

History/P1

9
NSC

MDE/June 2024



education

MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

HISTORY P1

SEPTEMBER 2025

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 US CIVIL RIGHTS MOVEMENT

SECTION B: ESSAY QUESTIONS

QUESTION 4: 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 ONE must be a source-based question and ONE must be an essay question.
 - 4.2 The THIRD question may be either a source-based question or an essay question.
5. You are advised to spend at least ONE hour per question.
6. When answering questions, you should apply your knowledge, skills and insight.
7. You will be disadvantaged by merely rewriting the sources as answers.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

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

Source material that is required to answer these questions can be found in the ADDENDUM.

QUESTION 1: HOW DID THE TRUMAN DOCTRINE SHAPE THE USA FOREIGN POLICY 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 List TWO countries from the source which the British could no longer furnish with economic and military assistance. (2 x 1) (2)

1.1.2 Who, according to the source, were demanding some manner of control over the Dardanelles? (1 x 2) (2)

1.1.3 Define the concept *communist* in your own words. (1 x 2) (2)

1.1.4 Explain why you think the Truman administration believed that both Greece and Turkey were threatened by communism. (1 x 2) (2)

1.1.5 Give TWO reasons from the sources why it was incumbent (mandatory) upon the United States to support Greece. (2 x 1) (2)

1.2 Read Source 1B.

1.2.1 Identify any THREE requests President Truman made before the Congress. (3 x 1) (3)

1.2.2 Comment on what is implied by the words 'assistance is imperative if Greece is to survive as a free nation' in relation to the USA foreign policy. (1 x 2) (2)

1.2.3 Explain why a historian would regard this source useful when researching about the Truman Doctrine. (2 x 2) (4)

1.3 Study Source 1A and Source 1B. Explain how information in Source 1A support the information in Source 1B regarding the Truman Doctrine. (2 x 2) (4)

1.4 Use Source 1C.

1.4.1 What message is conveyed by the cartoon regarding the USA's foreign policy? (2 x 2) (4)

1.4.2 What is the attitude of the cartoonist towards the USA's foreign policy? (2 x 2) (4)

1.4.3 Give any TWO nations, according to the source, that received military aid from the USA. (2 x 1) (2)

1.5 Consult Source 1D.

1.5.1 Where, according to the source, were the nation's peacetime vital interests extended? (1 x 1) (1)

1.5.2 Define the concept *sphere of influence* in the context of the USA's foreign policy. (1 x 2) (2)

1.5.3 Comment on the implication of the statement "American national security and foreign relations were more broadly and were no longer premised (introduced) on a limited view of protecting the political and physical security of US territory and citizens". (2 x 2) (4)

1.5.4 Using the source and your own knowledge, explain how the aid agreement was a profound (deep) shape to the USA foreign policy. (1 x 2) (2)

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 the Truman Doctrine shaped the USA Foreign Policy during the Cold War from 1947? (8)

[50] QUESTION 2: HOW SIGNIFICANT WAS THE BATTLE OF CUITO CUANAVALLE IN THE EVENTUAL INDEPENDENCE OF NAMIBIA?

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

2.1 Refer to Source 2A.

2.1.1 Identify the TWO Angolan movements according to the source, which wrestled against each other at Cuito Cuanavale. (2 x 1) (2)

2.1.2 Quote the reason from the source that led to the start of the Battle of Cuito Cuanavale. (1 x 2) (2)

2.1.3 Why, according to the source, did the SADF support Jonas Savimbi's UNITA during the war? (2 x 1) (2)

2.1.4 Comment on the statement 'the battle lines were drawn along ideological convictions'. (1 x 2) (2)

2.2 Read Source 2B.

2.2.1 What, according to the source, led to South Africa's decision to leave Cuito Cuanavale? (2 x 1) (2)

2.2.2 Define the term *negotiations* in your own words. (1 x 2) (2)

2.2.3 Explain why you think South Africa was reluctant to negotiate for the

independence of Namibia in exchange for Cuba's withdrawal from Angola.
(2 x 2) (4)

2.2.4

Explain the significance of the involvement of the United Nations Organisation in the signing of the treaties. (1 x 2) (2)

2.3 Use Source 2C.

2.3.1 What messages are conveyed by the photograph regarding the outcomes of the battle

of Cuito Cuanavale? (2 x 2) (4)

2.3.2 Explain what is implied by the statement "The dawn of the new era. One of the most emotional moments at the Independence ceremony was when the South African flag was lowered at 17 minutes past midnight, March 21 to roars of "down, down, down". (2 x 2)

(4)

2.4 Study source 2B and 2C. Explain how the information in Source 2C supports the evidence in Source 2B regarding the results of the Battle of Cuito Cuanavale.

(2 x 2) (4)



2.5 Consult Source 2D.

2.5.1 What, according to the source, was the incentive for Cuba in the Battle of Cuito Cuanavale? (1 x 2) (2)

2.5.2 Quote from the source the department of Military veterans pledge regarding the victims at the Cuito Cuanavale. (1 x 2) (2)

2.5.3 Comment on what is meant by Oliver Tambo's statement "the Waterloo (collapse) of racist South Africa and the fighting opened doors for a democratic dispensation in South Africa". (1 x 2) (2)

2.5.4 Define the term *liberation* in the context of the position of Namibia after the Battle of Cuito

Cuanavale. (1 x 2) (2)

2.5.5 Explain the limitations of this source to a historian researching the impact of the Battle of Cuito Cuanavale. (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 significant was the battle of Cuito Cuanavale in the eventual independence of Namibia?

(8)

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

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

3.1 Refer to Source 3A.

3.1.1 Why, according to the source, was the Freedom Summer campaign launched in Mississippi? (1 x 2) (2)

3.1.2 Define the term *volunteer* in your own words. (1 x 2) (2)

3.1.3 List any TWO organisations in the source that participated in the Freedom Summer campaign of 1964. (2 x 1) (2)

3.1.4 Comment on why you think white civil rights leaders went on and recruited a much larger number of white volunteers. (1 x 2) (2)

3.1.5 Using the source and your own knowledge, explain why many of Mississippi's white residents deeply resented the outsiders. (2 x 2) (4)

3.2 Use Source 3B.

3.2.1 Quote evidence from the source which suggests that a number of whites working with the SNCC grew. (1 x 2) (2)

3.2.2 Why, according to the source, did the SNCC organise a Freedom Vote? (1 x 2) (2)

3.2.3 Using the source and your own knowledge explain why some black activists feared that whites would begin to dominate. (2 x 2) (4)

3.3 Read Source 3C.

3.3.1 What messages do you think the photograph depicts regarding the involvement of white volunteers in the Freedom Summer campaign? (2 x 2) (4)

3.3.2 Explain the reliability of this source to a historian researching about the involvement of whites Freedom Summer campaign. (2 x 2) (4)

3.4 Study Sources 3B and 3C. Comment on how the evidence in Source 3B supports the information in Source 3C regarding the involvement of white volunteers in the Freedom summer campaign. (2 x 2) (4)

3.5 Read Source 3D.



3.5.1 According to the source, what was the impact of Freedom Summer campaign on African Americans in Mississippi? (1 x 2)

(2)

3.5.2 Define the concept *voter repression* in the context of the Freedom Summer campaign in the USA. (1

x 2)

(2)

3.5.3 Using the source and your own knowledge, explain how the freedom summer campaign raised awareness of the problem of voter repression in the USA. (2 x 2) (4)

3.5.4 List TWO pieces of evidence from the source which suggest that the Freedom

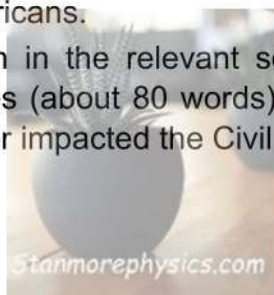
Summer campaign radically improved the political position of the African Americans.

(2 x 1) (2)

3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about eight lines (about 80 words) explaining how the participation of white volunteers in freedom summer impacted the Civil Rights Movement and race relations in the 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: THE EXTENSION OF THE COLD WAR: CASE STUDY – VIETNAM

The Vietcong's tactics and methods significantly challenged American soldiers during the Vietnam War from 1965 to 1975.

Critically discuss the statement and use relevant evidence to support your line of argument.

[50]

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

Mobutu Sese Seko's political, economic, social and cultural policies failed to effectively develop Congo in the post-independence era.

Do you agree with the statement? 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

Explain to what extent the Black Power Movement in the 1960's was successful in fostering a sense of pride and unity among African Americans in United States.

[50]

TOTAL: 150

History/P1

14
NSC

MDE/September 2024



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GRADE 12

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HISTORY P1
SEPTEMBER 2025
ADDENDUM

Stanmorephysics.com

This addendum consists of 14 pages.

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

SOURCE 1A

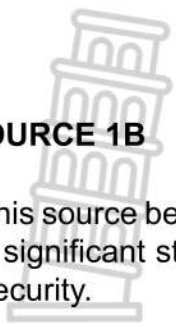
The source below, is part of the speech by U.S President Harry S Truman. It highlights the events that took place in February 1947 leading to the formation of the USA foreign policy.

In February 1947, the British government informed the United States that it could no longer furnish the economic and military assistance it had been providing to Greece and Turkey since the end of World War II. The Truman administration believed that both nations were threatened by communism and it jumped at the chance to take a tough stance against the Soviet Union. In Greece, leftist forces had been battling the Greek royal government since the end of World War II. In Turkey, the Soviets were demanding some manner of control over the Dardanelles...

On March 12, 1947, Truman appeared before a joint session of Congress to make his case. The world, he declared, faced a choice in the years to come. Nations could adopt a way of life based upon the will of the majority and governments that provided guarantees of individual liberty or they could face a way of life based upon the will of a minority forcibly imposed upon the majority. This latter regime, he indicated, relied upon terror and oppression. The foreign policy and the national security of this country, he claimed, were involved in the situations confronting Greece and Turkey.

He argued, Greece was "threatened by the terrorist activities of several thousand-armed men, led by communists." It was incumbent (mandatory) upon the United States to support Greece so that it could become a self-supporting and self-respecting democracy. The freedom-loving people of Turkey also needed U.S. aid, which was necessary for the maintenance of its national integrity.

[Annals of the American Academy of Political Social Science by Joseph C Satterthwatte]



SOURCE 1B

This source below is an address to Congress by President Harry S. Truman which marked a significant step in U.S foreign policy that aimed at preserving democracy and national security.

Mr. President, Mr. Speaker, Members of the Congress of the United States:

Preliminary reports from the American Economic Mission now in Greece and reports from the American Ambassador in Greece corroborate the statement of the Greek Government that assistance is imperative if Greece is to survive as a free nation.

We must take immediate and resolute action.

I therefore ask the Congress to provide authority for assistance to Greece and Turkey in the amount of \$400,000,000 for the period ending June 30, 1948. In requesting these funds, I have taken into consideration the maximum amount of relief assistance which would be furnished to Greece out of the \$350,000,000 which I recently requested that the Congress authorize for the prevention of starvation and suffering in countries devastated by the war.

In addition to funds, I ask the Congress to authorize the detail of American civilian and military personnel to Greece and Turkey, at the request of those countries, to assist in the tasks of reconstruction, and for the purpose of supervising the use of such financial and material assistance as may be furnished. I recommend that authority also be provided for the instruction and training of selected Greek and Turkish personnel.

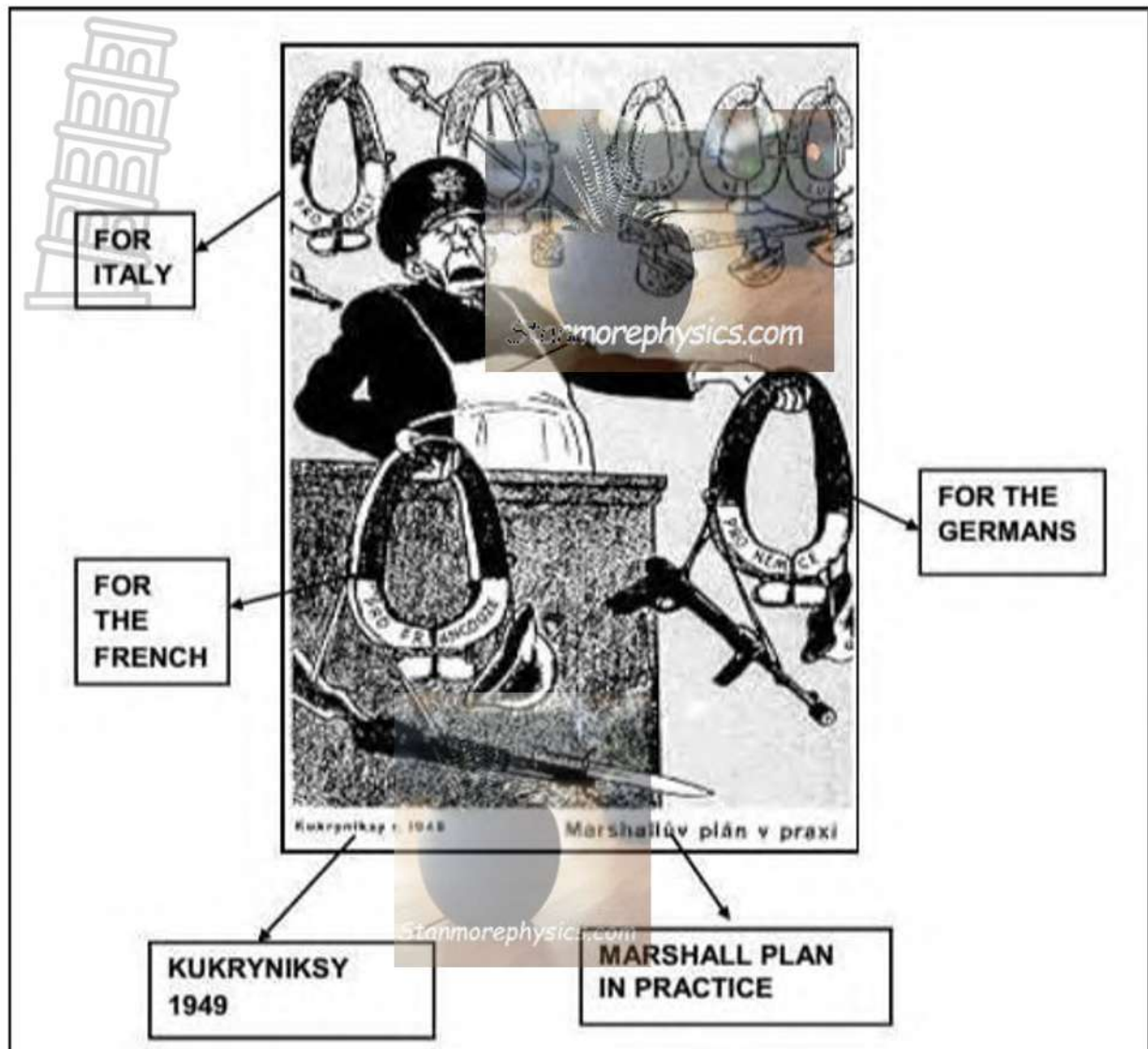
Finally, I ask that the Congress provide authority which will permit the speediest and most effective use, in terms of needed commodities, supplies, and equipment, of such funds as may be authorized.

[President Truman's Message to Congress; March 12, 1947; Document 171; 80th Congress, by Avalon

Projects]

SOURCE 1C

The cartoon below was published in the Soviet Union magazine, Krokodil, in 1949. It depicts the Marshall Plan as an extension of the U.S foreign policy.



[www.jhnclare.riet/cold-war
Accessed 10 October 2024]

SOURCE 1D

The source below focuses on the effects of the Truman Doctrine, both on Western European countries and the United States of America.

The major ideological shift represented by the Truman Doctrine and the aid to Greece and Turkey its simultaneous rejection of the long-standing injunction to “steer clear of foreign entanglements” and an embrace of a heightened expansion of a sphere of influence logic. For the first time in US history, the nation’s peacetime vital interests were extended far outside of the Western Hemisphere to include Europe and, indeed, much of the world. According to Truman, it is “the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.”

This new logic of pro-active aid and intervention to support “vital interests” (always hotly contested, continually open to interpretation) worldwide undergirds the ways in which the United States continues to debate the nation’s internationalist as well as unilateralist options abroad in Ukraine, Libya, Syria, Afghanistan, Nigeria, and elsewhere.

After 1947 American national security and foreign relations were more broadly and were no longer premised (introduced) on a limited view of protecting the political and physical security of US territory and citizens. Instead, the aid agreement signed on 22 May 1947 clinched (finalised) a formalized US commitment to (selectively) assist, preserve, intervene, and/or reshape the political integrity, structures, and stability of non-communist nations around the world. The consequences of this aid agreement were profound (deep) for the early Cold War and for the shape of international relations in the world today.

[Republic in Peril: American Empire and the Liberation Tradition by David C]

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

SOURCE 2A

The source below details the battle of Cuito Cuanavale, which took place in Angola from 1987-1988. It outlines the events that transpired during the battle of Lomba River.

The battle, or more correctly termed the siege, of Cuito Cuanavale was fought on the banks of the Lomba River in the vicinity of Cuito Cuanavale, in South-Eastern Angola, between UNITA (aided by the SADF) and the Angolan Army (FAPLA) aided by Cuba, the Soviet Union and to a lesser extent East Germany. The stakes were high for both sides and the battle involved the biggest conventional operations of South African forces since World War II. The battle lines were drawn along ideological conviction. The prelude (lead up) to the battle started in July 1987 when Angolan government forces (FAPLA) attempted to advance on Jonas Savimbi's UNITA stronghold at Mavinga, the strategic key to his base at Jamba

near the Caprivi Strip. At first the offensive (attack) progressed well, with FAPLA gaining the upper hand, inflicting heavy casualties on UNITA, driving them south towards Mavinga.

Fourteen Angolan and Cuban brigades under a Russian commander began a large-scale attack on UNITA on 14 August 1987. SADF troops were rushed in to support UNITA. It was in the interest of the South African government that UNITA not succumb (surrender) to the Cubans and FAPLA - they were of the opinion that it would disrupt peace in Namibia and enable Umkhonto we Sizwe (MK), the military wing of the ANC, to establish bases in Angola, creating entrance routes to South Africa from Zambia, Botswana and Zimbabwe. In October, FAPLA's advancing 47th Brigade at Lomba River was all but destroyed in an attack by SADF hastening to UNITA's rescue.

[<https://www.sahistory.org.za/article/battle-cuito-cuanavale-1988>
Accessed on 15 October 2024.]

SOURCE 2B

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

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

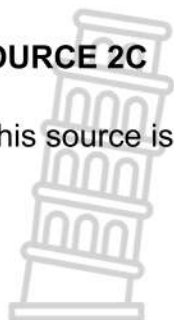
In April 1988, PW Botha's cabinet agreed to begin direct negotiations with Angola and Cuba under Chester Crocker's (US Assistant Secretary of State for African Affairs) mediation. As the Central Intelligence Agency (CIA) concluded, 'military considerations weighed most heavily in Pretoria's decision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

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

[Journal of Southern African Studies, Chester Crocker and the South African Border War]

SOURCE 2C

This source is the front page of The Namibian newspaper of Friday, 23 March 1990.



the namibian

Bringing Africa South Vol.2 No.53 50c (GST Inc.) Friday March 23

UHURU!



TENS of thousands of Namibians took to the street on Wednesday to celebrate freedom and independence.

THE dawn of a new era. One of the most emotional moments at the Independence ceremony was when the South African flag was lowered at 17 minutes past midnight, March 21, to roars of "down, down, down".

THE new army, who formed the ceremonial guard, were given a warm reception by the crowd at the Windhoek Stadium, pictured here against the backdrop of a huge fireworks display. Photographs by John Liebenberg.

NAMIBIAN President Sam Nujoma (left) accepting the oath of office from United Nations Secretary-General Javier Pérez de Cuéllar. Photographs by John Walenga.

The dawn of the new era. One of the most emotional moments at the Independence ceremony was when the South African flag was lowered at 17 minutes past midnight, March 21 , to roars of "down, down, down".

NAMIBIAN President Sam Nujoma

[The Namibian newspaper March 23, 1990]

SOURCE 2D

The source below focuses on the outcomes of the battle of Cuito Cuanavale.

The battle was the largest military confrontation on African soil since the Second World War ... It marked the beginning of the end of white minority domination in Southern Africa, the dismantling of the apartheid system, and the total liberation of Africa from European occupation. The battle against apartheid forces in Angola in 1988 is regarded as the moment that expedited (advanced) the liberation of Namibia, South Africa and the SADC region.

The fighting in the southwestern part of Angola led to the withdrawal of the South African, ANC and Cuban presence in Angola, and to the Independence of Namibia. There was no material gain for the Cubans who came to our support, but their overriding incentive (motivation) was to fight for the liberation of Southern Africa from colonial and reactionary (conservative) forces. The Battle of Cuito Cuanavale was what Oliver Tambo referred to, as the Waterloo (collapse) of racist South Africa and the fighting opened doors for a democratic dispensation in South Africa.

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

[<https://www.dmv.gov.za/newsroom/advseries/2022/25032022htm>.
Stanmorephysics.com Accessed on 15 October 2024.]

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



SOURCE 3A

The source below explains the reasons for the launching of the Freedom Summer Campaign in Mississippi in June 1964.

Freedom Summer, also known as the Mississippi Summer Project, was a volunteer campaign in the United States launched in June 1964 to attempt to register as many African American voters as possible in Mississippi. In 1962, only 6,7% of African Americans in Mississippi were registered to vote. Blacks had been restricted from voting since the turn of the century due to barriers to voter registrations and other laws. In some cases, would-be voters were harassed economically as well as by physical assault.

The project was organised by the Council of Federated Organisations (COFO) and volunteers came from the four major civil rights organisations (SNCC, CORE, NAACP and SCLC). The planning for the Freedom Summer began in February 1964. SNCC recruiters interviewed dozens of potential volunteers. More than 1 000 out-of-state volunteers, mostly from cities in the North participated in the Freedom Summer alongside thousands of black Mississippians. White civil rights leaders went on and recruited a much larger number of white volunteers, to bring more attention.

Many of Mississippi's white residents deeply resented (hated) the outsiders and any attempt to change the residents' society. State and local governments, police and the Ku Klux Klan used arrests, arson, beatings, evictions, firing, murder, spying, and other forms of intimidation and harassment against the Freedom Summer workers.

Volunteers were attacked almost as soon as the campaign started. On June 21, 1964, James Chaney, a black CORE activist from Mississippi, Andrew Goodman, a summer volunteer, and Michael Schwerner, a CORE organiser, both from New York City, were arrested by Cecil Price, a Neshoba County Deputy Sheriff and KKK member, and disappeared.

[Mississippi Freedom Democratic Party by Molefi Keke Asande & Ama Mazama]

SOURCE 3B

This source was taken from an article titled Motivation and Sacrifices by Clark, J. Spencer. It explains the White Involvement in the Civil Rights Movement.

The SNCC stepped up its voter registration activity in Mississippi, and ahead of the general election of November 1963, it organized a Freedom Vote, which would allow black Mississippians to register and vote in a symbolic election that followed exactly the state procedure. Much of the registration work of the Freedom Vote was conducted by white volunteers from Northern universities.

The success of the Freedom Vote persuaded the SNCC to embark on a larger,

Mississippi-wide project, the Mississippi Summer Project (also known as Freedom Summer) during 1964. As with the Freedom Vote, the SNCC again decided to use white students as volunteers, although this was the subject of considerable discussion within the SNCC. While some thought that such volunteers would help gain publicity for Freedom Summer, others believed that the presence of whites undermined black selfreliance and placed too much emphasis on white leadership.

These discussions reflected wider concerns within them SNCC about the role of whites in the civil rights movement. As the number of whites working with the SNCC grew in 1964, around 20 percent of the SNCC's staff was white, some black activists feared that they would begin to dominate, even if unconsciously, and reduce the role of blacks within the SNCC, as well as alienating (separating) the black Mississippians who were to be the focus of Freedom Summer. As a compromise, the Southern Students Organizing Committee (SSOC) was formed and was initially considered a white counterpart to the SNCC. Despite the formation of the SSOC, many Freedom Summer volunteers were white

[Race and Racism in the United States: An Encyclopaedia of the American Mosaic]



SOURCE 3C

The photograph below was taken by Leffler Warren K on 25 August 1964. It shows African Americans and white volunteers of the Mississippi Freedom Democratic Party holding signs in front of the convention hall at the 1964 Democratic National Convention, Atlantic City, New Jersey.



[Library of congress Prints and Photographs Division Washington, D.C 20540 USA]

SOURCE 3D

This source outlines the successes of the Freedom Summer campaign on African Americans in the USA in the 1960s.

Despite the obstacles and dangers, the Freedom Summer profoundly impacted voter registration and political participation. African Americans registered to vote at higher rates in Mississippi and other Southern states. Over 80 000 new voters had been registered by the end of the summer, a remarkable accomplishment given the ongoing campaigns to restrict African American voters' rights.

The success of the Freedom Summer's voter registration campaigns raised awareness of the problem of voter repression. It paved the way for the 1965 passing of the Voting Rights Act, which further protected and extended voting rights for African Americans and other disenfranchised communities.

The voter registration drives in Mississippi were successful because of the education and resources provided by Freedom Schools and community centres. Freedom Schools played a critical role in building momentum for the Civil Rights Movement of the 1960s.

Throughout the South, people fought against segregation and persecution. Conditions changed only after the Voting Rights Act of 1965 with the federal government sending its officials into local courthouses. More than half of African Americans in southern states had enrolled to vote by the end of 1966. In the years that followed, many African Americans were elected to local offices such as mayors, school boards and chiefs of police. Many SNCC and CORE staff went on to fill important positions in government. John Lewis of the SNCC was elected to the U.S Congress. Mary King of the SNCC supervised the Peace Corps and Vista under President Carter and Julian Bond led the NAACP.

Stanmorephysics.com

[Modernizing voter registration, A History of Third Party Voter Registration Drives by Joshua Douglas]

ACKNOWLEDGEMENTS

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

<https://www.aroundrobin.com/freedom-summer-project/>

<https://www.dmv.gov.za/newsroom/advseries/2022/25032022htm>

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

Journal of Southern African Studies, Chester Crocker and the South African Border War

Library of congress Prints and Photographs Division Washington, D.C 20540 USA

Mississippi Freedom Democratic Party by Molefi Keke Asande & Ama Mazama

Modernizing voter registration, A History of Third Party Voter Registration Drives by



Joshua Douglas

Race and Racism in the United States: An Encyclopaedia of the American Mosaic.

Republic in Peril: American Empire and the Liberation Tradition by David C

Race and Racism in the United States: An Encyclopaedia of the American Mosaic

The Namibian newspaper March 23, 1990



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GRADE 12

HISTORY P1

SEPTEMBER 2025

MARKING GUIDELINES

MARKS: 150

This marking guidelines consist of 24 pages.

1. SOURCE-BASED QUESTIONS

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

Cognitive Levels	Historical skills	Weighting of questions
Level 1	- Extract evidence from sources - Selection and organisation of relevant information from sources - Define historical concepts/terms	30% (15)
Level 2	- Interpretation of evidence from sources - Explain information gathered from sources - Analyse evidence from sources	40% (20)
Level 3	- Interpret and evaluate evidence from sources - Engage with sources to determine its usefulness, reliability, bias and limitations - Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	30% (15)

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

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

1.3 Assessment procedures for source-based questions

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

Paragraph question

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

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

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

COMMENT

Used mostly relevant evidence to write a basic paragraph

Level 2 ✓✓✓✓✓

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

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

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

2.2.1 Global assessment of the essay

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

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

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

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

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

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

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

- Introduction, main aspects and conclusion not properly contextualised

Λ

- Wrong statement

- Irrelevant statement

|

|

|

- Repetition

R

- Analysis

A✓

- Interpretation

I✓

- Line of argument

LOA ⇕

2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

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

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	}26–27
P	LEVEL 3	



COMMENT

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

MARKING MATRIX FOR ESSAY: TOTAL: 50

	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 and 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 constructed an argument. Evidence 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 a line of 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 a line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

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

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

SECTION A: SOURCE-BASED QUESTIONS

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

1.1

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

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

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

- Soviets (1 x 2) (2)

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

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

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

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

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

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

1.2

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

- '...assistance to Greece and Turkey in the amount of \$400,000,000 for the period ending June 30, 1948
- '...to authorise the detail of American civilian and military personnel to Greece and Turkey
- '...authority also be provided for the instruction and training of selected Greek and Turkish personnel
- '...provide authority which will permit the speediest and most effective use, in terms of needed commodities, supplies, and equipment (any 3 x 1) (3)

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

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

1.2.3 [Ascertaining the usefulness of a evidence from Source 1B – L3]

The source is USEFUL because:

- Primary source- the speech gives direct evidence of the U.S governments intentions
- It gives detailed information about the help provided by the Truman Doctrine to Greece
- Any other relevant response (2 x 2) (4)

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

- Both sources indicates that the Truman Doctrine furnished Greece with economic and military aid
- Both sources indicates that the Truman Doctrine was introduced to help the economically devastated Greece and Turkey
- Any other relevant response (2 x 2) (4)

1.4

1.4.1 [Interpretation of evidence from Source 1C – L2]

- The USA is depicted as a dominant and authoritative presence in Europe – symbolised by its portrayal as the captain of the ship
- The USA provided military assistance to European countries
- The USA provided life belts to various European countries
- Any other relevant response (2 x 2) (4)

1.4.2 [Interpretation of evidence from Source 1C – L2]

Negative

- The Marshall's face looks evil /is not genuine.
- The cartoonist implies that the real aim of the Marshal plan was to extend sphere of influence
- The life belts given by the USA had strings attached, it came with military aid
- Any other relevant response (any 2 x 2) (4)

1.4.3 [Extraction of evidence of Source 1C – L1]

- Germans
- French
- Italy (any 2 x 1) (2)

1.5

1.5.1 [Extraction of evidence of evidence from Source 1D – L1]

- 'Outside of the Western Hemisphere to include Europe and, indeed, much of the world' (1 x 1) (1)

1.5.2 [Explaining the historical concept from Source 1D – L2]

- The countries where the United States had significant political, economic and military influence
- Any other relevant response (1 x 2) (2)

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

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

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

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

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

Candidates could include the following aspects in their response:

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

Use the following rubric to allocate marks:

 LEVEL 1	• Uses evidence in an elementary manner, e.g., shows no or little understanding of how the Truman doctrine shape the USA foreign policy during the cold war from 1947? • Uses evidence partially or cannot write a paragraph.	MARKS 0–2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g., shows some understanding of how the Truman doctrine shape the USA foreign policy during the cold war from 1947? • Uses evidence in a basic manner to write a paragraph.	MARKS 3–5
LEVEL 3	• Uses relevant evidence, e.g., demonstrates a thorough understanding of how the Truman doctrine shape the USA foreign policy during the cold war from 1947? • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 6–8

(8)
 [50]



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

2.1

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

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

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

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

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

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

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

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

2.2

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

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

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

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

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

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

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

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

2.3

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

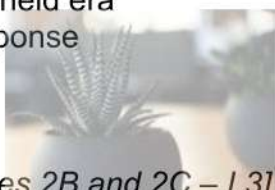


- The Cuban involvement led to the independence of Namibia as Tens of thousands of Namibians took to the streets to celebrate freedom and independence
- Namibian President Sam Nujoma is taking oath of office to mark the official transition of power from the colonial powers to the people of Namibia
-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

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

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

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



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

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

2.5

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

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

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

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

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

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

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

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

2.5.5 [Determine limitations of Source 2D – L3]

The source is limited because:

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

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

Candidates could include the following aspects in their response:

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

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g., shows no or little understanding of the reasons for the involvement of foreign countries in the Angolan civil war. • Uses evidence partially or cannot write a paragraph.	MARKS 0–2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g., shows some understanding of how significant was the battle of Cuito Cuanavale in the eventual independence of Namibia? • Uses evidence in a basic manner to write a paragraph.	MARKS 3–5
LEVEL 3	• Uses relevant evidence, e.g., demonstrates a thorough understanding of the how significant was the battle of Cuito Cuanavale in the eventual independence of Namibia? • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 6–8

(8)
[50]



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

3.1

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

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

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

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

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

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

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

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

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

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

3.2

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

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

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

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

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



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

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

- 3.3.1
- It shows the active involvement of white volunteers in the civil rights movement
 - Black and white's activist working side by side - highlighting the solidarity and unity for the civil rights
 - It demonstrates a commitment to the cause and a willingness to stand alongside African American activist
 - Any other relevant response (any 2 x 2) (4)

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

3.3.2 **The source is RELIABLE because:**

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

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

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

3.5

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

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

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

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

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

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

(any 2 x 2) (4)

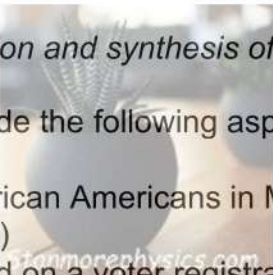
3.5.4 [Extraction of evidence in Source 3D – L1]

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

(any 2 x 1) (2)

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

Candidates could include the following aspects in their response:

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

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g., Shows no or little understanding of how the participation of white volunteers in Freedom Summer impact the civil right movement and race relations in the USA? • Uses evidence partially or cannot write a paragraph.	MARKS 0–2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g., shows some understanding of how the participation of white volunteers in Freedom Summer impact the civil right movement and race relations in the USA? • Uses evidence in a basic manner to write a paragraph.	MARKS 3–5
LEVEL 3	• Uses relevant evidence, e.g., demonstrates a thorough understanding of how the participation of white volunteers in Freedom Summer impact the civil right movement and race relations in the USA? • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 6–8

(8)

[50]



QUESTION 4:

QUESTION 4:

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QUESTION 4:

- South Vietnam (Background in South Vietnam along (Vietnamese colonial and its significance North Vietnam to suppress

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

- North Vietnam received military support from the USSR and China so the Vietminh and Vietcong had access to some modern weapons
 - Guerrilla warfare was effectively used by the Vietcong, supported by Vietminh from the north and used tactics such as booby traps, hit and run, sabotage and underground tunnels – narrow to fit the Vietcong body structure but not the big USA soldiers
 - The Vietcong increased its support base because of the tactics used against the USA soldiers
 - The Vietnamese were united in the defence of their country
 - Vietnamisation: President Nixon came up with the policy of strategic withdrawal from Vietnam. Also called WHAM (Winning the Hearts and Minds of the Vietnamese) signalled the failure of USA to stop Vietnam from becoming a communist state and its subsequent withdrawal
 - The USA withdrew all troops by 1973 (President Nixon had signed the Paris Peace Accords on 27 January 1973 – ending USA involvement in the Vietnam war)
 - North Vietnam took control of Saigon in 1975
 - Vietnam was united under the communist control
 - Vietnamisation: President Nixon came up with the policy of strategic withdrawal from Vietnam. Also called WHAM (Winning the Hearts and Minds of the Vietnamese) signalled the failure of USA to stop Vietnam from becoming a communist state and its subsequent withdrawal
 - The USA withdrew all troops by 1973 (President Nixon had signed the Paris Peace Accords on 27 January 1973 – ending USA involvement in the Vietnam war)
 - North Vietnam took control of Saigon in 1975
 - Vietnam was united under the communist control
 - Any other relevant response
- Conclusion: Candidates should tie up their arguments with a relevant conclusion. [50]

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

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

SYNOPSIS

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

MAIN ASPECTS

Candidates should include the following aspects in their response:

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

ELABORATION

Political stability

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

Economic development:

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

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

Cultural

- At independence: Elitism. Small group with western knowledge and skills. Poor education for locals and limited access to tertiary education. French – main language
- “A bas le costumes” – “Down with suits”. Western style clothing outlawed. “abacos” style of clothing encouraged.
- European-style names discouraged.
- Democracy regarded as foreign concept – Mobutu ruled as a traditional chief
- Primary education improved. When government stopped funding and parents had to pay, enrolment dropped. Teachers (and other government employees) went unpaid – decline of education
- Nation building encouraged
- The arts, particularly traditional, were developed.
- Despite attempts at Africanisation, French remained dominant and favoured the urban elite
- Eventually pressure from the West which cut off funding led to a decline in his power. Rebellion and eventual death in exile.
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion **[50]**

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

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

SYNOPSIS

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

MAIN ASPECTS

Candidates should include the following aspects in their response:

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

ELABORATION

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

violence against African Americans

- Advocated the exclusion of white 'liberals' as a philosophy for African Americans
 - He promoted one plan to split the into separate black and white countries
 - He was against the USA's involvement in the Vietnam war
 - Impact: the most obvious forms of racial discrimination ended
 - Racial violence and tension declined
 - African Americans were elected to public offices
 - Housing and facilities of African Americans were improved
 - Black literacy levels improved and dependence on state grants were reduced
 - Affirmative action policies for federal employment were put in place
 - 1966 Bobby Seale and Huey Newton formed the Black Panther Party (BPP) for
 - Self-Defence – against police brutality
 - Adopted Ten Point Plan to cover its social, political and economic goals for the
 - upliftment of the African American community
 - The BPP ran feeding schemes, childcare and literacy projects in black communities – the feeding schemes eradicated hunger amongst the youth and improved learning in schools
 - BPP literacy projects eradicated illiteracy amongst the African American communities
 - BPP childcare projects took care of medical needs of African Americans in black communities
 - BPP members patrolled the streets to monitor activities (policing the police) and defend themselves against police brutality
 - BPP demanded that Black history must be taught in black schools
 - Role of women e.g. Angela Davis; Fannie Lou Hamer
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion **[50]**

TOTAL: 150