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KWAZULU-NATAL PROVINCE

EDUCATION

REPUBLIC OF SOUTH AFRICA

CURRICULUM GRADES 10 -12 DIRECTORATE

LAST PUSH LEARNER DOCUMENT

HISTORY

GRADE 12

TERM 3 - 2025

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TABLE OF CONTENT

NO.	TOPIC	PAGE/S
1	How to answer Source-Based questions	3 - 8
	PAPER 1 **(Content; Mind Maps; Historical Concepts; Activities)**	
2	Paragraph Writing Skills	8
3	The Cold War	8-17
4	Essay writing skills/frames	18-20
5	Vietnam	20-32
6	Angola	33-42
7	Congo	42-51
8	Civil Rights Movement	51-60
9	Black Power Movement	60-64
	PAPER 2 **(Content; Mind Maps; Historical Concepts; Activities)**	
10	Internal Resistance	65-72
11	Black Consciousness	72-79
12	TRC	80-89
13	Road To Democracy	90-94
14	Globalisation	94-98

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1. HISTORICAL SKILLS





Consolidate the Content

- Avoid memorizing the content
- **PREPARE** to understand the event/ content – involves CRITICAL THINKING
- Make sure you **KNOW** the order (chronology) of the events
- **SEE HOW** the content unfolds and **HOW** the **events** are **linked**
- Linking the events will help you to develop a line of **ARGUMENT**
- Understand and **APPLY** the concepts in the content



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HOW TO ANSWER SOURCE-BASED QUESTIONS

Source-Based Questions are asked according to 3 levels:

LEVEL ONE - These questions are **EXTRACTION** questions. The answer will be in the source. They are usually only worth 1 – 2/3 marks. E.g. "Quote evidence /State / List...[from the source]..."

LEVEL TWO - These questions are **ANALYSIS & INTERPRETATIVE** questions. The answer requires you to INTERPRET information in the source. They are usually worth 4 marks. You **MAY NOT** just extract information from the source, you have to use your OWN knowledge and understanding.
E.g. "Explain...Comment on...Why did... What is implied by the statement"

LEVEL THREE - These questions are INTERPRETATION and CONSOLIDATION questions. They require you to think about the subject matter critically. E.g. Compare, Paragraph questions, Usefulness, etc.

Types of Source-Based Questions

LEVEL 1 QUESTIONS	LEVEL 2 QUESTIONS	LEVEL 3 QUESTIONS	PARAGRAPH WRITING	ESSAY WRITING
• Quote evidence from the source.. • According to the source.. • Name / State ... • **Define** the term...**in your own words**	• Using the information in the source and your own knowledge • Explain /Comment on... • What do you think... • What is implied by the statement... • Explain the **messages.. Visual sources** • **Explain the term in the context of**	• Comment on / Explain the - usefulness - reliability - limitations • How /whether.. Useful / Reliable / Limitations • Comparison of sources	Revise Working with Sources • Use the information in the sources and your own knowledge • Write a paragraph	Analyse the Essay question • Context • Content • Time Frame Mind Map

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Analysing visual sources

1. There are **four** different types of visual sources you can get in a paper:
   a. Photographs
   b. Cartoons
   c. Posters
   d. Newspaper articles with headline + image
2. Read the caption → It will tell you what the visual is about
3. Identify key elements → What is BIG? What is SMALL? What does the picture show? Are there labels? Who created the source? Do they have other motives? Is it propaganda? etc.
4. Ask yourself why the cartoonist/photographer took the picture or what they were trying to say.

Grade 11 Telematics – 10 August

The photograph below depicts young African Americans and whites in a 'swim-in' (to protest against segregation in swimming pools) at Pullen Park's swimming pool in Raleigh, North Carolina on 7 August 1962. In the background of the photograph are two groups, African Americans sitting and whites standing separately.



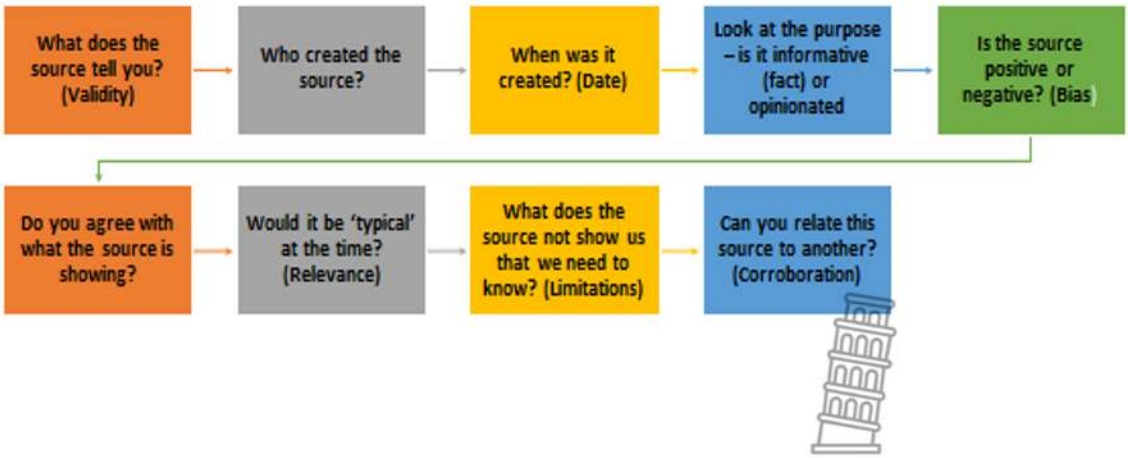
[from https://davidcoodski.com/2018/07/20/the-colored-war-pool-walk-ins-and-swim-ins/ . Accessed on 4 August 2021.]

A GROUP OF YOUNG AFRICAN AMERICANS

A GROUP OF YOUNG WHITES

- Explain the messages that are conveyed in the photograph regarding the 'swim-in' that took place in Raleigh, North Carolina on 7 August 1962. (2 x 2) (4)
- What conclusion can be drawn from the photograph regarding the two separate groups that are outside the swimming pool, in the context of integration? (1 x 2) (2)

Usefulness



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Reliability



The following questions will help you to answer a question on reliability ...

- **What** type of source is it? (Is it a primary or secondary source?)
- **Who** created the source? (Author)
- **When** was it created? (Date)
- **Why** was it produced? (Purpose)
- **Can the source be corroborated with other sources?**

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TIPS ON HOW TO ANSWER QUESTIONS ON RELIABILITY

Is it a primary source? E.g., is it an eye witness account?
Is it taken from a reliable newspaper, documents, photographs or reports?
Can it be corroborated (supported) with other sources?

TYPICAL APPROACH FOR ANSWERS ON RELIABILITY

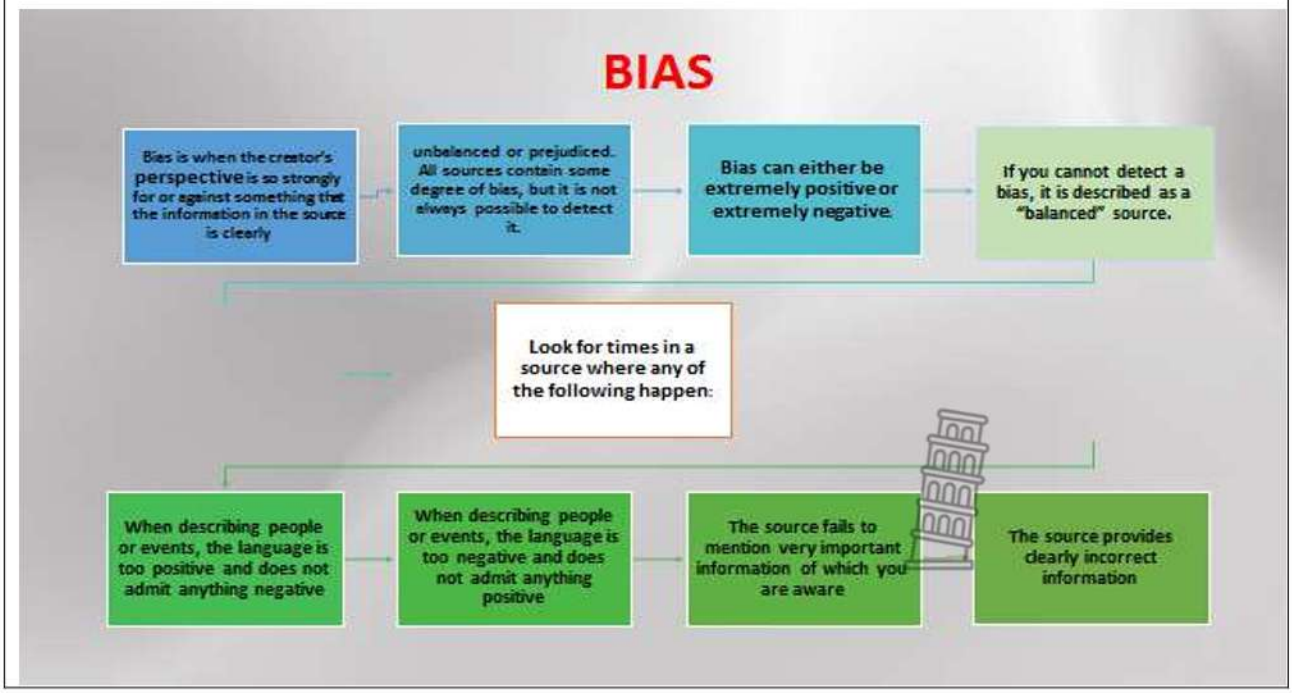
It is reliable because it is a primary source. X INCOMPLETE ANSWER
It is taken from a reliable newspaper. X INCOMPLETE ANSWER
It can be corroborated (supported) with other sources. X INCOMPLETE ANSWER

HOW TO CORRECT THE ABOVE ANSWERS

It is reliable because it is a primary source, as it is an eyewitness account of a person who was there.
It is reliable because it is taken from a reliable newspaper reporting on .....
It is reliable because the information can be corroborated by a source .....

Limitations

- One sided view
- Bias
- Facts are deliberately omitted/exaggerated
- Propaganda



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How to approach comparison questions

Before — Study both sources, look for information that are the same or different, depending on the question.

During — Highlight the information that relate to each other in the source.

After — Make reference to both sources in your answer:
"In Source 1A it says...
In Source 1B it says...
Both sources highlight...

- Refer to Sources 2B and 2C. Explain how the information in Source 2B **supports** the evidence in Source 2C regarding .....

OR

- Explain the **similarities / differences** regarding...

PAPER 1 TOPIC1: QUESTION 1
THE COLD WAR: THE ORIGINS OF THE COLD WAR

COLD WAR: It was an ideological war of words that existed between the USA (representing capitalism) and the USSR (representing communism) after the Second World War

WHAT WERE THE OUTCOMES OF THE YALTA CONFERENCE?

WHAT DID THE SUPERPOWERS AGREE TO AT YALTA?

- They agreed that Germany should be divided into four Zones of occupation - Russian, American, British and French.

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- They agreed that Berlin, the capital of Germany, which was situated in the Russian Zone, should be divided into four sections, one for each of the 4 major powers. THE POTSDAM CONFERENCE OF 1945



- This was a conference that was held to decide the future of Germany.
- WHAT AGREEMENTS WERE REACHED AT POTSDAM IN 1945?
- The Four Zones of occupation in Germany would each have an army and be ruled by a military governor.
- This would be done under a joint Allied Control Council (ACC).
- The ACC would ensure the coordination of economic issues.
- Although Germany was divided into Four Zones, it was agreed that it would remain united.
- EXPANSION OF COMMUNIST CONTROL IN EASTERN EUROPE
- During World War II, Russia extended its influence and occupied the Baltic republics of Latvia, Lithuania and Estonia.
- After the end of the war, while Europe concerned itself with the rehabilitation of the war-ravaged countries, Russia made important territorial advances in Eastern Europe.
- Communist governments were established in Poland, Hungary, Czechoslovakia, Yugoslavia, Albania, Bulgaria, and East Germany.
- Elections that were promised in these countries often did not occur.

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- When elections did take place, results that were unfavorable to the communists were ignored. ,
- Definition of Iron Curtain in the context of the Cold War:
- **The IRON CURTAIN** was a symbolic border that separated communist Eastern Europe and capitalist Western Europe during the Cold War.
- Churchill's speech widened the gap between Russia and the West, but did little to deter the Russian expansion in Europe. (Speech caused tension)

WHY DID THE IRON CURTAIN SPEECH CAUSE TENSION BETWEEN THE USA AND SOVIET UNION?

- It implied that the USSR had no right to expand westwards.
- It implied that the spread of Communism was a bad ideology.

HOW DID THE WESTERN ALLIES REACT TO THE FORMATION OF THE IRON CURTAIN?

- The Western Allies (Britain, France and the USA) decided to unite their respective sections of Germany to form the German Federal Republic (August 1949). –(Tension)
- Konrad Adenauer became West Germany's first Chancellor. (Tension)

HOW DID THE SPREAD OF CAPITALISM CAUSE TENSIONS BETWEEN THE USSR AND THE USA DURING THE COLD WAR?

WHICH EVENTS IMPLEMENTED BY THE USA CAUSED TENSIONS WITH THE USSR?

- The USA's involvement in Greece
- The introduction of the Truman Doctrine
- The establishment of the Marshall Plan
- Undertakings by the USA leading to the Berlin Blockade
- Events leading to the Berlin Crisis (BERLIN WALL)
- Formation of NATO

N.B. USE THE ABOVE POINTS TO DETERMINE HOW EACH POINT LED TO TENSIONS BETWEEN THE USA AND RUSSIA

HOW DID THE USA's INVOLVEMENT IN GREECE CAUSE TENSIONS WITH THE USSR?

- The USA supplied weapons to the anti-communist forces in Greece.
- They provided military training to the government forces in Greece.
- They promoted a propaganda campaign aimed at denouncing the communist ideology in Greece.
- They prevented the spread of communism in Greece

WHAT WAS THE TRUMAN DOCTRINE?

- It was a policy that aimed to combat Communism and to protect European countries from communist takeover

HOW DID THE INTRODUCTION OF THE TRUMAN DOCTRINE CAUSE TENSIONS WITH THE USSR?

- Its main focus was to prevent the spread and influence of communism in Western Europe.
- It was meant to divide Europe into Eastern and Western Europe.
- It was meant to make European countries politically reliant on the USA.

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- It was meant to influence the political decision-making of European countries.
- The USA did not inform the SOVIET UNION about implementing the Truman Doctrine.

WHAT WAS THE `MARSHALL PLAN?

- It was an economic aid package that aimed to rebuild the economies of Europe during the Cold War.

HOW DID THE IMPLEMENTATION OF THE MARSHALL PLAN INCREASE TENSIONS WITH THE SOVIET UNION?

- The financial aid was only given to countries that followed capitalism and this allowed these countries to flourish economically.
- The Soviet Union was not informed about the implementation of the Marshall Plan.
- It portrayed the Soviet Union and its policy of communism as a failure.
- It was seen as Dollar Imperialism by the Soviet Union, i.e., the USA was seen as using its financial power and influence to buy political favour in Europe.

DEFINE THE TERM BLOCKADE IN THE CONTEXT OF THE COLD WAR IN EUROPE

It was when the Soviet Union blocked all access to Berlin during the Cold War.

HOW DID THE UNDERTAKINGS BY THE USA CAUSE TENSION WITH THE SOVIET UNION RESULTING IN THE BERLIN BLOCKADE?

- In June 1948, the Western powers introduced a new currency, the ' Deutschmark', replacing the Reich mark.
- The Western powers united their zones and created the Federal Republic of Germany (West Germany).
- They did not consult with the USSR on the economic changes in Germany.
- The USA tried to influence other satellite states to accept Marshall Aid.
- The USA saw Germany as a buffer to the spread of communism.
- They countered the blockade by creating an airlift.
- It led to a brain drain from East Germany as people defected to West Germany and the West.

SUMMARY OF EVENTS THAT CAUSED TENSION BETWEEN THE USA AND RUSSIA DURING THE COLD WAR

THE UNITED STATES OF AMERICA	THE SOVIET UNION (RUSSIA)

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The USA promoted capitalism in Europe. The Iron Curtain speech by Winston Churchill portrayed communism as a threat to the way of life of Western European countries. They united their zones to form the German Federal Republic. The allies introduced the Deutschmark as the new currency of West Germany. They formed a strategic plan called the Truman Doctrine to combat communism. The USA provided arms to Greece to prevent a communist takeover. The USA provided an economic package called the Marshall Plan to the capitalist countries of Western Europe. The USA responded to the Berlin blockade by using airplanes to transport goods to West Berlin. The USA encouraged skilled workers to defect to West Berlin. The USA formed a military alliance called the North Atlantic Treaty Organisation (NATO) to protect capitalist countries from communist takeover.	Russia promoted communism in Eastern Europe. Russia introduced communist governments in the satellite states. Russia renamed its zone of occupation into Democratic Republic of Germany. Russia introduced a new currency in East Germany called the Ostmark to counter the Deutschmark. Russia closed all land borders, canals, rivers and bridges to West Berlin. Russia viewed the Marshall Plan as dollar diplomacy aimed at making countries dependent on the USA. Russia created the Cominform to prevent Russian satellite states from receiving Marshall aid. Russia formed an economic alliance of communist countries called the Molotov Plan to provide economic assistance to communist countries. Russia created the Berlin Wall to prevent skilled workers from escaping to West Berlin. Russia prevented people from going to work in West Berlin. Russia shot people who tried to escape. Russia formed a military alliance called the Warsaw Pact to protect communist countries from capitalist takeover.

TOPIC 1 ACTIVITIES
SOURCE 1A (TO TEST USEFULNESS AND LIMITATION SKILLS)

The following source explains how the Allied Powers responded to the Russian blockade of Berlin in 1948.

The Allies had several options to confront the Berlin blockade. They could attempt to open supply routes on the ground, or they could supply Berlin from the air. The first instinct (feeling) of Gen Lucius D. Clay, United States military governor, was to suggest putting an American armoured column on the road to Berlin instantly. The … USA approved it with the stipulation that the armoured column would not attempt to fight its way through if the Russians stood fast. Clay refused to proceed under those circumstances. In light of the limited ground options, there was no recourse (option) but to supply Berlin by air.

The Allies began in July with the capability to deliver over 2 000 tons per day and completed the operation with the capability to transport 6 000 to 7 000 tons per day. Allied airlifters were required to supply Berlin with not only enough food and supplies for it to survive the blockade but enough food and supplies for it to prosper as a community. Berlin had adequate supplies on hand to last roughly 30 days. By the beginning of 1949, transport aircraft were operating from eight departure airfields into three arrival airfields. The narrow corridors into and out of Berlin, coupled with limited airspace over the city and finite (fixed) ramp space on the three Berlin airfields, placed a requirement to use each slot with precision. … General Tunner's continuous flow was based on a three-minute departure interval. This translated into 480 landings in a 24-hour day at each of the three Berlin airfields.

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[From http://www.jstor.com/stable/resrep13825.9. Accessed on 21 November 2021.]

1.1 1.1.1 Explain the usefulness of this source to historians researching how the Allied powers responded to the Berlin Blockade of 1948. (2 x 2) (4)

1.1.2 Explain the limitations of this source to a historian researching the Berlin Blockade. (2 x 2) (4)

SOURCE 1B - (TO TEST RELIABILITY AND INTERPRETIVE SKILLS)

This photograph, taken in 1948, shows an American transport aircraft carrying supplies and about to land at Tempelhof Airport, West Berlin.



1.2 1.2.1 Explain the reliability of this source to a historian researching the response of the Allied powers to the blockade of Berlin. (2 x 2) (4)

1.2.2 Explain why this photograph may be regarded as "ICONIC" regarding the Berlin Blockade. (2 x 2) (4)

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QUESTION 1: HOW DID THE USA ATTEMPT TO CONTAIN THE SPREAD OF COMMUNISM IN EUROPE IN THE 1940s?

SOURCE 1A (Extraction and interpretation questions)

The source below focuses on the Long Telegram written by George Kennan in 1946 that formed the basis for the USA's containment policy.

The Long Telegram was a pivotal (important) communication sent by US diplomat George F. Kennan in 1946, outlining his views on the Soviet Union's intentions and behaviour. This 8,000-word message articulated the need for a policy of containment to counter the perceived threat posed by Soviet expansionism. It became a foundational document for US foreign policy during the early Cold War, influencing how America responded to Soviet actions.

Kennan emphasized that the Soviet regime was inherently expansionist and would seek to extend its influence wherever possible, leading to the need for a proactive US response. The telegram argued that the US should adopt a strategy of containment rather than confrontation or appeasement (conciliation) toward the Soviet Union. Kennan's insights contributed to the formulation of the Truman Doctrine, which promised support to countries resisting communist influence. The Long Telegram set the stage for American strategies in Europe and Asia, shaping how the US engaged in conflicts such as those in Korea and Vietnam.

The Long Telegram laid the groundwork for America's proactive stance against communism, influencing its involvement in numerous international conflicts throughout the Cold War era. It justified military interventions and support for anti-communist regimes globally, evident in events like the Korean War and Vietnam War. By framing these conflicts as battles against a monolithic communist threat, US policymakers were able to garner (gather) domestic support for extensive military and economic engagements worldwide, which ultimately defined much of international relations in that era.

[From *https://library.fiveable*.me/key-terms/*ap-euro/long-telegram* accessed on 7 January 2025.]

1.1 Refer to Source 1A.

1.1.1 What, according to the source, did Kennan outline in the Long Telegram? (1 x 2) (2)

1.1.2 Why, according to the source, was there a need for a policy of containment? (1 x 2) (2)

1.1.3 Explain the term *containment policy* in the context of the Cold War. (1 x 2) (2)

1.1.4 Why do you think Kennan preferred containment instead of confrontation with the Soviet Union? (1 x 2) (2)

1.1.5 Explain why the USA decided on a proactive stance against Communism. (1 x 2) (2)

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SOURCE 1B

The source below is part of a speech delivered by American President Harry Truman before a joint session of Congress on 12 March 1947. The speech outlined what later became known as the Truman Doctrine.

It is necessary only to glance at a map to realize that the survival and integrity of the Greek nation are of grave importance in a much wider situation. If Greece should fall under the control of an armed minority, the effect upon its neighbour, Turkey, would be immediate and serious. Confusion and disorder might as well spread throughout the entire Middle East.

Moreover, the disappearance of Greece as an independent state would have a profound effect upon those countries in Europe whose peoples are struggling against great difficulties to maintain their freedoms and their independence while they repair the damages of war.

… Should we fail to aid Greece and Turkey in this fateful hour, the effect will be far-reaching to the West as well as to the East. We must take immediate and resolute action.

… 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 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 to 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 authorised.

… The seeds of totalitarian regimes are nurtured (developed) by misery and want. They spread and grow in the evil soil of poverty and strife. They reach their full growth when the hope of a people for a better life has died. We must keep that hope alive.

1.2 Refer to Source 1B.

1.2.1 Which TWO countries were under threat according to the source? (2 x 1) (2)

1.2.2 Quote any TWO types of assistance Truman requested the cabinet to authorise. (2 x 1) (2)

1.2.3 Explain what is implied by the statement, 'if Greece should fall under the control of an armed minority, the effect upon its neighbour, Turkey, would be immediate and serious. (1 x 2) (2)

1.2.4 Comment on the statement, 'the seeds of totalitarian regimes are nurtured (developed) by misery and want.' (1 x 2) (2)

1.2.5 Explain the reliability of this source to a historian researching the USA's containment policy. (2 x 2) (4)

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SOURCE 1C

This source below focuses on the Marshall Plan that was implemented to rebuild the European economies from 1948.

The Marshall Plan gave dollars to cash-strapped European countries, enabling them to rebuild their own industrial capacity. The Marshall Plan also addressed the issue of political security.

In France and Italy, stalled agricultural production and shortages of important goods was giving momentum to communist organisers, who tapped into the unrest and organised strikes and protests against the French and Italian governments. This trend greatly alarmed the United States. The CIA issued a report saying that greater danger for the US lay in the possibility of Western European economic collapse and a communist expansion. The Marshall Plan offered the United States a route to stability. The aid was available to all European countries. But it wasn't only meant to defuse internal conflicts within countries – it was a strategic attempt to fend off aggression from the communist Soviet Union.

The Soviet Union rejected the American aid and forced Eastern European countries under its influence to reject the offer as well. But countries in Western Europe received it enthusiastically, and the plan's popularity swung political opinions to the center, snugly next to the US government, and out of reach of the Soviets. For this reason, the implementation of the Marshall Plan is seen as a defining moment of the early Cold War. Bags of wheat from the US Midwest fed starving Germans, money invested into infrastructure built vast hydroelectric dams across Austria, and funds helped rebuild Italy's Fiat automobile plant, all the while the US's greatest fear, communism, was locked out of Western Europe.

[From *https://www.marshall*foundation.org*/the-marshall-plan/history/:* accessed on 6 January 2025.]

1.3 Study Source 1C.

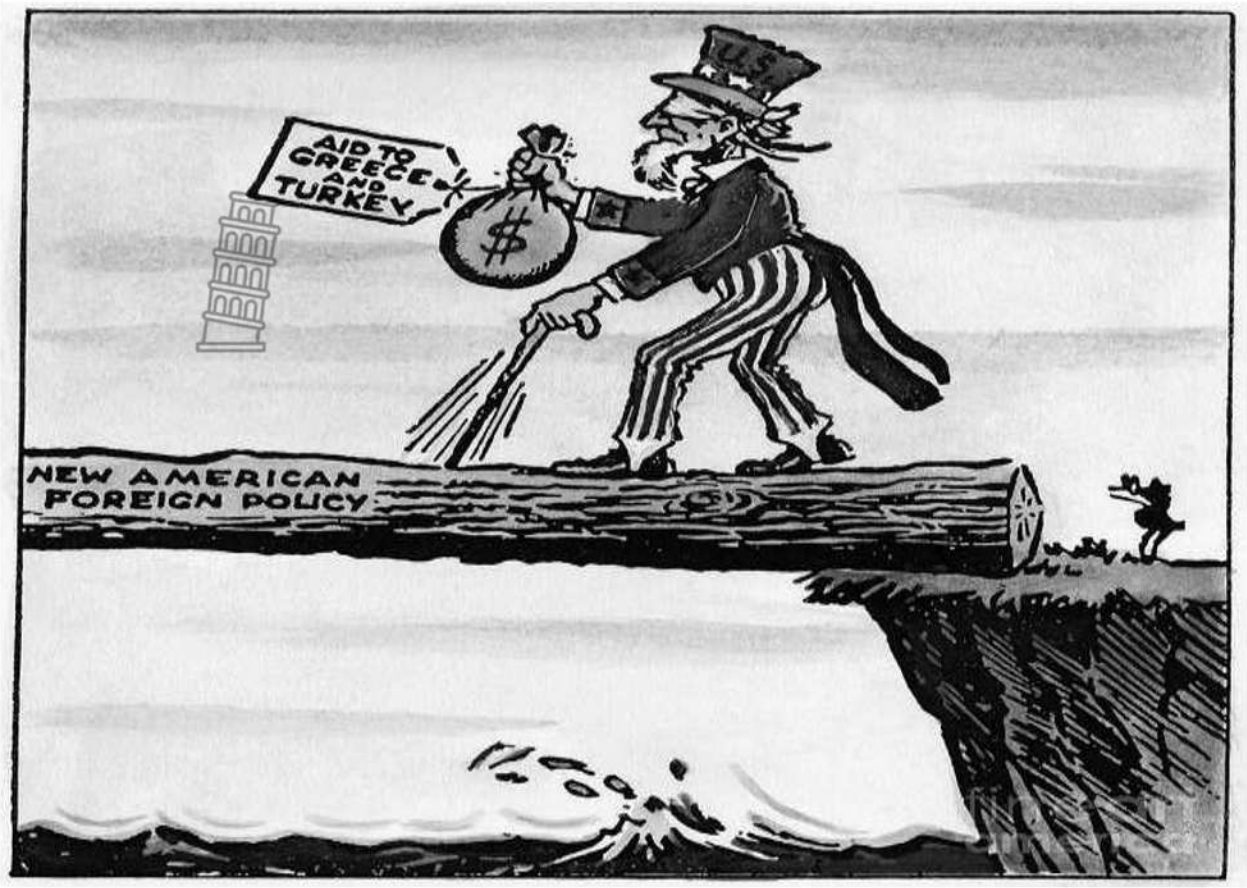
1.3.1	Quote TWO problems from the source that were addressed by the Marshall Plan.	(2 x 1) (2)
1.3.2	In which countries, according to the source, did the communists organise strikes against the government?	(2 x 1) (2)
1.3.3	Why do you think the Soviet Union rejected the Marshall Plan?	(1 x 2) (2)
1.3.4	Define *communism* in your own words.	(1 x 2) (2)

SOURCE 1D

The source below is the Truman Doctrine cartoon by Granger, showing how the USA implemented its new foreign policy.

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[From https://www.granger.com/results.asp?image=0034161 accessed on 6 January 2025.]

1.4 Consult Source 1D.

1.4.1 What messages are conveyed in the source? (2 x 2) (4)

1.4.2 Comment on the new foreign policy that was implemented by the USA. (1 x 2) (2)

1.5 Refer to Source 1B and Source 1D. Explain how the evidence in Source 1D supports the information in Source 1B regarding the USA's containment policy. (2 x 2) (4)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) explaining how the USA attempted to contain the spread of communism in Europe in the 1940s. (8)

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Paragraph Writing

Using the information in the sources and your own knowledge write a paragraph…	
How do the sources respond to the Key Question?	**What could be included in the paragraph?**
• Source 1 – Context (why the TRC was established, committees formed ….  • Source 2 – Case study (Mxenge) • Source 3 – visual source based on the context and case study • Source 4 – Success/failure/criticism	• Source 1 indicates the reasons for the establishment of the TRC. • Source 2 highlights the case study of …… / Amnesty… • Source 3 – shows… / supports the…. • Source 4 – explains the successes/failures of the TRC • Always incorporate your own knowledge. DO NOT WRITE IN POINT FORM/USE BULLETS

PAPER 1 ESSAY QUESTION 4: THE EXTENSION OF THE COLD WAR: CASE STUDY VIETNAM WAR

ESSAY WRITING SKILLS

3 TYPES OF ESSAY QUESTIONING STATEMENTS

Critically discuss… What do you decide are the most important facts and justify/ defend/ substantiate how you came to this conclusion/ show advantages and disadvantages/ positives and negatives/ good and bad/ successes and failures? Start an introduction by stating: • "Indeed… however... • It a fact… but… • Certainly… the opposite is true... • Absolutely…but at the same time… • Surely…though…	**Do you agree…** A statement will be given/ provided. You are expected to choose one side and stick to it, hence agree/ disagree and provide evidence on why you do. To commence the introduction, you may agree/disagree and outline the evidence to support your argument.	To what extent… State the degree to which something is true. This question calls for a full assessment of evidence. Start an introduction by stating: • To a great(er) extent… • To a large(r) extent… • To a less(er) extent…



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Essay Question analysis



- Read the essay question carefully and understand the focus.
- Explain to what extent the tactics and strategies that the Viet Cong used against the United States of America's army were successful in containing the spread of capitalism in Vietnam between 1965 and 1975. Use relevant evidence to support your line of argument. [50]

Commanding Statement	Explain to what extent...
Content Focus	...the tactics and strategies that the Viet Cong used against the United States of America's army
Context of the content/LoA	...were successful in containing the spread of capitalism in Vietnam...
Period/Time Frame	...between 1965 and 1975.

Introduction

- Your introduction should respond directly to the question posed.
- Take a stance
- Indicate the orientation (points to be used) supporting your line of argument taken.
- Your introduction should not exceed (more than) 8 lines.
- It should be clear and be very concise.



PAPER 2 QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA

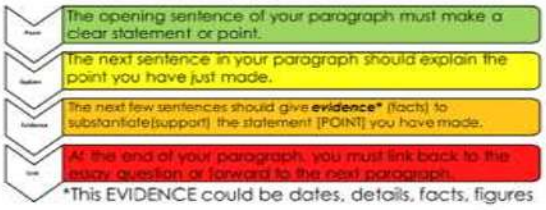
Black Consciousness started a movement that filled the political vacuum in the 1960s and continued to successfully challenge the apartheid government in the 1970s.
Do you agree with this statement? Substantiate your answer with relevant historical evidence.



- **Introduction** – [illegible]
- P1 – Political vacuum (background)
- P2 – Role of BSO, NUSAS did not meet the needs of Black South Africans – SASO
  Philosophy : self-reliance, pride, self-confidence, etc
- P3 – BPC – community projects by blacks for blacks – examples
- P4 – BAWU: Independent trade union movement of and led by black workers
- P5 – Bantu Education Act (Afrikaans)
- P6 – SRC, SASM, SASO – SOWETO Uprising
- P7 – Role of the media – exposed SA to the external world
- **Conclusion** how the content used answered the question posed

Using a PEEL Method in the paragraph

How to write a well-structured paragraph using PEEL

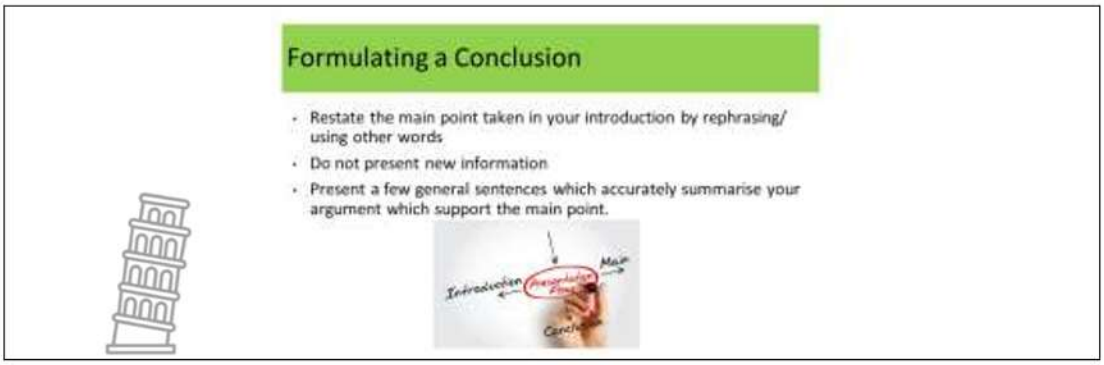


*This EVIDENCE could be dates, details, facts, figures



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Transition Verbs: To begin with, apparently, nevertheless, important to note, however, furthermore, moreover, to demonstrate, subsequently, on the contrary

THE EXTENSION OF THE COLD WAR: CASE STUDY VIETNAM WAR
CHALLENGES IDENTIFIED IN QUESTION 4 FROM THE DIAGNOSTIC ANALYSIS 2021-2024

- Some candidates provided an unnecessary and detailed background about Vietnam. Candidates needed to be able to address what was required by the question.
- A few candidates were unable to discuss the following statement critically: '*The tactics used by the Vietcong were successful in making USA strategies ineffective during the Vietnam War between 1963 and 1975*'.
- A substantial number of candidates applied the *L* in the *PEEL* method incorrectly. They ended each paragraph by simply repeating the statement provided in the question, which did not relate well to the information provided in the preceding paragraph.
- It was also noted that the essays of weaker candidates lacked proper introductions and contained irrelevant background information. In addition, many could not sustain their line of argument or draw convincing conclusions.
- Chronology should be stressed in this question as the line of argument depends on it.

NB: The essay on the Vietnam War is based on the failures of the USA's strategies to prevent the spread of communism. Please ensure that you read the question properly in order to take the correct stance.

SHORT SUMMARY OF THE VIETNAM WAR ESSAY:

- The strategies that were used by the USA were a failure, whereas those used by the Vietcong were a success.
- There was a civil war in Vietnam between the South Vietnamese government and the Vietcong. The Vietcong wanted the South Vietnamese government and the North Vietnamese government to be reunited under communist rule.
- USA interfered in the Vietnam War to contain the spread of communism by backing the South Vietnamese government.
- The USA failed to stop the spread of communism due to ineffective tactics and strategies that they used.
- Vietcong managed to defend communism due to their effective strategies.

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- Therefore, in this essay USA totally failed to defeat the Vietcong and to stop the spread of communism.
- If the question states that the USA was successful in containing the spread of communism or defeating the Vietcong tactics and strategies, then the learner must take a stance to disagree with the statement.

POINTS TO CONSIDER WHEN ANSWERING THE ESSAY ON VIETNAM PROVING THE INEFFECTIVENESS OF THE USA STRATEGIES.

USA'S TACTICS AND STRATEGIES	REASONS WHY THE USA TACTICS FAILED	HOW THE VIETCONG USED THE USA TACTICS TO THEIR ADVANTAGE
Safe Village	• Villagers were forcefully removed from their ancestral lands. • They could not practice their culture and religion in the Safe Villages freely. • They could not visit the graveyards of their ancestors. • Their homes were destroyed. • Their loved ones died while resisting being moved away.	• Vietcong promised to return them to their ancestral lands. • They promised them that they would be able to practice their culture and religion freely. • They assisted the peasants with the rebuilding of their homes. • They assisted the peasants with the burial of their loved ones.
Operation Rolling Thunder	• The USA had to limit its targets to attacking China and Russia; hence, they were North Vietnam's allies. • The Ho Chi Minh Trail had complex networks of roads and paths, which made it difficult to interdict supplies effectively.	• They adopted the use of the underground tunnels and bunkers to minimize the impact of the bombing. • They used their knowledge of the terrain to their advantage against the USA.
Operation Ranch Hand	• It caused significant environmental and health consequences. • It was criticized by the American community, arguing that it violated human rights as it also affected civilians.	• They had a backup food supply in their underground storage. • They took advantage of the environment as the defoliants like Agent Orange were disturbed by wind and dispersed the chemicals away from their intended targets. • Tet Offensive The surprise attack launched by North Vietnam and Vietcong to Americans was called the 'Tet Offensive in 1968. The Viet Cong and North Vietnamese launched a surprise attack on

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		about 100 cities and towns. They even entered Saigon and captured the American embassy for six and a half hours, proving that the VC were very strategic.
Search and destroy (Mai Lai Massacre)	• USA soldiers were young and inexperienced when this strategy resulted in significant civilian casualties and destruction of villages, damaging the US's reputation. • They attacked innocent civilians, raped women and children.	• They were so strategic in ambushes, booby traps and quick strikes, disappearing back into the jungle • (Hit and run strategy). • They actively cultivated relationships with the South peasants, promising them land and freedom under communism.
The role of media	• The media played a crucial role in the Vietnam War by capturing mass killings that were committed by the US soldiers at Mai Lai village. Pictures and videos of these killings were spread all over and they tarnished the image of the USA. The American public responded negatively to the American involvement in the Vietnam War, thus making the USA's strategies ineffective.	
Anti-war movement	• They made protests and anti-war demonstrations for America to withdraw from the war. After much pressure from the American public and the failure to defeat the Vietcong, President Nixon came up with the WHAM policy (Winning the Hearts and Minds of the Vietnamese). This signalled the failure of the USA to stop Vietnam from becoming a communist state. The withdrawal of soldiers from Vietnam was a sign that the USA had failed to defeat a small country like Vietnam.	• In the war the Vietcong were fighting to liberate their country and to defend it against outside interference and unite it into a communist rule (Vietnamese perspective) whereas the USA was fighting to stop the spread of domino effect (US perspective) however the USA failed to defeat a small country like Vietnam because of the Vietcong creativity and unconventional strategies.

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FOCUS ON VIETNAM IN THE 1960s

Introduction

Although the Cold War had its roots in Europe, it exerted its influence on other parts of the world, such as in Vietnam, Cuba, Angola and the Middle East. The USSR and the USA never went to war with each other, but the increased ideological tension between them led to conflict situations in other parts of the world. In this regard, we would focus on how Cold War tensions intensified in Vietnam.
In 1963, the USA became involved in Vietnam. This involvement became greater and greater over the next ten years.

A map showing the location of Vietnam (South-East Asia) in the 1960s.



Background information - Cold War in Vietnam

- The French ruled an area called Indo-China, which included Vietnam, Laos and Cambodia before the Second World War.
- The French ruled this area with an iron fist and were very unpopular.
- This resulted in several uprisings, including one led by the Nationalist Party in 1930.
- However, in 1940, Japan invaded and occupied Indo-China.
- A secret guerrilla organisation called the Vietminh or League for the Independence of Vietnam was set up to resist the Japanese occupation.
- This organisation was led by a Communist called Ho Chi Minh. *Who was Ho Chi Minh?*
- The Vietminh worked with the allies to get rid of the Japanese. In September 1945, after the defeat of Japan, Ho Chi Minh was able to declare Vietnam independent.
- Within three weeks, in 1946, the French had returned and fought the Vietminh, who were supplied with weapons from China and the USSR. In May 1954, the French were defeated at Dien Bien Phu and decided to pull out.

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- In 1954, a conference was held at Geneva, which:
- Brought an end to the war in Vietnam.
- Laos, Vietnam and Cambodia attained independence.
- Vietnam was temporarily divided into North Vietnam, which was controlled by the Communist Vietminh and South Vietnam, which was backed by the USA and France. It was intended that Vietnam would be reunited after elections. The USA, however, refused to allow free elections throughout Vietnam in case they led to a Communist victory. South Vietnam was ruled by the unpopular Ngo Diem. There was opposition to his rule, leading to a civil war by the National Liberation Front and the Vietcong, its Communist guerrilla force.

In 1963, Diem was overthrown and replaced by a series of military rulers, all of whom were opposed to the Communist North. The Vietcong were backed by the USSR and China. The Chinese supplied weapons, equipment and food. These supplies arrived in South Vietnam down the ***Ho Chi Minh Trail***, a series of supply lines through the jungle that were vital to the Communists and had to be kept open.

The Vietcong took advantage of South Vietnam's problems and became popular in rural areas because it gave land to the peasants and provided schools, postal and banking systems. The Vietcong treated the local people well and won their support.

How and why did America get involved in Vietnam?

- The USA was involved in Vietnam mainly to stop the spread of Communism and to prevent what Eisenhower called the **'domino theory'** (meaning that once one state became Communist, others would soon follow) from becoming a reality. He believed that if Vietnam became Communist, neighbouring countries would each fall in turn.
- **Policy of Containment**: to stop the spread of communism.
- Creating a sphere of influence: The USA wanted to spread its capitalist ideology in Indo-China. The USA had financial and military resources to support the Vietnamese government against the pro-communist Vietcong.



Strategic Hamlets programme/Safe village system

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- **In 1962,** the South Vietnamese government, with USA support, introduced the '**Strategic Hamlets programme'/ Safe village system**.
- Rural peasants were placed in specially protected villages where they would be safe from Vietcong troops and their influence.
- The safe village system was **not successful** because it often involved people being forcibly removed from villages and placed elsewhere. Vietnamese practiced ancestral worship and felt unhappy having to leave their ancestors behind.
- Peasants supported the VC because of promises of land when the enemy was defeated. In return, peasants provided the guerrillas with food, shelter and a place to hide.
- The Vietcong occupied many of the strategic hamlets and captured the peasants' weapons. The safe village system was abandoned in 1963
- As tension between North and South increased, the USA became heavily involved, especially after the Viet Cong began to attack American supply bases.



1963 Buddhists' Self-Immolation (sacrifice)

Matters in South Vietnam reached a crisis point in 1963. Student protests were held and several Buddhist monks burnt themselves to death against the harshness of Diem's government and his treatment of Buddhists.

Ngo Dinh Diem was overthrown and killed in 1963.

In 1963, the Vietcong managed to take over 40% of the rural areas of South Vietnam. South Vietnamese governments did not last very long. The country had ten different governments within two years of the removal of Diem. The Vietcong appeared to have the upper hand and had over 100,000 active fighters in the South. The very survival of Vietnam was now at stake. Communism seemed on the verge of spreading throughout South-East Asia. USA's policy changed in Vietnam after 1963 when J.F. Kennedy was assassinated and Lyndon B. Johnson took over as the new American president.

Vietnam in 1963

In 1963, the Vietcong managed to take over 40% of the rural areas of South Vietnam. South Vietnamese governments did not last very long. The country had ten different governments within two years of the removal of Diem. The Vietcong appeared to have the upper hand and had over 100,000 active fighters in the South. The very survival of Vietnam was now at stake. Communism seemed on the verge of spreading throughout South-East Asia.

LYNDON BAINES JOHNSON (LBJ) – believed that war could be won quickly with an increase in American involvement. Johnson used an incident in the Gulf of Tonkin as an excuse to bomb Vietnam. American destroyers were said to have been fired upon by North Vietnamese torpedo boats. The US Congress passed a special motion called the **Tonkin Gulf Resolution in 1964,** which gave President Johnson the right to commit USA to a full-scale war in Vietnam. Over half a million American troops were sent to the war.

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- He assumed that the Vietcong were controlled by Ho Chi Minh and he decided to bomb North Vietnam by destroying ports, bases and supply lines in the hope that support from the North, China and USSR would end.



The following is a timeline of how events unfolded in Vietnam

1965 'Operation Rolling Thunder'

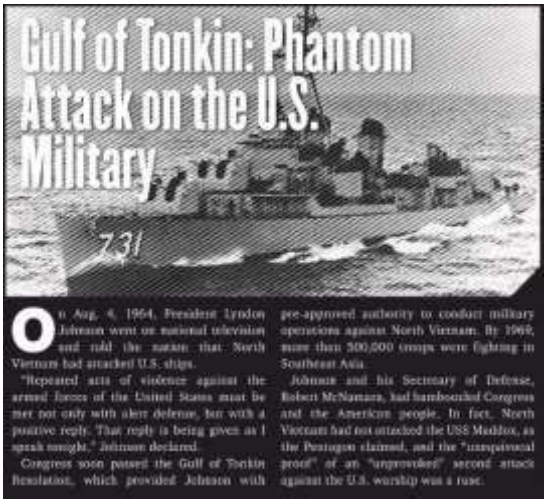
This was a bombing offensive against North Vietnam. The aims were:

- To end North Vietnamese support for the Vietcong by destroying ports, bases and supply lines.
- To do this without committing American troops to the war on the ground. Though this failed, the USA continued to bomb the North heavily throughout the late 1960s. Bombing was also used extensively against the Vietcong in the South. By 1970, the Americans had dropped more bombs on Vietnam than on all previous targets throughout the twentieth century.

1968 The 'Tet Offensive'



- Tet is a religious festival. During Tet, there was an agreement of ceasefire. In January 1968 (during Tet festivities), the Viet Cong and North Vietnamese launched a surprise attack on about 100 cities and towns.
- They even entered Saigon and captured the American embassy for six and a half hours. These attacks were well planned and coordinated. The American South Vietnamese government was surprised by the attack, but fought back
- Tet Offensive is regarded as a **turning point** in the Vietnam War, because even though Viet Cong losses were high, but USA's commitment to the war changed



Effects Of the Tet Offensive In America

- Although the Americans and South Vietnamese fought back, they were shaken by the attacks.
- The attack showed that the Vietcong could strike in the heart of American-held territory and had badly affected American military morale.

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- It suggested to the American public that the war could not be won. It increased criticism of American involvement
- The brutal scenes of the gruesome war were televised.

The Tet Offensive had an extremely negative impact on public opinion in the USA.

- Many Americans became convinced that **the** USA was losing the war and there was increased pressure on the USA government to withdraw. On the streets of America, the chant of the demonstrators was 'Hey, hey LBJ, how many kids did you kill today?'
- After the Tet Offensive, the number of demonstrators against the war increased.

Operation Ranch Hand: AGENT ORANGE, BLUE AND NAPALM

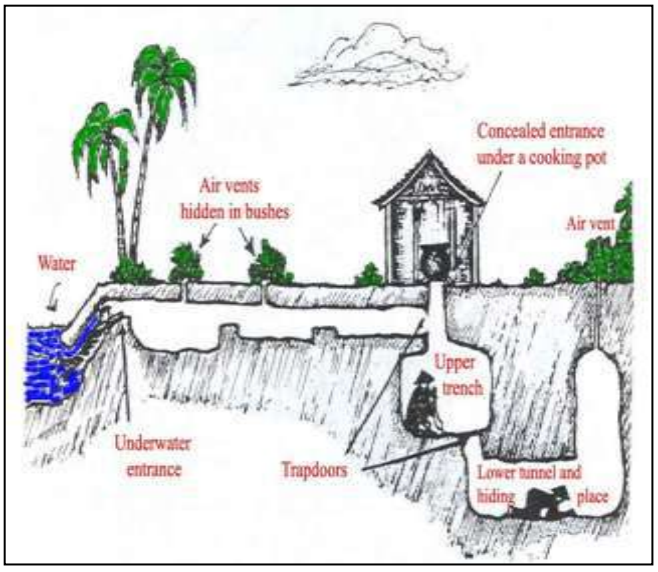
- USA bombed the Ho Chi Minh trail to try to stop the supply of weapons from North Vietnam.
- USA used a chemical defoliant called **Agent Orange** to destroy the vegetation that hid the supply routes, causing lasting environmental damage. Americans also sprayed an herbicide called **Agent Blue** over crops to deprive the guerrillas of food. Agent Blue polluted the land, which remained infertile for years.
- Americans also used **napalm** – a substance that burns with an intense heat. Napalm produces a thick gel that attaches itself to the skin and burns through to the muscle and bone.

Search and Destroy Policy (1964 – 1968)

- The purpose of this American policy was to find an enemy and destroy him. The problem, however, was that it was hard to identify the enemy from the locals. Vietnamese lookalikes, innocent civilians, were often victims of the bombs while rebels escaped. It became a hit-and-miss policy.

Guerrilla War and Tunnel Complexes – Vietcong:

- The Vietcong guerrillas operated in small groups and carried few weapons.
- They launched surprise attacks and disappeared into the jungle. It was difficult for Americans to identify Vietcong among the peasants.
- Vietcong made use of underground tunnels, from tunnels they could make quick hit-and-run attacks and disappear into the tunnels again.
- American soldiers lived in fear of ambushes and booby traps set up by the Vietcong.
- The Viet Cong (VC) effectively used the tunnel system to reach the outskirts of the city without detection. The narrow tunnels made it difficult for the much bigger American soldiers to crawl into them.



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The My Lai Massacre - 1968

- American troops were frustrated by the events of the Tet Offensive. In March 1968, an American platoon attacked a Vietnamese village known as **My Lai**
- The Americans were told that there were Vietcong fighters in this area. The platoon launched an attack on the village, killing anybody who tried to escape, raping women, slaughtering their cattle and burning their houses.
- After the attack, it was seen that there was no evidence of any Vietcong in My Lai. The soldiers were under pressure from their superiors to raise body count and many in their units had been killed by enemy sniper fire, booby traps and mines.
- The number of people killed at My Lai village is estimated at 400, but only three of those killed were identified as Vietcong members.

American Public Response

a) Americans were shocked and horrified by the scenes of the My Lai massacre.
b) The shame of the horror demoralised the American troops.
c) The anti-war movement became stronger in America. Anti-war movements were led by civil rights activists. Students burned their draft cards in protest.
d) Anti-war protests took various forms, namely anti-war music, protest marches, bumper stickers that read 'Make love not war'

1969 – 1975 AMERICAN WITHDRAWAL FROM VIETNAM

In 1968, President Johnson decided not to stand for re-election in the presidential elections; he had become so unpopular after the events in Vietnam. In November **1968, Richard Nixon** was elected President of the USA. His policy in Vietnam was **Vietnamisation,** while gradually withdrawing American troops from Vietnam. Nixon, at the same time, continued with military aid to South Vietnam. In 1973, a ceasefire was agreed upon by the USA, North and South Vietnam and the Vietcong. The last American troops left Vietnam in 1973.

In 1970, the US invaded Cambodia to try to destroy North Vietnamese bases there.

1971: The failure of the South Vietnamese Army's attempt to cut the Ho Chi Minh Trail in Laos.

In 1972, the North attacked the South. Nixon ordered the bombing of the North to check the advance. At the same time, there was a breakthrough in the peace negotiations.

1973 A ceasefire was agreed by the USA, the two Vietnams and the Vietcong. The last US troops were withdrawn. 1974 The war continued in Vietnam despite the ceasefire.

1975 Communist troops were victorious in South Vietnam, Laos and Cambodia.

In 1976, Vietnam was united in a single Socialist Republic.

MAY 1970: Kent State Shooting

- One of the worst incidents took place at Kent State University in Ohio in May 1970. There was a peaceful student demonstration.
- The Governor of Ohio panicked and sent in the National Guard. Tear gas canisters were thrown among the students, who threw them back and also threw stones at the National Guard. The National Guard opened fire and killed four students.
- An investigation found that these four had not even been part of the anti-war demonstration.

Congress's response: forced Nixon to withdraw troops and cut funding for the war.

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Vietnam Unified Under Communist Rule - 1975

Without American support, Saigon was attacked by Communists, South Vietnam surrendered, Vietnam united, and declared an independent state under the rule of Communists. Saigon was re-named Ho-Chi Minh City.

WHY did the Americans fail?

- The Vietcong and the NLF had widespread support among the ordinary peasants who had genuine grievances against an inefficient and corrupt government.
- The South failed to introduce the necessary reforms by ignoring the demands of the peasants and by supporting a deficient government. The Americans encouraged the spread of communism in the South.
- The Vietcong like the Vietminh before them, were experts at guerrilla warfare and they were fighting on familiar territory. The Americans found great difficulty in dealing with the guerrillas. It was difficult to distinguish the guerrillas because they merged very easily with the local peasants.
- It was impossible to stop the supplies and reinforcements moving down the Ho Chi Minh Trail. The Vietcong received important help from North Vietnam in the form of troops.
- China and Russia supplied economic aid and arms to them. Russia supplied them with rifles, machines, guns, anti-aircraft, missiles and tanks.
- The North Vietnamese were very serious about unifying the country. They showed amazing resilience despite the damage and casualties they suffered from the American bombing.

Criticisms of the War

The Vietnam War was the first televised war because it received so much media coverage. The war became more and more unpopular in the USA for the following reasons:

1. Its high level of casualties. Over 50,000 US troops were to eventually lose their lives. By 1968, 300 were dying each week. Most Americans knew a relative or friend who had died.
2. The economic cost of the war was high. By 1968, it was costing $30,000 million each year. This meant cutbacks in spending on social reforms.
3. The use of horrific weapons, such as napalm, brought even greater opposition. This burning petroleum jelly was often used against civilians when villages were bombed. It stuck to the skin of its victims and burned them badly. The Americans also sprayed the land with chemical defoliants such as Agent Orange. This destroyed the vegetation and so prevented Vietcong fighters from hiding in the jungle. However, these chemicals polluted the land and also continued to poison human beings well after the end of the war.
4. There were stories of drug addiction within the American forces in Vietnam.
5. US atrocities against the Vietnamese people turned many more against the war. One example that shocked the American nation was in the village of My Lai, where, in March 1968, 300 people were massacred. The villagers, mainly women and children, were believed to be sheltering members of the Vietcong. They were gunned down by US troops. Lieutenant William Calley was charged with responsibility for the crime, but served only three years in prison.

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Why was the USA defeated?

This was due to a combination of American weaknesses and Vietcong strengths:

- They failed to develop an effective response to the guerrilla tactics used by the Vietcong.
- American troops were inexperienced and often had low morale. The average age of the American soldiers was just nineteen. They often had no enemy to strike back at. They were frightened in such a hostile country.
- The South Vietnamese army was weak.
- The USA failed to win the support of the Vietnamese peasants. They generally viewed the Americans as invaders and chose to support the Vietcong who offered to improve their lives.
- The Americans also lost support at home when it became clear that the USA could not win the war.

Why was the Vietcong successful against the US Army?

- They had high morale because they believed passionately in their cause.
- They carried out effective guerrilla tactics.
- They were backed by China and the Soviet Union, using the Ho Chi Minh Trail to bring supplies to their bases in South Vietnam.
- The Vietcong bases were well hidden. They were frightened of US bombing and built extensive underground bunkers. These contained workshops, kitchens, hospitals and storehouses, all connected by networks of narrow tunnels. These were carefully booby-trapped to kill US soldiers who might discover them. About 300 kilometres of tunnels were built under Vietnam.

North Vietnamese losses in equipment, raw materials and vehicles were replaced with increased aid from the Soviet Union and China. Total assistance from Russia and China was estimated at over $2 billion between 1965 and 1968

CHALLENGES FACED BY THE USA IN VIETNAM:

- Weather conditions.
- Mountain terrain.
- New diseases.
- USA's inexperienced soldier's vs Vietcong experienced soldiers.

EXEMPLAR QUESTIONS:

1. Explain to what extent the US army's technological superiority could not help to defeat a small army of Vietcong guerrillas in the Vietnamese War between 1962 and 1973. **[50]**

INTRODUCTION:

- **Take a stance**: Learners must indicate to a greater or lesser extent that the US army's technological superiority could not help to defeat a small army of Vietnamese guerrillas in the Vietnam War.

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- **Support the stance**: Provide evidence why the US army's technological superiority failed to defeat Vietcong.
- **Outline**: Provide an overview purpose of the essay.

To a greater extent the US army's technological superiority could not help to defeat a small army of Vietcong guerillas in the Vietnam war between 1962 and 1973 **(Stance)** because of the poor strategies such as safe village system which led them fail to win the hearts and minds of the Vietnamese against the effective tactics used by the Vietcong such as hit and run **(Support).** This essay will discuss how the poor strategies implemented by the USA's soldiers failed to contain the spread of communism against the Vietcong's use of Guerrilla warfare that led to the defeat of the USA and Vietnam being reunited under communism. **(Outline).**

PARAGRAPH 1

- Learners should use the **PEEL** method.

The Safe Village system was one of the unsuccessful strategies used by the South Vietnamese government with USA support in 1962. **(Point)** The main aim of this strategy was to separate the peasants from the Viet Cong. Rural peasants were placed in specially protected villages where they would be safe from Vietcong troops and their influence. America thought this strategy was going to weaken the Viet Cong; however, the safe village system was not successful because it often involved people being forcibly removed from villages and placed elsewhere. (**Explanation)** Vietnamese practiced ancestral worship and felt unhappy having to leave their ancestors behind. Peasants supported the Viet Cong because of promises of land when the enemy was defeated. In return, peasants provided the guerrillas with food, shelter and a place to hide. In the end, this strategy turned successful for the Viet Cong instead of America, as Vietcong occupied many of the safe villages and captured the peasants' weapons. **(Evidence)** The safe village system was abandoned in 1963. As tension between North and South increased, the USA became heavily involved, especially after the Viet Cong began to attack American supply bases. **(Link)**

CONCLUSION:

- **NB: Learners should tie up their discussion very briefly without merely repeating the content discussed in the essay.**

Conclusively, the US army's technological superiority dismally failed to defeat the Vietcong tactics due to the ineffective strategies they used, like Operation Rolling Thunder. Hence, they sent young and inexperienced soldiers against the Viet Cong's use of Guerrilla warfare, such as hit and hide, which led USA Vietnam being reunited under communism.

2. All the Mighty USA soldiers were successful in containing the spread of communism in the Vietnam War during the period 1963 to 1975.

   Do you agree with the above statement? Use relevant evidence to support your line of argument. [50]
   GUIDELINES:

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- The learner must take a stance and support it by demonstrating why and how the USA's ineffective strategies led to the failure of containing the spread of communism.
- The learner must also include the challenges faced by the USA as well as the strategies used by the Vietcong.

3. The conventional warfare strategy adopted by the United States of America was overpowered by the guerrilla tactics used by the Viet Cong during the Vietnamese War between 1965 and 1975.

   Critically discuss the statement above and use relevant evidence to support your line of argument. [50]

   GUIDELINES:

   - The learner must discuss in depth the tactics and strategies used by the Vietcong which were more powerful than the USA's ineffective strategies.
   - The learner must not forget to highlight the USA's ineffective strategies.

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PAPER 1 TOPIC 2: QUESTION 2
INDEPENDENT AFRICA: CASE STUDY ANGOLA AND CASE STUDY CONGO

QUESTION 2: HOW DID FOREIGN POWERS GET INVOLVED IN THE ANGOLAN CIVIL WAR FROM 1974?

SOURCE 2A

The source below, written by FA Guimaraes, outlines how the collapse of authoritarian rule in Portugal led to the end of colonialism in Angola and resulted in a power struggle among three liberation movements in 1975.

(2.1.1) **The overthrow of the authoritarian regime in Portugal on 25 April** 1974 was the beginning of the end of colonialism in Angola. Over ten years of anti-colonial warfare against the Portuguese had not brought independence to Angola … On 15 January 1975, at Alvor in southern Portugal, the three movements signed an independence agreement with Portugal that (2.1.2) **promised peace and a workable political future for Angola**.

The Alvor Agreement empowered (gave power to) a transitional government to administer Angola from 31 January 1975 until elections, which would be held later that year to determine a new government. The new authorities would then accept the formal transfer of power from the Portuguese on 11 November 1975. The transitional government consisted of a troika (trio) of the presidency of the three movements, a defence council and a cabinet … As the year progressed, the short-lived agreement between the rival movements was broken by sporadic (periodic) fighting. The Popular Movement for the Liberation of Angola (MPLA) was the movement most favoured by this chaos. The role that fell to Portugal during the transitional period was supposed to be one of neutrality … but the overwhelming impression was, however, that the Portuguese administration was biased (unfair) and favoured the MPLA at the expense of the other movements.

When the Portuguese flag was lowered over Angola for the last time on 10 November 1975, the High Commissioner transferred sovereignty (control) to all Angolans and not to any one movement in particular. The rivalry for ascendancy (dominance) among them now emerged as a priority … The movements now sought aid exclusively (solely) to bolster (support) their positions against each other. The April coup (overthrowing of the government) in Lisbon … brought out in the open the political struggle for power between the Angolan movements.

[From *The Origins of the Angolan Civil War* by FA Guimaraes]

2.1 Refer to Source 2A.

2.1.1 What event, according to the source, led to the end of colonialism in Angola in 1974? [L1] (1 x 2) (2)

2.1.2 State any TWO aims of the Alvor Agreement as stated in the source. [L1] (2 x 1) (2)

2.1.3 Define the concept *Independence* in your own words. [L1] (1 x 2) (2)

2.1.4 Using the information in the source and your own knowledge, comment on why the three liberation movements failed to adhere (obey) to the Alvor Agreement. [L2] (2 x 2) (4)

2.1.5 Explain why do you think the Popular Movement for the Liberation of Angola was most favoured by the chaos. [L2] (1 x 2) (2)

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2.1.6 Explain the concept *warfare* in the context of the Alvor Agreement. [L2] (1 x 2) (2)

2.1.7 How reliable is this source for a historian researching the end of colonialism and the power struggle in Angola? [L2] (2 x 2) (4)

2.1.8 Explain the usefulness of this source to the historian researching the events that led to the power struggle in Angola. [L3] (2 x 2) (4)

As a teacher you must make sure that your learners are able to recognize level 1 questions in every question paper

Hints to consider in level 1

- Level one style of questioning e.g. According to the source, name from the source, list from the source etc.
- The mark allocation determines level one e.g. (1x1) (1) 2x1 (2)

Hints to consider in level 2

- These kinds of question require the learners to demonstrate their own understanding and when responding to such questions they must avoid merely writing information from the source they are encourage to think.
- In a case where the question asks **"the implication of the statements"** this question seeks a direct historical meaning of the statement.
  - ✓ Whose words are in the statement?
  - ✓ What is his position/role in the event?
  - ✓ What is his/her relationship to the person he/she is speaking with?
  - ✓ How does he feel about the event?

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SOURCE 2B

The photograph below was taken during the Alvor Agreement, which was held in Alvor, Portugal, on 15 January 1975. In front is the Portuguese Minister, Almeida Santos, to his left is Aghostino Neto, then a Portuguese official, followed by Holden Roberto, a Portuguese official, Soares, and next to him Jonas Savimbi.



[From *Accoord verluiert tegenstellingen*, in *Angola Bulletin, Vol. 13, No. 2*, by Angola Comité]

AGHOSTINO NETO(MPLA)

JONAS SAVIMBI(UNITA)

HOLDEN ROBERTO (FNLA)

2.2 Refer to Source 2B.

2.2.1	Name any TWO figures from the source [L1]	(2 x 1) (2)
2.2.2	Who, according to the source, was the leader of UNITA? [L1]	(2 x 1) (2)
2.2.3	Name the organisations that were represented by the two leaders AGOSTINO NETO and HOLDEN ROBERTO. [L1]	(2 x 1) (2)
2.2.4	Explain why you think this historical photograph was taken. [L2]	(2 x 2) (4)
2.2.5	Using the information in the source and your own knowledge, explain the situation that led to the signing of the Alvor Agreement in Portugal in 1975. [L2]	(1 x 2) (2)
2.2.6	Explain the reliability of this source to the historian researching the signing of the Alvor Agreement in Angola in 1975. [L3]	(2 x 2) (4)

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2.2.7 Explain the limitations of the source to students researching the signing of the Alvor Agreement in Angola during 1975. [L3] (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 signing of the Alvor Agreement by the three liberation movements. [L3] (2 x 2) (4)

SOURCE 2C

The source below, by J Marcum, explains how Cuba and the Soviet Union decided to support the MPLA during the Angolan Civil War of 1975.

… the MPLA sought Cuban counterparts to the Chinese who were training FNLA forces. By late spring 1975, (2.4.1) **some 230 Cuban military advisors had reportedly set up and staffed four People's Armed Forces for the Liberation of Angola (FAPLA) training camps**. As fighting escalated (increased) in June and July, the MPLA appealed for more help. In August … ascertaining that the Soviets would not themselves send troops for fear of triggering (starting) an American response, **the MPLA welcomed another 200 Cuban infantry instructors in Luanda.**

By late September and early October, Cuban ships carrying heavy arms and hundreds of soldiers began arriving at Angolan ports … Invoking a spectre (threat) of conquest by white supremacists (racists), Cuba and the Soviet Union moved with impunity (authority) to exploit their advantage … Cuba began airlifting combat troops from
Havana to Luanda in a major escalation (increase) that became known as Operation Carlotta. (2.4.2) The Russians flew huge Antonov-22 transport planes containing arms directly to Luanda and helped fly in thousands of Cuban combat troops to instruct MPLA recruits in the use of, (2.4.2) and finally to man (operate), sophisticated (modern) Soviet weaponry that included T54 and T34 tanks. Most tellingly, the Cuban-operated mobile 122 mm rocket launchers (Stalin's Organs) that screeched (vibrated), terrified and blasted holes in the FNLA military front that had been pressing in on Luanda from the north.

… The MPLA eliminated the FNLA as a fighting force by early January. As it collapsed, the FNLA army received no help from the Zairian troops. Cuba's intervention marked a decisive turning point in the civil war. In the process, Soviet audacity (courage) increased Soviet influence throughout racially torn Southern Africa.

[From *The Angolan Revolution, Volume II*, by J Marcum

2.4 Refer to Source 2V.

2.4.1 How, according to the source, did Cuba support the MPLA? [L1] (2 x 1) (2)

2.4.2 Quote TWO pieces of evidence from the source that indicate the Soviet Union's involvement in the Angolan Civil War. [L1] (2 x 1) (2)

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2.4.3	Define the historical concept *Civil War* in your own words. [L1]	(1 x 2) (2)
2.4.4	Using the information in the source and your own knowledge, comment on the impact of the Cuban and Soviet Union's involvement in the Angolan Civil War. [L2]	(2 x 2) (4)
2.4.5	Using the information in the source and your own knowledge, explain what is implied by the statement that "Cuba's intervention marked a decisive turning point in the Cold War." [L2]	(2 x 2) (4)
2.4.6	Using the information in the source and your own knowledge, explain what is meant by the statement "in the process, Soviet courage increased soviet influence throughout racially torn southern Africa." [L2]	(2 x 2) (4)
2.4.7	Using the information in the source and your own knowledge, comment on the impact of the Cuban and Soviet Union's involvement in the Angolan Civil War. [L2]	(2 x 2) (4)
2.4.8	Refer to Sources 2B and 2C. Explain how the evidence in Source 2B differs from the information in Source 2c regarding the signing of the Alvor Agreement by the three liberation movements. [L3]	(2 x 2) (4)
2.4.9	Explain the limitations of the source to a historian researching the involvement of foreign powers in the Angolan Civil War during 1975. [L3]	(2 x 2) (4)

Hints to consider when dealing with level 3 questions

LIMITATION: - In dealing with such question you must consider what the source has left out or what is not mention or covered by the source.

-Does the source provide the balance approach or one-sided approach regarding the involvement of foreign powers in Angola

USEFULNESS: In answering this question it is of important to consider the main aspect that are mentioned by the source, we look at who produced the source and the important events that are covered by the source

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SOURCE 2D

The extract below, by M Meredith, focuses on how South Africans became involved in the Angolan Civil War in 1975.

… The South Africans launched their own intervention … In the case of Angola, (2.5.1) they saw Soviet and Cuban involvement as part of a communist plan to dominate southern Africa. (2.5.1) They believed that Angola, under the aegis (protection) of a pro-communist government in Luanda and with Soviet support, was likely to become a springboard (cause) for nationalist guerrillas from the South-West Africa People's Organisation (SWAPO) to attack South West Africa (Namibia) which South Africa controlled. What the South Africans hoped to achieve was the installation of a moderate pro-Western government in Luanda amenable (open to) South African interests.

(2.5.3) **The Angolan theatre** also provided South Africa with the opportunity to demonstrate to the US its value as a staunch (loyal) anti-communist regional power and improve its standing in Washington. (2.5.2) At secret meetings with Roberto (leader of the **FNLA**) and Savimbi (leader of **UNITA**) South African officials agreed to support the National Front for the Liberation of Angola (FNLA) and National Union for the Total Liberation of Angola (UNITA) with arms and training and to launch an invasion from South West Africa, disguising (hiding) it as a mercenary (money-orientated) operation. Savimbi had no qualms (fears) about his involvement with apartheid South Africa.

On 14 October 1974, a South African column codenamed 'Zulu' crossed the border from South-West Africa and advanced rapidly up the coast, supplied en route by air and accompanied by helicopters … A second South African column codenamed 'Foxbat' linked up with Savimbi's troops at his headquarters at Huambo in central Africa and moved northwards. The South Africans also supported a northern force of the FNLA and Zairian troops moving southwards towards Luanda. Prompted by the CIA, the South Africans then agreed to participate in a joint operation aimed at capturing Luanda for the FNLA before Independence Day on 11 November 1974.

[From *The State of Africa* by M Meredith]

2.5 Refer to Source 2D.

2.5.1 Give any TWO reasons in the source why South Africa became involved in the Angolan Civil War. [L1] (2 x 1) (2)

2.5.2 Name TWO liberation movements in the source that South Africa decided to support during the Angolan Civil War of 1975. [L1] (2 x 1) (2)

2.5.3 What according to the source provided South Africa with the opportunity to demonstrate to the US its value as a loyal anti-communist regional power to improve its standing in Washington? [L1] (1 x 2) (2)

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2.5.4 Why do you think South Africans disguised (hid) their invasion of Angola as a mercenary operation? [L2] (2 x 2) (4)

2.5.5 Using the information in the source and your own knowledge, explain why you think it became necessary for FNLA, together with SADF had to capture Luanda before Independence Day? [L2] (2 x 2) (4)

2.5.6 Using the information in the source and your own knowledge, explain why Jonas Savimbi, leader of UNITA, had fears about his involvement with Apartheid south Africa? [L2] (2 x 2) (4)

2.5.7 Refer to Sources 2C and 2D. Explain how the information in Source 2C supports the information in Source 2D regarding the involvement of foreign powers in the Angolan Civil War in 1975. [L3] (2 x 2) (4)

2.5.8 Comment on the usefulness of the source to a historian researching the involvement of foreign powers in the Angolan Civil War. [L3] (2 x 2) (4)

2.6. Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how foreign powers got involved in the Angolan Civil War from 1974 to 2002. [L3] (8)

GUIDELINES FOR LEARNERS IN WRITING A PARAGRAPH QUESTION.

- Learners should have a clear understanding on what reasons behind the foreign power's involvement in Angolan Civil War
- Their own knowledge they must remember that US got involved because of following their policy of containment (to contain the spread of communism)
- They must also know that the USSR became involved as to promote and protect their communism by assisting the MPLA which was a firm supporter of communism in the region
- Cuba got involved because she was a reginal communist member and felt to compelled to assist a communist party in the Angolan Civil war.
- South African apartheid government got involved she was a reginal capitalist member and felt compelled to assist a capitalist parties involved in the Angolan Civil war.
- They must be also able to take other four reasons from the relevant sources which mention foreign powers involvement in Angolan Civil war
- **NB: ENSURE THAT SOURCES HAVE BEEN ACKNOWLEDGE IN WRITING A SOURCE.**

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INDEPENDENT AFRICA: ANGOLA CIVIL WAR (NOTES)

ANGOLA'S MAJOR LIBERATION MOVEMENTS

MPLA	FNLA	UNITA
✓ Led by Agostinho Neto, a **communist** ✓ Largest liberation movement in Angola ✓ Had the support of most ethnic groups in Angola ✓ Supported financially and militarily by the USSR	✓ Led by Holden Roberto, **anti-communist.** ✓ FNLA operated largely from the north of Angola ✓ Supported financially and militarily by the USA.	✓ Led by Jonas Savimbi, **anti-communist** ✓ Based in the south of Angola and supported by the Ovimbundu ethnic groups ✓ Supported financially by the USA and the apartheid regime of South Africa

WHY DID THE CIVIL WAR BREAK OUT IN ANGOLA IN 1974?

Historical concepts

CONCEPTS	MEANINGS
Civil war	It was a war between the Nationalist movements in Angola (the war between two organised groups or parties within the same country)
World war	The war was fought mainly in Europe and the Middle East, between the Central Powers and the Allies, beginning on July 28, 1914, and ending on November 11, 1918, with the collapse of the Central Powers.
Proxy war	A war whereby major powers such as the USA and the USSR are not directly involved in a conflict, e.g., such as the Battle of Cuito Cuanavale (Angola)
Tribal war	Conflict that arises from one party's manipulation of resources to the disadvantage of another group
Territorial war	Refers to the conflict between two or more countries over a disputed territory
Colonialism	The occupation and control of one nation by another
Decolonization	Removal of colonial rule by the indigenous people
Independence	Freedom from outside political control and support
Imperialism	An aggressive method of a country gaining territory to enhance its position in the world

Key reasons were:

- ❖ Ideological differences amongst the three powers (MPLA, FNLA, UNITA) in Angola prevented a common purpose

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- ❖ Deep ethnic and regional differences prevented the unification of these nationalist movements
- ❖ Each leader was ambitious for power and control
- ❖ worsened by foreign intervention during the Cold





NB: These interventions exploited the mistrust and divisions even further thus delaying a settlement.

FOREIGN INVOLVEMENT IN ANGOLA
Why did the major powers of the world get involved in the war in Angola?

USSR

- To counteract capitalism and democracy that existed in the region.
- It was a natural result of Cold War politics, i.e., brinkmanship and extending sphere of influence
- It attempted to introduce communism in the region
- it provided material and military aid, e.g., in 1990 it amounted to $430 million

USA

- To prevent Angola from adopting communism and to stop the spread of communism in central and Southern Africa.
- The US interests in the region, e.g., Angola supplies 7% of us oil imports.
- Initially, the USA assisted the FNLA and UNITA with financial and military aid

CUBA

- Cuba was against the involvement of the capitalist movement in Angola
- It provided military training and assistance to the MPLA in 1966
- It destroyed thousands of troops to assist the MPLA
- they began winning back the south from UNITA forces backed by SA troops
- The final battle was won at Cuito Cuanavale in 1987 and 1988

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SOUTH AFRICA

- SA with US backing, wanted to stop the spread of communism to South West (SWA)
- Also wanted to protect its investment in the Curene River project, which provided hydro-electricity to the northern regions of SWA
- South Africa supported a black nationalist movement (UNITA) against communism
- In 1988, SA started her withdrawal after the signing of the New York Accord.
- These were instrumental in granting independence to SWA (Namibia) and insisting on the withdrawal of Cuban troops from Angola.

PAPER 1: TOPIC 2: QUESTION 5

INDEPENDENT AFRICA: THE CONGO

ESSAY FOCUS

Political, economic, social and cultural challenges and successes

When writing this essay in your examination, you must state /create your line of argument in your introduction and sustain it throughout your essay. **In this essay, the argument leans more on the challenges than on successes.** Therefore, a stance can be more on negatives than successes. A lesser extent does not imply dismal failure, but to a limited degree or partially. Whereas a larger or greater extent implies that something is true or to a larger degree. Therefore, in the essay below, Mobuto Sese Seko demonstrated good leadership qualities. **To a lesser extent,** after attaining independence from colonial rule in the 1960s

Sample essay

1. Explain to what extent Mobuto Sese Seko demonstrated good leadership qualities after attaining independence from colonial rule in the 1960s

Support your line of argument with relevant historical evidence

KEY POINTS TO CONSIDER

Political instability: Lack of preparedness, regional secession, Coup d'état, military leader, president and dictator

Economic challenges: Dependence on foreign aid, Lack of infrastructure, exploitation of resources, corruption, lack of economic growth

Social challenges: Ethnic tensions, lack of education and healthcare, displacement and refugees, cultural expression

Legacy of colonialism: Colonial legacy, external interference

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SAMPLE QUESTION

2. Congo's gaining independence from Belgium in June 1960 sparked hope for a new and improved life for all its people. [50]

Critically discuss this statement with reference to political, economic, social and cultural policies that Mobutu Sese Seko implemented in the Congo from the 1960s to the 1970s. [50]

NB: **LEARNERS EXPECTED TO CRITICALLY DISCUSS BOTH SUCCESES AND CHALLENGES GIVING A BALANCED ARGUMENT**

Sample Introduction

Congo's gaining independence from Belgium in June 1960 sparked hopes for a new and improved life for its people; however, this essay will argue that the political, economic and social policies implemented by Mabuto Sese Seko did spark hope but failed **(STANCE)** to improve the lives of its entire people. The evidence used within this essay will include the political, economic and social policies which Mobutu implemented in Congo. (**LINKS AND CONTEXTUALISES ESSAY)**

While the Congo has faced some significant challenges, it has achieved some success, for example, the establishment of a functional government, cultural expression, and role in Pan-Africanism (**ELABORATION)**

Question 1.

Explain to what extent Mobuto Sese Seko demonstrated good leadership qualities after attaining independence from colonial rule in the 1960s.

Sample introduction

Although there is evidence to suggest that Mabuto Sese Seko demonstrated good leadership qualities after attaining independence from colonial rule in the 1960s. One may argue that it was to a lesser extent **(STANCE)** as under his leadership, Congo was faced with many political, economic and social challenges, which will be included in this essay beginning with the political, economic and social policies he implemented.

Sample paragraph

Mabuto nationalised some foreign-owned banks, companies, agriculture and mining companies that showed good leadership qualities (**POINT)**. Furthermore, the government introduced the policy of Zaireanization, which was to replace foreigners with Zairean nationals (**EXPLAIN).** Many foreign companies withdrew their companies from the country, and this had a devastating effect on the country. (**EVIDENCE)** Those actions showed poor leadership qualities. (**LINK)**

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Sample conclusion

To sum up, the evidence given above therefore proves that Mobutu Sese Seko demonstrated good leadership qualities to a lesser extent. Because of some of the political, economic and social policies he implemented that resulted in instability.

DEFINITION OF HISTORICAL CONCEPTS

- **Military coup -** It is an Immediate takeover of power by the army as Mobuto Sese Seko overthrew Kasavubu
- **Authoritarianism-**type of leadership style used by Mobuto strong government control and limited democratic freedom
- **Africanisation/Zaireanization policy** used by Mobuto Sese Seko (Congo) of replacing non-Africans in government and to promote African customs and traditions
- **Kleptocracy**- an act by Mobutu to appoint his friends or family in government to abuse power and the wealth of the country to enrich themselves.
- **Authenticate**- Mobutu's official ideology aimed at bringing about unity, national identity and economic development.
- **Neo-colonialism-** a continued exploitation of Africa's resources by the former colonial powers and the developed.
- **Structural adjustment programme-** a programme of forcing a developing country to reduce expenditure on social welfare programmes to repay the loan.
- **Elitism**- a system where only a few people have power and influence in the country.
- **Cronyism**- a situation in which people in power give jobs to their friends.

Third world country- A Third World country is an outdated and offensive term for

IMPORTANT TIMELINE OF EVENTS IN CONGO

How did the Cold War affect the Congo?

Background: Congo

1960: Congo became independent from Belgian rule

- Crisis developed.
- This brought the Cold War to Africa.
- Congo became a tool of the West during the Cold War

1959: Violent protests in Congo

- Belgium decided to grant independence immediately
- Thought it could maintain control because of the inexperience of politicians in Congo

Formation of political parties:

- Many were regionally or ethnically based
- MNC attempted to get nationwide support
- The leader of MNC was Patrice Lumumba

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1960: Elections:

- 120 parties took part
- MNC won most seats but not an outright majority

Independence and civil war

- 1960: Lumumba formed a coalition government:
- Prime minister: Lumumba

- wanted a strong central government

President: Joseph Kasavubu

- wanted a loose federation with regional autonomy

Events after independence:

- Mutiny of the Congolese army
- Attacks on Belgian property and civilians
- Breakaway of Katanga (wealth from copper; backed by Belgian mining interests)

Breakaway of Kasai (backed by USSR)

- Arrival of Belgian troops
- - justified as protection for Belgian nationals
- - but seen as an attempt to restore colonial rule; control copper mines

Breakdown of government control:

- Lumumba deposed by Kasavubu

Mobuto seized power

- - expelled Soviets; arrested Lumumba

Jan 1961: Murder of Lumumba

- Mobuto, Tshombe, CIA, Belgian agents all involved,
- UN did nothing to protect him.
- Regarded as a martyr by communists and African nationalists.

Disunity in Congo continued:

- Katanga hired a mercenary army.
- UN struggled to restore unity.
- Struggle for political power continued.

Mobuto seizes power

- Nov 1965: Mobuto seized power (with US support).
- Established one-party state.

WHAT WERE THE IDEAS THAT INFLUENCED CONGO AFTER INDEPENDENCE?

- The situation in the Congo was very different. The banning of political parties under Belgian rule and the sudden withdrawal of the Belgians in 1960 meant that there was 'no united political party with full support. Instead, there were many competing interests and ideologies.
- The MNC (Mouvement National Congolais) under Lumumba wanted a strong centralised government, but most other parties wanted regional power.

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- This lack of national unity was seen immediately after independence when the provinces of Katanga and Kasai broke away.
- When Lumumba turned to the Soviet Union for support, it seemed that he wanted Congo to be a socialist state.
- But his murder led to a period of great confusion and conflict, which only ended in 1965 when Mobutu seized power in a military coup and set up a one-party state with support from the West, specifically the USA.

WHAT WAS THE LEADERSHIP STYLE OF MOBUTU SESE SEKO?

- In contrast to Lumumba, Mobuto's leadership of the Congo is usually described in negative terms.
- He was implicated in Lumumba's murder. He is seen as a military dictator who ignored democracy, he developed a personality cult which made him all-powerful, and his public statements became the law.
- He was also highly corrupt and used most of the investment money, loans or aid that was given to the Cong to build his own enormous fortune while most Congolese people lived in poverty.
- Rather than serving the needs of the Congolese, he made the Congo serve the interests of outside Western powers, by promising not to let the Congo become communist, by allowing Western companies to extract mineral wealth from the Congo and by giving them contracts to build large-scale unnecessary projects.
- However, he also strongly promoted Africanisation and promoted himself as the traditional 'father of the Zairian nation This encouraged a sense of national pride in Zaire and its African culture.
- Yet, although he ruled as a dictator, he could not solve the problem of the different regions in the country wanting self-government**.**
- Congo (Belgian colony) was under European colonial rule until the early 1960s
- After holding multi-party elections at independence, Congo countries became one-party states within the first five years of independence
- Mobutu as a leader emphasised the importance of Africanisation of their political systems (they regarded democracy as ‘un-African’ and an imposition)
- Sese Seko took pride in building the nation and highly promoted the pride of being Zairian.
- Mobutu wished to create a strong national identity based on the power of the state.
- Mobutu aimed at replacing Western values with African values.
- He remained as ‘president for life’ between the 1960s and 1970s
- Mobutu Sese Seko created a Kleptocracy. were a group of appointed public officials abusing 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.

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- Mobutu Sese Seko's rule was characterised by instances of cruelty, torture and murder to hold on to power.

WHAT WERE THE LEGACIES OF COLONIALISM IN THE CONGO?

- The Belgian colonial system in the Congo gave almost no political opportunities for Africans.
- The Belgians ruled the Congo through colonial administrators who treated Africans as children incapable of self-rule.
- In the 1950s, some 'native councils' were established, which gave a limited role to a few Africans in local affairs.
- However, Africans had no representation at the central government level and political parties were forbidden.
- The speed with which the Belgians withdrew from the Congo after the Leopoldville riots in 1959 meant that there was little time for an orderly handover of power.
- Political parties were quickly formed, but there was no single party that united nationalists. In the first national elections held in 1960, Lumumba and his MRC party obtained the most support, but not an outright majority.

WHAT TYPE OF GOVERNMENT DID CONGO ADOPT?

- In the Congo, no one party had an overall majority and many parties were competing for power.
- Parties represented different regions and ethnicities and followed different ideologies, and so there was great disunity.
- Lumumba's attempt to consolidate control under the MNC failed.
- After that, the breakaway of Katanga and Kasai provinces, the intervention of the Belgian army and the conflict that followed Lumumba's death created a situation in which a military coup was likely.
- The authoritarian military government of Mobuto, backed by the West, took power as a result of this.

POLITICAL STABILITY AND INSTABILITY IN CONGO

- In Congo, there was much political instability. Regional separatism in Katanga and Kasai was one cause.
- Another was the instability of the political situation, with over a hundred political parties and no clear majority for any of them.
- No single leader was uniting the new country, with Lumumba and Moise Tshombe in conflict with each other.
- A particular cause of political instability was the role played by the army.
- The Congolese army mutiny five days after independence led to looting and violence, which the government was unable to control.

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- Another key factor causing instability in the Congo was outside interference.
- When the army mutinied, Belgium sent troops to protect Belgians and their property, and this undermined the authority of the new state.
- The UN failed to provide effective assistance and Lumumba's opposition to the Belgians led to his assassination. With his death, the only figure who had a degree of support across the nation was removed and the break-up of the Congo seemed inevitable.
- Political stability was only restored to the Congo when Katanga was forced to rejoin in 1963 and after the military coup under Mobutu in 1965.
- This established a one-party state, and stability was established
- only achieved at the price of dictatorship.
- Congo under Mobutu introduced one-party systems of governance
- In the Congo, Mobutu ruled as a military dictator; MPR became the only legal political party in the Congo.
- In Congo, Mobutu was a military leader who ignored democracy.
- Mobutu emphasised the importance of Africanisation.
- There was political instability and bloody transition in the Congo as Mobutu seized power from Patrice Lumumba through the military coup and the civil war broke out when Katanga province (rich with oil) wanted independence
- Kleptocracy was high in Congo, which led to corruption as officials abused their power.
- Opposition leaders in Congo were silenced, imprisoned and in some cases killed to maintain 'stability'
- Mobutu Sese Seko encouraged ethnicity and tribalism as he was coming from the dominant Kikongo ethnic group.
- Mobutu's official ideology was called 'authenticate', aimed at bringing about unity, a strong national identity and the development of the economy.
- Congo changed its name to Zaire; major cities were renamed in African names, and the Congolese were forced to change their Christian names to African names and he changed his name from Joseph Mobutu to Mobutu Sese Seko.

ECONOMIC POLICY ADOPTED BY CONGO

- Congo inherited a single product from the colonialists
- At independence, she lacked a manufacturing industry
- Congo had few qualified technicians and engineers
- Mobutu nationalised land and industry
- Mobutu got financial support to build the Inga Dam. From the 1960s, the Congo received financial aid from the capitalist West.
- Mobutu in the 1970s had to privatise sectors of the economy due to an economic crisis.

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- Congo remained reliant on the export of agricultural products and minerals.
- In Congo, capitalism did not work as the economy was almost destroyed under Mobutu.
- Congo aimed to industrialise the economy and develop a manufacturing base.
- Congo's economy was characterised by elitism and cronyism.
- The Congo economy produced great differences in wealth between the rich and poor.
- The Congo at the time of independence was a classic example of a third-world economy.
- The prosperity of the Belgian colony was largely based on the exploitation of cotton and rubber plantations and mines by colonial companies, which extracted all of the profits for themselves and sold the produce in foreign markets.
- After the Second World War, the copper, tin and diamond mines were particularly profitable.
- However, their profits were based on the labour of highly exploited Congolese who earned very little.
- Some local industries were established in the 1940s and 1950s to supply the colony with consumer goods, and a small African middle class developed, which benefited from this.
- At the time of independence, the Congo was considered by many to be one of the most prosperous African colonies.
- However, white settlers and foreigners owned most of the economic wealth, while most Africans were very poor.
- This caused major divisions and conflicts at the time of independence.
- The most immediate sign of this was the breakaway of Katanga and Kasai provinces.
- These were the regions where the prosperous copper, tin, uranium and diamond mines were situated.
- The leader of the separatist government in Katanga, Moise Tshombe, hoped that the wealth of the copper mines would enable it to maintain its independence.
- After the secession was ended in 1963, the Katanga mines were taken over by the state.
- Copper formed around 40% of the Congo's export earnings throughout the 1970s, but in the 1980s, world demand fell as plastics and glass fibres replaced copper in industry.
- The result was a major loss of income for the country.

SOCIAL AND CULTURAL BENEFITS OF INDEPENDENCE

Clothing

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- In Congo, Mobutu imposed the law known as Abacost, this law was stopping the wearing of business suits and especially the wearing of ties.
- Abacost means down with the suit. This was an expression of authenticity, symbolising equality and simplicity.

Education

- One of the most serious social challenges present in Africa after independence was the lack of a good education system.
- In most newly independent countries, over 80% of the population was illiterate.
- There was a serious shortage of skilled people to staff the government and administration of the new states.
- With a shortage of teachers and schools, many governments had to choose between using scarce resources for basic primary education for all (to eliminate illiteracy) or to provide tertiary education for a few to develop skills that were desperately needed.
- In Congo, the opposite happened. 'The Belgian colonial state encouraged the education of a small elite in Western-style knowledge and skills.
- For example, in the Congo at independence, there were only 14 university graduates out of the population of 14 million.
- After independence in the 1960s, there was support for primary education and school enrolment rose from 1.6 million in 1960 to 4.6 million in 1974.
- However, French continued to be the language of instruction and the educational system strongly favoured urban elites.
- During the Mobutu years, primary education declined, and state funding was withdrawn, leaving parents to pay for schooling if they could afford it.

AFRICANISATION

- In the Congo, Africanisation was more controversial.
- When Lumumba became prime minister of the coalition government in 1960, he called for the swift Africanisation of the army and the administration. As a result, several forces in the Congolese army mutinied, demanding pay rises and the replacement of white officers by Africans.
- It was this mutiny that led to the intervention of Belgian and later UN troops.
- However, it was Mobutu who carried out the most thorough programme of Africanisation. This was ironic because at the time, he was closely allied to Western powers in the Cold War.
- Soon after his coup, he renamed many of the country's towns with African names (the capital, Leopoldville, became Kinshasa) and the Congo itself was renamed as Zaire. All Zairians were required to change their names to more African ones.
- Joseph-Desire Mobutu became Mobuto Sese Seko.
- Mobuto followed this with his authenticate campaign in the late 19605 and early

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1970s. This promoted indigenous customs and beliefs over borrowed or imposed ideas. Authenticate was intended to unify Zairians with a sense of pride in their own culture, although Mobuto also used it to strengthen his own authoritarian position.

CONCLUSION

Taking all aspects such as the economic, political, social and cultural issues outlined above into account, it is fair to say Congo, like other post-independent African states, had various challenges and successes but most dominantly, the policies ended up a complete failure as they were unable to solve the economic crisis.

PAPER 1: TOPIC 3: QUESTION 3: CIVIL SOCIETY PROTESTS 1950s TO 1970s

CONCEPTS

- **Civil rights** – The rights of human beings to be treated fairly and including the rights to participate in civil society without discrimination, legal justice and to participate in elections without repression
- **Civil Society Protest** – An action taken by ordinary citizens against government policies or situations that seem unfair and unjust.
- **African Americans** – Any American of African descent living in the United States of America.
- **Activists** – People involved in protest action against unjust government policies.
- **Civil disobedience** – When citizens deliberately defy/break what they consider to be unjust laws in a non-violent manner.
- **Jim Crow Laws** – Laws of segregation in the Southern States of America.
- **Civil Rights Movement** – A movement in the USA working towards equal rights for African Americans.
- **Segregation** – Racial separation of all public amenities
- **Ku Klux Klan** – A White supremacist organization that was responsible for violence and murder against African Americans who challenged racial segregation.
- **Equal rights** – All individuals are entitled to the same legal, social and economic opportunities, regardless of their background or characteristics.
- **Boycott** – The refusal to deal with a certain product or use services as a form of protest against unjust organization or government policies.

BACKGROUND

African Americans faced problems of discrimination, racial inequality and prejudice in America, their place of birth, the reason being that they are born from African descent. Americans used the Jim Crow Laws to racially discriminate against them. It was very

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difficult for African Americans to exercise their voting rights. African Americans, after being set free from slavery in 1863, still faced police brutality, discrimination and poverty, which led to them engaging in a series of protests which started in the late 1950s to the 1960s.

FORMS OF PROTESTS THROUGH NON-VIOLENCE AND CIVIL DISOBEDIENCE

- Montgomery Bus Boycott
- Sit-ins
- Freedom Rides
- Birmingham Campaign
- Lincoln Memorial, Washington DC
- Freedom Summer
- Selma to Montgomery Marches

MONTGOMERY BUS BOYCOTT – 1955

- 01 December 1955, Montgomery residents organized a bus boycott in protest against the arrest of Rosa Parks for breaking the Jim Crow laws that segregated public transport
- This boycott resulted in the loss of about 75% of income to the bus company

SIT-INS

- 01 February 1960, Greensboro, North Carolina at Woolworths store
- Organized by Student Non-Violent Co-Coordinating Committee (SNCC)

- The aim was to desegregate the public facilities



Four black college students sat down at the white only restaurant the whole day, asked to be served, but the store refused
The protest spread to other Woolworths stores in the south
More students took part in similar protests; kneel-ins in churches, play-ins in parks, wade-ins on beaches.

- This became a nationwide campaign.

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FREEDOM RIDES



- It was organized in 1961 in the Southern States of America
- Organized by CORE and NSCC
- The aim was to end segregation in the interstate buses
- Blacks and whites travelled together and ignored the segregation signs as they were deliberately defying the Jim Crow Laws.
- They endured verbal and physical abuse by the mob of racists
- Segregation on interstate buses was made illegal in 1961
- Integration was enforced in 1962

BIRMINGHAM CAMPAIGN

- It occurred on 03 April 1963, in Birmingham, Alabama.
- It was organized by Martin Luther King Jnr (SCLC) and the local Alabama Christian Movement for Human Rights
- The aim was to desegregate Birmingham downtown stores, public facilities and the right to attend all Southern Universities.
- They demanded equal employment opportunities
- Police led by Bull Connor used violence against the peaceful marchers.
- Birmingham business leaders agreed to desegregate their lunch counters, restrooms and drinking fountains.
- Jailed protestors were set free and charges against them were dropped
- This paved the way for the Civil Rights Act of 1964



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MARCH TO LINCOLN MEMORIAL, WASHINGTON DC

- It was organized on 28 August 1963 and was called the Lincoln Memorial March.



- Aim to accelerate the pace of desegregation and that they were denied jobs
- It was popularly known as a March for Jobs and Freedom
- It was coordinated by Martin Luther King Jnr and Phillip Randolph
- It received a lot of support, about 250,000 people from diverse sectors of American society
- The program of the day consisted of speeches by prominent civil rights leaders.
- The most memorable speech of the day was 'I Have a Dream 'by Martin Luther King Jnr, which spoke of equality and justice for all races.
- This led to the signing of the Civil Rights Act of 1964

FREEDOM SUMMER CAMPAIGN

- 1964, Mississippi
- Aim to increase the number of registered black voters in Mississippi by establishing centres to teach adults how to read and write to combat the lack of education.
- Teach about black history and culture
- Provided legal and medical advice
- Southern whites responded violently by bombing black churches, beating volunteers.
- Some activists were murdered and arrested

THE SELMA – MONTGOMERY MARCHES

- On 07 March 1965, the first march started, which consisted of 600 marchers
- Organized by Martin Luther King Jnr, Ralph Abernathy and the SCLC,
- Aim to accelerate voter registration
- Police brutally killed Jimmie Lee Jackson, which led to his failure
- 09 March 1965, the second march from Selma to Montgomery consisted of 1500 marchers.
- Police used violence against the peaceful marchers and James Reed was brutally killed by the KKK
- President Johnson sent about 4000 troopers to protect the marchers
- 25 March 1965, 3rd march which became a success

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- The Voting Rights Act was signed by Johnson, which removed all obstacles to voting
- **LITTLE ROCK (ARKANSAS):** The Little Rock Nine was a group of nine African American students enrolled in the Little Rock Central High School in 1957. Their enrollment was followed by the Little Rock Crisis, in which the African American students were prevented from entering the racially segregated school by both white parents and Faubus, who was the governor of Arkansas. They then attended after the intervention of President D Eisenhower. They were accompanied by the security guard, but they still faced harassment by the white students.



SHORT AND LONG-TERM GAINS OF THE CIVIL RIGHTS MOVEMENT

- The signing of the Civil Rights Act of 1964 and the Voting Rights Act of 1965
- Thousands of black and white Americans were mobilized to participate in campaigns of civil disobedience between 1955 and 1965
- Racial segregation was successfully ended in the South but not addressed in the North
- African Americans still faced racial discrimination and higher crime rates in the neighborhoods
- Many African Americans rejected Martin Luther King Jr.'s philosophy of non-violence. They adopted the slogan “Black Power” as a more militant approach to white racism.

QUESTION 3: WHAT WERE THE CHALLENGES ENCOUNTERED BY CIVIL RIGHTS PROTESTORS WHO PARTICIPATED IN THE SELMA TO MONTGOMERY MARCHES IN MARCH 1965?

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

SOURCE 3A

The source below outlines the reasons for the first Selma to Montgomery march in the United States of America on 7 March 1965. It also highlights why it was referred to as 'Bloody Sunday'.

On 2 January 1965, Martin Luther King Jr and the Southern Christian Leadership Conference (SCLC) joined the Student Non-Violent Coordinating Committee (SNCC), the Dallas County Voters League and other local African American activists in a voting rights campaign in Selma where, despite repeated registration attempts by local blacks, only two per cent were on the voters' roll. The SCLC had chosen to focus its efforts in Selma because they anticipated that the notorious (shameful)

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brutality of local law enforcement, under Sheriff Jim Clark, would attract national attention and pressure President Lyndon B Johnson and Congress to enact (pass) new national voting rights legislation …

In response to Jackson's death (a civil right activist), activists in Selma and Marion set out on 7 March to march from Selma to the state capitol in Montgomery. While King was in Atlanta, his SCLC colleague, Hosea Williams, and SNCC leader, John Lewis, led the march. The marchers made their way through Selma across the Edmund Pettus Bridge where they faced a blockade of State Troopers and local lawmen commanded by Clark and Major John Cloud, who ordered the marchers to disperse. When they did not, Cloud ordered his men to advance. Cheered on by white onlookers, the troopers attacked the crowd with clubs and tear gas. Mounted police chased retreating marchers and continued to beat them. Television coverage of 'Bloody Sunday', as the event became known, triggered (started) national outrage (anger).

[From https://www.politico.com/story/2018/03/07/this-day-in-politics-march-7-1965-437394. Accessed on 6 February 2022.]

3.1 Refer to Source 3A

3.1.1 When, according to the source, did Martin Luther King Junior and the Southern Christian Leadership Conference join the Student Non-Violent Coordinating Committee? [L1] (1 x 1) (1)

3.1.2 Who, according to the source, pressured Lyndon B Johnson to enact new national voting rights? (2 x 1) (2)

3.1.3 Define the term *activist* in your own words. (1 x 2) (2)

3.1.4 Why do you think Hosea Williams and SNCC leader John Lewis led the March to Selma? (1 x 2) (2)

3.1.5 Comment on why you think John Cloud ordered his men to advance towards the marchers. (2 x 2) (4)

3.1.6 Explain the concept "*Bloody Sunday*" in the context of the march from Selma to Montgomery. (1 x 2) (2)

3.1.7 Comment on the usefulness of this source for a historian researching the reasons for the Selma to Montgomery marches. (2 x 2) (4)

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SOURCE 3B

The extract below is from part of John Lewis' (chairperson of the Student Non-Violent Coordinating Committee – SNCC) testimony in a federal hearing within a week after the 'Bloody Sunday' incident. It gives an account of how the first march from Selma was stopped and the demonstrators were ordered to disperse.

ATTORNEY HALL: Then what happened?

JOHN LEWIS: He said, 'I am Major Cloud, and this is an unlawful assembly. This demonstration will not continue. You have been banned by the Governor. I am going to order you to disperse.' Mr Williams (an SCLC activist) said, 'Mr Major, I would like to have a word, can we have a word?' And he said, 'No, I will give you two minutes to leave.' And again, Mr Williams said, 'Can I have a word?' He said, 'There will be no word.' And in about a minute or more Major Cloud ordered the State Troopers to advance, and at that time the State Troopers took their position, I guess, and they moved forward with their clubs up over their … near their shoulders, the top part of the body; they came rushing in, knocking us down and pushing us.

ATTORNEY HALL: Were … was any words said by the State Troopers?

JOHN LEWIS: Well, the State Troopers … most of them kept saying, 'Move back, move back, you niggers, disperse … and things like that …'

ATTORNEY HALL: After you were stopped, at some subsequent time, was tear gas used by the State Troopers, or some form of gas?

JOHN LEWIS: … Well, when we were forced back, most of the people in line knelt in a prayerful manner; they had their backs towards the … Selma, kneeling, the line all the way back was almost a spontaneous reaction on the part of all the people in the line as far back as you could see, and that time the Major ordered the State Troopers to put on their gas masks, and they started throwing gas, and people became sick and started vomiting, and some of us were forced off the highway and behind some buildings in the woods.

[From the National Archives, Southeast Region, Morrow, Georgia, Records of District Courts of the United States. Accessed on 12 February 2022.]

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3.2 Refer to Source 3B.

3.2.1 Why, according to the source, did Major Cloud order the demonstration not to continue? (1 x 1) (1)

3.2.2 Explain the implication of the statement "*No I will give you Two minutes to leave*" in the context of the situation between Mr. Williams and Major Cloud. (1 x 2) (2)

3.2.3 How, according to the source, did John Lewis and other demonstrators react when they were forced back? (1 x 2) (2)

3.2.4 Quote evidence from the source that suggests that Major Cloud was harsh against the protestors. (1 x 2) (2)

3.2.5 Explain the reliability of this source to a historian researching the suffering experienced by demonstrators during the Selma to Montgomery marches. (2 x 2) (4)

3.3. Compare Sources 3A and 3B. explain how the evidence in source 3A supports the information in source 3B regarding how the demonstrators were treated by the state troopers during Selma to Montgomery on 7 March 1965. (2 x 2) (4)

SOURCE 3C

The extract below is from a writing by Martin Luther King Jr, published in the book A *Testament of Hope, The Essential Writings and Speeches of Martin Luther King, Jr.* It provides a reflection on Martin Luther King's preparations for the Second Selma to Montgomery March on 9 March 1965.

We felt that the State Troopers, who had been severely criticised over their terrible acts two weeks earlier even by conservative Alabama papers, would never again engage in this kind of violence. I shall never forget my agony (pain) of conscience for not being there when I heard of the dastardly (shameful) acts perpetrated (committed) against non-violent demonstrators that Sunday. As a result, I felt that I had to lead a march on the following Tuesday and decided to spend Monday mobilising for it. The next question was whether the confrontation had to be a violent one; here the responsibility of weighing all factors and estimating the consequences rests heavily on the civil rights leaders. It is easy to decide on either extreme. To go forward recklessly can have terrible consequences in terms of human life and can also cause friends and supporters to lose confidence if they feel lack of responsibility exists.

We determined to seek the middle course. We would march until we faced the State Troopers. We would not disengage until they made clear that they are going to use force. We would disengage (split up) then, having made our point, revealing the continued presence of violence, and showing clearly who are the oppressed and who are the oppressors, hoping, finally, that the national administration in Washington would feel and respond to the shocked reactions with action. On Tuesday (morning), 9 March 1965, Judge Frank M Johnson of the federal district court in Montgomery issued an order enjoining (ordering) me and the local Selma leadership of the non-violent voting rights movement from peacefully marching to Montgomery.

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[From *A Testament of Hope, The Essential Writings and Speeches of Martin Luther King, Jr.* by JM Washington]

3.4 Refer to Source 3C.

3.4.1	Why, according to the source, were the Alabama papers critical of the state Troopers?	(1 x 1) (1)
3.4.2	Define the term *March* in your own words	(1 x 2) (2)
3.4.3	Why do you think, the protestors were determined to face the state Troopers?	(2 x 2) (4)
3.4.4	Explain the concept *Voting Rights* in the context of the Selma to Montgomery marches.	(1 x 2) (2)
3.4.5	Explain the limitations of this source to a historian researching the Selma to Montgomery marches.	(2 x 2) (4)

SOURCE 3D

This is an aerial photograph taken at Dexter Avenue in front of the Alabama state capitol in Montgomery on 25 March 1965. It shows some 25,000 marchers who managed to arrive at Montgomery on their third attempt after leaving Selma on 21 March 1965.



[From *The Civil Rights Movement: A Photographic History* by S K asher]

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3.5 Refer to Source 3D.

3.5.1 Why, according to the source, were the Alabama papers critical of the state Troopers? (1 x 2) (2)

3.5.2 What is the significance of the large number of marchers who arrived at Montgomery in March 1965? (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 challenges that were encountered by civil rights protestors who participated in the Selma to Montgomery marches in March 1965. (8)

PAPER 1: TOPIC 3

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

CHALLENGES OUTLINED IN THE DIAGNOSTIC ANALYSIS

1. Many candidates were unable to explain to what extent the Black Power Movement depended on the use of violence in the USA.
2. Many candidates were unable to critically discuss the statement 'The Black Power Movement adopted a militant approach to challenge discrimination against African Americans in the USA in the 1960s.
3. Some candidates just gave a narrative account of Black Power, the philosophy, the leaders and the Black Panthers without mentioning how the Black Power Movement depended on the use of violent, radical and militant strategies to end discrimination in the USA.
4. Some candidates just gave a narrative account of Black Power, the philosophy, the leaders and the Black Panthers without mentioning how it adopted a militant approach to challenge discrimination against African Americans in the USA in the 1960s.

KEY CONCEPTS	
Black Power	An ideology of instilling pride, self–reliance, and solidarity among African Americans to challenge white supremacy (racism) OR A philosophy that promotes black pride, unity and self-reliance
Black Nationalism	A social and political movement that promotes the unity of black people to form their nation
Ten Point Plan	A Manifesto (policy) of the Black Panther Party that promoted community programmes which were socialist in nature
Militant	A person who achieves his/her goal by using force
Radical	Wanting immediate change
Segregation	Separation of people according to their race and gender

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Conspiracy	A plot to do something harmful and illegal
Elite	A group of people considered to be superior in a particular society or organisation
Enfranchisement	Having the right to vote
Enlightenment	Being well informed, open to different views and ideas and free from prejudice or ignorance
Martyr	Someone who dies for what he /she believes in
Nationalism	The sense of belonging to a nation that people feel because they share similar backgrounds and common cultural characteristics, which often produces a policy of national independence
Oppressor	A person of authority who dominates and subjugates others
Supremacist	A person who insists that one group is better than another

SHORT SUMMARY OF THE BLACK POWER MOVEMENT

- The Black Power Movement emerged from the dissatisfaction with the Civil Rights Movement's philosophy of non-violence and slow pace of change regarding the economic and social conditions of African Americans during the 1960s.
- The Black Power Movement adopted a militant, radical and violent approach as compared to the Civil Rights non-violent approach.
- The key role players of BPM were Malcolm X, Stokely Carmichael and the Black Panther Party.
- All key role players advocated the use of militant, radical and violent approaches in fighting to end racial inequality in the USA.
- The Black Panther Party, together with the black activists-initiated programmes and activities that empowered African Americans to be independent and stop relying on whites.
- These adopted militant, radical and violent approaches led to the end of discrimination and segregation of African Americans by White Americans. As a result, President Johnson ruled segregation and discrimination as illegal in the USA.

POINTS TO CONSIDER WHEN ANSWERING THE ESSAY ON BLACK POWER MOVEMENT:

BPM ROLE PLAYERS AND THEIR MILITANT, RADICAL AND VIOLENT APPROACH

MALCOLM X	STOKELY CARMICHAEL	BLACK PANTER PARTY
Disintegration with white Americans. Use violence if necessary. Demand to be voted to high positions as Black Americans Self-reliance. Malcolm X teachings were based on three aspects: : Political, :Economical :Socially	Assertiveness, Self-reliance Black pride (African heritage) Slogans: “Black is beautiful.” “Black power” through the raising of the fist.	Fight against policy brutality. Encourage the possession of guns. Come up with programmes to alleviate poverty. Demanded certain issues to be resolved immediately: release of BPM activist, better working conditions etc. Conduct lots of violent activities

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EXEMPLAR QUESTION:

The Black Panther Party was **solely** [alone/ only] responsible for the emergence of 'Black Power' in the United States of America in the 1960s.

Do you agree with the above statement? Use relevant [correct] examples to support your line of argument. **[50]**

Introduction

One would disagree [STANCE] that the Black Panther Party was **solely** responsible for the emergence of 'Black Power' in the United States of America in the 1960s. Because there were other role players like Malcom X and Stokely Carmichael, whose contributions also played important roles. In this essay, one would discuss the role each of these role players played in the BPM [support the stance

PARAGRAPH

Malcom X also played a huge role in the BPM as his main focus was on teachings that were mainly based on Political, social and economic conditions [**Point].** Politically, he urged them to fight for the right to be voted to high positions **[Explain]** so they will become mayor, councillors, etc **[Example].** As for the economy, he teaches them that they must boycott white American businesses and start their own so that their wealth must revolve within themselves. As for socially, he teaches them that African Americans should not associate themselves with White Americans. These radical teachings make Malcom X recognised as one of the significant role players in the BPM **[LINK]**

CONCLUSION

To conclude, it is evident that BPP was not the only role player as the teachings of Malcom X and Stokely, and many others collectively contributed to the success of BPM, which eventually led to the end of discrimination and segregation of Black Americans.

EXEMPLAR QUESTIONS

1. The relatively slow pace of success and the philosophy of non-violence did not find universal support among the young and militant sections of the African American community.

   Critically discuss this statement with reference to how the emergence of the The Black Power Movement presented an alternative to the philosophy of the Civil. Rights Movement.

2. The Black Power Movement, together with several Black Power leaders aimed to promote Black Power, justice and equality for African Americans in the United States of America in the 1960s.

   Do you agree with this statement? Support your line of argument with relevant. evidence.

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3. Explain to what extent did the Black Power leaders aimed to promote Black Power, justice and equality for African Americans in the United States of America in the 1960s.

SUMMARY NOTES ON BLACK POWER MOVEMENT

TIME LINE

DATE	EVENT
16 June 1966	Black Power Movement was started and led by Stokely Carmichael
15 October 1966	Black Panther Party founded by Bobby Seale and Huey Newton
1967 – 1968	The BPP clashed with the police 9 police officers were killed
1969	The BPP organised Free Breakfast for Children's Programme
1980	The BPP disbanded because of internal disputes

- The situation in the USA before the 1960s (Background)
- Lack of political organisation for African Americans, lack of a strong cultural identity among African Americans, lack of a sense of pride due to socio-economic circumstances (Background)

Ideas and actions of Malcolm X

- An influential speaker and a dedicated human rights activist
- Believed in Black separation, self-determination (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
- Supported the use of violence as a means of self-defence against those who attacked African Americans.
- Any other relevant response.

Stokely Carmichael

- Believed that non-violence was a strategy that was not working because of the ongoing violence that was used by some white Americans against African Americans.
- Advocated the principles of Black Power (do things for yourself; control politics in their communities; take pride in their own culture and defend themselves against racial oppression and manipulation)
- He was critical of the USA's involvement in the Vietnam War and promoted a plan to split the United States of America into separate black and white countries
- Advocated the exclusion of white 'liberals' as a philosophy for African Americans
- In 1966, he popularised the Black Power slogan 'Black is Beautiful'
- Promoted African clothing/Afro hairstyles/music/literature/heritage as symbols of Black Pride

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- Joined the Black Panther Party (for Self-Defence), which put into action the Black Power/Black Pride philosophy.
- Any other relevant response.

Black Panther Party:

- Put the ideas of the Black Power Movement into action
- Initiated and supported community-based programmes/feeding schemes/anti--
- poverty centres; focused on the socio-economic conditions of African Americans and also operated community survival programmes
- Ten (10) point plan served as the Black Panther manifesto that covered its social, political and economic goals for the upliftment of the African American community
- The Black Panther Party got involved in street patrols; monitored police activities and defended themselves against police brutality, by carrying guns (militant approach) to stop the ongoing police brutality and harassment of young black men
- Any other relevant response

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

Restate the main point taken in your introduction by using other words Do not present new information Present one or two general sentences which accurately summarise your argument which support the main point.

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HISTORY PAPER 2: QUESTION 1: INTERNAL RESISTANCE TO APARTHEID IN THE 1980s

CONCEPT	EXPLANATION
Reforms	Slight Constitutional changes without really moving away from the principal idea
Referendum	A special election held by the government where the entire population or specific groups can vote on a particular issue
Total onslaught	Botha believed that there was a total communist attack on South Africa from outside and within the country
Total strategy	Botha's policy was to make minor reforms to the apartheid system to repress all opposition
Conscientious objector	A person who refuses to do military service for moral or religious reasons
Hunger strike	Refusal to eat as a form of protest (usually by prisoners in jail)
Conscription	Compulsory enlistment for state service, typically into the armed forces.
Apartheid	A policy that discriminates against people according to race was adopted by the National Party in 1948.
Internal resistance	refers to collective action by trade unions, political parties, and civic organisations within the country (South Africa) to fight the apartheid regime.
Colour Bar	segregation in the workplace; the reservation of certain categories of work for white workers.
Scab Labour	Temporary workers are brought in to do the work of workers who are on strike.
Rolling mass action	refers to a process whereby workers united and took action through methods such as strikes, boycotts, and civil disobedience in 1980 in fighting the apartheid system.
Boycott	deliberate refusal to buy products/goods or refusal to deal with a person or organisation.
Sanctions	an economic and political pressure put on a country to transform its policies. Sanctions usually take the form of ending economic ties, sport boycotts, and ending trade links in order to force a country to transform/change. Economic sanctions: restrictions on trade, such as not buying products from a country or refusing to export to the country.

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CHURCHES



The South African Council of Churches (SACC) also coordinated itself to fight Apartheid injustices. The SACC:

(i) Voiced their support for white men who refuse military service on religious grounds.

(ii) Called on foreign companies to refuse to apply the policy of job reservation.

(iii) 1985 SACC issues the' Kairos document' which called on Christians in South Africa to participate in the struggle for liberation by supporting civil disobedience campaigns, consumer boycotts and strikes.

(iv) Jewish and Muslim organisations also protested about human rights violations and openly supported the liberation struggle.

By 1988, when many organisations were banned, the churches became virtually **the only legal voice of opposition.**

STUDENTS PROTESTS

COSAS organised widespread protests and school boycotts, which resulted in the detention of hundreds of students and teachers.



(i) COSAS – Schooling was seriously disrupted when the slogan **'Liberation before education'** gained support in the townships.

(ii) In 1985, the NECC – National Education Executive Council, which consisted of students, parents, political and community members, met to discuss the breakdown in the schooling system.

(iii) NECC came with an alternative slogan, 'Education for Liberation' and suspended the school boycott.

(iv) NECC urged students and teachers to challenge the system from within the schools, urged teachers to use knowledge and skills to empower students to fight apartheid.

(v) NECC called for **People's Education for People's Power.**

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STATE OF EMERGENCY

To bring peace and law to the townships, the government declared a state of emergency in 1985 in many magisterial districts. Soon, the state of emergency was extended countrywide. The army and police never gained full control of the township. During **a state of emergency:**

(i) Police use extraordinary measures to deal with violence.
(ii) The army sent to the townships
(iii) People imprisoned without trial.
(iv) Political meetings banned.

There were violent clashes between police and security forces in the townships, and thousands of people were killed. Despite massive use of force, **the army and police never gained full control of the townships.**

TOWNSHIP REVOLTS 1984 - 1986:

Reaction to Botha's reforms in black townships led to Township revolts (1984-1986). The revolts started in the townships of Vaal triangle, Sharpeville, Sebokeng and Boipatong. These protests were triggered by school boycotts, rent boycotts by township residents against economic hardships and unemployment.

ROLE OF THE CIVICS

Community or civic organisations were a major feature of these protests.

- ✓ Civics become part of a wider resistance movement focusing on issues like townships, rents and fare increases.
- ✓ Civics acted as pressure groups to persuade authorities to improve facilities and mobilise people to take action to improve their lives.
- ✓ Civics around the country joined in rent boycotts, consumer boycotts, worker stay-aways and boycott of local elections.
- ✓ Civics targeted black councillors as they were seen as collaborators of the government. Many councillors were forced to resign, flee the townships. Others that remained in the township were necklaced.
- ✓ As township administration broke down, civic organisations replaced it with people's power, street area committees were formed to provide alternative systems of community action and justice.



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QUESTION 1: WHAT ROLE DID THE SOUTH AFRICAN COUNCIL OF CHURCHES (SACC) PLAY IN THE FIGHT AGAINST APARTHEID IN THE 1980s?

NB: Take note of the guides at the bottom on how to respond to each question

SOURCE 1A

The extract below explains why the South African Council of Churches (SACC) resisted the apartheid regime in 1983.

The Tricameral Parliament, established in 1983, was yet another constitutional instrument to co-opt (absorb) the Coloured and Asian people into the grand design of the regime. This led to the establishment of the United Democratic Front, which emerged during this period as the principal expression of resistance against apartheid. It was amidst this enormous instability and repression that the church made its mark. Pastors were called on to minister (preach) to people and families brutalised by massacres and agitated (upset) by the military occupation, which was a constant irritant (annoyance) in black communities. They felt the need to sharpen and focus on the means to bring apartheid to an end. Whereas in the early 1970s the churches had some sympathy for the state, by the 1980s, there was a deeper understanding of the liberation movements. Beyers Naudé, who became general secretary of the SACC, could confidently warn in 1983 that, "unless new factors are going to play a role or unforeseen developments take place in the near future, we will have to prepare ourselves for a long, protracted (prolonged) guerrilla struggle; a war increasingly fought with acts of sabotage and urban terrorism."

The SACC, during the time of the general secretaryships of Desmond Tutu and Beyers Naudé, saw the churches being engaged in fierce (aggressive) resistance against the state. This was resistance sparked by the Eloff Commission, which sought to control the foreign funding of SACC programmes. By the 1980s, the churches were part of the resistance movement. Expressing this sentiment (view) during a service in St. George's Anglican Cathedral in Cape Town to protest detentions, Tutu underlined the theme of Christian resistance against unjust rule, "If we can no longer peacefully campaign for a change in an evil and unjust system, is the government saying then that the only alternative is violence – what else will be left for people to do?"

[From sahistory.org.za/article/1980s-and-crisis-apartheid. Accessed on 01 August 2025.]

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

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1.1 Refer to Source 1A.

1.1.1 Define the term *apartheid* in your own words[1]. [L1] (1 x 2) (2)

1.1.2 Use the information in the source and your own knowledge[2], explain why pastors were constantly called on to minister to people in the townships. [L2] (1 x 2) (2)

1.1.3 What, according to the source[3], was the attitude of the church during the 1980s towards apartheid? [L1] (1 x 2) (2)

1.1.4 What did Beyers Naude mean with the statement[4], "unless new factors are going to play a role or unseen developments take place in the near future, we will have to prepare ourselves for a long-protracted guerrilla struggle…? [L2] (2 x 2) (4)

SOURCE 1B

The extract below is about the reaction of the then South African Council of Churches (SACC) secretary, Desmond Tutu, towards the state's repression in the 1980s.

Tutu testified on behalf of a captured cell of the armed anti-apartheid group, uMkhonto we Sizwe, in 1984. He maintained that he was committed to non-violence but could understand why black Africans under oppression would resort to using violence in their struggle for freedom. He called out the white government on their hypocrisy (double standards) for praising armed liberation groups in Europe while condemning the same kinds of groups in South Africa.

Violence in the country continued to escalate and Tutu was asked to speak at many funerals. During his sermons, he continued to preach a message of non-violence and was criticised by some for doing so, who proclaimed that his modesty (humility) was an obstacle to liberation. He addressed the United Nations General Assembly in New York and met with British Prime Minister Margaret Thatcher to press further for economic sanctions on South Africa.

Tutu, along with other church leaders, became a mediator of conflict between protesters and police. They diffused tensions in Alexandra Township in 1986 and at the funeral of Ashley Kriel in 1987 among other incidents. When the government banned 17 organisations in 1988, they organised a protest march, which was banned too. In response, they formed the Committee for the Defence of Democracy and when their rallies were banned, they replaced it with a service at St. George's Cathedral. In response to Tutu's defiance, the government orchestrated (planned) a campaign against him, distributing anti-Tutu flyers and stickers, paying protestors and even harassing his wife.

[From https://southafrica.co.za/desmond-tutu-contribution-to-dismantling-apartheid.html. Accessed on 01 August 2025.]

[1] Use your general understanding of the term
[2] Use knowledge from the source and your general understand of the content
[3] Pick the answer from the source word for word
[4] Give a simple meaning of the content for anyone to understand- same as message, portrayed, conveyed

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1.2 Consult Source 1B.

1.2.1 Comment[5] on the reasons why Tutu stated, "he could understand why black Africans under oppression would resort to using violence in their struggle for freedom." [L2] (2 x 2) (4)

1.2.2 Why, according[6] to the source, was Tutu's non-violent stance at the funeral criticised? [L1] (1 x 2) (2)

1.2.3 Why do you think[7] Arch Bishop Desmond Tutu was able to diffuse tension in Alexandra Township between the police and protestors? [L2] (1 x 2) (4)

1.2.4 Explain the term ***defiance*** in the context [8]of apartheid policy in the 1980s. [L2] (1 x 2) (2)

1.2.5 Identify [9]TWO actions taken by the government to push Tutu for his defiance of the government. [L1] (2 x 1) (2)

SOURCE 1C

The source below is a photograph taken at the launch of the Committee for the Defence of Democracy on the 7th of March 1988. The Committee for the Defence of Democracy was formed because the government had banned organizations that were resisting the apartheid policy.



From left to right are the committee members – Frank van de Host, South African Council on Sport (SACOS), Allan Boesak, Desmond Tutu, Pro. Jakes Gerwel, Rector University of Western Cape (UWC)

1.3 [From https://southafrica.co.za/desmond-tutu-contribution-to-dismantling-apartheid.html Accessed on 01 August 2025

[5] Give your own personal and classroom understanding of the content without quoting the text from the source as is.
[6] Answer this question by identifying and quoting the sentence from the source that answers the question.
[7] Answer this question by giving your own understanding of the question without quoting the answer from the source.
[8] Explain the term in association with a particular topic as referred to by the question.
[9] Pick the answer(s) from the source exactly as they are, do not include your personal view of the answer

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1.3.1 Why do you think[10] this photograph was taken? [L2] (2 x 2) (4)

1.3.2 Name [11]TWO members of the committee for the Defence of Democracy. [L1] (2 x 1) (2)

1.3.3 Comment on the **reliability**[12] of this source to a historian researching the involvement of the South African Council of Churches in the resistance against apartheid. [L3] (2 x 2) (4)

1.4 Compare Source 1B and Source 1C. Explain how the information in Source 1B **supports**[13] the evidence in Source 1C regarding the involvement of the South African Council of Churches in the resistance to apartheid. [L3] (2 x 2) (4)

SOURCE 1D

The following extract outlines the role played by the South African Council of Churches in restoring human rights and fighting the injustices during and after apartheid.

Throughout its history, the SACC has had three main thrusts (driving forces) to its activities: justice, skills development and community projects, as well as theological reflection. During the apartheid regime, the SACC not only spoke out strongly against matters of injustice and the violation of human rights, it also provided practical assistance to the oppressed. Specifically, the SACC:

- Offered emergency services to victims of apartheid brutalities
- Raised funds for the legal defence of victims of the system
- Cared for families of detainees and political prisoners and those on death row
- Offered bursaries to thousands of poor black children
- Funded community development programmes and projects
- Campaigned for comprehensive (full) international sanctions against apartheid
- Facilitated the establishment of development institutions such as the Kagiso Trust
- Engaged in youth and women's rights projects and development programmes
- Supported exiles and facilitated their return to South Africa after the unbanning of the liberation movements and the release of political prisoners
- Assisted in the transitional process, from the negotiations to peace-making in the midst of intense violence; participated in the drafting of a new constitution for the country; supported the establishment of the TRC; and advocated for a just social and economic order

The role of the SACC in the fight to bring human rights to South Africa is an honourable one that will always be recorded in South Africa's history.

[From https://sacc.org.za/history. Accessed on 01 August 2025.]

1.5 Read Source 1D.

[10] Use personal and classroom understanding to respond to the question – lessons learnt from the picture or the cartoon or content.

[11] The answer(s) is/ found from the source names or surnames (even both)

[12] Write the information that make the source to be trusted by anyone who reads/ look at the source

[13] What similarities could be identified from the sources. If the question was for differences – a learner should identify what is not the same from the sources.

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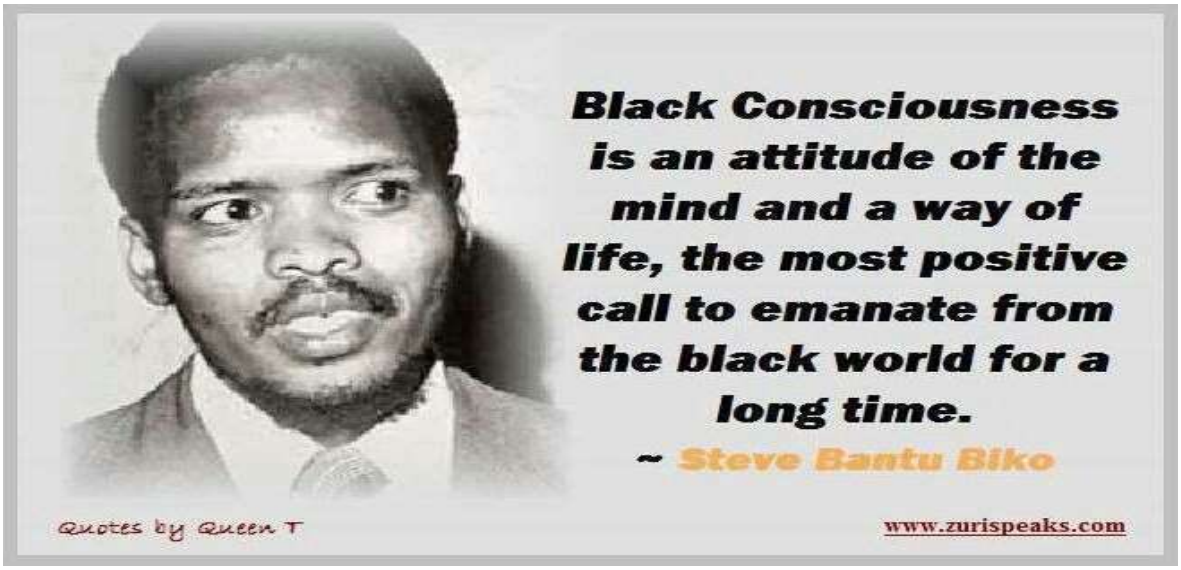
1.5.1 What, **according** to the source, was the main driving force for the activities of SACC? [L1] (2 x 1) (2)

1.5.2 Quote[14] evidence from the source that indicates that the SACC assisted the victims of apartheid. [L1] (1 x 2) (2)

1.5.3 Comment [15]on the role that the SACC played during the apartheid era. [L2] (1 x 2) (2)

1.6 Using the information in the relevant sources and your own knowledge[16], write a paragraph of about EIGHT lines (80 words) explaining the role of the South African Council of Churches in the fight against apartheid in the 1980s. [L3] (8)

PAPER 2: Question 4: Civil Resistance, 1970s to 1980s: South Africa: The challenge of Black Consciousness to the Apartheid state.

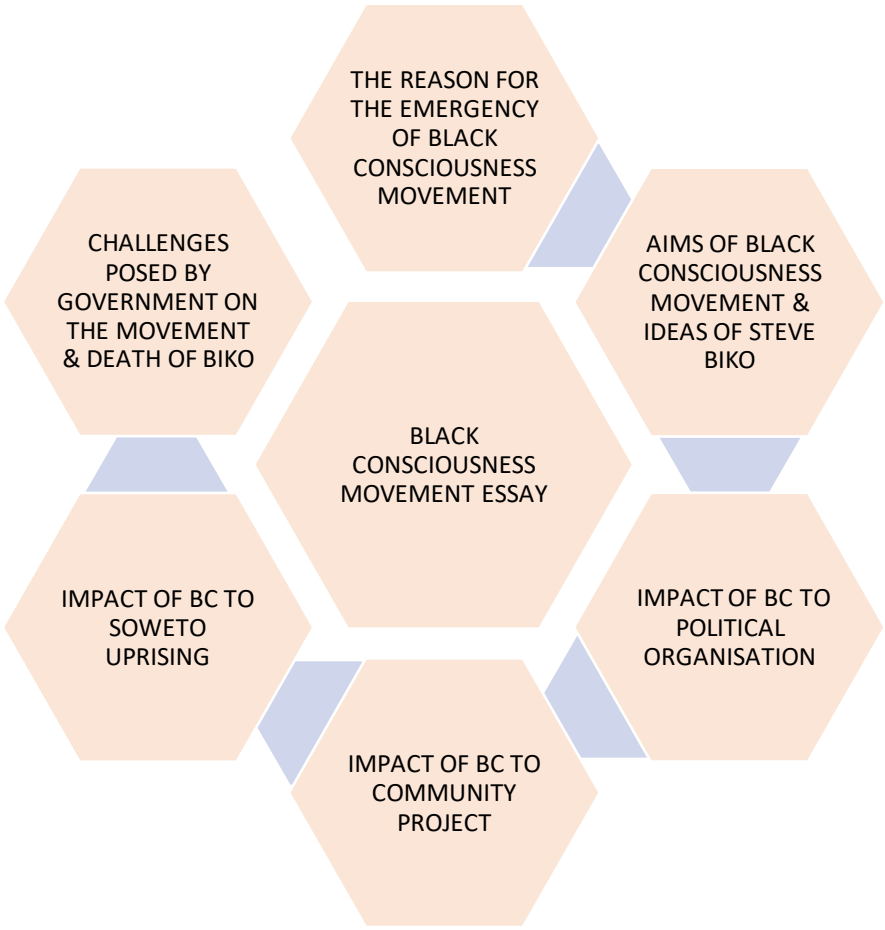


[14] Get the answer from the source to appropriately answer the question

[15] In your own understanding, present this content in a simplified manner

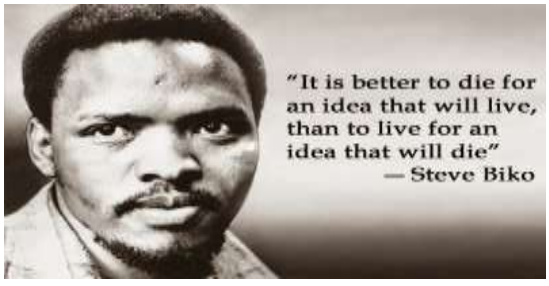
[16] Information from relevant sources must be written in your understanding not copied from the source exactly as is, but simplify it. Add classroom understanding of the content in relation to the question.

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REASON FOR THE EMERGENCY OF THE BLACK CONSCIOUSNESS MOVEMENT

- Black Consciousness arose as a response to the political and social oppression of apartheid.
- The struggle for liberation in South Africa was the domain of liberation movements like the African National Congress and the Pan Africanist Congress of Azania, but this was to change in the 60s and 70s.



- Political inactivity (political vacuum) came about as a result of the government`s harsh reaction to the events of Sharpeville in 1960.
- The resulting lull in political activity and opposition to the Apartheid government allowed the government to further entrench repression due making opposition to its policies difficult.

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- Arrests and harassment of leaders were to be intensified, leading to a state of political apathy in South Africa
- Experiences of Biko and others within white led organizations like NUSAS and the University Christian Movement.
- Among the many issues that fuelled discontent among Black members of NUSAS was its apparent condonation of the status quo: Separate accommodation was arranged for students from different racial groups during the NUSAS conference of 1967 in Grahamstown and that of UCM at Stutterheim in 1968

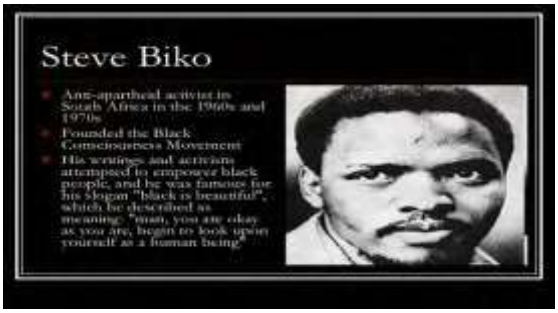
AIMS OF THE BLACK CONSCIOUSNESS MOVEMENT



- Biko and others who followed him believed that the struggle of Black Students was their responsibility and that they should not depend on other races who were sympathetic to their cause.
- This is why Biko and those who supported him felt that:
  - `*The Blacks are tired of standing at the touchline to witness a game they should be playing. They want to do things for themselves all by themselves'*
- The repressive Apartheid system seemed to have beaten Black people into submission and BC aimed to revive them and wake them from the long sleep.
- There seems to have been a realization that for Blacks to be able to launch an attack on the repression imposed on them by the Apartheid government, they first have to realise that something was wrong and needed to be challenged.
- Black Consciousness aimed to work towards the following, among others:
  - Infuse the black community with a newfound pride in themselves, their efforts, their value system, their culture and their outlook on life
  - Promoted pride, black identity, culture and history.
  - It emphasized challenging the physical and psychological oppression of black people and advocating black liberation.
  - It rejected the white mentality of being superior
- Instilled feelings of self-reliance, self-esteem and to fight for own rights.
  - Instilled a feeling of pride amongst black South Africans
  - It encouraged Black South Africans to achieve mental liberation and emancipation.
  - To this end, BC stated that` as a prelude, whites must be made to realise that they are only human, not superior. Same with Blacks, they must be made to realise that they are also human, not inferior`

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THE IDEAS OF THE BLACK CONSCIOUSNESS MOVEMENT



BC is a philosophy based on the belief that Blacks would only **liberate themselves** if they can **remove the shackles of**

- **inferiority and fear.**

❖ It advocates that **Blacks should conduct their political campaigns** and help each other gain freedom rather than wait for Whites to grant them freedom.

❖ Biko believed that **Blacks have lost confidence** in themselves as a result of **living in a white dominated society.**

❖ He believed that to **regain their freedom, Blacks must regain their confidence** and end their dependence on Whites. BC **promoted a sense of identity and pride** amongst Black people.

❖ Black Consciousness united supporters of the ANC and the PAC by creating an ideology for the liberation of South Africa.

❖ He wanted Blacks to **understand why they were oppressed**. He quoted "The most potent weapon in the hands of the oppressor is the mind of the oppressed."

❖ In Black Consciousness, freedom for blacks was first and foremost a **freedom from the psychological oppression of their own inferiority complex.**

❖ Only **once the "mind of the oppressed" was free** could blacks fight for political and economic freedom.

❖ For Biko, there was a difference between Blacks and non-whites

- "**Blacks**" were people who **defied white oppression** and found solidarity with other black people. "**Non-whites**" were blacks who **collaborated with the Apartheid** government and **submitted to white authority.**

POLITICAL ORGANISATION



❖ The early evidence of the impact of BC on political organisations became evident when Steve Biko and other leaders broke away from NUSAS in 1968 and formed SASO.

❖ SASO focused on students at tertiary institutions. The South African Students Organization (SASO), the driving force behind Black Consciousness, was established in 1968 under the leadership of Steve Biko.

❖ SASO provided the foundation of political resistance in the absence of other liberation organizations.

❖ SASO grew rapidly in Black university campuses.

❖ Students began to challenge university authorities on issues of apartheid and administration.

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- SASO organized boycotts of classes at universities and established branches for school students in major centres, of which the Soweto-based South African Students Movement (SASM) was one.
- It promoted black unity and made students more politically aware.
- It became a powerful force in challenging the injustices of apartheid.

BLACK COMMUNITY

- Steve Biko was to be banished to King William`s Town and this led to the diverted focus to Black Community Programmes (BCP)

- Having been banned, the focus of Biko now turned to the BC and the Black Community Programmes BCP
- Established various projects and trust funds to entrench the belief that blacks can achieve self-sufficiency
- These included the following: Publications and leadership training, Zanempilo Community Health Care. The centre was not solely a health facility.



- It became a meeting point and a training ground for activists.
- Ramphele Mamphela formed the Isutheng Community Health Programme.
- Through Isutheng, she set about empowering women and encouraging them to establish vegetable gardens housed on church land.

- The Zimele Trust Fund was established by Biko in 1975
- The trust was used to cover the start-up costs of income-generating activities of families of political prisoners or those just released from prison.
- **Mhlonti Black Theatre** started in Alexandra Township in 1971 to provide a platform for drama that reflected black history and experience.

IMPACT OF BC IDEAS ON LABOURS

- Influence of Black Consciousness through SASO extended to labour, resulting in the famous strike by the tile and factory workers in Durban (Durban Moment)
- The influence of Black Consciousness did not end with the workers in 1973 but it emerged again with the 1976 Soweto Uprising
- The Black Allied Workers Union was among the labour formations that were formed through the influence of Black Consciousness
- This was a watershed moment in trade unionism in South Africa because after his event, many similar protests were to occur in South Africa.

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IMPACT ON SOWETO UPRISING 1976



- The Soweto uprising started as a result of challenges faced by black students in Soweto during the 1970s
- The introduction of Afrikaans and Bantu education created a political vacuum for the learners.
- Black Consciousness ideas influence these learners to form their organization, such as SASM and SSRC. These movements led to unity and solidarity among the learners in Soweto.
- THE government plan was to enforce the language policy that promoted Afrikaans to be the medium of instruction in Black schools
- These efforts to enforce Afrikaans as a medium of instruction came to people who had been exposed to the teachings of Biko and Black Consciousness and it was going to be difficult for the government to have its way
- Even though the government was ultimately forced to back down on its language policy, the killings, arrests and imprisonment continued
- Many young South Africans skipped the country to swell the ranks of the ANC and the PAC in exile.
- More repressive laws were passed and the anti-apartheid organisations with links to Black Consciousness were banned (SASO, SASM, BPC AND SSRC)

The government's response to black South Africans as a result of BC's ideas

- The government responded by arresting many students who were in the Soweto uprising.
- Most organisations were banned
- Private meetings were also banned
- Many Black Consciousness leaders were sent into exile
- abduction of many black citizens
- Steve Biko was tortured and killed

THE DEATH OF STEVE BIKO

- Biko was re-arrested in 1977 and later died in police custody.
- Most of the people commemorated and honoured his legacy.
- he left Steve Bikos' foundations, documentaries, and unity amongst blacks.



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ESSAY WRITING

Common errors and misconceptions:

(a) Question 4 was the most popular essay question. The performance ranged from average to good, but many responses were, however, generally discussive or narrative in nature - thus lacking originality of being argumentative.
(b) Candidates generally had a basic understanding of the related content, rather than an in-depth understanding of how Black Consciousness organisations and community programs used the BC philosophy to be self-reliant and liberate themselves psychologically.

WHEN CONSTRUCTING THE BODY OF THE ESSAY;

- Do not write subtopics or topics.
- personal pronoun "I."
- Do not write in point form.
- Do not make up your own abbreviations; only use recognised abbreviations, for example BC for Black Consciousness.
- Do not use slang, keep your language simple. In History, essay questions are asked in one of the following ways:

EXEMPLAR QUESTION:

Activity 1

Steven Biko's ideas of Black Consciousness brought awareness amongst the oppressed black South Africans and led to the birth of a new era of resistance against apartheid in the 1970s.

Do you agree with this statement? Use relevant evidence.

INTRODUCTION:
One would agree with the statement (stance) that Biko's ideas brought awareness among the oppressed South Africans and led to the birth of a new era of resistance against apartheid. During the period of Apartheid, black people were isolated and left out of the way South Africa was governed. This created an impression that they were not citizens of the country. (support statement). Biko led unity amongst blacks and the formation of various organisations. This essay will discuss the aims of the Black Consciousness Movement, the role of organisations.

PARAGRAPH TWO
POINT: The emergence of Black Consciousness started because Black people felt inferior; Blacks wanted to be recognised and were tired of being oppressed by the state.
EXPLAIN: This was done through instilling self-pride, mobilising the workers, mobilising the community and mobilising the students to take a stand for themselves

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EVIDENCE: More political organisations were formed as a result of Black consciousness awareness and gave birth to resistance to apartheid. SASO was formed, unity was embraced, and Black people were able to vote.

LINK: Without a doubt the Steve Biko was able to bring awareness among the black South Africans

Conclusion

In conclusion, Biko's ideas brought awareness among the oppressed South Africans and led to the birth of a new era of resistance against apartheid. After one has looked at the aims of the Black Consciousness Movement, the role of organisations such as SASO, and the role of the Black Peoples Convention. Biko's ideas sparked resistance towards the apartheid regime by the oppressed Black majority.

EXEMPLAR QUESTIONS.

Activity 2

Steve Biko used the philosophy of Black Consciousness to empower black South Africans to challenge the apartheid government in the 1960s and the 1970s.

Do you agree with the statement? Use relevant evidence to support your answer. **(50)**

Activity 3

Explain to what extent the Black Consciousness served to destroy the feeling of inferiority and instill Black pride, self-confidence among black South Africans in the 1970s. **(50)**

Activity 4

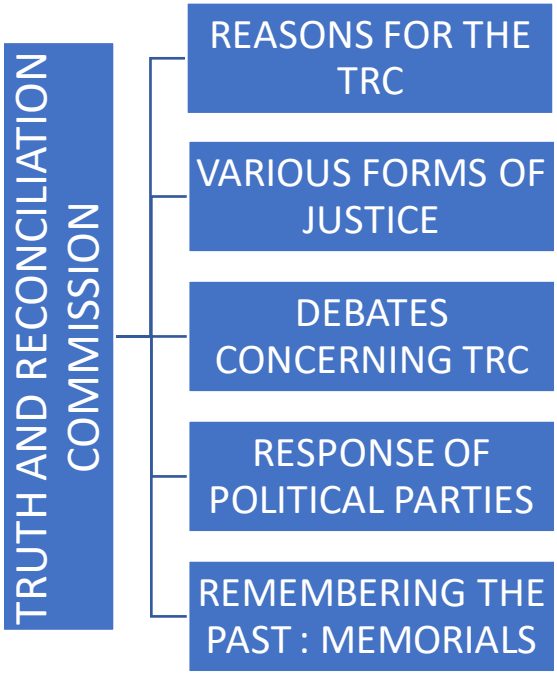
Critically discuss how Black Consciousness emphasises the importance of Black people in embracing their dignity, identity, and heritage for black South Africans during the 1970s.

(50)

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PAPER 2: TOPIC 5: QUESTION 2

TRUTH AND RECONCILIATION COMMISSION (TRC) (SOURCE-BASED)



DEFINITION OF CONCEPTS:

NB: HISTORICAL CONCEPTS SHOULD BE READ FROM THE SOURCE TO HAVE A BETTER UNDERSTANDING.

- **CONCEPT WILL BE IN THE SOURCE, BUT THE DEFINITION IS NOT PROVIDED.**
- **ANSWER IN YOUR OWN WORDS/IN THE CONTEXT OF THE SECTION.**

- **Reconciliation**- it is a process through which friendly relations between two or more former enemies are restored.
- **Commission**- a group of people entrusted by the government to investigate the
- allegations.
- **Victims** – a person harmed, injured or killed as a result of a crime/ a person whose human rights have been violated.
- **Perpetrators** – a person who carries out a harmful, illegal, immoral act/ an individual who violates human rights.
- **Human rights**- are fundamental rights inherent to all human beings irrespective of their race, sex, nationality, language, religion,
- **Assassination** – to target and deliberately kill a famous person/important/wilful killing, a planned attack on a prominent person.
- **Amnesty**- granting of official pardon for the political crimes committed for the period 1960-1994
- **Blanket amnesty**- pardon given to activists for the political crimes.

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- **Retributive justice** – punishment meted out to people who committed gross human rights violations.
- **Restorative justice** – a gesture of reconciliation if the perpetrator of a gross human rights violation were prepared to tell the whole truth and show remorse.
- **Reparations** – compensation paid to the victims for the injustices of the past.



After winning the elections ANC had a huge responsibility of building a truly non-racial and democratic South Africa. The Truth and RECONCILIATION COMMISSION was formed under **THE PROMOTION OF NATIONAL UNITY AND RECONCILIATION ACT NO 34 of 1994**

REASONS FOR THE FORMATION OF THE TRC:

- The purpose was to investigate human Rights violations that occurred between 1 March 1960 to 10 May 1994.
- To foster reconciliation and unity amongst South Africans.
- To heal the wounds of the past.
- To create space for the victims and perpetrators to reconcile

CHAIRPERSON: ARCH BISHOP TUTU

DEPUTY CHAIRPERSON: ALEX BORAINE

JUSTICES

- TRC chose restorative justice over retributive justice
- 21000 applications for amnesty, only 2000 cases were heard over two years.
- All TRC hearings were broadcast on television, radio and newspapers daily

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TRC HAD THREE COMMITTEES THAT WERE RESPONSIBLE FOR OVERSEEING ITS FUNCTIONS.



DEBATES AROUND THE TRC:

- **THE SCOPE OF THE TRC**
- **RECONCILIATION VS JUSTICE**
- **AMNESTY FOR PERPETRATORS**
- **REPARATIONS FOR VICTIMS**
- **MEMORY POLITICS AND COUNTER-MEMORY**
- **EXCLUSION OF WOMEN'S VOICE**
- **THE TRC LEGACY**

RESPONSE BY POLITICAL PARTIES:

- Not all parties appeared before the commission

HOW DID ORDINARY VICTIMS FEEL ABOUT THE T.R.C.?

- They felt that it reopened wounds that were beginning to heal.
- Many people felt that the perpetrators should be punished for their wrongdoings.

WHAT MADE THE T.R.C. SUCCESSFUL?

- The commission went from town to town listening to testimonies from victims.
- The public confessions revealed how much violence had been carried out.
- The causes of human rights abuses were identified.
- Both sides of the conflict, i.e., the perpetrators and victims, came to tell their stories.
- Many unaccounted victims were identified, their graves located and their bodies were given to their families

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- The issuing of amnesty led to many people appearing freely to the T.R.C.
- It led to the strengthening of race relations.
- It led to the promotion of national unity.
- Amnesty led to many perpetrators becoming willing to testify.
- Many unaccounted victims were identified, graves located and bodies exhumed and given to families for proper reburial.
- It led to reconciliation and nation-building.

WHAT MADE THE T.R.C. UNSUCCESSFUL?

- Many perpetrators did not appear before the T.R.C.
- Leaders like P.W. Botha refused to appear before the T.R.C.
- F.W. De Klerk refused to take responsibility for the “Third Force “activities.
- Some families refused to accept restorative justice as they preferred that the perpetrators receive punitive justice, eg, the Mxenge and the Biko families.
- The A.N.C. was opposed to the equating of the abuse of human rights by apartheid with those committed during the liberation struggle.
- None of the main political parties made a public apology for violence committed during apartheid and the struggle against it.
- Not all the victims received compensation.
- The compensation received was not sufficient for the victims to rebuild their shattered lives.
- Some saw it as a witch-hunt

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WHAT CAN SOUTH AFRICANS LEARN FROM THE ROLE PLAYED BY ARCHBISHOP DESMOND TUTU, CHAIRPERSON OF THE TRUTH AND RECONCILIATION COMMISSION (TRC) FROM 1995 TO 1998?

SOURCE 2A

The extract below has been taken from Archbishop Desmond Tutu's acceptance speech at the first public gathering of the Truth and Reconciliation Commission (TRC) at the City Hall in East London in the Eastern Cape, on 16 December 1995.

Everyone is aware that we have been assigned a delicate (tricky) task whose execution, successful or otherwise, will have critical and far-reaching consequences for our land and nation. It is an awesome (tremendous) responsibility. It is important to bear constantly in mind the title of the Act that has brought us into being – the **(2.1.2)** Promotion of National Unity and **(2.1.1)** Reconciliation.

(**2.1.3)** central to our concern in the work of our Commission is helping our land and people to achieve genuine, real and not cheap and spurious (false) reconciliation. Some view the Commission with considerable misgiving and indeed suspicion and even hostility because they have convinced themselves that the Commission is going to degenerate (decline) into an inquisition (investigation), a witch-hunt hell-bent on bringing miscreants (offenders) to book.

We must scotch (stop) that rumour or suspicion from the outset. We are meant to be a part of the process of the healing of our nation, of our people, all of us, since every South African has to some extent or other been traumatised (upset). **We are a wounded people because of the conflict of the past, (2.1.4) no matter on which side we stood. We all stand in need of healing.**

We are privileged to be on this Commission to assist our land, our people to come to terms with our dark past once and for all. They say that those who suffer from amnesia (forgetfulness), those who forget the past, are doomed to repeat it.

That is why the truth is so central to this whole exercise. But we will be engaging in something that is ultimately deeply spiritual, deeply personal. That is why I have been appealing to all our people – this is not something just for the Commission alone. We are in it, all of us together, black and white, coloured and Indian.

[From *The South African Institute of Race Relations – Race Relations Survey,* 1990] **STUDY SOURCES 2A, 2B, 2C, 2D**

2.1.1.	What, according to the source, was the Act under which the TRC was formed? NB: QUOTE FROM THE SOURCE (WORD BY WORD)	(1X1) (1) L1
2.1.2.	Define the term reconciliation in your own words	(1X2) (2) L1
2.1.3.	**What, according to the source**, should remain central to the concerns of South Africans in the work of the commission?	(1X2) (2) L1

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2.1.4. Explain what is implied by the statement…. 'No matter on which side we stood. We all stand in need of healing 'in the context of reconciliation and national unity'' (2X2) (4) L2
NB: INTERPRET WHAT IS MEANT (USE OWN UNDERSTANDING)

2.1.5. Comment on the usefulness of the source regarding the reasons for the formation of the TRC. (2X2) (4) L3
NB: LEARNER NEEDS TO IDENTIFY WHO PRODUCED THE SOURCE/WHEN /WHAT TYPE OF A SOURCE: PRIMARY OR SECONDARY SOURCE (SPEECH/INTERVIEW/ EYEWITNESS ACCOUNT)

SOURCE 2B

The cartoon below was drawn by J Shapiro, 'Zapiro', for the *Sowetan* newspaper. It depicts Archbishop Desmond Tutu delivering the Truth and Reconciliation Commission's report to President Nelson Mandela on 29 October 1998.



[From *Truth Drawn in Jest, Commentary on the Truth and Reconciliation Commission through Cartoons* by W Verwoerd and M Mabizela]

SPECIAL DELIVERY

2.2.1. Who, according to the source, was the TRC report submitted to? (1x1)1(L-1)

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NB: EXTRACTION FROM THE SOURCE

2.2.2.	Explain the limitation of this source for a historian researching the submission of the final TRC report.	(2x2)4 (L-3)
2.2.3.	Identify four political organization that were against the submission of the TRC final report	(4x1)4 (L-1)
2.2.4.	Explain the messages in this cartoon regarding the final TRC report submitted to President Nelson Mandela NB: **USE VISUAL CLUES TO ANSWER QUESTION/VISUAL CLUES USED IN RELATION TO THE CONTENT**	(2x2)4 (L-2)

SOURCE 2C

This source by A Yates is taken from a special report titled 'Justice Delayed: The TRC Recommendations 20 Years Later'. It focuses on Advocate Ntsebeza's (one of the TRC commissioners) evaluation of the work of the TRC led by Archbishop Desmond Tutu, the chairperson of the TRC.

The TRC submitted around 300 perpetrators of (2.3.1) human rights violations to prosecute. Until the recent National Prosecuting Authority (NPA) announcement to prosecute 15 cases from this list, there had been only one person found guilty of apartheid-era crimes, Eugene de Kock. The recent resurgence (revival) in TRC-related prosecutions is a welcome sign that this recommendation may be realised, albeit (although) slowly … The cases of Ahmed Timol, the Cradock Four, and others are currently being litigated (charged). Many hope that the 15 new cases taken on by the NPA will be the start to a long process of prosecuting the full list from the TRC report.

The TRC was successful in some of its aims. As Ntsebeza Dumisa (TRC

Commissioner) recalls with vivid (clear) detail, the simple act of having one's story publicly validated (confirmed), was a significant and meaningful step for all who were involved. Apartheid was an era in which proliferating (increasing) misinformation created a fabricated (false) narrative (story) both nationally and globally about the reality of what was happening in South Africa. It is reasonable to dream that in the wake of the absence of truth, public declarations of fact would not just be a restoration of personal dignity but would also be the first step towards national unity. Ntsebeza Dumisa agrees that the international narrative that the TRC liberated South Africans of their past and resulted in a fairy-tale ending for a massive human rights struggle is false. The notion that, with Desmond Tutu at the helm (in control), Christian values prevailed, and forgiveness erased (removed) the trauma of 50 plus years of oppression, is also short-sighted.

[From Daily Maverick, 5 September 2018]

2.3.1.	According to the source, how many perpetrators were submitted by the TRC?	(3X1)3 (L-1)

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2.3.2.	Define the concept *human rights* in the context of the TRC.	(1X2)2 (L-2)
2.3.3.	Explain what commissioner Nstebesha implied by 'public declaration of fact would… be the first step towards national unity regarding the TRC hearings'.	(1X2)2 (L-2)

SOURCE 2D

The source below by the South African writer and political commentator, Sisonke Msimang, was published on 27 December 2021 in the *Al Jazeera* editorial. It was a tribute to Archbishop Tutu who passed away on 26 December 2021.

(2.4.1)Tutu was neither made nor broken by the difficult exchanges that took place in the context of the Truth and Reconciliation Commission (TRC). He was a man with nothing to prove and he ran the commission with a deep sense of love and a commitment to truth-telling and forgiveness. This instinct (feeling) sometimes overshadowed (exceeded) his country's need for tangible (real) justice, for perpetrators to serve time behind bars and for (2.4.2) victims to be provided the details of where their loved ones had been killed.

By focusing on the stories of the most obviously wounded – the relatives of the tortured and murdered – (2.4.3) the commission missed an important opportunity to address the structural and systemic (whole) impact of apartheid. In other words, in spite of its harrowing (disturbing) stories and its scenes of spectacular grief, the TRC was never given a full mandate to address the group effects of apartheid – the loss of opportunity wrought (created) on generations of black people by naked racism.

The TRC handed a list of apartheid operatives (secret agents) who were thought to have been involved in killing anti-apartheid activists to the National Prosecuting Authority (NPA). In the two decades since then, the South African government has done nothing to bring those people to justice, nor has it ever agreed to address the question of redress (restore) and compensation for all the victims of apartheid. The fault for this does not lie with Desmond Tutu. To the contrary, his death reminds us of the unfinished business of the transition from apartheid to democracy. This was not his business – it is ours. The jaded (tired) among us would do well to heed (take note) the great man's words. With his trademark bluntness, Tutu said, 'If you want peace, you don't talk to your friends. You talk to your enemies.' This insistence on reaching out and across all sorts of divides was the key to his effectiveness.

[From Al Jazeera, 27 December 2021]

2.4.1.	Quote any THREE statements made by Sisonke Msimang that paid tribute to Archbishop Tutu after he passed away on 26 December 2021.	(3x1) (3) (L-1)
2.4.2.	Define the term *victims* in your own words.	(1x2) (2) (L-1)
2.4.3	Explain the concept *redress* in the context of what the government wanted to achieve through the TRC.	(1x2) (2) (L-1)

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2.4.4.	What did Sisonke Msimang mean by the statement…'the commission missed an important opportunity to address the structural a systematic impact of apartheid'	(1x2) (2) (L-2)
2.4.5.	Comment on the reliability of this source to a historian researching the role played by Tutu as chairman of the TRC.	(2x2) (4) (L-3)
2.5.	Refer to Sources 2C and 2D. Explain how the information in source 2C supports the evidence in Source 2D regarding the work of the TRC. NB: STUDY BOTH SOURCES AND IDENTIFY SIMILARITIES/SIMILARITIES BETWEEN SOURCE 2C AND 2D	(2x2) (4) (L-3)
2.6.	Using the information in the relevant sources and your own knowledge, write a paragraph of 8 lines (80 words) explaining what South Africans can learn from the role played by Archbishop Tutu, chairperson of the TRC from 1995 to 1998	(8)

NB

- How successful was the TRC **in dealing with the death** of political activist, Mlungisi Griffiths
- Mxenge?
- How did the TRC **deal with the killing** of activist Sphiwo Mthimkhulu?
- How did the TRC **deal with the murder** of political activists such as the COSAS 4?
- How did the TRC **deal with the murders** of Gugulethu Seven?

✓ The learners here need to understand the same question, should have at least four generic answers before they consult with the source (murder/killing/death/assassination)
✓ **PARAPHRASE INFORMATION FROM THE SOURCE**
✓ **NO DIRECT EXTRACTION FROM THE SOURCE**

For example

- ***TRC offered amnesty to the perpetrators of gross human rights violations. Perpetrators were offered the opportunity to confess their crimes and political motives. TRC would grant amnesty if there was a full confession and display of remorse, and the crime was politically motivated. If the Amnesty committee found that the perpetrator was not truthful would not be granted amnesty.***

- How did the **TRC expose leaders of the apartheid government** for gross human rights violations committed between 1960 and 1994?

The TRC provided the platform for victims and perpetrators to come forward to state their gross human rights violations. TRC issued a subpoena for the leaders to appear before the TRC. Victims testified about gross human rights violations. Perpetrators could apply for amnesty. TRC held an investigation that revealed the extent of atrocities. TRC focused on uncovering the

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violations, including killings, torture, and disappearances. TRC granted amnesty to those who confessed their crimes.

- Was the TRC able to bring closure to Sizwe Kondile's activists for his murder as an anti-apartheid activist in 1981? (Victims)

- ***TRC offered victims a platform to tell their human rights violations. TRC offered amnesty to the perpetrators so they could testify, so it could uncover the truth about the extent and nature of apartheid. Truth was a crucial point for acknowledging the suffering of victims and promoting national unity and healing. The TRC made recommendations for reparations to victims, which included medical examination (DNA tests), issuing of death certificates, offering delivery and proper burial of the victim's loved ones, creation of memorials, and educational memorials to honor victims.***

PAPER 2: TOPIC 5: QUESTION 5: THE ROAD TO DEMOCRACY

COMMON ERRORS AND MISCONCEPTIONS IDENTIFIED IN 2024 DIAGNOSTIC ANALYSIS: QUESTION 5 (60% AVERAGE PERCENTAGE)

(a) Most candidates failed to maintain a consistent and structured line of argument. Their essays were generally of a descriptive and not an argumentative nature.
(b) Most candidates did not know how to take a stance when the question required them to critically discuss.
(c) In this question, candidates had challenges regarding chronology, dates, and names.
(d) Some candidates gave a generic discussion and left out violence and conflict as required by the question.

PEEL METHOD: TRANSITION VERB AND STATEMENTS

POINT	EXPLANATION	EVIDENCE	LINK
It has been suggested that……. The first taste of …… It is believed that….. Some people argue that…… Many people believed that……	It appears that……. This demonstrates that…. The evidence explains that….. This supports the argument by …. It is clear from this that……. This shows us that…..	The evidence clearly shows that…… This is supported by ……. This is demonstrated by….. The information in this paragraph proves that…..	With this in mind, it is indeed evident that…… Therefore, it is evident that……. All this evidence demonstrates/ proves that…… Hence, it is undeniable that……

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THE COMING OF DEMOCRACY TO SOUTH AFRICA - A TIMELINE: 1990-1994

Date	Negotiation Process		Events occurring while negotiations were taking place
Feb 1990	Nelson Mandela was released. ANC and other black political movements were unbanned. (This opened the way for a negotiated settlement) NP COMPROMISE/SHOWS COMMITMENT DEKLERK'S LEADERSHIP		1990-1993: On-going *attacks on commuter trains* on the Rand by masked gunmen - an estimated 573 deaths (rumours that these were 3rd force operatives and NP was trying to destabilise the country). NP *allowed the carrying of Zulu 'Traditional weapons'* (including knobkerries and spears) Rent, school, and consumer boycotts renewed by ANC supporters. Aimed to pressurise NP into reaching an agreement faster. VIOLENCE MEANT TO DISRUPT NEGOTIATIONS
May 1990	*Groote Schuur Minute* ANC and NP met NP agreed to release political prisoners. (releases began Sept 1990) June: NP revoked the Separate Reservation of Amenities Act NP COMPROMISE/SHOWS COMMITMENT		NP Government detained 40 members of ANC (inc Mac Maharaj and Billy Nair) accused of plotting to overthrow the government – Operation Vula. July 1990: IFP attack on ANC stronghold at *Sebokeng* VIOLENCE MEANT TO DISRUPT NEGOTIATIONS
Aug 1990	*Pretoria Minute:* ANC agreed to suspend armed struggle (An act of 'good faith' to show commitment to the peaceful negotiation process) NP agreed to suspend the State of Emergency in Natal ANC COMPRMISE		November 1990: Alleged Third Force attacks on an informal settlement at *Zonkizizwe* township outside Germiston VIOLENCE MEANT TO DISRUPT NEGOTIATIONS
March 1991	De Klerk (NP) revoked the Land Act, Group Areas Act, Pop. Registration Act. DEKLERK'S LEADERSHIP		March 1991: Seven Day war in PMB. Ongoing violence between the ANC and the IFP. VIOLENCE MEANT TO DISRUPT NEGOTIATIONS
Oct 1991	92 anti-apartheid organisations met in Durban and formed the *Patriotic Front*. Called for an interim government.		1990-1993: on-going violence in townships. VIOLENCE MEANT TO DISRUPT NEGOTIATIONS
20 Dec 1991	Negotiations towards a new constitution began. *Convention for a Democratic South Africa (CODESA) I(18 delegates + UNO& Commonwealth)* ANC and NP proposed the '*Declaration of Intent*': Undivided SA, independent Judiciary, constitution, multi-party democracy (NB: Seen as a watershed agreement). 2-stage constitution.		PAC and Conservative Party under Treurnicht and IFP withdrew from CODESA I. (NB: This brought to an end the Patriotic Front) NB: At the end of CODESA I, NP strongly criticised ANC for not disbanding MK and accused them of keeping MK as a 'private army'.

	ANC &NP SHOW COMMITMENT		
17 Mar 1992	Whites only referendum. Should the negotiations continue? DEKLERK'S LEADERSHIP		69% voted YES. NP credibility restored. BREAKTHROUGH/SUCCESS

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May 1992	*CODESA II* Agreement reached that SABC to present a neutral view of the negotiation process. Failed to agree on a new constitution-making body and an interim government		NP wanted CODESA II replaced by a representative of all political parties + minority veto. ANC wanted an interim government of no longer than 18 months and simple majority rule. CHALLENGE/DEADLOCK *Rolling Mass Action* initiated by resistance organisations (strikes, boycotts, street demonstrations to speed up the negotiation process). ANC TAKES LEADERSHIP
Date	**Negotiation Process**		**Events occurring while negotiations were taking place**
17 Jun 1992	Most agree that Boipatong was a turning point after which the negotiation process favoured of ANC.		*Boipatong Massacre:* IFP hostel dwellers attacked residents of Boipatong township (49 men, women, and children killed). Rumours spread of white men handing weapons to Third Force agents to spread violence and chaos. In response to the Boipatong massacre ANC walked out of the negotiation process. The government appointed the *Goldstone Commission,* which verified police involvement at Boipatong (3 &4 Aug: 4million workers involved in strikes across SA) NP COMPROMISE
Sept 1992	26 Sept *record of understanding signed* between Roelf Meyer (np) and Cyril Ramaphosa (ANC). Commit themselves to the negotiation process and finding a peaceful way forward. NB: codesa ended, mk disbanded ANC &NP SHOW COMMITMENT		*7 Sept: Bhisho Massacre:* 70,000 ANC members held a peaceful demonstration in Bhisho, Ciskei (an 'independent' homeland ruled by Oupa Gqozo). Gqozo ordered soldiers to fire: 28 dead, 200 wounded. . VIOLENCE MEANT TO DISRUPT NEGOTIATIONS
Oct 1992	The NP Government agreed to ban the carrying of traditional weapons in public and to release more political prisoners. NP COMPROMISES		*Concerned South African Group (COSAG)* formed (NB: An alliance **between '**Homeland' leaders and the far right-wing): Lucas Mangope (Boputhatswana), Oupa Gqozo (Ciskei), Mangosuthu Buthelezi (KwaZulu), Afrikaner Volksunie, and Afrikaner Freedom Foundation. Demanded a Federal govt.
2 Apr	*The Multi-Party Negotiation Process (MPNP)* began again at Kempton Park. PAC joined the negotiation process		10 April 1993: *Assassination of Chris Hani* (Leader of the SACP) by Janusz Walus– a Polish immigrant working under orders of the Conservative Party(Clive Derby–Lewis). NB: Mandela appeared on TV appealing for calm. 100,000 attended Hani's funeral (relatively peaceful)
1993	Joe Slovo (SACP) suggested a **5-year** *Govt of National Unity* (GNU), a *'power sharing' compromise* **(***'sunset clause')* – accepted by NP. Date set for 1st democratic election. 400 reps to be voted for. COMPROMISE		IFP refused to take part in the election. VIOLENCE MEANT TO DISRUPT NEGOTIATIONS MANDELA TAKES LEADERSHIP

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June – July 1993		25 June: Afrikaner Weerstandsbeweging (AWB) and Volksfront (AVF) stormed the World Trade Centre where negotiations were taking place, vandalised the entrance, and threatened the delegates. AWB and Constand Viljoen attempted and failed to defend Mangope's dictatorship in Bophuthatswana against huge opposition from students and worker demonstrations. *St James Church Massacre*. (African People's Liberation Army (APLA – PAC's armed wing) threw a grenade and opened fire in St James Church, Kenilworth. 11 killed, 58 wounded. VIOLENCE MEANT TO DISRUPT NEGOTIATIONS
Nov 1993	An *Interim Constitution* for South Africa was agreed upon.	
28 Mar 1994		Shell House Massacre – IFP members killed by ANC security forces VIOLENCE JUST BEFORE ELECTION
27 Apr 1994	*1st multi-party democratic election held in South Africa- Nelson Mandela elected as the first democratic president*	

ESSAY QUESTION ACTIVITY 1

Explain to what extent political leadership and commitment by key South African role players paved the way for the birth of a new South Africa in 1994.

EXAMPLE OF AN INTRODUCTION FOR THE ABOVE QUESTION

To a large extent, political leadership and a high level of commitment by key South African role players **like Nelson Mandela** and many others enabled South Africa, despite many challenges like **political violence, political murders, and assassinations,** to overcome them and lead South Africa on a journey to the birth of a new country. This essay will explore all those challenges and highlight how political leadership overcame each of those challenges.

PARAGRAPH WRITING EXAMPLE

POINT	**The first taste** of negotiations began with the meeting in Cape Town that became known as the Groote Schuur Minute.
EXPLANATION	**It appears that** this was a meeting to plan a way forward for formal negotiations. The role of political leaders can be seen because a number of resolutions were taken.

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EVIDENCE	At this meeting, it was agreed that both parties would form a group to address the issue of political prisoners. In addition to that, they agreed that there would be temporary immunity from prosecution for certain members of the A.N.C. They also agreed to open lines of communication to limit the upsurge of political violence. Lastly, both parties agreed to meet for the second time at the beginning of formal talks. **The information in this paragraph proves that the Groote Schuur meeting was a huge success.**
LINK	With this in mind, it is evident that apart from the violence that erupted in Sebokeng, which nearly derailed the negotiation process, political leadership and commitment by key South African role players paved the way for the birth of a rainbow nation in 1994

CONCLUSION

In conclusion, it is indeed to a greater extent that the process of negotiations, leadership, and compromise indeed led to South Africa becoming a democratic state in 1994. This essay has provided all the relevant information above.

ESSAY QUESTION ACTIVITY 2

The various political organizations played crucial roles during the process of negotiations in ensuring that a democratic dispensation was achieved in 1994 in South Africa.

Critically discuss this statement. Use relevant evidence to support the line of argument.

ESSAY QUESTION ACTIVITY 3

Nelson Rolihlahla Mandela, 'The Father of the Nation', was single-handedly responsible for the birth of a free and democratic South Africa in 1994.

Do you agree with the statement? Substantiate your line of argument by using. Relevant evidence.

ESSAY QUESTION ACTIVITY 4

The violence that plagued South Africa in the early 1990s almost derailed the process of negotiations and the birth of a free and democratic South Africa.

Critically discuss this statement by referring to the role that leadership, negotiation and compromise played in South Africa's attainment of democracy in 1994.

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ESSAY QUESTION ACTIVITY 5

The process of negotiations among various political parties played a significant role in the establishment of a democratic South Africa in 1994.

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

PAPER 2: TOPIC 6: QUESTION 3: THE END OF THE COLD WAR AND NEW WORLD ORDER, 1989 TO THE PRESENT

CONCEPTS/ TERMS	DEFINITION
Globalisation	*The* integration of the world's economies and cultures through trade, technology, and information. Globalisation offers countries access to foreign resources and labour markets and promotes interdependence among countries for the common good.
Brain Drain	The loss of highly-skilled workers from one country to another, often due to better job opportunities or working conditions.
Commodity	A raw material or primary agricultural product that can be bought and sold worldwide, such as copper or coffee
Consumerism	The notion that promotes the acquisition (consumption) of material goods — *Society today seems to be based on pure consumerism.*
Cultural Homogenization	The process by which local cultures are replaced by a standardized global culture, often driven by the influence of Western media and consumerism.
Cultural Imperialism	The imposition of one culture's beliefs, values, and practices on another culture — *Some argue that the spread of Western culture around the world represents a form of cultural imperialism.*
Deregulation	The removal of government restrictions on businesses — *The deregulation of the health sector enabled many private hospitals to extend their reach across the continent.*
Digital Divide	The gap between those who have access to digital technology (such as the internet and smartphones) and those who do not — *In many developing countries, there is a significant digital divide between urban and rural areas.*
Economic Growth Drivers	Factors that cause an economy to grow — *Technology and agriculture are among the country's greatest economic growth drivers.*
Economic Interdependence	When countries rely on each other for economic growth and stability.
Multilateral	Involving two or more sides

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Export	A product or service sent from one country to another.
Fair Trade	A system of trading that ensures developing countries receive fair prices for the goods they export.
Free Trade	A policy of eliminating or reducing trade barriers, such as tariffs and quotas, between nations to promote economic growth and cooperation
Tariff	A tax imposed on goods being imported and exported by a country
Global Development	The efforts of international organizations to promote economic growth, reduce poverty, improve human well-being, and address global challenges such as climate change and inequality, particularly in developing countries.
Global Governance	The idea is that there should be rules and regulations that govern the actions of countries and corporations on a global scale.
Interdependence	The dependence of two or more bodies (for example, countries) on each other
International Organization	Any institution or body that operates across national borders
International Monetary Fund (IMF)	An international organization of 190 countries based in Washington, USA, and claiming to promote global cooperation, financial stability, international trade, high employment, sustainable economic growth, and reduced poverty around the world.
Protectionism	The policy of imposing restrictions on foreign trade, such as tariffs and quotas, to protect domestic industries and jobs
Sustainable Development	Economic growth that balances the needs of the present with the ability of future generations to meet their own needs
World Trade Organization (WTO)	a global organization based in Geneva, Switzerland, that claims to help countries and producers trade fairly and effectively.

A new world order

- The collapse of the Soviet Union brought the Cold War to an end and created a new balance of power in the world, and led to the dominance of the USA.
- USA dominance led to economic changes, which resulted in globalisation.
- The world became interconnected through politics, economics, culturally, as well as environmentally.

Features of Globalisation

- Smaller distances
- The availability of news and information
- The disappearance of borders
- Greater movement and migration of people
- The development of global culture
- The dominance of global corporates

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The new balance of power and its impact on Africa.

- The failure of communism and the emergence of democracies in Eastern Europe encouraged democracy movements in Africa.
- The end of the Cold War meant that Africa was no longer significant in Cold War politics.
- Globalisation created economic problems for many African countries, as many were not industrialised and their economies were based on the export of unprocessed raw materials.
- The issue of rising debt was a major problem, and Africa was not competitive enough in the world of free trade,
- Many African states became poor.

The dominance of global Western Capitalism

- USA dominated the world with its ideology, military, and economy.
- Global trade was encouraged as it was believed to be the only way for countries to recover from economic destruction.
- A financial institution was formed to encourage international trade, which led to a new economic order.

The financial institution was dominated by three international financial institutions.

International Monetary Fund	Established in 1944 to regulate international financial activities
The World Bank	It was set up in 1944 to help with the reconstruction of Europe after the war and uses investments from wealthier countries to fund projects in developing countries.
The World Trade Organisation	Promotes free trade in services such as banking and travel, as well as goods.

Emerging economies and different forms of Capitalism (BRICS)

- In the South, some governments in the emerging economies found ways in which they could develop capitalism without being completely dominated by it.
- The government provides support for local businesses and imposes high tariffs on imports to weaken locally produced goods.
- Local traditions and management practices are maintained and encouraged, and have been successful in China as they are the fastest-growing economy of the 21st century.
- The formation of BRICS in 2009 by Brazil, Russia, China, and India was the result of emerging economies assisting each other, and in 2011, South Africa joined BRICS.
- The group holds annual summit meetings and encourages political, economic, and cultural co-operation.

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Developments in South Africa after 1994

- People welcomed the transition to democracy in South Africa in 1994.
- Political power was transferred peacefully from the National Party to the ANC by Mandela's policy of reconciliation.

Poverty and Inequality, and government attempts to redress past injustices.

- The challenges of bringing meaningful economic and social transformation.
- Apartheid had created unequal societies in the world and has resulted in an Imbalanced standard of living and the quality of service provided to different races.
- Land ownership was highly responsible for the high levels of inequality. The SACP and COSATU resisted the unequal laws of the apartheid government.
- After 1994, the challenges faced by the new government were considerable as the economy was not sound because of economic sanctions.

South Africa as a developmental state

- South Africa plays an important role in directing the economy and tries to balance economic growth and social development.
- The government provided social grants for all those who could not support themselves.
- Developing states usually experience difficulties in obtaining resources to
- pay required social developments.
- Effective taxation collection was improved in the South African government
- nationalise other businesses.

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QUESTION 3: HOW ECONOMIC INTERDEPENDENCE HAS LED TO TRADE RELATIONS BETWEEN CHINA AND AFRICAN COUNTRIES BETWEEN 1970s AND 2023?

SOURCE 3A

The extract below is taken from a paper titled 'Globalisation and sustainable Africa-China trade: what role do the African regional organisations' by D Cissé, and was published by a Swedish-based research institute. It highlights how trade relations between China and Africa have developed since the 1970s.

China's trade liberalisation and openness to the world since the 1970s have boosted its foreign trade. Economic shifts, particularly based on trade, industrial reforms, and later the manufacture of products to sell abroad, have increased China's trade relationships with developed and developing countries. China's push to liberalise goes hand in hand with long-term strategies to establish ties with developing countries, including those in Africa. Through its growing position in the world economic arena, China aims to shape the world political economy. Africa has had long-term engagement with China. While in the past, this engagement was aid-driven, today it is more economically driven and underpinned by trade and investment. The diversification of trade partners among African countries by looking to the East meets China's long-term strategy for resources and markets.

Alongside globalisation, China has developed strategic ties with African countries for strong economic cooperation based on non-interference in domestic affairs and mutual benefit or win-win cooperation. China's 'go out' policy of the late 1990s, the establishment of the Forum on China-Africa Cooperation (FOCAC) in 2000, and the release of the White Paper on China's Africa policy in 2006 demonstrate China's interest in Africa.

[From 'Globalisation and sustainable Africa-China trade: what role play the African regional organisations' by D Cissé]

3.1 Refer to Source 3A

3.1.1 List TWO factors in the source that have boosted China's foreign trade. (2 x 1) (2)

3.1.2 According to the source, why did China develop strategic ties with African countries? (1 x 2) (2)

3.1.3 Explain how China was able to network with African countries to promote interstate trade. (1 x 2) (2)

3.1.4 Comment on the implication of the statement, 'While in In the past, this (China's) engagement was aid-driven; today it is more economically driven and underpinned by trade and investment (1 x 2) (2)

3.1.5 Define the term *foreign trade* in your own words. (1 x 2) (2)