to be shot to death by a border guard, on 24 August, 11 days after the [Berlin] Wall was begun, was a man swimming across a downtown canal.

After that incident, shootings became common. The most widely publicised killing was that of Peter Fechter, an 18-year-old East German bricklayer. On 17 August 1962, he was shot just as he was climbing over the second wall and about to reach safety. A crowd quickly gathered on both sides of the Wall. Mortally wounded, Fechter had fallen back into no-man's land. Worried about starting a shooting war, the East German border guards and the United States soldiers who arrived at the scene dithered (hesitated).

No one moved to help Fechter, who lay moaning (groaning) and begging for water. He bled to death in an hour in front of hundreds of people on both sides of the Wall.

[From: [http://www.santacruzsentinel.com/ci\\_18674221](http://www.santacruzsentinel.com/ci_18674221). Accessed on 6 November 2014.]



**QUESTION 2: HOW WERE FOREIGN POWERS INVOLVED IN THE ANGOLAN CIVIL WAR FROM 1974?**

**SOURCE 2A**

This extract explains the origin of the three liberation movements in Angola and how they were, from 1974, supported by foreign powers.

A coup by pro-democracy army officers in Portugal in April 1974, changed the political landscape in Angola almost overnight. The new regime in Lisbon wanted to end the colonial wars that were consuming half of Portugal's public spending, and announced its willingness to concede sovereignty to 'the Angolan people'. A prospective transitional power-sharing agreement between the three liberation movements soon broke down, as each of the three aimed for absolute power.

The real differences of perspective between the three rival movements were fuelled by the fact that the Cold War superpowers gave their backing to opposing factions. The United States had at first encouraged the FNLA, but later turned its attention to UNITA. Ironically enough for a movement that espoused (adopted) a black nationalist ideology, UNITA had already begun to accept help from apartheid South Africa.

No less ironic was the decision by the MPLA, led by relatively well-off urban dwellers, to espouse (promote) socialism and eventually to accept help from Cuba: a decision that flowed from the movement's socialist intellectual tradition and its links with the left-wing opposition to the Salazar dictatorship. Although the MPLA had sought a nonaligned position in relation to the Cold War, suspicion of its motives prompted South Africa and the United States to shun (reject) the MPLA and actively support its opponents. The MPLA looked to Cuba for help – and any hope of resolving Angola's internal tensions disappeared as the country became a Cold War battlefield.

[From An Outbreak of Peace: Angola's situation of confusion by J Pearce]

## SOURCE 2B

This source explains how South Africa got involved in the Angolan Civil War from 1975.

South Africa was drawn hesitantly and incrementally into this cauldron (dangerous situation). As an anonymous South African military official who was 'present when the decision was made' told academic Gillian Gunn:

'We had a request from these movements (the MPLA's rivals) for aid, and we decided to expand a relatively small sum initially ... Our intuitive feeling was that we should have the friendliest power possible on the border ... We (subsequently) found that our new allies were totally disorganised. They could not utilise cash, so we provided arms. They could not use the arms, so we sent in officers to train them to use the arms. The training process was too slow, so we handled the weapons ourselves. We got pulled in gradually, needing to commit ourselves more if the past commitment was not to be wasted.'

In fact, the cabinet was divided. Prime Minister John Vorster, who had invested a lot of political capital in a détente policy with black African states – and even had some modest success – was unwilling to jeopardize (threaten) it. He was supported by the influential head of the Bureau of State Security (popularly known as BOSS), General Hendrik van der Bergh, who felt that securing the Angolan border would be enough to keep SWAPO out. [...] Botha (as Minister of Defense) and his generals, told Vorster that South Africa needed to take the initiative if it wanted to win the war. In the end, Vorster was won over, although his misgivings (objections) remained.

[From *The SADF in the Border War, 1966 – 1969* by L Scholtz]



## SOURCE 2C

The following extract is taken from a Memorandum written by Raul Diaz Arguelles of Cuba on his visit to Angola in 1975. The visit was meant to establish how Cuba could be of assistance to MPLA during the Angolan Civil War.

We arrived in Luanda, Angola on Sunday August 3<sup>rd</sup>, and made contact with the MPLA who promptly took us to a hotel. When President Neto heard we arrived, he sent to look for us, placing some of us in his home and the others at the residence of another comrade.

During the first conversation with Neto, we sent greetings in the name of the Commander in Chief and the Minister of the Armed Forces and gave him the present from the Commander in Chief along with the card and an explanation as to the motives of our visit.

We based our explanation on the following points:

- a. The petition formulated by the MPLA when they were visited by a delegation from our party and our government in the month of January ...
- b. ... In the January visit, they asked for material aid and preparation of troops in Cuba and Angola ....
- c. That we came to visit the actual situation in order to properly assess what our aid should consist of, taking into account the aggression on the part of the FNLA and of Mobutu to the MPLA and the possible developments of future actions until independence in the month of November. That we knew that the reactionaries and the imperialists would try all possible methods to avoid having the forces of the MPLA take power, since this would mean having a progressive government in Angola and based on this situation, we brought militant solidarity from the Commander in Chief, our party and government. We also gave them the one hundred thousand dollars.

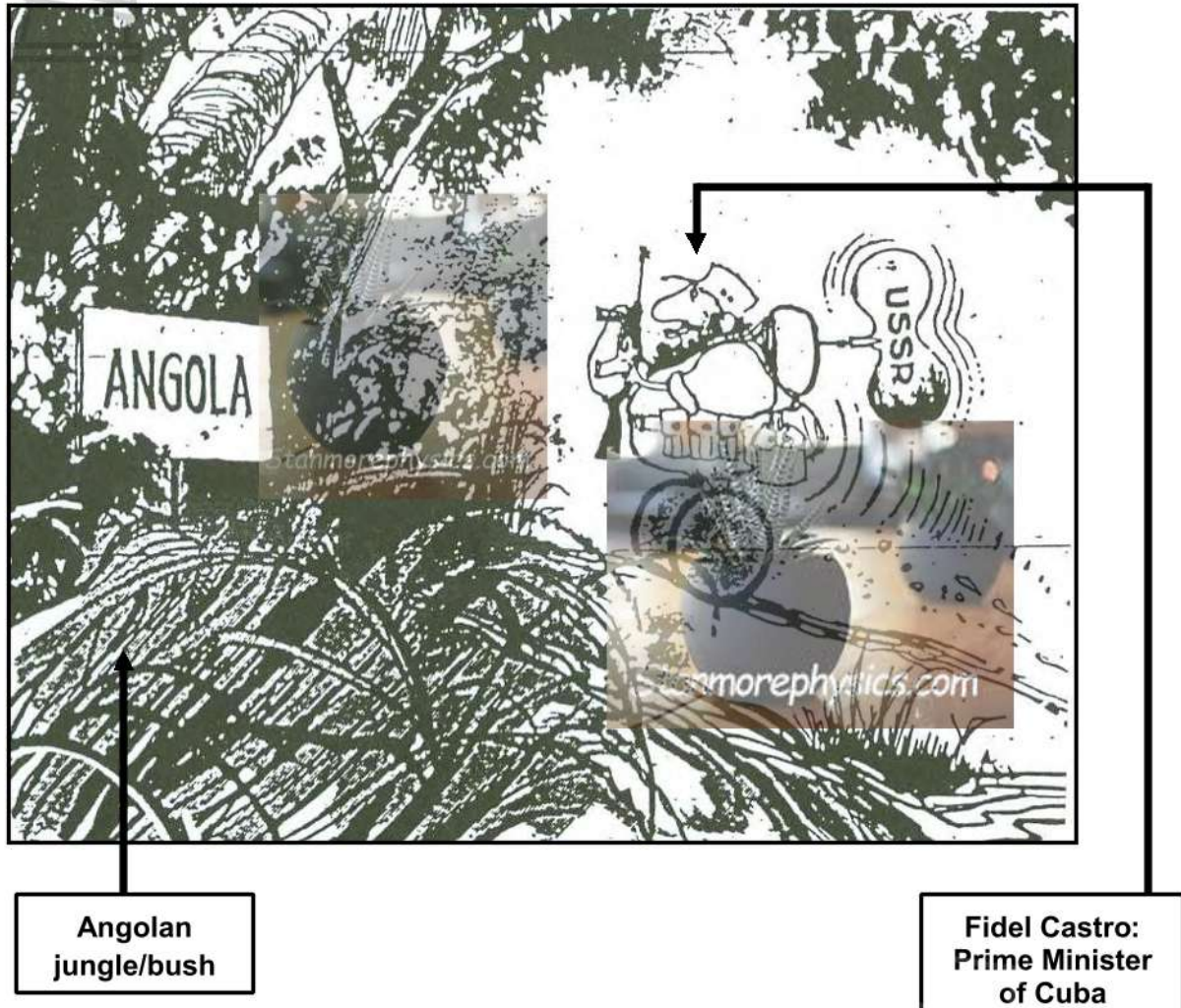
Revolutionary,  
Raul Diaz Arguelles  
Leader of the Tenth Direction

[From *Southern Africa in the Cold War, Post – 1974* by S Onslow and A van Wyk (eds)]



## SOURCE 2D

The following cartoon by Thomas Wright, an American artist, appeared in the *Miami News*. It was reprinted in the *Washington Post* on 7 December 1975. The cartoon depicts the involvement of the USSR and Cuba in Angola during the first phase of the Angolan Cold War, which was fought from 1975 to 1976.



[From *Conflicting Missions – Havana, Washington, Pretoria* by P Gleijeses]

**QUESTION 3: WHAT WAS THE IMPACT OF THE VARIOUS CIVIL SOCIETY PROTESTS IN THE UNITED STATES OF AMERICA (USA)?**

**SOURCE 3A**

This source focuses on the basic plan/strategies of the sit-ins that civil rights activists adopted in the USA during the 1960s.

The basic plan of the sit-ins was that a group of students would go to a lunch counter and ask to be served. If they were, they'd move on to the next lunch counter. If they were not, they would not move until they had been served. If they were arrested, a new group would take their place. The students were always non-violent and respectful. Students in Nashville had some 'Do's and 'Don'ts' during sit-ins:

Do show yourself friendly on the counter at all times. Do sit straight and always face the counter. Don't strike back or curse back if attacked. Don't laugh out. Don't hold conversations. Don't block entrances.

... This first sit-in had very little effect. CL Harris, manager of the store, said of the students, 'They can just sit there. It's nothing to me'. But when a larger group of students returned the next day, wire services picked up the story, and civil rights organisations began to spread the word to other college campuses. Gordon Carey, a representative from the Congress of Racial Equality (CORE), came down from New York to organise more sit-ins. Ella Baker of the Southern Christian Leadership Conference (SCLC) contacted students on many college campuses. In two weeks, students in eleven cities held sit-ins, primarily at Woolworths' and SH Kress stores. Soon, stores put signs in the window, saying 'NO TRESPASSING, We Reserve the Right to Service the Public As We See Fit' and 'CLOSED – In the Interest of Public Safety'.

[From [http://www.americanhistory.about.com/od/civilrights/Civil-Rights\\_Movement.htm](http://www.americanhistory.about.com/od/civilrights/Civil-Rights_Movement.htm). Accessed on 06 July 2021.]



### SOURCE 3B

The extract below focuses on the response to the sit-ins which lead to increased activities of the Civil Rights Movement.

A second major event occurred early in 1960 in Greensboro. Students from North Carolina Agricultural and the Technical College took seats at a segregated lunch counter and refused to move until they were served. They adopted the non-violent tactics and philosophy advocated by Martin Luther King Jr. and previously practised by a then little known organisation, the Congress of Racial Equality (CORE). Their return each day to the segregated lunch counter, despite increasingly hostile treatment, drew the support of other black and some white students throughout the South as well as adult leaders, and sparked repetitions of their actions in hundreds of cities. Sympathetic demonstrations occurred throughout the nation. The movement proceeded in full force.

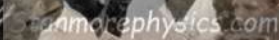
The Deep South of the USA responded with massive resistance. Civil rights workers and black citizens were arrested, beaten, jailed, deprived of (denied) their jobs, intimidated (threatened), and killed. The federal government was ultimately forced to take unprecedented (unusual) action to protect black Americans and to guarantee their rights ... As a result, important court decisions were handed down, major federal legislation was passed, public facilities such as transportation and waiting rooms were desegregated and black citizens gained better access to the polling booths.

[From Civil Rights: The 1960s Freedom Struggle by RL Blumberg]



The photograph of the Memorial of the Victims of the Holocaust is a black and white photograph of the Holocaust Memorial in Berlin, Germany. The memorial is a large, dark, abstract structure made of concrete, with a central tower and many smaller, interconnected parts. It is set in a park-like area with trees and a path. The photograph is taken from a low angle, looking up at the memorial.

Memorial on 28 August 1963.



Accessed on 10 August 2021.]

**Martin Luther King Jr.**

### SOURCE 3D

This source outlines the results of the march to Washington where Martin Luther King Junior delivered his 'I have a Dream' speech.

With the words and music still ringing in their ears, the demonstrators boarded buses and trains for their journeys home. Many would return to the same hardships, discrimination, and violence that had prompted them to join the March on Washington. But the legacy of that day endured and increased popular support for the Civil Rights Movement. In the months and years that followed, the march helped sustain and strengthen the work of those who continued to commit themselves to the ongoing struggle for social justice.

In the months after the March on Washington, ongoing demonstrations and violence continued to pressure political leaders to act. Following President Kennedy's assassination on 22 November 1963, President Lyndon Johnson broke through the legislative stalemate in Congress.

The passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 were turning points in the struggle for civil rights. Together, the two bills outlawed segregated public facilities and prohibited discriminatory practices in employment and voting.

[From: <https://americanhistory.si.edu/changing-america-emancipation-proclamation-1863-and-march-washington-1963/1963/legacy-and-impact>. Accessed on 10 August 2021.]



## ACKNOWLEDGEMENTS

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

Dudley, W (red.) 1992. *The Cold War: Opposing Viewpoints* (Cengage Gale, Michigan)

Gleijeses, P, *Conflicting Missions – Havana*, Washington, Pretoria

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<http://www.americanhistory.about.com/od/civilrights/Civil-Rights-Movement.htm>

<https://www.google.co.za/search?hl=en-ZA&source=android-browser-alamy.com>

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Waugh, S, 2001, *Essential Modern World*, United Kingdom





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## PREPARATORY EXAMINATION



**GRADE 12**

## HISTORY P1



**SEPTEMBER 2021**

**MARKS: 150**

## MARKING GUIDELINE

**This marking guideline consists of 22 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
<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>Extract evidence from sources</li> <li>Selection and organisation of relevant information from sources</li> <li>Define historical concepts/terms</li> </ul>	<b>30% (15)</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>Interpretation of evidence from sources</li> <li>Explain information gathered from sources</li> <li>Analyse evidence from sources</li> </ul>	<b>40% (20)</b>
<b>LEVEL 3</b>	<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>	<b>30% (15)</b>

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

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

### 1.3 Assessment procedures for source-based questions.

- Use a tick ( ✓ ) for each correct answer
- Pay attention to the mark scheme e.g. (2 x 2) 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 response to a paragraph question.

- Read a 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 (L1, L2 or L3) 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 argument
- The appropriate selection of factual evidence to support such argument
- The learner's interpretation of the question.

## 2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

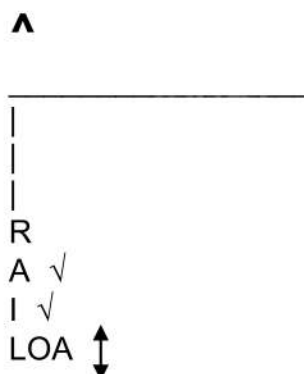
2.4.2 During the first reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that are properly contextualized (also indicated by bullets in the marking guideline/memorandum) and a relevant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

2.4.3 The following additional symbols can also be used.

- Introduction, main aspects and conclusion not properly contextualised

- Wrong statement
- Irrelevant statement

- Repetition
- Analysis
- Interpretation
- Line of argument



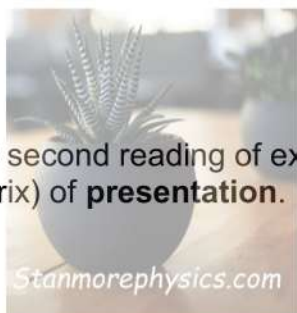
## 2.5 The matrix



### 2.4.1 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 extended writing will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).



<b>C</b>	<b>LEVEL 4</b>	

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

<b>C</b>	<b>LEVEL 4</b>	
<b>P</b>	<b>LEVEL 3</b>	

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

<b>C</b>	<b>LEVEL 4</b>	} 26–27
<b>P</b>	<b>LEVEL 3</b>	

**GLOBAL ASSESSMENT OF ESSAYS. TOTAL MARKS. 50**

PRESENTATION → CONTENT ↓	LEVEL 7 Very well planned and structured essay. Good synthesis of information. Developed an original, well-balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument	LEVEL 6 Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	LEVEL 5 Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	LEVEL 4 Planned and structured an argument. Evidence is used to some extent to support the line of argument. Conclusions reached based on evidence.	LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	LEVEL 2 Attempts to structure an answer. Largely descriptive, or some attempt at developing an argument. No attempt to draw a conclusion	LEVEL 1 Little or no attempt to structure the essay.
	LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	LEVEL 6 Question has been answered. Content selection relevant to line of argument.	LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	LEVEL 4 Question is recognisable in answer. Some omissions or irrelevant content selection.	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.	LEVEL 2 Question inadequately addressed. Sparse content.	LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.
	47 – 50	43 – 46					
	43 – 46	40 – 42	38 – 39				
	38 – 39	36 – 37	34 – 35	30 – 33	28 – 29		
			30 – 33	28 – 29	26 – 27		
				26 – 27	24 – 25	20 – 23	
					20 – 23	18 – 19	14 – 17
						14 – 17	00 – 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 EAST AND WEST BERLINERS RESPOND TO THE CONSTRUCTION OF THE BERLIN WALL IN 1961?

1.1

1.1.1 *[Explanation of historical concept from Source 1A – L2]*

- Economic and political system in which the state controls and owns the means of production and trade for equal distribution of wealth
- Economic and political system that promotes a classless society in which the dominant working-class acts as a vanguard and the motive force
- Any other relevant response (any 1 x 2) (2)

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

- They realise that it was impossible to fight the communists
- They realise that the only way to escape the repression was to leave the country (2 x 1) (2)

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

- Living standards were far better in West Berlin
- Shops were full of goods to support a good lifestyle
- Life was easy in West Berlin compared to life in East Berlin
- Prospects of getting rich were higher in West Berlin than in East Berlin (any 3 x 1)(3)

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

- East Berliners were leaving for West Berlin
- The defection to West Berlin was undermining communism.
- He wanted to impose communist rule over the rebellious East Berliners
- Did not want to see the demise of East Berlin, thereby the demise of communism in Europe
- Any other relevant response (any 2 x 2) (4)

1.2

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

- 'the closing of the East-West sector boundary in Berlin.' (1 x 1) (1)

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

- They could no longer travel to West Germany
- They could no longer emigrate to West Germany
- Many families were split
- East Berliners were cut off from their jobs in the West
- It became difficult to cross from East to West Germany (4 x 1) (4)

1.2.3 [Interpretation and analysis of information from Source 1B – L2]

**The Source is USEFUL**

- The source provides some of the effects of the building of the Wall
- The source gives the view of the United States on the building of the Berlin Wall
- Any other relevant answer. (2 x 2) (4)

1.3

1.3.1 [Interpretation and analysis of information from Source 1C – L2]

- East Berliners had no right to freedom of movement since the wall had been built
- The East Berliners were being imprisoned in East Berlin against their will as illustrated by the barbed wire
- Their right to life was being violated as shown by the dead bodies on top of the Berlin Wall
- East Berlin was like a concentration camp (any 2 x 2) (4)

1.3.2 [Interpretation, evaluation and analysis of evidence from Source 1C – L3]

**BIASED because:**

- It was drawn by an American cartoonist in the context of the Cold War so it is likely that it will present a negative picture of communist rule in East Berlin
- Khrushchev was portrayed as being callous and an insensitive leader and he does not seem to care about the people who have died trying to escape from East Berlin
- The wall is portrayed in a negative light; there is no reference to Kennedy's suggestion that the wall reduced tensions between East and West and may have prevented the outbreak of war
- Communism is shown as ruthless/callous
- The cartoon suggests that the communists did not have any regard for human rights
- Any other relevant response (2 x 2) (4)

1.4

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

- Positive

(1 x 1) (1)

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

- They jumped over the barbed wire/fence/wall
- They jumped out of windows from multi-storey buildings that were situated on the border of West Berlin
- They swam across rivers and lakes in the city

(3 x 1) (3)

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

- The East Germans were aware that if they did not leave East Berlin immediately, then soon all the borders would be closed and they would be entrapped under communist rule
- East Germans needed to leave immediately if they wanted freedom and not be under communist rule
- Any other relevant response

(any 1 x 2) (2)

1.4.4 *[Interpretation of evidence from Source 1D – L2]*

- The allied forces did not react because of the possibility to change the Cold War into a 'hot war'
- Fechter was still in 'enemy territory'
- The East German border guards were instructed to 'shoot to kill'
- Any other relevant response

(any 2 x 2) (4)

1.5. *[Comparison of evidence and ascertaining similarities between Sources 1A and 1C – L3]*

- Source 1A indicates that GDR decided to build a wall to prevent East Germans to move to West Germany and Source 1C shows the concrete wall
- Source 1A indicates that opposition was repressed and Source 1C shows the dead bodies on the wall
- Any other relevant response

(2 x 2) (4)



1.6 [Interpretation, analysis and synthesis of evidence from Source 1A, 1B, 1C and 1D – L3]

- Capitalism attracted more and more people from eastern Europe (Source 1A)
- The deflection of people from East to West put a lot of stress on the workforce, which led to the building of the wall. (Source 1A)
- The Western powers deliberately used their exhibits of capitalism to attract Easterners (Source 1A)
- Western powers used Berlin as a centre of subversive activity against the GDR (Source 1B)
- Berlin was used as a centre for espionage (Source 1B)
- West Berliners saw the wall as a symbol of repression (Source 1B)
- The Russians felt that it was damaging their client state (Source 1C)
- The wall caused a tug of war game between the superpowers (Own Knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows little or no understanding of how the East and West Berliners responded to the building of the wall.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	MARKS: 0–2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows some understanding of how the how the East and West Berliners responded to the building of the wall.</b></li> <li>• Uses evidence in a very basic manner</li> </ul>	MARKS:3–5
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough knowledge of how how the East and West Berliners responded to the building of the wall.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	MARKS:6–8

(8)  
[50]

**QUESTION 2: HOW WERE FOREIGN POWERS INVOLVED IN THE ANGOLAN CIVIL WAR FROM 1974?**

2.1

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

- They were consuming half of Portugal's public spending
- Its willingness to concede sovereignty to 'the Angolan people'

(2 x 1) (2)

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

- Each of the three aimed for absolute power

(1 x 2) (2)

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

- FNLA
- UNITA

(2 x 1) (2)

2.1.4 *[Explanation of a historical concept in Source 2A – L1]*

- An ideological (political and economic) system adopted by the MPLA from Cuba and the Soviet Union, that promoted that the means of production and distribution should be owned or regulated by the community as a whole as opposed to capitalism
- Any other relevant response

(1 x 2) (2)

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

- FNLA and UNITA that were engaged in a civil war against MPLA were supported by the USA, Zaire and South Africa (capitalism)
- MPLA on the other hand was supported by Cuba and the Soviet Union (Communism)
- The civil war in Angola between MPLA on one side and FNLA and UNITA on the other side. was escalated into cold war because of foreign support in the form of Communism against Capitalism
- Any other relevant response

(any 2 x 2) (4)

2.2

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

- South Africa was drawn hesitantly into the situation
- South Africa was drawn incrementally/ gradually into the situation

(2 x 1) (2)

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

- Angola should have a government that, like South Africa, would follow Capitalism
- A Communist Angola bordering South Africa was unacceptable
- A friendly neighbour would be sharing the same ideology with South Africa
- Any other relevant response

(any 1 x 2) (2)



2.2.3 [Extraction of evidence from Source 2B – L1]

- The Angolans could not utilize the cash, so we provided arms
- The Angolans could not use the arms, so we handled the weapons ourselves (2 x 1) (2)

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

- Vorster wanted to keep the good relations between the South African government and the neighbouring countries because he felt that too much political capital has been invested
- Botha wanted to launch a full-scale war to keep SWAPO out.
- Any other relevant response (any 2 x 2) (4)

2.3

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

- MPLA (1 x 1) (1)

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

- He was happy with the Cuban support
- He wanted to treat the Cuban visitors well so that they could as well provide Angola with all its needs
- He had hospitable (treated visitors very well)
- Any other relevant response (any 2 x 2) (4)

2.3.3 [Extraction of evidence from Source 2C– L1]

- The petition formulated by the MPLA
- In the January visit, the MPLA asked for material aid and preparations of troops in Cuba and Angola
- To properly assess what the aid should consist of (3 x 1) (3)

2.3.4 [Interpretation of evidence from Source 2C – L2]

- That the USA and South Africa wanted to prevent the MPLA from taking power in Angola
- The capitalist countries did not want a communist government in Angola (any 1 x 2) (2)

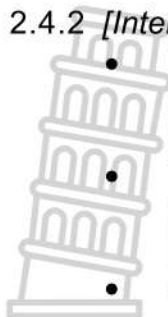
2.4

2.4.1 [Interpretation of evidence from Source 2D – L2]

- Cuban involvement was militarily shown by the gun in Castro's hands and the uniform that he wears
- Russia controlled Cuba and forced them to get involved as shown by the winding key on the back of Castro
- Any other relevant response (any 1 x 2) (2)



2.4.2 *[Interpretation, evaluation and analysis of evidence from Source 2D – L3]*



- The cartoon only shows the Cuban and Soviet involvement in the Angolan Civil War, while South Africa and other countries were also involved.
- The USSR is depicted as the driving force behind Cuba, no mention is made of the role of America in supporting South Africa to get involved in Angola.
- Any other relevant response (any 1 x 2) (2)

2.5 *[Comparison of evidence and ascertaining similarities between Sources 2A and 2C – L3]*

- Source 2A the MPLA were looking to Cuba for help and in Source 2C the Cuban's visited Angola to assess what their aid should be
- Source 2A the foreign powers wanted to prevent the MPLA from gaining control of Angola and in Source 2C the imperialists will try all possible methods to avoid that the MPLA come into power.
- Any other relevant response (2 x 2) (4)

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

- The USA at first supported FNLA, but later UNITA. (Source 2A)
- The USA supported South Africa to prevent the spread of communism
- South Africa rejected the MPLA (Source 2A)
- South Africa gave money and later weapons to opponents of MPLA (Source 2B)
- South Africa got physically involved in Angola (Source 2B)
- MPLA got money from Cuba (Source 2C)
- Cuba gave military support to the MPLA (Source 2C)
- The USSR supplied Cuba with weapons to fight the War (Source 2D)
- Foreign countries provided armaments and soldiers to the different movements (Own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of how the foreign powers were involved in the Angolan Civil War from 1975.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>	MARKS 0 – 2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows some understanding of how the foreign powers were involved in the Angolan Civil War from 1975.</b></li> <li>• Uses evidence in a basic manner to write a paragraph.</li> </ul>	MARKS 3 – 5
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of how the foreign powers were involved in the Angolan Civil War from 1975.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	MARKS 6 – 8

(8)  
 [50]

**QUESTION 3: WHAT WAS THE IMPACT OF THE VARIOUS CIVIL SOCIETY PROTESTS IN THE UNITED STATES OF AMERICA (USA)?**

3.1

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

- Students did not use violence
  - Students were polite
  - Students followed the 'Do's' and 'Don'ts' that lead to non-violent behaviour
- (3 x 1) (3)

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

- CORE was responsible for the arrangement of the sit-ins – Gordon Carey, went to New York to arrange the sit-ins
  - The SCLC distributed information of the sit-ins amongst other students – Ella Baker of the SCLC contacted students on the many campuses
  - Any other relevant response
- (2 x 2) (4)

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

- It led to the desegregation of lunch counters
  - Students became more active in the Civil Rights Movement
  - It brought national media attention to the new era of the Civil Rights Movement.
- (any 2 x 2) (4)

3.2

3.2.1 [*Definition of a historical concept from Source 3B – L1*]

- A practice that separate people based on race and different treatment
  - A racial policy that treated black and white Americans differently
- (any 1 x 2) (2)

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

- A philosophy of non-violence as advocated by Martin Luther King Jr.
- (1 x 1) (1)

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

- Because some of the whites in the south were against segregation
  - Because the blacks in the south were treated unfairly
  - Because the people in the south wanted to end discrimination
  - Any other relevant response
- (any 2 x 2) (4)

3.2.4 [*Interpretation of information from Source 3B – L2*]

- They took action to protect African Americans
  - The rights of African Americans were guaranteed
  - Legislation was passed that ensured facilities were desegregated
  - African Americans gained access to polling booths
  - Any other relevant response
- (any 2 x 2) (4)



3.3

3.3.1 [Extraction of evidence from Source 3C – L1]

- Jobs
- An end to segregation in schools
- Voting Rights

(3 x 1) (3)

3.3.2 [Interpretation and analysis of information from Source 3C – L3]

**The source is USEFUL**

- It shows the composition of the crowd
- It shows the demands of the marchers
- It shows Martin Luther King Jr. as the leader of the march
- It confirms that it was a multi-racial march
- Any other relevant response

(any 2 x 2) (4)

3.4

3.4.1 [Extraction of evidence from Source 3D – L1]

- Hardships
- Discrimination
- Violence

(3 x 1) (3)

3.4.2 [Extraction of evidence from Source 3D – L1]

- They continued with demonstrations and violence
- They pressured political leaders to act

(2 x 1) (2)

3.4.3 [Interpretation and evaluation of evidence from Source 3D – L2]

**The march on Washington was successful to a large extent:**

- The Civil Rights Act was passed in 1964 giving African Americans equal opportunities
- The Voting Rights Act was passed in 1965 giving African Americans the right to vote
- It put pressure on the US administration to pass civil rights laws
- Any other relevant response

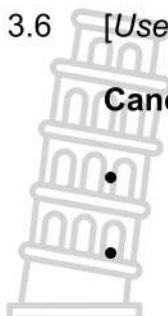
(any 2 x 2) (4)

3.5 [Comparison of evidence and ascertaining similarities between Sources 3C and 3D – L3]

- In Source 3C the marchers demanded voting rights and in Source 3D the Voting Rights Act was passed in 1965
- In Source 3C the marchers demanded an end to segregation and in Source 3D the Civil Rights Laws outlawed segregated public facilities
- Any other relevant response

(any 2 x 2) (4)

3.6 [Use information from sources to construct an original argument – L3]



Candidates could include the following aspects in their response:

- The Civil Rights Movement appeal to the students to join their peaceful protest action against racial discrimination (Source 3A)
- The Sit-Ins drew the support of other black and some white students in the South (Source 3A)
- The South responded with massive resistance (Source 3A)
- The Federal Government took action to protect black Americans (Source 3A)
- Some stores refused to serve African Americans (Source 3B)
- Mass demonstrations were initiated (Source 3C)
- Lead to the passing of the Civil Rights Act in 1964 (Source 3D)
- Lead to the passing of the Voting Rights Act in 1965 (Source 3D)
- Marches were held in Selma and Washington (Own knowledge)
- Freedom rides were organized to address segregation on interstate buses (Own knowledge)
- Lead to the desegregation of public facilities (Own knowledge)
- Any other relevant response

(8)

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, e.g. <b>shows no or little understanding of the impact the various civil society protests had in the United States of America (USA)</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	MARKS: 0–2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic, e.g. <b>shows an understanding of the impact the various civil society protests had in the United States of America (USA)</b></li> <li>• Uses evidence in a very basic manner</li> </ul>	MARKS:3–5
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of the impact the various civil society protests had in the United States of America (USA)</b></li> <li>• Evidence relates well to the topic</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	MARKS:6–8



## SECTION B: ESSAY QUESTIONS

### 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 must indicate how the North Vietnamese (Việtmính) supported the National Freedom Front (Việtcong) to free the country from American intervention. An analysis of how the Việtcong were able to defeat the American forces must be done. The tactics and strategies that were used by the American forces and the Việtcong must be highlighted.

#### MAIN ASPECTS

Candidates should include the following aspects in their response:

- **Introduction:** Candidates should take a stance and critically discuss the statement and develop a relevant line of argument.

#### ELABORATION

##### US strategies:

- Reasons for the USA's deployment of troops to Vietnam
- Villagisation/strategic hamlet programme (USA and South Vietnam government created new villages and attempted to separate villagers [farmers] from guerrillas) which was a failure
- Gulf of Tonkin resolution (1964) gave President Johnson wide military powers resulting in the escalation of warfare in Vietnam
- US' mass aerial bombing 'Operation Rolling Thunder' (conventional warfare)
- 'Operation Ranch Hand' (used chemicals to destroy forests [Agent Orange] and crops [Agent Blue])
- US sent young and inexperienced soldiers to Vietnam
- US used search and destroy missions (My Lai massacre) to destroy villages supported by Vietcong (this resulted in large numbers of civilian deaths)
- The role of the media, students and disarmament movements in bringing pressure on the US government to withdraw from Vietnam
- President Nixon's Vietnamisation policy/including WHAM (Winning the hearts and minds of the Vietnamese) was an attempt by the USA to withdraw from war and 'save face'
- USA withdrew all troops by 1973 and North Vietnam took control of Saigon in 1975
- Any other relevant response



**Vietcong strategies:**

- 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, sabotage
- Tet offensive (1968) was launched by Vietminh and Vietcong against urban centres and USA bases throughout Vietnam
- The local Vietnamese population supported the Vietcong to liberate their country
- Ho Chi Minh Trail used by Vietminh (north) to support Vietcong in the south
- The Vietcong increased its support base because of the tactics used against the USA soldiers
- Vietnamese were united in the defence of their country
- 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 should provide a balanced response by evaluating whether Mobutu Sese Seko (Congo) was successful in his political and economic policies. These could include political stability, holding free and fair elections, multi-party democracy, infrastructure; to support their line of argument.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

- **Introduction:** Candidates should take a stance regarding the extent of success on political and economic policies of Mobutu Sese Seko, and indicate how they intend to support it.

### ELABORATION

#### Political stability

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

**Economic development:**

- Congo relied heavily on agriculture and mineral extraction and was not able to develop a credible manufacturing sector
  - Congo could not see significant increases in the standard of living for the majority of its people
  - Experienced an economic crisis and therefore, relied on foreign aid/assistance
  - Mobutu Sese Seko initially nationalised industry with his policy of Zairianisation but when this failed he adopted a capitalist model
  - Mobutu Sese Seko accepted aid, investment and financial support from the West (e.g. USA and France)
  - Mobutu created a new class of elite supporters
  - Any other relevant answer
- **Conclusion:** Candidates should tie up their argument with a relevant conclusion.

**[50]**





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

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

### SYNOPSIS

Candidates must discuss the essential philosophy of the Black Power Movement and its effect on the African Americans.

### MAIN ASPECTS

Candidates could include the following aspects in their response:

- **Introduction:** Candidates need to take a stance and make use of relevant historical evidence to substantiate it.

### ELABORATION

- Rejection of non-violent protests by Black Power Movement
  - African Americans who supported Black Power Movement – believed that use of violence was justified – to gain equality for all races
  - Black Power Movement encouraged African Americans to be proud of their African Heritage
  - Believe that blacks should not associate with white radical revolutionaries.
  - Civil rights workers questioned the philosophy on non-violence in the presence of constant police brutality
  - Police brutality, rioting and the use of violence are justifiable if it meant equality
  - Self-defence strategy
  - Black nationalism and self-realisation and self-determination
  - Black Panther Party established by Huey Newton and Bobby Seale for self-determination of the black American community
  - Uniforms and guns to protect cities
  - Try to alleviate poverty, free breakfast programs, clinics and study programs
  - 10 point program – wins respect
  - Increase the pace of change
  - Blackpower Philosophy
  - Call to black Americans to acknowledge heritage, music, literature, build up the community and establish new organizations
  - 'Black is beautiful' promoted black pride (like Afro hairstyles, African clothes)
  - Any other relevant response
- **Conclusion:** Candidates should tie up their arguments with relevant conclusions.

[50]

**GRAND TOTAL: 150**