



education

Department of
Education
FREE STATE PROVINCE

PREPARATORY EXAMINATION



GRADE 12

HISTORY P1

SEPTEMBER 2023

Stanmorephysics.com

MARKS: 150

TIME: 3 HOURS

This question 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 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: CASE STUDY – THE CONGO

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 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 questions 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 can be found in the ADDENDUM.

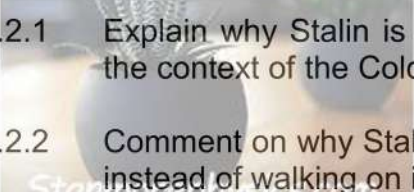
QUESTION 1: WHY DID GREECE AND TURKEY BECOME A TARGET OF THE TRUMAN DOCTRINE DURING THE COLD WAR (FROM 1947)?

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

1.1 Refer to Source 1A.

- 
- 1.1.1 Define the concept *Civil War* in your own words. (1 x 2) (2)
- 1.1.2 Name any TWO countries in the source that supplied weapons to the communist-led National Liberation Front in Greece. (2 x 1) (2)
- 1.1.3 Explain the implication of the statement 'The Western powers saw the events in Greece as linked to the fate of Italy and the Mediterranean generally.' (1 x 2) (2)
- 1.1.4 Why, according to the source, did Britain cease to provide aid to Greece and Turkey? (2 x 1) (2)
- 1.1.5 Using the information in the source and your own knowledge, explain why you think Greece and Turkey were of utmost importance to the Western powers. (2 x 2) (4)

1.2 Use Source 1B.

- 
- 1.2.1 Explain why Stalin is depicted looking happy and satisfied in the context of the Cold War. (2 x 2) (4)
- 1.2.2 Comment on why Stalin is shown crossing the 'Path of Peace' instead of walking on it. (2 x 2) (4)

1.3 Read Source 1C.

- 1.3.1 Identify TWO reasons in the source why Ambassador MacVeagh wanted the USA to intervene in Greece. (2 x 1) (2)



1.3.2 Give TWO ways, according to Ambassador Wilson, how Turkey could fall under Soviet influence. (2 x 1) (2)

1.3.3 Comment on why you think the ambassadors urged America to intervene in Greece and Turkey. (1 x 2) (2)

1.3.4 Why would a historian consider this source reliable when researching why Greece and Turkey became a target for US assistance? (2 x 2) (4)

1.4 Consult Source 1D.

1.4.1 Which government, according to the source, could give no further financial or economic aid to Greece and Turkey after World War II? (1 x 1) (1)

1.4.2 The United States frequently protested against coercion and intimidation. List THREE countries against whom these protests were directed. (3 x 1) (3)

1.4.3 Explain the concept *Totalitarian Regimes* in the context of the Cold War. (1 x 2) (2)

1.4.4 Using the information in the source and your own knowledge, explain what is meant by 'I believe that it must be the policy of the United States to support free peoples ...' (1 x 2) (2)

1.5 Study Sources 1B and 1D. Explain how the information in Source 1D supports the evidence in Source 1B regarding Russia's control over Greece after the Second World War. (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 why Greece and Turkey became a target of the Truman Doctrine during the Cold War (from 1947). (8)

[50]

QUESTION 2: WHO WON THE BATTLE OF CUITO CUANAVALA (1987 – 1988)?

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

2.1 Refer to Source 2A.

2.1.1 Give ONE reason in the source why FAPLA and its ally attempted to over-run Mavinga. (1 x 1) (1)

2.1.2 Name the TWO countries that backed the FAPLA forces. (2 x 1) (2)

2.1.3 Define the term *conventional battle* in your own words. (1 x 2) (2)

2.1.4 Comment on what Scheepers implied by his statement, in the context of the Angolan Civil War, '... the large conventional battles convinced the Cuban and Russian-backed FAPLA force that the SADF could not be defeated on the battlefield without a massive price to pay.' (1 x 2) (2)

2.1.5 What, according to the source, signaled the Cuban and South African withdrawal of foreign forces from Angola? (2 x 1) (2)

2.2 Read Source 2B.

2.2.1 What was the purpose of the winding up of Operation Packer? Give TWO responses. (2 x 1) (2)

2.2.2 What, according to the source, were the achievements of Operation Packer? (2 x 1) (2)

2.2.3 Using the information in the source and your own knowledge, comment on the role that the United States of America played in Angola in the 1980s in resolving the conflict. (2 x 2) (4)

2.2.4 Explain the limitations of this source to a researcher studying the outcome of the Battle of Cuito Cuanavale. (2 x 2) (4)

2.3 Refer to Sources 2A and 2B. Explain how the evidence in Source 2B supports the information in Source 2A regarding the Angolan Civil War. (2 x 2) (4)

2.4 Consult Source 2C.



2.4.1 What, according to the official Angolan and Cuban sources, led to the failure of the South African offensive? (1 x 2) (2)

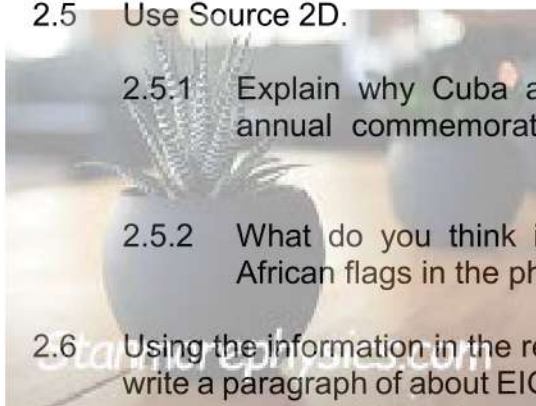
2.4.2 Comment on what is implied by the statement regarding the outcome of the Battle of Cuito Cuanavale, 'The Cuban propaganda version of this 'heroic battle' was widely believed in the West, and it was not until after the war had ended that the facts emerged.' (2 x 2) (4)

2.4.3 Explain the concept *propaganda* in the context of the Battle of Cuito Cuanavale. (1 x 2) (2)

2.4.4 What, according to the source, was the condition made by the Cubans following the peace negotiations after the battle? (1 x 1) (1)

2.4.5 Comment on what is meant by the statement, 'Making the Cubans look ridiculous would serve no useful purpose.' (1 x 2) (2)

2.5 Use Source 2D.



2.5.1 Explain why Cuba and the South African Government hold annual commemorations of the Battle of Cuito Cuanavale. (1 x 2) (2)

2.5.2 What do you think is the significance of Cuban and South African flags in the photograph? (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 who won the battle of Cuito Cuanavale (1987 – 1988). (8)
[50]

QUESTION 3: WHAT FORMS OF CIVIL RIGHTS PROTESTS DID THE CIVIL RIGHTS MOVEMENT EMBARKED ON AGAINST RACIAL SEGREGATION AND DISCRIMINATION IN THE USA IN THE 1960s?

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

3.1 Use Source 3A.

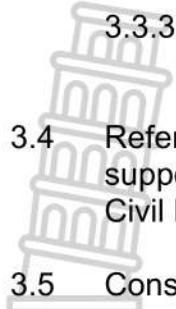
- 3.1.1 Why, according to the source, did the sit-ins start? (1 x 2) (2)
- 3.1.2 Give TWO reasons in the source why some of the protestors were arrested. (2 x 1) (2)
- 3.1.3 Explain what you think is meant by, 'Police ... were unable to take action due to the lack of provocation'. (1 x 2) (2)
- 3.1.4 Define the term *integrate* in your own words. (1 x 2) (2)
- 3.1.5 Comment on what is implied by the statement, '... their actions made an immediate and lasting impact ...' (1 x 2) (2)

3.2 Consult Source 3B.

- 3.2.1 Give THREE reasons in the source why Birmingham was of major concern for the Civil Rights Movement. (3 x 1) (3)
- 3.2.2 Comment on why you think the city fathers of Birmingham consistently refused to engage in good-faith negotiations with Negroe leaders. (2 x 2) (4)
- 3.2.3 According to the source, why was it difficult for the Civil Rights Movement to wait any longer for their rights? Give TWO responses. (2 x 1) (2)
- 3.2.4 Explain the usefulness of this source to a researcher studying the Birmingham Campaign. (2 x 2) (4)

3.3 Refer to Source 3C.

- 3.3.1 Give any TWO demands of the marchers as portrayed in the photograph. (2 x 1) (2)
- 3.3.2 Explain the implication of the multiracial composition of protestors in this march. (1 x 2) (2)

- 
- 3.3.3 What do you think is the symbolic meaning of being locked or holding hands by the protestors? (2 x 2) (4)
- 3.4 Refer to Sources 3B and 3C. Explain how the evidence in Source 3C supports the information in Source 3B with regard to the demands of the Civil Rights Movement. (2 x 2) (4)
- 3.5 Consult Source 3D.
- 3.5.1 What, according to the source, was the main reason for the Selma to Montgomery March? (1 x 1) (1)
- 3.5.2 Explain the term *white segregationist* in your own words. (1 x 2) (2)
- 3.5.3 Why, do you think, they wanted to kill Martin Luther King Jr, according to a threat marchers received upon their arrival in Montgomery? (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 forms of civil rights protests the Civil Rights Movement embarked on against racial segregation and discrimination in the USA in the 1960s. (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: THE EXTENSION OF THE COLD WAR: CASE STUDY – VIETNAM

The fall of Saigon to the communists in April 1975 confirmed the failure of the American policy of containment in Vietnam.

Do you agree with this statement? Support your line of argument with relevant evidence. **[50]**

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

Explain to what extent Mobuto Sese Seko successfully implemented political, economic, social and cultural changes from 1965 to 1971, after the Congo had gained independence from colonial rule.

Use relevant 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's emphasis on black racial pride and self-determination successfully mobilised African Americans to challenge segregation and discrimination in the USA in the 1960s.

Critically discuss this statement. Support your line of argument with relevant evidence. **[50]**

TOTAL: 150



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ADDENDUM

This addendum consists of 14 pages.

QUESTION 1: WHY DID GREECE AND TURKEY BECOME A TARGET OF THE TRUMAN DOCTRINE DURING THE COLD WAR (FROM 1947)?

SOURCE 1A

The source below is from the book titled *The Making of the Modern World* by Christopher Condon. It describes the political conditions in Greece and Turkey after the Second World War.

British troops had been in Greece since October 1944. Their objective was to secure a non-communist government in Greece. The communist-led National Liberation Front had attempted to seize Athens in December 1944 but had been defeated by British troops. The National Liberation Front renewed its activity after the election of a right-wing government in March 1946, which began to suppress left-wing political organisations. In 1946, the National Liberation Front began to fight the Greek government in a civil war. It was supplied with weapons by Yugoslavia, Albania and Bulgaria. ... In response to these events, Britain sent aid to the Greek government. The Western powers saw the events in Greece as linked to the fate (destiny) of Italy and the Mediterranean generally. They feared Soviet domination of the region.

In Turkey, Soviet pressure for the return of disputed territory and the right to naval bases in the Bosphorus and the Dardanelles was surging. This pressure increased during 1946. These developments seemed to the Western powers to indicate Soviet intention to gain dominance in the Middle East with its crucial oil supplies. Turkey was thus of greater strategic value, but if Greece fell under communist domination, Turkey's position would be hopeless. It would be surrounded by hostile (aggressive) communist countries, allied to the Soviet Union. However, the economic cost of the Second World War and difficulties in maintaining domestic supplies of vital goods such as coal in the immediate post-war years brought Britain and Europe generally to the brink of economic collapse. Britain informed the United States on 28 February 1947, that she would have to cease providing aid to Greece and Turkey by the end of March.

[From *The Making of the Modern World* by C. Condon]

SOURCE 1B

This cartoon titled 'PATH TO PEACE' by Clifford K Berryman was published in The Evening Star (USA) on 27 August 1946. It depicts Stalin veering off the Path to Peace with Greece as his 'catch'.



[From <https://exchange.umma.umich.edu/resources/43744/view>. Accessed on 4 April 2023.]

SOURCE 1C

The source below is an excerpt from a briefing given by Lincoln MacVeagh and Edwin C. Wilson, American ambassadors to Greece and Turkey, to the Foreign Relations Committee of the United States Senate in March 1947. It highlights reasons for US assistance in Greece and Turkey.

Ambassador MacVeagh: At the present moment, the situation in Greece is exceedingly (very) grave (serious) and critical. Any delay, if we are going to do anything about it, is very dangerous if we are going to avoid a total collapse of the country, both economically and socially, which will bring the country into the satellite orbit of the Russian Empire ... Since the Communist Revolution in Russia, Russia has become the only great power on the European Continent.

Great Britain has no possibility anymore of forming the old coalitions against the dominant European power. Russia's influence is getting stronger and stronger ... That creates these strains and stresses in Greece which have greatly increased the power of the Communist Party within Greece itself, which has become today a very powerful fifth column movement.

Ambassador Wilson: Mr Chairman, in the nearly 2 years that I have been in Turkey, I have come to the conviction that the maintenance of an independent position by Turkey is a question of vital interest to our country. Turkey is the only independent country on the borders of the Soviet Union from the Baltic to the Black Sea. If Turkey should be allowed to fall under Soviet domination, either through breaking down the regime through outside pressure or through an act of overt (blatant) aggression against the country, you then have the Soviet borders running through Syria to Iraq ...

[From *Legislative Origins of the Truman Doctrine* by USA Congress Senate Committee on Foreign Relations]

SOURCE 1D

The following source is part of President Truman's address (Truman Doctrine) to the American Congress on 12 March 1947 in which he responds to Greece and Turkey's plea for assistance.

The British Government, which has been helping Greece and Turkey, can give no further financial or economic aid after March 31. ... We are the only country able to provide that help. The peoples of a number of countries of the world have recently had totalitarian (dictatorial) regimes (governments) forced upon them against their will. The government of the United States has made frequent protests against coercion and intimidation, in violation of the Yalta agreement, in Poland, Romania, and Bulgaria.

I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation (overthrow) by armed minorities or by outside pressures. I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes. ... If Greece should fall under the control of an armed minority, the effect on its neighbour, Turkey, would be immediate and serious. Confusion and disorder might well spread throughout the entire Middle East.

I, therefore, ask Congress to provide authority for assistance to Greece and Turkey in the amount of \$400,00,00 for the period ending June 30, 1948. ... In addition to funds, I ask the Congress to authorise the detail of American civilian and military personnel to Greece and Turkey, at the request of those countries, to assist in the task of reconstruction, and for the purpose of supervising the use of such financial and material assistance as may be furnished (provided). I recommend that authority also be provided for the instruction and training of selected Greek and Turkish personnel.

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[From Journal of the Senate of the United States of America]

QUESTION 2: WHO WON THE BATTLE OF CUITO CUANAVALÉ (1987 – 1988)?

SOURCE 2A

The source below explains the military assistance given by the Cubans and the Soviet Union to FAPLA in the Battle of Cuito Cuanavale in 1987.

After 'shameful failures', the Cubans in particular were determined to redeem (restore) their military prowess (skill) and prestige. In 1987, now reinforced by the Cuban arsenal, FAPLA and its ally attempted to over-run Mavinga once more. On this occasion, a series of battles ensued (followed) which culminated (ended) in the greatest battle of the war, namely that of Cuito Cuanavale.

Aware of the grave conventional (regular) strikes on UNITA columns, South Africa launched Operation Modular to halt the advancing forces. After the objective had been achieved, hot pursuit of the enemy followed with Operation Packer. Although the battle was the largest in Southern Africa since World War II, the victor of Cuito Cuanavale is still debated by the opposing forces and their historians/war theorists. Marius Scheepers (former SADF member) however, argues that the large conventional battles convinced the Cuban and Russian-backed FAPLA force that the SADF could not be defeated on the battlefield without a massive price to pay.

Scheepers notes that economically, the war became a huge burden. The prevailing economic sanctions at the time and the reduced number of economically active adults due to the enforced national service for white males, further exacerbated (worsened) the economic burden. On the other hand, FAPLA military aid never seemed to dry up.

The military stalemate (deadlock) demonstrated what was obvious from the beginning: the quagmire (dilemma) could only be settled through negotiations. The signing of the Geneva Protocol in 1988 and the long-awaited implementation of UN Resolution 435 marked the beginning of the end with the withdrawal of foreign forces from Angola.

[From <http://scientiamilitaria.journals.ac.za>. Accessed in March 2022.]

SOURCE 2B

The source below is taken from *War in Angola: The Final South African Phase* by Helmoed-Romer Heitman, a South African author. It explains how the Battle of Cuito Cuanavale came to an end in 1988.

The winding up of Operation Packer in effect, marked the end of the South African campaign in support of UNITA in South-eastern Angola. The FAPLA offensive in the south-east had been decisively defeated and the FAPLA forces had been driven back to the Cuito River, and except for a very small force of about 850 men and three tanks of 25 Brigade still at the Cuito bridge, across it. The purpose of the campaign, to stop the offensive and ensure that there would be no resumption during 1988, had been achieved.

In fact, the campaign had achieved more than that. The crushing defeat inflicted (caused) on FAPLA had convinced both Havana and Moscow that the time had come to try negotiation. The fighting of late 1987 and early 1988 conclusively demonstrated that FAPLA could not achieve anything against UNITA as long as the South Africans were prepared to intervene. The scale of the defeat also suggested strongly that only a large Cuban contingent (group) might be able to balance the small South African force. That would be politically embarrassing and would in fact amount to defeat, for the only remaining option, to deploy a Soviet force, was not one that could be seriously entertained.

The scale of the Cuban deployment and Soviet support that would be needed to outweigh any likely South African escalation (increase), was not something that would fit in comfortably with glasnost (openness) and the new Soviet approach to foreign policy.

The result of these considerations was that both Havana and Moscow now decided that the time for negotiation had come. After some discreet (cautious) contacts through the Americans, this led to the first meeting between South African, Cuban and Angolan diplomats in London on 3 May 1988.

[From *War in Angola, The Final South African Phase* by H. Heitman]

SOURCE 2C

The source below is an extract from an article by Richard Allport that appeared in the *South African Military History Journal*. He explains the ending of the Battle of Cuito Cuanavale.

In 1988, the Angolan Minister of Defence and other official Angolan and Cuban sources claimed that a South African offensive consisting of up to 9, 000 troops with 500 tanks, 600 artillery field guns and scores of aircraft had attacked the town of Cuito Cuanavale in Angola. According to their version, the attack had failed thanks to a valiant (fearless) defence effort by Cuban and Angolan troops, and the South Africans lost 50 aircraft, 47 tanks and hundreds of men.

The Cuban propaganda version of this 'heroic battle' was widely believed in the West, and it was not until after the war had ended that the facts emerged.

By the end of 1987, when the Cubans and Angolans were supposed to have achieved their great victory, they were already suing for peace in Angola, with their Soviet backers openly stating that the war could not be won. In the negotiations that followed, one of the conditions of the Cubans was that they be allowed to make an honourable (proper) withdrawal from the war, an unusual demand to be made by a victorious army, to say the least.

The fact is, the Cubans knew that they were losing but did not want to withdraw from Angola in disgrace. The South Africans, who had been the real victors in the Cuito Campaign, realised that making the full facts known at that delicate (sensitive) stage in the peace negotiations, would humiliate the Cubans and their Soviet backers and perhaps spur (urge) them into sending yet more troops to Angola in an effort to save their reputation. Making the Cubans look ridiculous would serve no useful purpose.

However, once the Cuban and Soviet involvement in the war had ended and the South Africans had withdrawn their troops, it did not take long for the real story of the battle to emerge.

[From [>cuito](http://www.rhodesia.nl). Accessed on 15 April 2022.]

SOURCE 2D

This photograph was taken at the Freedom Park Historical Museum on 23 March 2021. It depicts the 33rd Commemoration of the Battle of Cuito Cuanavale by Cuba and South Africa.



[From <https://www.foreignpolicywatchdog.com>. Accessed on 22 March 2022.]

Cuban Flag

South African Flag

QUESTION 3: WHAT FORMS OF CIVIL RIGHTS PROTESTS DID THE CIVIL RIGHTS MOVEMENT EMBARKED ON AGAINST RACIAL SEGREGATION AND DISCRIMINATION IN THE USA IN THE 1960s?

SOURCE 3A

The source below explains the beginning as well as the impact of the sit-in in Greensboro, North Carolina in 1960.

The Greensboro sit-in was a civil rights protest that started in 1960, when young African American students staged a sit-in at a segregated Woolworths lunch counter in Greensboro, North Carolina, and refused to leave after being denied service. On 1 February 1960, the four students sat down at the lunch counter at the Woolworths in downtown Greensboro, where the official policy was to refuse service to anyone but whites. Denied service, the four young men refused to give up their seats.

Police arrived on the scene but were unable to take action due to the lack of provocation. The Greensboro Four stayed put until the store closed, then returned the next day with more students from local colleges. ... The sit-in movement soon spread to college towns throughout the South. Though many of the protesters were arrested for trespassing, disorderly conduct, or disturbing the peace, their actions made an immediate and lasting impact, forcing Woolworths and other establishments to change their segregationist policies.

In response to the success of the sit-in movement, dining facilities across the South were being integrated by the summer of 1960. At the end of July, when many local college students were on summer vacation, the Greensboro Woolworths quietly integrated its lunch counter.

[From <https://www.history.com/topics/black>. Accessed on 04 April 2023.]

SOURCE 3B

The source below is an extract from Martin Luther King Jr's letter from Birmingham Jail in which he outlines the reasons for the Civil Rights Movement's march in Birmingham. The letter was written on 16 April 1963.

I cannot sit idly (carelessly) by in Atlanta and not be concerned about what happens in Birmingham. ... Birmingham is probably the most thoroughly segregated city in the United States. Its ugly record of police brutality is known in every section of this country. Its unjust treatment of Negroes* in the courts is a notorious reality. There have been more unsolved bombings of Negro homes and churches in Birmingham than in any other city in this nation.

Based on them, Negro leaders sought to negotiate with the city fathers. But the political leaders consistently refused to engage in good-faith negotiation. ... Last September, came the opportunity to talk with leaders of Birmingham's economic community. During the negotiations, certain promises were made by the merchants – for example, to remove the store's humiliating racial signs. ... As weeks and months went by, we realised that we were the victims of a broken promise.

We have waited for more than 340 years for our constitutional and God-given rights. Perhaps it is easy for those who have never felt the stinging darts of segregation to say, 'Wait'. But when you have seen vicious mobs lynch (hang) your mothers and fathers at will; when you have seen hate-filled policemen curse, kick and even kill your black brothers and sisters; – then you will understand why we find it difficult to wait. ... Oppressed people cannot remain oppressed forever. The urge for freedom will eventually come. We will reach the goal of freedom in Birmingham and all over the nation.

[From https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html. Accessed on 15 April 2022.]

*Negroes: Derogatory word for African Americans in the USA.

SOURCE 3C

This photograph was taken during the March on Washington, which took place on 28 August 1963. It depicts Martin Luther King Jr. and other religious leaders leading a crowd of 200 000 protesters. It was during this march that Martin Luther King delivered his famous, 'I Have a Dream' speech.



[From <https://jwa.org/media/photograph-of-march-on-washington-featuring-we-march-for-signs-and-civil-rights-movement-leader>. Accessed on 15 April 2022.]

MARTIN LUTHER KING JR.

SOURCE 3D

The source below explains the reasons why the Civil Rights Movement, led by Martin Luther King Jr., embarked on the march from Selma to Montgomery in March 1965.

... More than three of every four potential black voters in Alabama were being denied the basic right to cast their ballots. When Reverend King came to Selma early in 1965, he assured his listeners that, 'We will seek to arouse (awaken) the federal government by marching by the thousands [to] the place of registration.' During the following weeks, as blacks marched to the county courthouse to register, they were met with police batons and arrested. King himself was arrested. As in Birmingham, 500 Selma schoolchildren were encouraged to march on the county courthouse after King's arrest.

... As the marchers moved along Route 80 toward Montgomery, they were greeted with a long and constant stream of detractors and white segregationists who shouted, 'Yankee trash go home.' Unlike the earlier march from Selma, though, there was no violence. The march lasted five days.

As the marchers approached the outskirts of Montgomery, word circulated of a plot to kill Reverend King. Undaunted (not deterred) by the threat, King would not leave the march to protect his life. King addressed the triumphant crowd. He knew that everyone was tired but proud of their accomplishment. He assured them that their actions were being noted and their voices were being heard: 'I stand before you this afternoon, with the conviction that segregation is on its deathbed in Alabama.' On 6 August 1965, President Johnson signed the Voting Rights Act. Flanked as he placed his name on the new law, were Martin Luther King Jr. and Rosa Parks.

[From *The Civil Rights Movement – Striving for Justice* by T. McNeese]

ACKNOWLEDGEMENTS

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

Heitman HR, *War in Angola: The Final South African Phase*, Ashanti, USA, 1990

<http://www.rhodesia.nl>cuito>

<http://scientiamilitaria.journals.ac.za>

<http://foreignpolicywatchdog.com>

<https://www.history.com/topics/black>

Journal of the Senate of the United States of America, Vol.63(2) 137 – 152

Legislative Origins of the Truman Doctrine by the U.S.A. Congressional Senate Committee on Foreign Relations

Condon C, *The Making of the Modern World*,

<https://exchange.umma.umich.edu/resources/43744/view>

<https://jwa.org/media/photograph-of-march-on-washington-featuring-we-march-for-signs-and-civil-rights-movement-leader>

https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

McNeese T, *The Civil Rights Movement – Striving for Justice*,



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PREPARATORY EXAMINATION



GRADE 12



HISTORY P1

SEPTEMBER 2023

MARKS: 150

MARKING GUIDELINES

This marking guideline consists of 24 pages.

1. SOURCE-BASED QUESTIONS

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

LEVELS OF SOURCE-BASED QUESTIONS

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

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

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

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.

32
50

- Ensure that the total mark is transferred accurately to the front/back cover of the answer script next to the appropriate number of the question.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to.

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

2.2 Marking of essay questions

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

2.3 Global assessment of the essay

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

- The construction of an argument
- The appropriate selection of factual evidence to support such 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 Keep the PEEL structure in mind in assessing an essay.

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



2.4.4 The following symbols must be used when assessing the essay:

- Introduction, main aspects and conclusion not properly

contextualised

- Wrong statement
- Irrelevant statement

- Repetition
- Analysis
- Interpretation
- Line of argument

^

|
|
|

R

A✓

I✓

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 extended writing 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 extended writing will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	} 26–27
P	LEVEL 3	

GLOBAL ASSESSMENT OF ESSAYS. TOTAL MARKS. 50

<p>PRESENTATION →</p> <p>CONTENT ↓</p>	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
	Very well planned and structured essay. Good synthesis of information. Developed an original, well-balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and structured an argument. Evidence is used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive, or some attempt at developing an argument. No attempt to draw a conclusion	Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47 – 50	43 – 46					
LEVEL 6 Question has been answered. Content selection relevant to line of argument.	43 – 46	40 – 42	38 – 39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38 – 39	36 – 37	34 – 35	30 – 33	28 – 29		
LEVEL 4 Question is recognisable in answer. Some omissions or irrelevant content selection.			30 – 33	28 – 29	26 – 27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26 – 27	24 – 25	20 – 23	
LEVEL 2 Question inadequately addressed. Sparse content.					20 – 23	18 – 19	14 – 17
LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.						14 – 17	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: WHY DID GREECE AND TURKEY BECOME A TARGET OF THE TRUMAN DOCTRINE DURING THE COLD WAR (FROM 1947)?

- 1.1 1.1.1 *[Explanation of a historical concept in own words from Source 1A – L1]*
- A war between opposing groups of citizens of the same country
 - Any other relevant response (1 x 2) (2)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- Yugoslavia
 - Albania
 - Bulgaria (Any 2 x 1) (2)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- If Italy should fall prey to communism, the whole of Europe would be in jeopardy
 - That Italy and the Mediterranean are in danger of falling into the claws of communism
 - Any other relevant response (Any 1 x 2) (2)
- 1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- The Western powers feared Soviet domination of the region
 - The Western powers wanted to protect their interest in the crucial oil supplies of the Middle East
 - The Western powers wanted to counter Soviet expansion in the region
 - Any other relevant response (Any 2 x 2) (4)
- 1.1.5 *[Extraction of evidence from Source 1A – L1]*
- The economic cost of the Second World War
 - Difficulties in maintaining domestic supply of vital goods (2 x 1) (2)
- 1.2 1.2.1 *[Interpretation of evidence from Source 1B – L2]*
- The West did nothing to stop him
 - Stalin knew that if he had Greece under his control, the other countries would soon fall under communist rule
 - Stalin is happy because he reached his goal of getting Greece under communist control
 - Any other relevant response (2 x 2) (4)



1.2.2

[Interpretation of evidence from Source 1B – L2]

- Stalin's actions were not of a peaceful nature, intimidated Eastern European countries
- Stalin did not agree with the post-war agreement conditions
- Any other relevant response (2 x 2) (4)

1.3 1.3.1

[Extraction of evidence from Source 1C – L1]

- The situation in Greece is exceedingly grave and critical
- To avoid total collapse of the country
- To avoid the country being in the satellite orbit of the Russian Empire (Any 2 x 1) (2)

1.3.2

[Extraction of evidence from Source 1C – L1]

- Breaking down the regime through outside pressure
- (Breaking down the regime) through an act of overt aggression (2 x 1) (2)

1.3.3

[Interpretation of evidence from Source 1C – L2]

- America committed itself to protecting the free world
- USA wanted to contain the spread of communism
- Wanted to protect the independence of Greece and Turkey
- Any other relevant response (Any 1 x 2) (2)

1.3.4

[Evaluate the reliability of evidence in Source 1C – L2]

The Source is reliable because:

- It is part of the official briefing by the American Ambassadors to Greece and Turkey
- The source contains first-hand information
- It was presented to the Foreign Relations Committee of the US Senate in March 1947
- The date of the presentation (1947) corresponds with Cold War tensions due to the Truman Doctrine
- The source explains the reasons given by the American Ambassadors for the USA to intervene in Greece and Turkey
- Any other relevant response (Any 2 x 2) (4)

1.4 1.4.1

[Extraction of evidence from Source 1D – L1]

- British Government (1 x 1) (1)

1.4.2

[Extraction of evidence from Source 1D – L1]

- Poland
- Rumania
- Bulgaria (3 x 1) (3)



1.4.3 *[Explanation of a historical concept within the context of Source 1D – L2]*

- A form of government that attempts to assert total control over the lives of its citizens
- Strong central rule that attempts to control and direct all aspects of individual life through coercion and repression
- Any other relevant response (1 x 2) (2)

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

- The United States committed itself to assisting countries in favour of democracy/capitalism
- The United States wanted to contain the spread of communism and therefore pledged to assist countries to help protect their independence
- Any other relevant response (1 x 2) (2)

1.5 *[Comparison of evidence from Sources 1B and 1D to ascertain their similarities – L3]*

- In Source 1B the communists (Stalin) had Greece (fish) under his control and in Source 1D the US was worried that Greece would fall under control of the communist
- In Source 1B Stalin is contradicting the Peace Accord (walking over Path of Peace) and in Source 1D the US made frequent protests against the violation of the Yalta agreement
- Any other relevant response (2 x 2) (4)

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

Candidates could include the following aspects in their response:

- Greece under threat from communist National Liberation Front (Source 1A)
- During the Greek Civil War, NLF received weapons from communist satellite states (Source 1A)
- Turkey also threatened with communist take-over (Source 1A)
- Soviet intention to gain dominance in the Middle East with its crucial oil supplies (Source 1A)
- Britain was unable to contain possible communist takeover in Greece and Turkey (Source 1A)
- Stalin not co-operating with agreement made at Yalta (Source 1B)
- Stalin was more concerned with establishing sphere of interest than peace (Source 1B)
- MacVeagh and Wilson requested American intervention in Greece and Turkey to secure the interest of the USA in the region (Source 1C)
- MacVeagh and Wilson warned the USA of a communist domino effect (Source 1C and own knowledge)



- Communist take-over is possible without American assistance (Source 1D)
- Truman announced the Truman Doctrine to stop or contain communism in Greece and Turkey (Source 1D)
- Financial and military support enabled Greece and Turkey to contain communism in the respective countries (Source 1D)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of why Greece and Turkey became a target of the Truman Doctrine during the cold war (from 1947). • Uses evidence partially or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of why Greece and Turkey became a target of the Truman Doctrine during the cold war (from 1947). • Uses evidence in a basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of how why Greece and Turkey became a target of the Truman Doctrine during the cold war (from 1947). • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)

**QUESTION 2: WHO WON THE BATTLE OF CUITO CUANAVALLE
(1987 – 1988)?**

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
• (They were) reinforced by the Cuban arsenal (1 x 1) (1)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
• Cuba
• Russia (2 x 1) (2)
- 2.1.3 *[Explanation of concept in own words from Source 2A – L2]*
• A form of warfare conducted by using conventional weapons and battlefield tactics between two or more states in open confrontation
• Any other relevant response. (1 x 2) (2)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*
• The Cubans and Russians realised that in order to defeat the SADF, they had to be prepared to seriously lose lives and equipment
• They had accepted that they could not defeat the SADF
• Any other relevant response (Any 1 x 2) (2)
- 2.1.5 *[Extraction of evidence from Source 2A – L1]*
• The signing of the Geneva Protocol
• The implementation of UN Resolution 485 (2 x 1) (2)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
• To stop the offensive
• To ensure that there would be no resumption during 1988 (2 x 1) (2)
- 2.2.2 *[Extraction of evidence from Source 2B – L1]*
• The crushing defeat convinced both Havana and Moscow that the time had come to try negotiation
• The scale of defeat also suggested strongly that only a large Cuban contingent might be able to balance the small South African force (2 x 1) (2)
- 2.2.3 *[Interpretation of evidence from Source 2B – L2]*
• USA tried to bring peace to the region
• Influenced South Africa, Cuba and Angola to meet in London on 3 May 1988
• The USA secretly arranged for the conflicting parties to negotiate for peace in Angola
• Any other relevant response (Any 2 x 2) (4)



2.2.4 [Determining the limitations of Source 2B – L3]

- The author is a South African whose presentation of the Battle of Cuito Cuanavale is from a South African perspective
- The language is used to exaggerate FAPLA's defeat by words such as 'decisively defeated' and 'crushing defeat'
- The source does not provide information on how the Cubans were involved in the battle
- Any other relevant response (2 x 2) (4)

2.3 [Comparison of evidence in Sources 2A and 2B to ascertain their similarities – L3]

- In Source 2A, South Africa launched Operation Packer in support of UNITA and in Source 2B, Operation Packer achieved its objectives in Angola
- In Source 2A, Scheepers highlights that the Cuban and Russian forces were convinced that fighting against South Africa, means that they had to be prepared to lose lives and high costs while Source 2B states that FAPLA could not defeat UNITA as long as South Africa was still backing it
- Source 2A states that the conflict could be settled through negotiations and in Source 2B, Havana and Moscow felt that time for negotiations had come
- Both sources refer to the role players' consideration to end war through negotiations
- Any other relevant response (Any 2 x 2) (4)

2.4 2.4.1 [Extraction of evidence from Source 2C – L1]

- 'A valiant defence effort by Cuban and Angolan troops' (1 x 2) (2)

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

- The West was convinced that South Africa was defeated at the Battle of Cuito Cuanavale until the truth came out at the end
- The Cubans lied about the failure of the South African attack; it was proved wrong after the war
- The West knows the truth after the full facts were presented after the war
- Any other relevant response (Any 2 x 2) (4)

2.4.3 [Explanation of concept within the context of Source 2C – L2]

- The manipulation of information about the outcome of the Battle of Cuito Cuanavale by Cuba to an extent that they claimed to have been victorious
- Any other relevant response (1 x 2) (2)



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

- That they be allowed to make an honourable withdrawal from the war (1 x 1) (1)

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

- South Africa was well aware that the Cubans were backed by the Soviet Union and was cautious not to get them directly involved
- South Africa did not want to create future enemies
- Any other relevant response (Any 1 x 2) (2)

2.5 2.5.1 [Interpretation of evidence from Source 2D – L2]

- To commemorate the Cuban victory over the Apartheid South African forces
- To show that the ANC supported the Cubans during the Battle of Cuito Cuanavale
- To strengthen the ties between South Africa and Cuba
- Any other relevant response (Any 1 x 2) (2)


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

- To show that it was an official ceremony sanctioned by both governments
- To show the new relationship between the South African and Cuban governments
- To show that the new ANC-led government was in support of the Cubans
- Any other relevant response (Any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- By 1987, Cuba helped FAPLA to attack Mavinga region once more (Source 2A)
- In response, South Africa launched Operation Modular to halt the advancing forces (Source 2A)
- South Africa followed the enemy by launching Operation Packer (Source 2A)
- The Cubans and the Soviets were convinced that the SADF could not be defeated without loss of lives and high costs (Source 2A)
- The war was a huge burden for South Africa in 1988 (Source 2A)
- The economic sanctions and enforced national service reduced the number of white males which worsened the situation (Source 2A)
- The defeat of FAPLA through Operation Parker marked the end of South African support of UNITA (Source 2B)
- Havana and Moscow felt that the time for negotiations had come (Source 2B)

- 
- FAPLA realised that it could not defeat UNITA as long as South Africa was still supporting it (Source 2B)
 - The Cubans and Soviets would not get additional forces to outweigh South Africa, that would be against the new Soviet policy (Source 2B)
 - The meeting was held between Angola, South Africa and Cuba to negotiate peace in Angola on 3 May 1988 (Source 2B)
 - The Battle of Cuito Cuanavale strengthened the relations between Cuba and South Africa (33rd Commemoration of the Battle of Cuito Cuanavale on 23 March 2021 in South Africa) (Source 2D)
 - After the Battle of Cuito Cuanavale, the apartheid government was more willing to negotiate with the liberation movements (own knowledge)
 - Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of who won the Battle of Cuito Cuanavale (1987 –1988). • Uses evidence partially or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of who won the Battle of Cuito Cuanavale (1987 –1988). • Uses evidence in a basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of who won the Battle of Cuito Cuanavale (1987 –1988). • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)

QUESTION 3: WHAT FORMS OF CIVIL RIGHTS PROTESTS DID THE CIVIL RIGHTS MOVEMENT EMBARKED ON AGAINST RACIAL SEGREGATION AND DISCRIMINATION IN THE USA IN THE 1960s?

3.1 3.1.1 [Extraction of evidence from Source 3A – L1]
Segregated lunch counter in Woolworths (1 x 2) (2)

3.1.2 [Extraction of evidence from Source 3A – L1]
• Trespassing
• Disorderly conduct
• Disturbing the peace (Any 2 x 1) (2)

3.1.3 [Interpretation of evidence from Source 3A – L2]
• The students did not give the police any reason to arrest them
• Students did not use violence
• The sit-in was a form of peaceful protest
• Although they were provoked by whites, the students did not retaliate
• Students followed the 'Do's' and 'Don'ts' that lead to non-violent behaviour
• Any other relevant response (Any 1 x 2) (2)

3.1.4 [Explanation of historical concept in own words from Source 3A – L1]
• Ending of separation between African Americans and white Americans
• Admitting/Allowing African Americans the use of previously/historically white facilities
• Any other relevant response (1 x 2) (2)

3.1.5 [Interpretation of evidence from Source 3A – L2]
• The courage of the four students moved other African Americans to join the protest
• African Americans were no longer afraid to challenge the segregationist policies
• Led to the desegregation of public facilities
• Made way for other protests
• Any other relevant response (1 x 2) (2)

3.2 3.2.1 [Extraction of evidence from Source 3B – L1]
• Birmingham is probably the most thoroughly segregated city in the United States
• Its ugly record of police brutality is known in every section of this country
• Its unjust treatment of Negroes
• Bombings of Negro homes and churches (Any 3 x 1) (3)



3.2.2 [Interpretation of evidence from Source 3B – L2]

- The city fathers were also against desegregation
- The city fathers did not want to give in to the Negro leaders' demands because they believed in white superiority
- Any other relevant response (2 x 2) (4)

3.2.3 [Extraction of evidence from Source 3B – L1]

- Vicious mobs lynched your mothers and fathers at will
- Hate filled policemen cursed, kicked and even killed your black brothers and sisters (2 x 1) (2)

3.2.4 [Determining usefulness of Source 3B – L3]

- It is a letter (first-hand information) by Martin Luther King Jr
- The author, Martin Luther King Jr, was the leader of the Civil Rights Movement
- The letter was written in April 1963, a month after Birmingham campaign
- It sheds light on discriminatory conditions in Birmingham, that triggered the Birmingham campaign
- Any other relevant response (1 x 2) (2)

3.3 3.3.1 [Extraction of evidence from Source 3C – L1]

- Voting Rights
- End to segregation in public schools
- Equal Rights (3 x 1) (3)

3.3.2 [Interpretation of evidence from Source 3C – L2]

- Not all white Americans were racists
- Black and white Americans worked together for an equal society
- The Civil Rights Movement also had the support of white Americans
- Any other relevant response (1 x 2) (2)

3.3.3 [Interpretation of evidence from Source 3C – L2]

- Integration between black and white
- Unity/solidarity between black and white
- Peace between black and whites
- Supporting each other in the course
- Any other relevant response (Any 2 x 2) (4)

3.4 [Comparison of evidence in Sources 3B and 3C to ascertain their similarities – L3]


- Source 3B states that Birmingham was the most thoroughly segregated city in the United States and in Source 3C, one can see that the protestors demanded an end to segregation
- Source 3B states that blacks stood up for their rights and in Source 3C, they demand equal rights
- Any other relevant response (Any 2 x 2) (4)

- 3.5 3.5.1 [Extraction of evidence from Source 3D – L1]
- Potential black voters in Alabama were denied the basic right to cast their ballots (1 x 1) (1)
- 3.5.2 [Explanation of concept in own words from Source 3D – L2]
- White Americans that practised separation in all aspects of the society
 - White Americans that believed in the separation of people of colour from whites
 - Any other relevant response (1 x 2) (2)
- 3.5.3 [Interpretation of evidence from Source 3D – L2]
- Martin Luther King was a powerful speaker that moved his supporters with his communication skills
 - As the leader of the march it would serve as a deterrent to other protesters
 - To put an end to the protests
 - Any other relevant response (Any 2 x 2) (4)
- 3.6 [Interpretation, evaluation and synthesis of evidence from relevant sources – L3]

Candidates could include the following in their response:

- Civil Rights Movement used sit-ins to challenge segregation in restaurants etc. (Source 3A)
- Civil Rights Movement appeal to the students to join their peaceful protest action against racial discrimination (Source 3A)
- Sit-ins led to other forms like wave-ins, read-ins etc. (Own knowledge)
- Civil Rights Movement organised the march to Birmingham to end segregation and discrimination in that city (Source 3B)
- King emphasised the need to end discrimination and segregation when he stated that blacks would not wait forever for their freedom (Source 3B)
- A march for jobs and freedom was held in Washington in 1963 (Source 3C)
- King led the march from Selma to Montgomery to gain voting rights for blacks (Source 3D)
- School children were encouraged to march (Source 3D)
- March from Selma to Montgomery was successful and led to the passing of the Voting Rights Act of 1965 (Source 3D)
- Freedom riders challenged segregation on interstate bus lines (Own knowledge)
- Freedom summers (Own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

 <p>LEVEL 1</p>	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding of what forms of civil rights protests the Civil Rights Movement embarked on against racial segregation and discrimination in the USA in the 1960s. • Uses evidence partially or cannot write a paragraph. 	<p>MARKS 0–2</p>
<p>LEVEL 2</p>	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of what forms of civil rights protests the Civil Rights Movement embarked on against racial segregation and discrimination in the USA in the 1960s. • Uses evidence in a basic manner to write a paragraph. 	<p>MARKS 3–5</p>
<p>LEVEL 3</p>	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of what forms of civil rights protests the Civil Rights Movement embarked on against racial segregation and discrimination in the USA in the 1960s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	<p>MARKS 6–8</p>

(8)

SECTION B: ESSAY QUESTIONS

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

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

SYNOPSIS

Candidates should agree or disagree by stating whether the statement is valid or true. They must support their argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- **Introduction:** Candidates should take a line of argument by agreeing or disagreeing that the fall of Saigon confirmed the failure of the American policy of containment.

ELABORATION

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

- Conditions immediately before the war: (Background)
 - The division of Vietnam and the formation of the Vietcong
 - Reasons for USA involvement: containment and domino theory
- US's first intervention in South Vietnam – sent weapons and military advisors against the Vietcong (Vietnamese communist)
- Ho Chi Minh Trail and its significance (used by the Vietminh (communist guerrillas from North Vietnam) to support the Vietcong)
- US introduced 'Safe Village' policy/Hamlet strategy/Villagisation – trying to isolate/separate guerrillas from villagers (1963)
- Safe village policy failed because the Vietcong operated inside villages
- The Gulf of Tonkin incident and resolution 9 (1964)
- The USA felt the war in Vietnam was not a conventional war like World War II
- USA launched Operation Rolling Thunder – thousands of civilians were killed but the operation failed because Russia and China were able to replace all military supplies that the Americans destroyed
- Operation Ranch Hand (1962–1971) – use of chemical defoliants (Agent Orange to destroy the forest) and Agent Blue (to destroy agricultural products and food to weaken the Vietcong)
- Use of chemical weapons e.g., napalm gas made USA unpopular and many countries condemned the USA
- Guerrilla warfare by the Vietminh and Vietcong (difficulty in separating guerrillas from villagers-farmers/peasants)
- Vietcong responded with the Tet Offensive (1968) – surprise attacks on 100 cities
- Number of US soldiers killed increased – led to anti-war demonstrations
- Highly effective use of guerrilla tactics by the Vietcong
- US sent young and inexperienced soldiers to Vietnam

- US used search and destroy missions (My Lai Massacre) to destroy villagers supported by Vietcong
- This resulted in large numbers of civilian deaths – more support to Vietcong
- US atrocities and My Lai Massacre (March 1968) turned public opinion against the war
- North Vietnam received military support from USSR and China so the Vietminh and Vietcong had access to some modern weapons
- Guerrillas warfare was effectively used by the Vietcong, supported by Vietminh from the North and used tactics such booby traps, underground tunnels, hit-and-run sabotage
- The Vietcong increased its support base because of the tactics used against the USA soldiers
- The Vietnamese were united in the defence of their country
- Vietnamisation: President Nixon came up with the policy of strategic withdrawal from Vietnam. Also called WHAM (Winning the hearts and minds of the Vietnamese) signalled the failure of USA to stop Vietnam from becoming a communist state and its subsequent withdrawal
- USA withdrew all troops by 1973 (President Nixon had signed the Paris Peace Accord on 27 January 1973 – ending US involvement in the Vietnam War)
- North Vietnam took control of Saigon in 1975
- Vietnam was united under communist control
- Any other relevant response
- **Conclusion:** Candidates should tie up their argument with a relevant conclusion.

[50]

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

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

SYNOPSIS

Candidates need to explain to what extent Mobuto Sese Seko successfully implemented political, economic, social and cultural changes after the Congo had gained independence from colonial rule in the 1960s.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- **Introduction:** Candidates need to explain to what extent Mobuto Sese Seko successfully implemented political, economic, social and cultural changes after the Congo had gained independence from colonial rule in the 1960s. Candidates also need to indicate how they intend to support their line of argument.

ELABORATION:

POLITICAL POLICIES

- The Congo became independent on 30 June 1960 with Joseph Kasavubu as president and Patrice Lumumba as Prime Minister. Joseph Kasavubu preferred that the Congo be a federal state while Patrice Lumumba was for a strong centralised national government
- The Congo rulers lacked administration skills (colonial legacy)
- The Congo started with a lot of political instability
- Mobutu seized power from Kasavubu through a coup d'etat in 1965
- Mobutu was a dictator who denounced the idea of multiple leaders and political parties
- The Congo was under European colonial rule until the early 1960s
- After holding the multi-party elections after independence, the Congo became a one-party state within five years of independence with all opposition suppressed
- The Congo emphasised the importance of Africanisation of their political systems (regarded democracy as un-African and Western imposition)
- Brought back African values of association and rejected Cold War alignment
- Mobutuism made the Congo an autocratic state which frustrated the opposition but cemented Mobuto's power
- Mobutu remained president for life between the 1960s and the 1970s
- Opposition leaders in the Congo were silenced, imprisoned and in some cases killed to maintain stability
- Mobuto Sese Seko aligned himself with the West and was supported by the USA as he was seen as anti-communist
- Any other relevant response

ECONOMIC DEVELOPMENT

- Mobuto inherited a

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 should critically discuss whether the Black Power Movement's emphasis on racial pride and self-determination, successfully mobilised African Americans to challenge segregation and discrimination in the USA in the 1960s. They must support their argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

- **Introduction:** Candidates should critically discuss the statement that the Black Power Movement's emphasis on black racial pride and self-determination, successfully challenged segregation and discrimination in the USA in the 1960s. Candidates should indicate how they intend supporting their line of argument.

ELABORATION

Causes

- Ongoing poverty, unemployment, discrimination and poor living conditions of blacks in the north
- CRM did not solve poverty and powerlessness of blacks
- Disillusionment with the slow pace of change and peaceful protest methods actions of the CRM
- Blacks grew nationalist feeling and it coincided with police brutality against black people

Black Power

- Ideology that advocated racial pride, self-reliance and achievement of black economic and political freedom
- Urged blacks to protect themselves from police brutality
- Encouraged Blacks to seek freedom from white authority

The Black Panther Party

- Newton and Searle formed the BPP for self defence
- They patrolled the cities to protect Blacks against police brutality
- Implemented the Ten Point Programme
- Demanded better housing and job opportunities for Blacks
- Implemented the Survival Programmes
- Free breakfast for children, literacy classes, feeding schemes and free medical clinics
- Demanded that Black History be taught in Black schools
- Rejected white ideas of fashion

- Was opposed to racial integration
- Clashed with police while patrolling the streets
- Many leaders imprisoned for criminal activities

The role of Malcolm X

- Malcolm X was a powerful speaker and dedicated human rights activist
- Malcolm X believed in black separatism instead of integration
- Encouraged blacks to secure their rights 'by any means necessary'
- Advocated self-defence against white oppression 'bloodshed was necessary for revolution'
- Advocated black self-sufficiency
- Was assassinated after he joined SNNC in 1965
- Any other relevant response

The role of Stokely Carmichael

- Stokely became the chairman of SNC in 1966 and decided to embrace the teachings of the Black Power Movement
- In 1966 he popularised the Black Power slogan 'Black is beautiful'
- Advocated that Blacks must do things for themselves; control politics in their communities; take pride in own culture and defend themselves against racial oppression and manipulation
- He was against the non-violence strategy of the CRM
- He believed in black separatism instead of racial integration
- Promoted a plan to split the USA into separate black and white countries
- He was critical of America's involvement in the Vietnam War
- Carmichael was in favour of African clothing and African hairstyles as a symbol of Black Pride
- He joined the Black Panther Party (for self-defence) which put the Black Power ideals into action
- He was arrested and banished to Guinea

Successes of the BPM

- Most obvious forms of racial discrimination came to an end
- Racial violence declined
- Millions of blacks were lifted out of poverty
- Many blacks were given federal employment through affirmative action policies
- Any other relevant response

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

[50]

TOTAL: 150