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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 - 2026

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TABLE OF CONTENTS

NO.	TOPIC	PAGE/S
1	How to answer Source-Based questions	2 - 6
	PAPER 1 (Content; Mind Maps; Historical Concepts; Activities)	
2	The Cold War	7-17
3	Angola	18-26
4	Civil Rights Movement	27-32
5	Vietnam	33-44
6	Congo	45-50
7	Black Power Movement	51-55
	PAPER 2 (Content; Mind Maps; Historical Concepts; Activities)	
8	Internal Resistance	56-61
9	TRC	62-68
10	Globalisation	69-80
11	Black Consciousness Movement	81-88
12	Road To Democracy	89-96
13	End of the Cold War	97-107
14	Glossary of Terms	108 - 112



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- Candidates are finding it difficult to extract responses verbatim from the source, but instead, they paraphrase or respond by using their own knowledge
- Explain why …
- Explain/Comment on the implication of …what is implied by … or the meaning of the statement or phrase ...
- Explain the significance of …
- What conclusion can you draw from …
- Visual source analysis …/ Explain why you think a particular photograph was taken … / Explain the symbolic representation of ….
- Explain terms/concepts in context of …
- Candidates, however, responded to interpretation questions as if they were extractions. In the process, they lost a lot of marks.
- The paragraph question (Q1.6) was poorly answered, as most candidates extracted the answer directly from the sources and could not write an original paragraph. Many candidates could not identify relevant evidence from sources that they should have used to write logical and coherent paragraphs. Consequently, most candidates only managed a Level 1 (0–2) and Level 2 (3–5) score and not a Level 3 (6–8) score.

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HOW TO RESPOND TO SOURCE-BASED QUESTIONS

Level	Question Verbs	Candidates need to:	Structure your response in this way:
L1 1x1 (1) 2x1 (2) 1x2 (2) 3X1 (3)	**Quote** evidence from the source	Quote the response/ answer directly from the source	Use **quotation marks** when extracting the response from the source. ***Ensure you quote the actual response in full***
	To respond to questions using these question verbs: State, list, mention, according to the source…	Extract the answer/response directly from the source. ***Do not use your own words***	
	Definition of the concept… In your own words	Define the concept assessed	Define the concept in question ***Use your own words*** to define the concept
L2 1x2 (2) 2x2 (4)	Explain	Explanation of evidence to show your understanding	Use the information to explain how you understand it. ***Do not rewrite the information in the source***
	Explain the concept ***in the context of…***	Interpretation… Explain/Comment Using the information in the source and your own knowledge	Explain the concept to show your understanding as it is used in the content ***Refer to the event and the country assessed***
	Comment on …	Use logic and refer to relevant information	***Give your opinion to support/ emphasize your point of view and relevant information***
	Explain the messages conveyed by the photograph/cartoon Explain the symbolic representation of …	Interpret the photograph/ the cartoon and indicate its meaning ***Look for visual clues used and indicate why*** ***they are used (its meaning)***	Explain the message provided by the photograph/cartoon. ***Do not just mention what you see in the photograph/cartoon***
	Explain the implication of the statement… Explain what is implied by the statement… Comment on the significance of the statement…	**In your mind, you should know the following:** 1) Who said the statement? 2) What was his/her role in the event? 3) To whom was the statement referring?	**Read the first 3 or 4 lines before the statement.** **Read the 2 or 3 lines after the statement** **Why then was the statement made?**

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		4) What was happening during this time? 5) Why would he/she utter these words?	
L3 **2x2 (4)**	**Comparing sources** □ Support *Explain how the evidence in Source 1C supports the information in Source 1B regarding …*	Identify similarities between the sources to answer the question asked	*Source 1C states… **and** Source 1B,* *Source 1C states… and source 1B **confirms**…* ***Both** sources 1B and 1B states/ indicates…*
Level	**Question Verbs**	**Candidates need to:**	**Structure your response in this way:**
L3 (2 x 2) (4)	… □ Differ: Explain how the evidence in Source 3C differs from the information in Source 3B regarding …	Highlight the differences between the sources to answer the question asked	*Source 3C states… **while** Source 3B …* *Source 3C states… **whereas** source 3B confirms…,*
L3 (1 x 2) (2) (2 x 2) (4)	**TIPS ON ASCERTAINING THE USEFULNESS OF THE SOURCE** What evidence does the source provide about the event? Who created the source (Author)? When was it created? Why was it created (Purpose)? Comment on the usefulness of the source to a historian researching… ***The source is useful because…***		
L3 (1 x 2) (2) (2 x 2) (4)	**TIPS ON HOW TO ANSWER QUESTIONS ON RELIABILITY** Is it a primary source? E.g. is it an eyewitness account? Is it taken from a reliable newspaper, documents, testimonies, 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		

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	HOW TO CORRECT THE ABOVE ANSWERS It is reliable because it is a primary source, as it is an eyewitness account of a person (**mention the name in the source**) who was there **(event)** It is reliable because it is taken from a reliable newspaper reporting on …… It is reliable because the information can be corroborated by source ……..	
L3 (1 x 2) (2) (2 x 2) (4)	**TIPS ON HOW TO RESPOND TO QUESTIONS ON LIMITATIONS** Explain the limitations of Source…to a historian researching… The source provides a one-sided view of…/ The source is biased towards…or against… The source is propaganda of… The source lacks major/important/crucial information on … (what the source is about)	
	Paragraph Using information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining … (8)	• Write only **ONE** paragraph • Use the relevant Sources and own knowledge. • Read and analyse the sources and see what information/evidence they give regarding the **KEY QUESTION.** • **Do not extract information from the Sources.** • Start with an introductory statement (topic sentence) taken from the question • Provide supporting statements • End by closing statement **YOUR RESPONSES CAN BE:** • Source 1A indicates the reasons for the establishment of the TRC. • Source 1B highlights the case study of …… / Amnesty… • Source 1C – shows… / supports the…. • Source 1D – explains the success / failures of the TRC • Always incorporate your own knowledge. **DO NOT WRITE IN POINT FORM/USE BULLETS**

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PAPER 1

QUESTION 1: **HOW DID THE RESPONSE BY THE ALLIED POWERS TO THE BERLIN BLOCKADE IN 1948 CREATE FURTHER TENSIONS BETWEEN THE SOVIET UNION AND THE USA?**

TO TEST EXTRACTION SKILLS

SOURCE 1A

The following source describes the economic conditions in Berlin after the Second World War.

Like the rest of Germany, Berlin had suffered enormous damage. Housing space had been seriously reduced. Some 70 percent had been damaged but could still provide shelter.

Only 43 percent of the workplaces in Berlin survived. Hospital beds had been reduced from 33 000 to 8 500. None of Berlin's eighty-seven sewer systems functioned, so diseases like typhus and dysentery spread quickly, a situation exacerbated (worsened) by the shortage of physicians.

The food system was also critical. Berlin could produce only 2 percent of what was necessary. Only **the importation of food from the Soviet zone of occupation** prevented starvation. The Soviet Union refused to allow Western troops into Berlin for two months following the city's surrender on 7 May 1945. During those eight weeks, Berlin and the Berliners were subjected to brutal treatment at the hands of the Soviet army.

In the confusion of ending the war, negotiating the shape of post-war Europe, and establishing the occupation, Allied planners overlooked a significant detail: no formal agreement guaranteed Western access by surface transportation. Opportunities to negotiate access had presented themselves between 1944 and 1946, but other subjects had taken priority. It was variously assumed that the presence of the Western garrisons guaranteed access; that the West could always get along with the Soviets and thus there was no reason for written guarantees. The lack of a formal agreement enabled the Soviets to claim that the Allies were in Berlin only with the special permission of the Soviet Union, not because of their rights as victors, and that this special permission could be withdrawn.'

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

SUGGESTIONS FOR SOURCE BASED QUESTIONS
HOW TO OBTAIN 14 MARKS FOR ALL LEVEL ONE QUESTIONS
Read the questions carefully.

- Look at the mark allocation to determine whether it is level one or not, e.g. 1x1,2x1.
- Underline the main idea or key words in the question posed.
- Look for the key words underlined in the question paper in the addendum.
- Copy the answer word for word and do not paraphrase the answer.
- Look for action verbs

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1.2.1	What, according to the source, **prevented starvation in Berlin?**	(1x1)	(1)
1.2.2	**Quote any FOUR pieces of evidence** from the source that suggest that **Berlin suffered enormous damage** during the Second World War.	(4x1)	(4)
1.2.3	**Identify the most significant detail** from the source that the **Allied Powers overlooked** during the negotiations.	(1x1)	(1)

LEVEL TWO QUESTIONS: ANALYSIS AND INTERPRETATION

CHALLENGES EXPERIENCED AS IDENTIFIED BY THE DIAGNOSTIC REPORT

Key indicators of Level 2 questions:

- Explain why……. Provide information on a particular event.
- **Define the term Segregation in your own words. X**
- Explain the concept of blockade in the context of the Cold War.
- Why do you think……. Provide your perspective (viewpoint) on the issue or topic under discussion.
- What is implied by the statement (use the key words in the statement provided and interpret it in the context of the question?
- Explain the messages portrayed by the cartoon or picture. (Remember this refers to information from prior learning, i.e. what you were taught in class)

SOURCE 1B – TO TEST HOW STUDENTS CAN ANALYSE AND INTERPRET INFORMATION USING INFORMATION LEARNT IN CLASS

The source below outlines the reasons why Russia decided to introduce a blockade to prevent access to Berlin in 1948.

The year 1947 saw major shifts in occupation policy in Germany. On 1 January, the United States and United Kingdom unified their respective zones and formed Bizonia, which caused tensions between East and West to escalate (increase). In March, the breakdown of the Moscow Conference of Foreign Ministers and the enunciation (declaration) of the Truman Doctrine served to harden the lines of an increasingly bipolar (two-fold) international order. In June, Secretary of State George Marshall announced the European Recovery Program. The purpose of the Marshall Plan – as the program came to be called **"was not only to support economic recovery in Western Europe, but also to create a bulwark against Communism by drawing participating states into the United States' economic orbit."**

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In early 1948, the United States, United Kingdom, and France secretly began to plan the creation of a new German state made up of the Western Allies' occupation zones. In March, when the Soviets discovered these designs, they withdrew from the Allied Control Council, which had met regularly since the end of the war in order to coordinate occupation policy between zones. In June, without informing the Soviets, American and British policymakers introduced the new Deutschmark to Bizonia and West Berlin. The purpose of the currency reform was to wrest (gain) economic control of the city from the Soviets, enable the introduction of Marshall Plan aid, and curb (limit) the city's black market. Soviet authorities responded with similar moves in their zone. Besides issuing their own currency, the Ostmark, the Soviets blocked all major road, rail, and canal links to West Berlin, thus starving it of electricity, as well as a steady supply of essential food and coal.

1.2.1	Use the information in the source and your own knowledge; explain how the Western Allies and Russia differed regarding the economic Recovery of Germany.	(2x2)	(4)
1.2.2	What do you think Stalin hoped to achieve with the blockade of Berlin?	(2x2)	(4)
1.2.3	Explain the historical term *blockade* in the context of Cold War tensions in Europe.	(1x2)	(2)
1.2.4	Explain what was implied by the statement "…was not only to support economic recovery in Western Europe, but also to create a bulwark against Communism." in the context of the implementation of the Marshall Plan.	(2x2)	(4)

LEVEL THREE – EVALUATION OF EVIDENCE

HOW DO SOURCES SUPPORT EACH OTHER

- One needs to look at similarities of the information both sources provide for the particular question posed.

HOW DO SOURCES DIFFER FROM EACH OTHER?

- This occurs when two sources provide differing views on a topic under discussion.
- You need to identify at least TWO differing views.

USEFULNESS OF SOURCES

- You need to determine why a source is useful to you when researching a particular topic or key question.

TIPS ON HOW TO ANSWER QUESTIONS ON USEFULNESS

- Look at where the source was obtained, e.g., a newspaper, an extract from an interview, an eyewitness account.
- The above examples can be deemed useful.

RELIABILITY

- A source is reliable when it provides accurate information about an event or situation.

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- Remember the information must corroborate what you were taught in class.

TIPS ON HOW TO ANSWER QUESTIONS ON RELIABILITY

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



TYPICAL ANSWERS ON RELIABILITY THAT ARE CONSIDERED INCORRECT

- 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 Source. **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 …(state the relevance of the newspaper to the question asked.)
- It is reliable because the information can be corroborated by source ……(State the source you refer to)

LIMITATIONS

REASONS WHY A SOURCE HAS LIMITATIONS

- It has limitations because it does not provide accurate information.
- The information provided is one-sided (biased).

PHOTOGRAPHS

WHAT MAKES A PHOTOGRAPH TO BE REGARDED AS ICONIC?

- When it depicts an important event.
- When it is the first one taken to illustrate a particular event
- Was it the first one of its kind?
- Did it capture a historic moment of an incident?
- Does it portray feelings of joy?

  Did it provide a historical turning point



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SOURCE 1C (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.

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

1.3.1	Explain the usefulness of this source to historians **researching how the Allied powers responded to the Berlin Blockade of 1948**. (Remember the usefulness of a source requires you to know the background information from class. Recall the following about the Allied response; • **They organized an airlift.** • **They made numerous flights from various airports in West Germany.** • **Does the source provide evidence like the type of goods airlifted?** • **The names of the airports from which the aircraft took off during the airlift.** • **The number of flights taken during the airlift.**	(2 x 2)	(4)
1.3.2	Comment on the limitations of this source to a historian **researching the Berlin Blockade.**	(2 x 2)	(4)

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	Remember that to confirm limitations in a source one needs to have a thorough background knowledge about the following: • **what the airlift was all about** • **why it was implemented** • **Who produced this source?** • **Reasons why it was produced.** **(all the above clues should provide you with reasons that makes the source to be limited to a historian)**		

SOURCE 1D - HOW 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.



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

(Recall what makes a source reliable, like the following:

- **Does the source provide accurate information about the airlift?**
- **Is the name of the airfield provided?**
- **Is there evidence of the actual aircraft landing to signify that the event actually occurred?**
- **Is the source titled?**
- **What do we know about the aircraft (to test relevance to the question asked)**

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1.4.2	Explain why this photograph may be regarded as **"iconic" in relation to the Berlin Blockade?** **A picture is iconic if the following questions are answered;** • **Was it the first one of its kind?** • **Did it capture a historic moment of an incident?** • **Does it portray feelings of joy?** • **Did it provide a historical turning point**	(2 x 2)	(4)

INTEPRETATION OF CARTOONS

- Look for all elements that may relate to the question by looking out for the word **regarding what.**
- That is important as it provides you with an idea as to what to look out for.
- You must be able to ascertain the symbolism of the cartoon to a particular event.

SOURCE 1E

The following cartoon by David Low (A British cartoonist) shows the Soviet Foreign

Minister VM Molotov's School for 'satellite states'. The actual date is unknown. The school girls represent the East European satellite states (countries) that were brought under communist control by the Soviet Union



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To avoid candidates copying directly from the source, the following must be observed:

Paragraph Writing

- Read the question carefully.
- Look for relevant information from the sources and interpret it using your own words.
- Do not copy directly from the source.
- Do not write in bullet form.
- Always remind the examiner or marker about how the information provided relates to the key question asked.

1.2.1	Identify all the visual elements represented by the cartoon.	(4 x 1)	(4)
1.2.2	Explain the symbolism represented by the cartoon regarding the Soviet Union's attitude towards the Marshall Plan.	(2 x 2)	(4)
1.6	Using the relevant sources and your own knowledge, explain how the response by the Allied powers to the Berlin blockade in 1948 created further tensions between the Soviet Union and the USA.		(8)

QUESTION 1: WHAT WERE THE CHALLENGES FACED BY EAST BERLINERS WHILE TRYING TO ESCAPE TO WEST BERLIN BECAUSE OF THE BERLIN WALL IN THE 1960s?

SOURCE 1A

The source below outlines the reasons and reactions to the construction of the Berlin Wall in 1961.

The Berlin Wall was a barrier that divided Germany from 1961 to 1989. Constructed by the German Democratic Republic (GDR/East Germany), starting on 13 August 1961, the Wall completely cut West Berlin off from surrounding East Germany and from East Berlin. The barrier included guard towers placed along large concrete walls, which circumscribed (restricted) a wide area (later known as the 'death strip') that contained anti-vehicle trenches, 'fakir beds' and other defences. The Eastern Bloc claimed that the Wall was erected to protect its population from fascist elements conspiring to prevent the 'will of the people' in building a socialist state in East Germany.

The West Berlin city government sometimes referred to it as the 'Wall of Shame', a term coined by mayor Willy Brandt, while condemning the Wall's restriction on freedom of movement. Along with the separate and much longer Inner German border (IGB), which demarcated (established) the border between East and West Germany, it came to symbolise a physical marker of the 'Iron Curtain' that separated Western Europe and the Eastern Bloc during the Cold War.

Before the Wall's erection, 3,5 million East Germans circumvented (avoided) Eastern Bloc emigration restrictions and defected (escaped) from the GDR, many by crossing over the border from East Berlin into West Berlin. From there, they could travel to West Germany and other Western European countries. Between 1961 and 1989, the Wall prevented almost all such emigration. During this period, around 5 000 people attempted to escape over the Wall, with an estimated death toll ranging from 136 to more than 200 in and around Berlin.

[From https://courses.lumenlearning.com/suny-hccc-worldhistory2/chapter/the-building-of-theberlin- wall. Accessed on 12 March 2022.]

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

1.1.1	Who, according to the source, constructed the Berlin Wall?	(1 x 1)	(1)
1.1.2	What reason, according to the source, did the Eastern Bloc government give for building the wall?	(1 x 2)	(2)
1.1.3	Explain the concept *fascist* in your own words.	(1 x 2)	(2)
1.1.4	Comment on what is meant by the statement, "The West Berlin city government sometimes referred to it as the Wall of Shame" in the context of the Berlin Wall.	(1 x 2)	(2)
1.1.5	Using the information in the source and your own knowledge, explain why the number of escapees from East Berlin increased even when the Berlin Wall was completed.	(1 x 2)	(2)

SOURCE 1B

The source below is an extract from an article titled 'The Cold War as a visual conflict: photographic representations of the Berlin Wall, 1998' and was published in the Brolly Journal of Social Sciences (Oxford 1998). It focuses on the escape of the East German border policeman Conrad Schumann.

The border policeman Conrad Schumann was 19 years old when he jumped over the rolls of barbed wire at the corner of Bernauer and Ruppiner Strasse on the afternoon of August 15, 1961. When the measures to seal off the border began on August 13, 1961, his unit was posted right on the sector boundary at Bernauer Strasse. While serving duty there, Conrad Schumann made the decision to flee.

August 15, 1961, Conrad Schumann was posted as a guard at Ruppiner Strasse – directly at the barbed wire obstacle placed at the border. He spontaneously decided to take advantage of the opportunity presented to him. When no one was looking, he pressed down a bit on the barbed wire and gave photographers who were standing on the West Berlin side a signal. They recognised his plan to escape. The West Berlin police positioned their car a few meters from the barbed wire and left the back door open. The photographers pointed their cameras at the other border guards nearby so that they would turn around and move away from the border. It was about 16:00 when Schumann jumped. When the other border guards turned back, they saw Conrad Schumann being driven away at high speed in a West Berlin police car. Schumann's escape caused quite a stir. Representatives of the Ministry for State Security and the East German police first agreed to portray his escape as a kidnapping. But given the broad press coverage in the West it was hard to maintain this depiction. Conrad Schumann remained in West Berlin as a refugee in Marienfelde centre until the end of September 1961. Then he was flown out by the West German federal government and was able to build a new life for himself in Bavaria.

[From The cold war as a visual conflict: photographic representations of the Berlin wall, 1998; Brolly. Journal of Social Sciences vol 2 (oxford 1998) by Cyril Buffet.]

1.2.1	When, according to the source, did Conrad Schumann jump over rolls of barbed wire?	(1 x 1)	(1)
1.2.2	Quote TWO pieces of evidence from the source which indicate that Schumann planned his escape	(2 x 1)	(2)

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1.2.3 Explain the concept *refugee* in your own words. (1 x 2) (2)

1.2.4 Comment on why the East German state security personnel and police wanted to portray Conrad Schumann's escape from East Berlin as a kidnapping. (1 x 2) (2)

SOURCE 1C

The photograph below was taken by Peter Leibing, a nineteen-year-old West German photographer on 15 August 1961. It was published on the front page of the German newspaper Bild on 16 August 1961. It depicts the East German border policeman Conrad Schumann jumping the barbed wire barricade between East and West Berlin.



[From Bild, 16 August 1961]

1.3.1 Explain why you think that this photograph became iconic (famous/ popular) during the existence of the Berlin Wall. (1 x 2) (2)

1.3.2 In the context of the Cold War, comment on how the following countries would have reacted after viewing this photograph:

(a)The USA (1 x 2) (2)

(b)The USSR (1 x 2) (2)

1.4 Refer to Sources 1B and 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the challenges faced by East Berliners during the existence of the Berlin Wall. (2 x 2) (4)

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SOURCE 1D

The extract below is taken from a book by a German historian, Hans-Hermann Hertle, titled Berlin Wall: monument of the Cold War. It focuses on how East Berliners kept escaping to West Berlin, regardless of the dangers involved with the use of tunnels and other methods.

Digging the tunnel was one of the most time-consuming, arduous (difficult) ways to escape. Around 40 escapes were known. The first tunnel was built in September 1961. The last futile attempt was made at the end of 1989. Most tunnels were dug by western escape helpers who wanted to get their family and friends to West Berlin. East Germans also dug their own way to the West. Most of the tunnels were 32 metres-long and 1,75 metres high. Others escaped through underground sewerage systems. Students in West Berlin raised money to build tunnels by selling tunnel escapes and arrival films to the American National Broadcasting Company (NBC). Helping people to escape became a profitable business for others.

The GDR officers were fooled for some time by forged passports and driving licenses from West Berliners. Many people jumped into the Western sector from high windows. It did not take long for GDR to discover all the tricks and some tunnels. Most of the tunnel projects were discovered on 13 September 1963. One of the tunnels discovered by GDR troops was a tunnel dug from the Heidelberger Strasse in the West Berlin district of Neukolln.

Several hundred people succeeded in escaping underground. However, many escapees and escape helpers were arrested and given long prison terms. Their attempted escapes were viewed as betrayal. Escapes by tunnel cost human lives. It remained traumatic for many escapees. Two western escape helpers Heinz Jercha and Siegfried Noffke were fatally injured by German Democratic Republic border guards. Two border guards, Reinhold Huhn and Egon Schultz were also killed while on duty. The Berlin Wall did not only take the lives of escapees but that of guards as well.

[From Berlin Wall: monument of the Cold War by Hans-Hermann Hertle]

1.5.1	Provide FOUR pieces of evidence from the source suggesting that the East Berliners desperately wanted to escape to the West.	(4 x 1)	(4)
1.5.2	Comment on why films about the escapees were sold to the American radio station, the National Broadcasting Company.	(1 x 2)	(2)
1.5.3	Identify from the source the TWO escape helpers injured by the GDR border guards	(2 x 1)	(2)
1.5.4	Why would a historian consider this source useful when researching how East Berliners escaped the Berlin Wall?	(2 x 2)	(4)
1.6	Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the challenges faced by East Berliners while trying to escape to West Berlin during the existence of the Berlin Wall in the 1960s.		(8)

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CASE STUDY: ANGOLA

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 an authoritarian rule in Portugal led to the end of colonialism in Angola and resulted in a power struggle among three liberation movements in 1975.

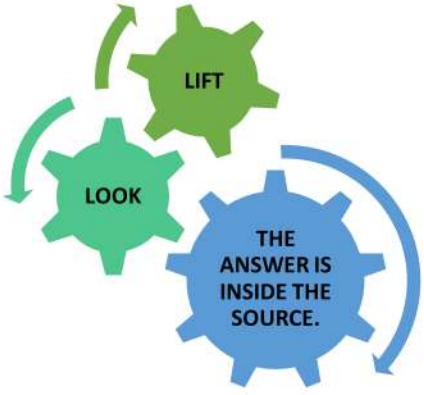
(2.1.1)**The overthrow of the authoritarian regime in Portugal on 25 April** 1974 was the beginning of the end of colonialism in Angola. Over ten years of anti-colonial warfare against the Portuguese had not brought independence to Angola … On 15 January 1975, at Alvor in southern Portugal, the three 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 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 ascendency (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]

LEVEL: 1 QUESTION



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LEVEL: 1 QUESTIONS EXPECT DIRECT QUOTES- what you see in the source you write EXACTLY as you see it ('copy and paste')

From the diagnostic analysis: P1 Q.2 Candidates tend to paraphrase, which is marked wrong.

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

3 **TIP: According to the source: When answering this type of question, it is important to remember that you MUST use the information from the source.**

When you see 'according to the source'. ASK yourself: **Can I point to this sentence in the source with my finger?'**

If it's Yes, then you are Correct!!

2.1.2 State any TWO aims of the Alvor Agreement as stated in the source. [L1] (2X1) (2)

TIP: **What "State" means: You do NOT explain; you just pull the exact information directly from the source.**

2.1.3 Define the concept *Independence* in your own words [L1] (1X2) (2)

2.1.4 Quote evidence from the source which suggests that Portugal was biased during the transactional period. [L1] (1x1) (1)

LEVEL 1 Question: "Quote evidence from the source"

TIP: How to answer this question

1. Use quotation marks
2. Copy word-for-word from the source (NOTE!! START FROM THE BEGINNING OF SENTENCE EXPECTED TO QUOTE UP UNTIL FULL STOP). **Do not paraphrase** (Do NOT use your OWN WORDS)

From the diagnostic analysis: P1 Q.2. Explain terms/concepts in the context of. Candidates responded as if they were extracting from the source. They lost a lot of marks

2.1.5 Explain the concept *warfare i*n the context of Angola. [L2] (1X2) (2)

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Any concept that you are asked to define must be done so within the context of the topic you are focusing on.

TIP: DO NOT ONLY GIVE THE NORMAL MEANING OF THE CONCEPT. APPLY YOUR UNDERSTANDING OF THE CONCEPT TO THE SPECIFIC TOPIC MENTIONED IN THE QUESTION



From the diagnostic analysis: P1= Q.2.1.4 Candidates. Were expected to respond by giving their own interpretation. Some (wrongly) respond by copying directly from the source

2.1.6 Explain why you think the Popular Movement for the Liberation of Angola was most favoured by the chaos [L2](1x2)(2)

TIP: Read the question carefully, think about the meaning of the words and apply your own knowledge. (interpret and analyse)



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SOURCE 2B

The cartoon 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 Agostinho Neto, then a Portuguese official, followed by Holden Roberto, a Portuguese official, Soares, and next to him Jonas Savimbi.



HINTS: to help you answer USEFUL/RELIABLE QUESTION:

LEVEL 3 QUESTION:

Never just say "It is reliable because it's a photograph". You must give **REASON and EXAMPLE FROM SOURCE as well as OWN KNOWLEDGE**

Consider the following information that is provided in the contextualization of the source:

What type of source is it? (it is a primary source- a photograph taken at the actual event)

- It is first-hand information and therefore reliable/useful
- When was the photograph taken?
- Who took the photograph?
- Why was this picture taken?
- How relevant is the photography regarding the Alvor Agreement in 1975 and the

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Angolan leaders who attended?

2.1.1 What is symbolized by all leaders signing the same document at the same time?

L2 (1×2) (2)

From the diagnostic analysis: P1 Q.2 Candidates failed to explain the reliability of the source. They cannot differentiate between the reliability and usefulness of the source

2.2.2 **Explain the reliability** of this source to the historian researching the signing of the Alvor Agreement in Angola in 1975 **[L3](2X2) (4)**

TIP: Usefulness and reliability are not the same. Reliability means: **Can I trust this source**? (Is it true?) You are judging the origin of the source. Ask yourself: **Is this source truthful? Is it biased? Is it lying?**

HINTS: ADDENDUM

When working with Sources, you need to remember the following:

1. The key question provides the Focus of the content in the sources. It will also be asked in the paragraph question.
2. The source will be:
   - Labeled e.g. Source 2A
   - Contextualise **(Put it in its time);** it will indicate what the source is about, why it was written, who wrote (owner of) the source, when it was written, and where the event took place.
   - Reference (at the end of the source)
   - Read the source with understanding

From the diagnostic analysis: P1 Q.2 Candidates battled to explain the limitations of the Source. Responding to a skill of identifying limitations remains a challenge.

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2.2.3 **Explain the limitations** of the source to students researching the signing of Alvor Agreement in Angola during 1975 [L3] (2X2) (2)

TIP: Ask yourself (What does it show? What it does not show? Add own knowledge)

From the diagnostic analysis: P1 Q.2 Most candidates had difficulty comparing the information in the Sources. Many could not link the information in both sources.

2.2.4 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] (2X2) (4)

TIP: Look to find the same idea in BOTH sources **Look for the same word**, the **same person,** the **same results** NEVER write about one source only. You must write about **BOTH in one sentence**. You must give two direct comparisons between the sources

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

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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]

2.4.1 Quote TWO pieces of evidence from the source that indicate the Soviet Union's involvement in the Angolan Civil War. [L1] (2X1) (2)

2.4.2 Define the historical concept *Civil war* in your own words [L1] (1x2) (2)

2.4.3 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)

2.4.4 Explain what is implied by the statement "Cuba's intervention marked a decisive turning point in the Cold War" in the context of the Angolan Civil War. L2 (1x2) (2)

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] (1x2) (2)

2.4.5 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] (2X2) (4)

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) to South African interests.

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(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]

2.5.1 Give any TWO reasons in the source why South Africa became involved in the Angolan Civil War. [L1] (2X1) (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] (2X1) (2)

2.5.3Why do you think South Africans disguised (hid) their invasion of Angola as a mercenary operation? [L2] (2X2) (4)

2.5.4 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] (2X2) (4)

2.5.5 Comment on the usefulness of the source to a historian researching the involvement of foreign powers in the Angolan Civil War? [L3] (2x2) (4)

From the diagnostic analysis: Candidates tend to lose 8 important marks when answering the paragraph question. **THEY ARE SUPPOSED TO GET 8 FULL MARKS (L3)**

TIP: Write 8 lines. Each LINE must have a fact that responds to the question

USE the relevant information from ALL the relevant Sources and acknowledge them

Use relevant OWN knowledge information and acknowledge it.

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A FULL PAGE IS NOT A PARAGRAPH

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)





QUESTION 3: WHAT CHALLENGES DID THE LITTLE ROCK NINE EXPERIENCE DURING THE INTEGRATION OF CENTRAL HIGH SCHOOL IN 1957?

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DIAGNOSTIC REPORT

COMMON ERRORS AND MISCONCEPTIONS

This proved to be a popular question which was attempted by many candidates. The candidates' performance ranged from fair to good.

(a) MOST CANDIDATES FAILED TO EXPLAIN THE IMPLICATION OF THE STATEMENT.

(b) MOST LEARNERS STRUGGLED TO COMMENT ON THE USEFULNESS OF THE SOURCEOF THE SOURCE FOR A HISTORIAN RESEARCHING ABOUT.

(c) MOST CANDIDATES WERE UNABLE TO EXPLAIN THE CONCEPT IN THE CONTEXT

(d) SOME CANDIDATES EXPERIENCED DIFFICULTY WITH COMPARISON OF SOURCES… THEY COULD NOT EXPLAIN HOW SOURCES SUPPORT EACH OTHER.

(e) SOME CANDIDATES STRUGGLED TO USE INFORMATION FROM RELEVANT SOURCES TO WRITE A COHERENT PARAGRAPH …

ACTIVITIES

SOURCE 3A

THIS SOURCE FOCUSES ON DAISY BATES' EXPLANATION OF HOW GOVERNOR FABIUS TRIED TO STOP THE INTEGRATION OF CENTRAL HIGH SCHOOL IN SEPTEMBER 1957. DAISY BATES WAS THE PRESIDENT OF THE NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLOURED PEOPLE (NAACP) AND A MENTOR TO THE LITTLE ROCK NINE

Faubus' alleged reason for calling out the troops was that he had received information that caravans of automobiles filled with white supremacists(racists) were heading towards Little Rock from all over the state. He there for declared Central High School off limits(closed) to NEGROES* (African Americans). For some inexplicable (unexpected) reason he added that Horace Mann, a Negro* high school, would be off limit to whites.

Then, from the chair of the highest office of the state of Arkansas, Governor Orval Eugene Faubus delivered the infamous words; blood will run in the street if Negro* pupil s should be integrated into Central High School.

In a half dozen ill-chosen words, Faubus made his contribution to the mass hysteria (panic) that was to grip the city of Little Rock for several months.

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The citizens of Little Rock gathered on 3 September to gaze upon the incredible (unbelievable) spectacle (scene) of an empty school building surrounded by 250 National Guard troops. At about eight fifteen (08:15) in the morning, Central High School students started passing through the line of National Guardsmen, all but (except) the Little Rock Nine.

I had been in touch with their parents throughout the day. they were confused, and they were frightened. As the parents voiced their fear, they kept repeating Governor Faubus words that blood would run in the street of Little Rock should their teenage children try to attend Central High, the school to which they had been assigned by the school board.

[From http//www.centralhigh57.org/thetiger.htm accessed on 17 AUGUST 2026.]

3.1.1	What, according to the source, was the reason for Faubus to call out the troops?	(1x2)(2)
3.1.2	Define the term '*white supremacist'* in your own words.	(1x2)(2)
3.1.3	Why, according to the source, did the citizens of Little Rock gather on 3 September 1957?	(1x2)(2)
3.1.4	**What is implied by the statement, "… blood will run in the streets if Negro* pupils should be integrated into Central High School"**	(2x2)(4)
3.1.5	Comment on the usefulness of this source to a historian researching the **integration of Central High**.	(2x2)(4)

- **3.1.4 LEVEL 2- ANALYSIS AND INTERPRETATION**
- **THE EXPLANATION MUST BE IN THE CONTEXT (LITTLE ROCK NINE).**
- **WHAT DOES THE STATEMENT SUGGEST IN RELATION TO A PARTICULAR HISTORICAL EVENT?**
- **3.1.5 LEVEL 3 QUESTION NOTE: LEARNERS NEED TO FIRSTLY UNDERSTAND THE CONTEXT OF THE QUESTION.**
- **USEFULNESS- WHAT INFORMATION CAN ONE GET FROM THE SOURCE TO RESPOND TO THE QUESTION ASKED (REGARDING OR RESEARCHING ABOUT…)**

MARK ALLOCATION- FOR A (2X2) (4) QUESTION, MOST LEARNERS NORMALLY GIVE ONE RESPONSE INSTEAD OF TWO RESPONSES. FOR A LEARNER TO ENSURE THAT THEY GIVE TWO RESPONSES, THEY MUST NUMBER RESPONSES. EXAMPLE- (I) … (II) …

SOURCE 3B

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This source focuses on the Little Rock Nine's first day at school and the reaction of the American community

The Little Rock Nine arrived for the first day of school at Central High School on September 4, 1957. Eight arrived together, driven by Daisy Bates. Eckford's family, however, did not have telephone, and Bates could not reach her to let her know of carpool plans. Therefore, Eckford arrived alone. The Arkansas National Guard ultimately prevented any of the Little Rock Nine from entering Central High. One of the most enduring images from this day is a photograph of Eckford, notebook in hand, stoically(bravely) approaching the school as a crowd of hostile and screaming white students and adults surround her. Eckford recalled that one of the woman spat on her. The image was printed and broadcast widely, bringing the Little Rock controversy to national and international attention.

In the following weeks, judge Davies (Federal Court judge) began legal proceedings against Governor Faubus, and President Dwaght D. Eisenhower attempted to persuade Faubus to remove the National Guard and let the Little Rock Nine enter the school. Davies ordered the Guard removed on 20 September, and the Little Rock Police Department took over to maintain order. The police escorted the nine African American students into the school on 23 September, through an angry mob of some 1 000 white protesters gathered outside.

Amidst ensuing rioting, the police removed the nine students, on 24 S September, President Eisenhower sent 1 200 members of the US army's 101st Airborne Division from Fort Campbell, Kentucky, and place them in charge of the 10 000 National Guardsmen on duty. Escorted by the troop, the Little Rock Nine attended their first full day of classes on 25 September.

[From https//dunnhistory.com> national-history> the-de… accessed on 17 August 2026.]

Refer to Source 3B.

3.2.1	How, according to the source, did the Little Rock Nine arrive for the first day of school at Central High?	(2x1)(2)
3.2.2	Why, according to the source, did the police escort the nine African American students into the school on the 23rd of September 1957?	(1x2)(2)
3.2.3	Explain why the Arkansas National Guard prevented the Little Rock Nine from entering Central High.	(2x2)(4)
3.2.4	Why do you think President Eisenhower sent the US army's 101 ST Airborne Division to Central High School?	(1x2)(2)

Source 3C

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The source below is the picture of Elizabeth Eckford being jeered at by the white segregationists on her first day at Central High School in Little Rock on 4 September 1957.



[from http://ifocolor.org/the -little-rock nine/ accessed on 17 August 2026]

3.3.1	What messages are portrayed in this photograph regarding Central High?	(2x2)(4)
3.3.2	Explain the concept ***Segregationist*** in the context of the integration process of Central High School.	(1x2)(2)

- **3.3.2 LEVEL 2- ANALYSIS AND INTERPRETATION**
- **A TERM MUST BE EXPLAINED IN RELATION TO A SPECIFIC TOPIC OR HISTORICAL EVENT.**
- **WHEN EXPLAINING ANY CONCEPT IN THE CIVIL RIGHTS MOVEMENT, KEY CONCEPTS MUST BE INCLUDED (WHITES, AFRICAN AMERICAN, AMERICAN)**

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SOURCE 3D

This source focuses on Elizabeth Eckford's experience on 4 September 1957, her first day at Central High School.

The first scene Eckford saw when she got off the bus a block from Central High School was a sea of angry faces. She tried to walk to the school, but a jeering(mocking) mob blocked her path. All alone, her knees shaking, she pushed through the mob. She was trying hard not to show her fright. 'it was a longest block I ever walked in my whole life', she said later. Eckford was one of Nine students who had volunteered to be among the first African Americans to attend Central High School. When she left for school that morning, Eckford thought there might be trouble, but she didn't know that she would see hundreds of angry white people who had been waiting for her since early morning. Suddenly a shout went through the crowd. Elizabeth Eckford was attempting to enter the school.

Eckford turned back to the National Guards, but they did nothing. She walked back to the bus stop and sat down on the bench. Again, the mob surrounded her. Get a rope, drag her over to this tree! Let's take care of the nigger*. A white woman fought her way through the mob, screaming, 'leave this child alone. Why are you tormenting (upsetting) her? Six months from now, you will hang your heads in shame'. The woman, Grace Lorch, set down with Eckford on the bench. She put her arm around the girl and stayed there until the bus arrived.

Mrs Lorch rode with Eckford until she got off at the school where her mother taught.

[from https://www.speakeasy-news.com/little-rock-school-integration-1957 accessed on 17 August 2026

3.4.1	What, according to the source, did Elizabeth Eckford experience when she got off the bus?	(2x1)(2)
3.4.2	Why, according to the source, was Elizabeth Eckford going to Central High School?	(1x2)(2)
3.4.3	Comment on the implications of the statement "Get a rope. Drag her over to this tree! Let's take care of the Nigger*.'	(2x2)(4)
3.4.4	Why do you think Grace Lorch rescued Elizabeth Eckford from the mob?	(1x2)(2)
3.4.5	Explain what Grace Lorch meant with this statement, 'Six months from now, you will hang your heads in shame'.	(1x2)(2)
3.5	Compare Source 3C and Source 3D. Explain how the information in Source 3D supports the evidence in Source 3C regarding the events of 4 September 1957.	(2x2)(4)
3.6	Using information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) explaining what challenges the Little Rock Nine experienced during the integration of Central High School in 1957.	(8)

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3.5. A LEARNER MUST FIRSTLY IDENTIFY WHAT THE QUESTION ADDRESSES (REGARDING).

- IDENTIFY THE SIMILARITIES IN THE SOURCES (REGARDING THE EVENTS OF 4 SEPTEMBER 1957).
- TO RESPOND, A CANDIDATE NEEDS TO COVER BOTH SOURCES IN ONE RESPONSE (SOURCE 3C STATES THAT…AND THAT IS SUPPORTED BY SOURCE 3D THAT DEPICTS…)
- BOTH SOURCE HIGHLIGHTS…

PARAGRAPH WRITING

- CANDIDATES MUST NOT EXTRACT INFORMATION AS IT IS FROM SOURCES.
- THEY MUST USE RELEVANT SOURCES AND OWN KNOWLEDGE TO RESPOND.
- ANALYSE WHAT THE QUESTION WANTS E.G (CHALLENGES EXPERIENCED BY…)

QUESTION 4: THE EXTENSION OF THE COLD WAR: VIETNAM WAR

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ESSAY WRITING SKILLS

- 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.

THREE TYPES OF HISTORY ESSAY QUESTIONS:

1. Do you agree with the statement…?
    - One would agree that…
    - One would disagree that…
2. To what extent…?
    - To a greater extent…
    - To a lesser extent…
3. Critically discuss…
    - It is a fact that… (and show the other side)
    - It is not a fact that… (and show the other side)

- **Learners must consider the following when writing an introduction:**
    - Take a stance.
    - Support the statement.
    - Outline the purpose of the essay

Conjunctions learners could use to support their stance:

- because, as, hence etc.

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Words one can use to link paragraphs: Furthermore, moreover, in addition, similarly, another important fact, equally important…

- **Conclusion:**

➢ Learners must avoid discussing new information in the conclusion.

➢ Instead, they must reiterate their discussions and briefly sum it up without bringing new information.

➢ The following words/ phrases can be used to start a conclusion: In conclusion, In summation, It can therefore be concluded that…

CHALLENGES IDENTIFIED FROM THE DIAGNOSTIC ANALYSIS 2021-2025

- Some candidates provided an unnecessary and detailed background about Vietnam. Candidates needed to be able to address what was required by the question.
- Many candidates were unable to discuss the following statement critically: The tactics used by the Vietcong were successful in making the USA's strategies ineffective during the Vietnam War between 1963 and 1975. They discussed the strategies used by the USA without mentioning the tactics and strategies employed by the Viet Cong.
- 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.

ACTIVITY 1:

1. The tactics used by the Vietcong were successful in making the USA's strategies ineffective during the Vietnam War between 1963 and 1975.

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

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Question Analysis

The critical discussion should provide a balanced view by indicating that the tactics used by the Vietcong were successful in many respects and also unsuccessful in a few instances, making the USA's strategies ineffective. They should support their line of argument with relevant information.

INTRODUCTION:

- **Take a stance**: Learners need to critically discuss the statement that the tactics used by the Vietcong were successful in making the USA's strategies ineffective during the Vietnam War between 1963 and 1975.
- **Support the stance**: Provide evidence why the Vietcong tactics were successful in making the USA's strategies ineffective.
- **Outline**: The learner must indicate what the essay would entail.

  (Learners are kindly reminded that if the question requires them to critically discuss the statement, then they are bound to show both sides of the story. Example: tactics used by the Vietcong and the strategies used by the USA.)

It is a fact that the tactics used by the Viet Cong were successful in making the USA's strategies ineffective during the Vietnam War between 1963 and 1975 **(Stance)** because the Viet Cong soldiers succeeded in winning the minds and hearts of the peasants using their guerrilla tactics, whereas the USA sent young and inexperienced soldiers who did not understand Vietcong strategies. **(Support).** This essay will critically discuss the USA's and Viet Cong's strategies, such as guerrilla warfare, booby traps, Ho Chi Minh Trail, which made US strategies such as Safe Village, Operation Rolling Thunder, and Chemical Warfare ineffective. **(Purpose)**

PARAGRAPH 1

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

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did not relate well to the information provided in the preceding paragraph. (Moderator's **report: 2025)**

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 Vietcong. Rural peasants were placed in special 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 in Safe Villages (**Explanation)**

Vietnamese practiced ancestral worship and felt unhappy having to leave their ancestors behind. Peasants supported the Vietcong because of promises of land when the enemy was defeated. In return, peasants provided the guerrillas food, shelter, and a place to hide. In the end, this strategy turned out to be successful for the Viet Cong instead of America, as the Viet Cong occupied many of the safe villages and captured the peasants' weapons. **(Evidence)**

Therefore, the Safe Village system became ineffective because the Viet Cong's ability to maintain links with the local communities undermined America's strategy of isolating them from their communities. America's strategy of winning the support of the Vietnamese people was abandoned in 1963. **(Link)**

POINT: Operation Rolling Thunder vs Vietcong Tunnels (Elaborate)

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POINT: Operation Ranch Hand (Chemical Warfare) vs Ho Chi Minh Trails (Elaborate)

POINT: Search and Destroy (My Lai Massacre) vs booby traps and ambushes (Elaborate)

POINT: Tet Offensive vs WHAM (USA wanted to win the hearts and minds of the Vietnamese) (Elaborate)

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(The starting point in this question should be Viet Cong's tactics making USA's strategies ineffective.)

CONCLUSION:

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

Conclusively, the Vietcong tactics such as guerrilla warfare, booby traps and their ability to maintain Vietnamese support were successful in making the USA's strategies such as Safe Village, Operation Rolling Thunder and Search and Destroy ineffective. Viet Cong's tactics led to the eventual withdrawal of US troops in Vietnam and the establishment of a Communist government under Ho Chi Minh.

ACTIVITY 2:

QUESTION 4

The United States of America lost the war in Vietnam (1962 to 1975) due to unconventional strategies of guerrilla warfare and environmental factors on the battlefield.

Do you agree with the statement? Use relevant evidence to support your line of argument. (50)

- **Question Analysis:** Learners should explain whether they agree or disagree with the statement. In agreeing with the statement, they need to explain how the USA lost the war in Vietnam due to unconventional strategies of guerrilla warfare on the ground and environmental factors in the country. If the learner disagrees with the statement, they need to substantiate their line of argument with relevant historical evidence.

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Main Aspects: Learners should include the following aspects in their response:

INTRODUCTION: Learners should take a stance by indicating whether they agree or disagree with the statement. They should also provide an outline of how they would support their line of argument.

One would agree with the statement that the United States of America lost the war in Vietnam due to unconventional strategies of guerrilla warfare and environmental factors on the battlefield **(Stance)** because the US sent young and inexperienced soldiers who were not used to the Viet Cong's tactics. **(Support)** This essay will discuss US conventional strategies such as Safe Village, Operation Rolling Thunder, and chemical warfare, which suffered a loss against the Viet Cong's unconventional strategies such as guerrilla warfare, booby traps and ambushes, Vietcong blending with civilians. **(Purpose)**

POINT: Safe Village vs Vietcong blending with the civilians (Elaborate)

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POINT: Operation Rolling Thunder vs Vietcong Tunnels (Elaborate)

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POINT: Operation Ranch Hand (Chemical Warfare) vs Ho Chi Minh Trail (Elaborate)

POINT: Search and Destroy (My Lai Massacre) vs Booby Traps and ambushes (Elaborate)

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POINT: WHAM (USA wanted to win the hearts and minds of the Vietnamese) vs Tet Offensive (Elaborate)

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CONCLUSION:

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ACTIVITY 3:

QUESTION 4:

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

Use relevant evidence to support your line of argument [50]

Question Analysis: In this essay, candidates must be able to explain to what extent the United States of America was unsuccessful in containing the spread of communism in Vietnam in the period 1965 to 1975.

INTRODUCTION:

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POINT: Safe Village vs Vietcong blending with the civilians (Elaborate)

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POINT: Operation Rolling vs Thunder Vietcong Tunnels (Elaborate)

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POINT: Operation Ranch Hand (Chemical Warfare) vs Ho Chi Minh Trail (Elaborate)

POINT: Search and Destroy (My Lai Massacre) vs Booby Traps and ambushes (Elaborate)

POINT: WHAM (USA wanted to win the hearts and minds of the Vietnamese) vs Tet Offensive (Elaborate)

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CONCLUSION:

QUESTION 5: INDEPENDENT AFRICA: THE CONGO

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THE MAIN FOCUS OF THIS ESSAY:

- **Political Policy:** Successes (positive changes) and Challenges (Failures)
- **Economic Policy:** Successes (positive changes) and Challenges (Failures)
- **Social and Cultural Policies:** Successes (positive changes) and Challenges (Failures)

FROM 2025 DIAGNOSTIC REPORT (FINAL PAPER 2025)

- **Problems identified within this Question**
  - Introduction for critical discussion question was not well contextualised
  - Many Candidates seemed to write prepared and model essays rather than argumentative essays
  - Provided largely descriptive responses

➢ **How should learners respond to this essay**?

- Regardless of the type of question, Learners should be able to address this essay from a balanced viewpoint: meaning, learners should present their content **argumentatively** rather than **narratively** or **descriptively**
- *Looking at how a learner should respond per essay structure:*

ESSAY STRUCTURE

- Covers the presentation of an essay before content.
- The essay structure encompasses (includes) the following:

a. INTRODUCTION
b. BACKGROUND (**A summarised paragraph**)
c. BODY **(multiple content paragraphs)**
d. CONCLUSION

A. INTRODUCTION

- STANCE: A direct response to the question
- CONTEXTUALISATION: A statement question
- REASONS: Giving reason/ reasons for the stance taken
- FOCUS: Direction of an essay (what to be expected from an essay)

SAMPLE QUESTION:

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Mobutu Sese Seko brought **positive changes to the Congo through his political, economic and social policies** that were introduced immediately after attaining independence in 1960.

Critically discuss this statement and use relevant evidence to support your answer

QUESTION ANALYSIS:

This question is asking learners to critically assess whether Mobutu Sese Seko really brought positive changes to Congo through his political, economic and social policies, rather than simply listing what he did.

The key phrase is critically assess; this means the answer should present both sides:

- Positive changes brought by Mobutu
- Negative effects and failures of his policies
- A balanced conclusion stating whether Mobutu's rule was ultimately successful

SAMPLE INTRODUCTION PARAGRAPH

(STANCE) Mobutu Sese Seko was indeed successful in bringing positive changes to Congo through his political policy (**CONTEXTUALISATION**); however, he failed dismally in economic and social policies that were introduced immediately after attaining independence in the 1960s. The political and social policies had many successes, while social and economic policies portrayed many failures (**REASON**). This essay will tackle Congo's background and Mobutu Sese Seko's political, cultural, economic, and social policies. (**FOCUS**)

e. BACKGROUND (A SUMMARISED PARAGRAPH)

- **CONTENT SELECTION** is very important in this paragraph

  (learners need to know that in this paragraph they only need important points, not every detail from the background story of the content)

- **Guiding learners about the point of departure for this paragraph will assist them a lot**

BACKGROUND FOCUS (CONGO ESSAY)

KEY QUESTION FOR THIS PARAGRAPH:

HOW DID CONGO ATTAIN ITS INDEPENDENCE FROM BELGIUM IN 1960?

POINT OF DEPARTURE:

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- **1959 – VIOLENT PROTESTS IN CONGO (LEOPOLDVILLE)**
  The administration of the government during Belgian rule treated Congolese as children with no responsibilities, which triggered frustration from the Congolese, resulting in violent protests in Congo and encouraging Belgium to quickly withdraw from Congo

  SUPPORTING POINTS

- Formation of political parties
- 1960 election
- 30 June 1960 (Congo becoming independent from Belgian rule)
- Mobutu seizes power

- **C. BODY –**
  In this section, learners should discuss the content **argumentatively**
- **For instance: discussing a Political Policy**:
  Within this paragraph, learners should present **both successes** and **challenges** and single out one point that actually addresses the question to maintain an argumentative essay

SAMPLE QUESTION:

*Mobutu Sese Seko brought **positive changes** to the Congo through his political, economic and social policies that were introduced immediately after attaining independence in 1960.*

Critically discuss this statement and use relevant evidence to support your answer

***Analysis of the statement**: This statement is clearly directing learners to discuss the **positive changes** that came from the policies introduced by Mobutu Sese Seko.*

***FOR AN ARGUMENTATIVE RESPONSE**, per paragraph, learners should address both successes and failures, and lean more on the positive changes (successes) for sustaining a relevant line of argument*

***EXEMPLAR PARAGRAPH**:*

THIS PARAGRAPH ADDRESSES POLITICAL POLICIES INTRODUCED BY MOBUTU, **ADDRESSING BOTH SUCCESSES AND CHALLENGES BUT FOCUSING MORE ON THE SUCCESSES (POSITIVE CHANGES)** AS THE MAIN KEY POINT FROM THE STATEMENT

Mobutu Sese Seko brought positive changes to the Congo through his political policy because it had many successes (POINT). The country held multi-party elections after attaining independence from Belgian colonial rule, but it became a one-party state within the first five years after attaining its independence. Mobutu managed to bring political stability in Congo (EXPLANATION). He managed to stop the Katanga rebellion and gave

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his country a new constitution, which was a one-party state; he also created a strong centralised government and controlled all appointments, promotions, and allocation of the state budget (EVIDENCE). The political policy of Mobutu promoted the importance of Africanisation as the political system that would be used to govern the country without colonial rule from Belgium (LOA). However, there were also political constraints that were experienced in Congo, as opposition leaders were silenced, imprisoned, and in some cases killed. Mobutu Sese Seko created a kleptocracy, where he appointed a group of public officials who abused their position for financial gains. He also aligned himself with the Western bloc; as a result, Congo suffered when it became the centre of conflict between the USA and USSR.

- **Political Policy:** Successes (positive changes) and Challenges (Failures)

SUCCESSES (POSITIVE CHANGES)

- ✓ CONGO became a one-party state within the first five years after attaining its independence
- ✓ Mobutu managed to stop the Katanga rebellion and gave his country a new constitution as a one-party state
- ✓ He developed Mobutuism
- ✓ He created a strong centralised government and controlled all appointments, promotions, and allocation of the state budget

CHALLENGES (FAILURES)

- ✓ In Congo, opposition leaders were silenced, imprisoned, and killed
- ✓ Mobutu created kleptocracy (a group of appointed public officials that abused their position for financial gains)
- ✓ Mobutu was very extravagant
- ✓ He built an expensive palace for himself
- ✓ Mobutu aligned with the Western bloc

Economic Policy: Successes (positive changes) and Challenges (Failures)

SUCCESSES (POSITIVE CHANGES)

- ✓ Mobutu inherited a single-product economy from the colonisers
- ✓ He immediately implemented a very effective economic strategy to change the diversity of the economy and to develop an industrial and manufacturing sector
- ✓ Inflation was halted, the currency was established, output increased, and government debts were kept low.
- ✓ Mobutu built a steel mill in Leopold, a dam at the lower end of the Congo River, and a long-distance power line from Inga to Katanga.

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- ✓ Through these massive centralized projects, Mobutu instilled a strong sense of national unity and pride
- ✓ He introduced Zaireanisation - to rid the country of the influence of colonialism and Western culture

CHALLENGES (FAILURES)

- ✓ The economy was now characterized by Nepotism (favouring relatives and friends by giving them jobs) **and kleptocracy** (misappropriation of government funds), which led to the creation of a rich, powerful elite which owed its allegiance to Mobutu.
- ✓ Africanisation led to corruption, mismanagement and neglect.
- ✓ Infrastructure declined, and the economy collapsed
- ✓ Large gap between rich and poor emerged
- ✓ After the failure of Zaireanisation, Mobutu introduced Retrocession (reversal of Zaireanisation)
- ✓ Very few foreign owners returned
- ✓ The economy collapsed
- ✓ Congo became dependent on foreign aid and loans

Social and Cultural Policies: Successes (positive changes) and Challenges (Failures)

SUCCESSES (POSITIVE CHANGES)

- ✓ Mobutu then embarked on a policy of Authenticité to rid the country of the last remaining colonial influence.
- ✓ He renamed the Congo to Zaire in 1971 and instructed Zairians to abandon their Christian names for more “authentic” African names.
- ✓ Leopoldville became Kinshasa, Elisabethville became Lubumbashi, and Stanleyville became Kisangani.
- ✓ He banned the wearing of Western-style suits with shirt and tie to symbolise the break with their colonial past.
- ✓ This was done to create a more centralized and singular national identity.

CHALLENGES (FAILURES)

- ✓ The average life expectancy of the Congolese was forty-seven years
- ✓ Only a quarter of the population was literate
- ✓ At independence, the Congo had only 14 university graduates out of a population of 14 million
- ✓ In 1974, state funding was withdrawn from primary education
- ✓ The Congolese in urban areas suffered from overcrowding
- ✓ Crime and lack of water and sanitation

CONCLUSION:

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Summing up or tying up the above argument by outlining key factors of the argument presented from an essay

EXAMPLE PARAGRAPH:

In conclusion, it is indeed true that Mobutu Sese Seko brought much-needed political stability after the chaos that followed independence in 1960, and his early economic policies benefited from the copper boom; however, these positive changes were not sustainable.

ESSAY ACTIVITIES

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

The Congo's attainment (achievement) of independence from Belgium in June 1960 created expectations for a new and better life for all the Congolese.

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

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

Critically discuss the effectiveness of Mobutu Sese Seko's socio-economic and political policies in developing the Congo after attaining independence from Belgian colonial rule in the 1960s.

Use relevant historical evidence to support your line of argument. **[50]**

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

To what extent did Mobutu Sese Seko's political, economic and cultural policies positively transform the post-independent Congo in the 1960s?

Use relevant historical evidence to support your line of argument. **[50]**

QUESTION 6: CIVIL SOCIETY PROTEST FROM THE 1950s TO THE 1970s.

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ESSAY: THE BLACK POWER MOVEMENT.

CHALLENGES OUTLINED IN THE DIAGNOSTIC ANALYSIS 2025.

1. Many candidates were unable to explain the extent to which the Black Power movement was successful in organising African Americans to challenge racial discrimination and segregation in the USA during the 1960s.

2. Some candidates just gave a narrative account of Black Power, the philosophy, the leaders and the Black Panthers without mentioning how it was successful in organising Americans to challenge racial discrimination and segregation in the USA during the 1960s.

3. Few candidates wrote essays that lacked introductions, a logical and sequential body of events, as well as a persuasive conclusion.

4. Most candidates seemed to have written prepared or model essays rather than argumentative essays.

ADDRESSING THE CHALLENGES OUTLINED IN THE DIAGNOSTIC ANALYSIS.

EXEMPLAR QUESTION: To what extent …

Explain to what extent the Black Power Movement was **successful** in organising African Americans to challenge racial discrimination and segregation in the USA during the 1960s.

Substantiate your answer with relevant historical evidence.

UNPACKING THE QUESTION:

The candidate needs to know the focus of the question. For example, in this question, the candidate needs to indicate **the success** of the Black Power Movement in organising African Americans to challenge racial discrimination and segregation in the USA during the 1960s.

INTRODUCTION:

Candidates need to take a stance by stating whether to **A LESSER EXTENT** or **TO A GREATER EXTENT** and support the stance.

The Black Power Movement was successful **to a great extent** in challenging racial discrimination and segregation in the USA during the 1960s **because** it managed to

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encourage African Americans **to develop a sense of pride, self-determination** and **political awareness** and **challenged white racism**. This essay will focus on the successes of the Black Power Movement in organising African Americans to challenge racial discrimination and segregation in the USA during the 1960s.

ELABORATION:
The paragraphs must demonstrate the **successes** of the Black Power Movement as it is the focus of the question.

PARAGRAPH ONE

One important **achievement** was **the promotion of Black identity** and **self-determination**. [**POINT**]Leaders such as Stokely Carmichael encouraged African Americans to take control of their own communities and political organisations. [**EXPLAIN**] The movement also supported economic independence and community programmes that helped poor African Americans. Programmes such as Free Breakfast programmes for children, free health clinics for children and elders, as well as educational tutorials for high school students were achieved through organisations like Black Panther Party **[EXAMPLE]**. This achievement contributed to assisting the BPM to challenge racial discrimination and segregation in the USA. **[LINK]**

EXEMPLAR QUESTION: Critically discuss…

The militant and confrontational approach of the Black Power Movement was **effective** in ending discrimination against Black Americans in the 1960s.

Critically discuss this statement by using relevant historical evidence.

UNPACKING THE QUESTION:

The candidate needs to know the focus of the question; for example, in this question the candidate needs to demonstrate the **effectiveness** of the militant and confrontational approach **AND** demonstrate **the challenges** or **ineffectiveness** of this approach. Meaning candidates must not be one-sided but consider both sides of the argument.

INTRODUCTION:
Candidates need to clearly indicate from the start that **both sides** will be discussed e.g., **effectiveness** and ineffectiveness of the militant approach.

Indeed, the militant and confrontational approach of the Black Power Movement was effective in ending discrimination against Black Americans in the 1960s because the movement was successful in raising black pride, challenging police brutality and improving conditions in black communities. However, it did not completely end racial discrimination.

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ELABORATION:
Candidates need to give evidence of the **effectiveness** and **the challenges** or **ineffectiveness** of the militant and confrontational approach of the Black Power Movement in ending discrimination against Black Americans in the 1960s.

PARAGRAPH ONE

The militant approach **increased pressure on the government** to address racial inequality, poverty, and police brutality. The Black Power Movement encouraged African Americans to **participate in politics** and **demand greater control over their communities**. It also made the problems of **racism and economic inequality more visible** to the wider American public. However, the militant approach **was not completely effective** in ending discrimination. The Black Panther Party **faced serious opposition** from the FBI and government authorities, including civilians and attempts to weaken the organisation. **Internal disagreements** and **conflicts also weakened** the movement.

EXEMPLAR QUESTION: Do you agree…

The Black Power Movement was concerned with **the promotion of Black Power**, **instilling black pride** and the **development of self-respect** among African Americans.

Do you agree with the above statement? Support your line of argument with relevant historical evidence.

UNPACKING THE QUESTION:

Candidates need to focus on how the BPM **promoted** Black Power, black pride, and self-respect.

INTRODUCTION:
Candidates need to take a stance on whether they **agree** or **disagree.** They also need to support the stance that they took. Therefore, candidates must only give evidence or views to support the stance, **not give other views that contradict** the stance taken.

One would agree with the statement that the Black Power Movement was concerned with the promotion of black power, instilling black pride and the development of self-respect among African Americans because the movement encouraged African Americans **to take pride in their identity, culture** and **history** while also becoming economically and politically independent.

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ELABORATION: Candidates need to focus on evidence that will indicate how BPM black power instilling black pride and the development of self-respect among African Americans.

The Black Power Movement encouraged African Americans **to reject negative stereotypes** about black people. Stokely Carmichael, one of the most important leaders of the movement, popularised the idea of 'Black Power' in 1966. This encouraged African Americans to **take control of their communities**. The movement also encouraged African Americans to learn to **celebrate their African heritage; Black history, African culture,** and political consciousness became increasingly important. This helped African Americans to develop a stronger sense of confidence in their identity and pride.

CONCLUSION: Candidates must tie up the argument and new information must not be added.

In conclusion, it is evident that the Black Power Movement promoted black pride and self-respect among African Americans. It did that through **Black Power ideas,** Black Panther Party, and **the promotion of black culture and community** programmes. This is because the movement encouraged African Americans to take pride in who they are and to demand greater control over their lives.

ESSAY ACTIVITIES:

1. To what extent did the philosophy of Black Power empower African Americans to be assertive and self-reliant during the 1960s and 1970s?

   Substantiate your answer with relevant historical evidence.

2. To what extent did the Black Power Movement succeed in challenging racial discrimination and inequality in the United States of America during the 1960s

   Substantiate your answer with relevant historical evidence.

3. To what extent did the Black Power Movement represent rejection of the methods and philosophy of the civil rights movement during 1960?

   Substantiate your answer with relevant historical evidence.

4. The Black Power Movement succeeded in challenging racial discrimination in the United States of America during the 1960s.

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Critically discuss this statement using relevant historical evidence.

5. Malcolm X was single-handedly responsible for the birth of the Black Power Movement in the United States of America in the 1960s.

   Do you agree with the above statement? Use relevant examples to support your line of argument.

6. The Black Power Movement was concerned with the promotion of black power, instilling black pride and the development of self-respect among African Americans in the 1960s.

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

PAPER 2

ACTIVITIES

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REFER TO THE TABLE ON PAGES 4- 6 ON HOW TO RESPOND TO SOURCE-BASED QUESTIONS TO ANSWER THE ACTIVITIES BELOW

QUESTION 1: HOW DID THE UNITED DEMOCRATIC FRONT (UDF) RESPOND TO THE APARTHEID REFORMS INTRODUCED BY PW BOTHA IN 1983?

SOURCE 1A

The source below is an extract written by A Sparks and MA Tutu that explains the reasons why PW Botha, President of the Republic of South Africa, introduced reforms in 1983.

… in early 1983, Botha attempted to ease the mounting pressures on the country by introducing some piecemeal (gradual) reforms to the apartheid policy without relinquishing (giving up) white minority control. He scrapped what he called 'outdated' and 'unnecessary' apartheid statutes (laws), such as the outlawing of mixed marriages and sex across colour line, to present a new image of reformism (change) to the world.

It almost succeeded. The Western powers, ever eager to read the South African situation optimistically (positively), were deceived for a time into believing that Botha was really dismantling apartheid. But, on a closer examination, **when Botha unveiled constitutional changes he intended making, it became clear what he had in mind was not reform but rather a reformulation (restructuring) of apartheid**. He set out his plan to establish a tricameral parliament in which the mixed-race 'Coloured' and Indian minorities would have separate chambers to legislate their 'own affairs', while the existing much larger, whites-only House of Assembly would deal with both 'whites issues' and the nation's 'general affairs'.

The huge black majority, meanwhile, would get nothing beyond the right to vote in their remote tribal Bantustans, and the municipal councils would run their separate black townships in so-called 'white' South Africa. But even these urban councils were not autonomous (free). The legislation enabled the white minister to remove members, appoint others, or dismiss the whole council and appoint a new one. It meant that the black councils had to implement government policy rather than be responsive to their electorates.

[From *Tutu – The Authorised Portrait* by A Sparks and MA Tutu]

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

1.1. Refer to Source 1A.

1.1.1 Name TWO apartheid statutes in the source that PW Botha scrapped while introducing reforms to the apartheid policy. (L1- (2 x 1) (2)

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Extract responses as they are in the source. DO NOT PARAPHRASE)

1.1.2 Quote the evidence from the source that suggests that Botha wanted the world to view apartheid policy as having changed. (L1-Use quotation marks and ensure you write the full quotation) (1 x 2) (2)

1.1.3 Explain what is implied by the statement, '… what he (PW Botha) had in mind was not reform but rather a reformulation (restructuring) of apartheid.' (L2-DO NOT REPHRASE THE STATEMENT) (1 x 2) (2)

1.1.4 Using the information in the source and your own knowledge, explain why you think the black majority was excluded from the new legislation. (L2-This is an interpretation that requires you to tap into your knowledge to respond. (DO NOT EXTRACT) (2 x 2) (4)

1.1.5 Identify any THREE legislative powers in the source that the white minister introduced over black urban councils. (L1-Extract responses as they are in the source) DO NOT PARAPHRASE) (3 x 1) (3)

IN THE ACTIVITIES BELOW, DO THE FOLLOWING:

- **Identify the cognitive level of the question.**
- **Check the mark allocation**
- **Respond by referring to the sources and the expected skills on the Table in Pages 4-6**

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SOURCE 1B

The source below is part of a speech delivered by Rev. Frank Chikane at the launch of the United Democratic Front (UDF) in Rocklands, Mitchells Plain, Cape Town on

> **Comrades**, friends, this day, today, is the culmination (conclusion) of seven months' work to see the launching of the United Democratic Front. We are sure going to go into the record of history as an important event, bolstering (strengthening) the tide (rush) of the struggle, picking up that day when the people shall say, we are free and justice is here, when the people shall live together as brothers and sisters without the exploitation and oppression of the other. However, although this is a unique (special) day, it falls within the spectrum (range) of the history of struggle in South Africa.
>
> … The idea of a front is a new concept in the struggle of the people for about the last twenty years, and it was understood to be standing for unity-in-action accepting the fact that all the organisations coming together have got differences. There are also differences of class, differences of ideology, differences of intent, but all of them agree that they reject the reform proposals that are proposed by the Botha regime, and as a result they need a broad front to do this.
>
> That necessitates, therefore, the formation of this group, not necessarily as a national political organisation, but as a united front for the sole purpose of opposing the Koornhof Bills* …
>
> … **And I want to call on you, all peace-loving people of South Africa, to put hands together, to walk side by side to fight against the implementation of these reform proposals so that we can then destroy the system,** so that we can put up a government by the people where the people shall govern according to their will.
>
> [From *A History of the United Democratic Front in South Africa 1983–1991* by J Seekings]

20 August 1983. It explains the importance of forming a united front against the 1983 apartheid reforms.

***Koornhof Bills:** Refers to a piece of legislation named after Piet Koornhof, the National Party Minister of Co-operation and Development in the early 1980s. It was hoped to create black local government, tighten influx control, and divide African people into rural and urban residents (also for control purposes).

1.2 Consult Source 1B.

1.2.1	**Define** the term ***comrades*** in your own words.	(1 x 2) (2)
1.2.2	**Identify** TWO differences, stated in the source, that organisations which came together to form the United Democratic Front had to overcome.	(2 x 1) (2)
1.2.3	**What is the implication of the statement**, '… And I want to call on you, all peace-loving people of South Africa … so that we can then destroy the system…', in the context of the aim of the formation of the UDF?	(2 x 2) (4)

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1.2.4 **Explain** why a historian would consider this source reliable when researching the launch of the UDF. (2 x 2) (4)

SOURCE 1C

The source below explains various forms of resistance initiated by the United Democratic Front (UDF) against apartheid reforms and the subsequent reaction by the state.

The UDF's opposition to apartheid manifested (showed) itself in a number of actions. Shortly after its formation, it launched a successful boycott action against the election of the (Coloured) House of Representatives and (Indian) House of Delegates. The UDF was involved in the organisation of a number of consumer boycotts and stayaways. In 1983 and 1984, it launched the 'one million signatures' campaigns, in which signatories were asked to voice their opposition to the so-called Koornhof legislation on black local government, as well as to the new constitution.

However, the UDF's greatest impact was at grassroots level where it created local structures that played a key role in the political education and mobilisation of the masses. At its second national congress, held in April 1985, it was decided to transform mass support into active participation, under the theme 'From Protest to Challenge: From Mobilisation to Organisation'. Four months later this theme was extended to include a new slogan, 'Forward to People's Power'. The UDF's strategy was to replace decision-making structures created by the government with a system of 'people's power'. It was equivalent to (the same as) the establishment of 'liberated areas' in South Africa.

The state headed off this threat and suppressed the general unrest in the country, which reached a peak in 1985, by calling a series of states of emergency. A large number of people were arrested in terms of security legislation. The UDF, in particular, was badly affected. Several key members of the organisation were murdered, including Matthew Goniwe (UDF organiser in the Eastern Cape) and Victoria Mxenge (UDF treasurer in Natal). Almost the entire leadership corps (group) of the UDF was restricted in the period 1985 to 1987.

[From https://omalley.nelsonmandela.org/omalley/index.php/site/q/03lv02424/04lv02730/ 05lv03188/06lv03222.htm Accessed on 2 January 2026.]

1.3 Study Source 1C.

1.3.1 **Name any TWO** protest actions, in the source, that the UDF launched against Botha's apartheid reforms (2 x 1) (2)

1.3.2 **Comment on** the implication of the slogan, 'Forward to People's Power', in the context of the UDF's resistance to PW Botha's apartheid reforms. (2 x 2) (4)

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1.4.4 Comment on the **limitations** of the source to a historian researching the reactions of the UDF towards apartheid. (2 x 2) (4)

1.3.3 **Explain** the concept *state of emergency* in the context of general unrest in South Africa in the 1980s. (1 x 2) (2)

1.3.4 **State** any measure (action) in the source that the state took to suppress the general unrest that was taking place in the country in 1985? (1 x1) (1)

SOURCE 1D

The poster below was published by the United Democratic Front (UDF) in the 1980s. It depicts its commitment to resisting oppressive measures of the state.



1.4 Use Source 1D.

1.4.1 **Why do you think** the UDF published this poster? (1 x 2) (2)

1.4.2 **Identify** any **TWO** oppressive measures in the source that the apartheid regime took against UDF members. (2 x 1) (2)

1.4.3 What is the **symbolic representation** of a hand holding tight Botha's reforms? (2 x 2) (4)

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1.5	Refer to Source 1C and Source 1D. **Explain** how the evidence in Source 1D **supports** the information in Source 1C regarding the South African government's reaction to the UDF.	(2 x 2) (4)
1.6	Using the information in the **relevant sources** and your **own knowledge**, **write a paragraph** of about EIGHT lines (about 80 words) explaining how the UDF **responded** to the apartheid reforms introduced by PW Botha in 1983.	(8)

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QUESTION 2: DID THE TRUTH AND RECONCILIATION COMMISSION (TRC) SUCCEED IN EXPOSING THE ACTIVITIES OF THE APARTHEID GOVERNMENT'S SECRET CHEMICAL AND BIOLOGICAL WARFARE (CBW) PROJECT IN THE 1980s?

SOURCE 2A

The source below is taken from a book titled *A Jacana Pocket History Truth and Reconciliation Commission* by MI Burton. It highlights the **activities of** the apartheid **government's Project Coast** and the attempt by the TRC to expose it.

Dr Wouter Basson was the head of Project Coast, South Africa's secret chemical and biological warfare (CBW) project. This was a research programme established formally in 1983 to lead the search for CBW-related poisons, ostensibly (apparently) for defensive purposes, but later for offensive capability. They included compounds (a mixture of substances) that could be used in riot controls as well as drugs and poisons for purposes of assassinations (political murders).

Two related amnesty applications opened the door for investigations, and hearings were held from June 1998. Dr Wouter Basson himself refused to apply for amnesty. The National Intelligence Agency, the office for Serious Economic Offences and the office of the Attorney General were also interested in pursuing (following) the matter, and when the TRC first decided to issue a subpoena (call to appear before its proceedings), they intervened. In the meantime, the Commission proceeded with its investigations and found it had opened a can of worms. Project Coast, it seemed, had involved a huge expense, not least from international travel and exposure to CBW facilities in other countries, and there was evidence of fraud and self-enrichment of individuals.

The TRC did not have the capacity to do more than uncover some of these aspects. It found among other things that the programme was 'in the hands of one person, Dr Basson' and that his superiors were grossly negligent (careless) in approving programmes and allocating large sums of money for its activities. It referred to the front companies that had been established, and it found that the programme would not have been possible without some level of international cooperation and support.

[From *A Jacana Pocket History Truth and Reconciliation Commission* by MI Burton]

2.1

2.1.1 Define the term *amnesty* in your own words. (1×2) (2)

2.1.2 **Explain** what is **meant** by the **statement**: “Amnesty applications opened the door for investigations”. in the **context** of the TRC? (2×2) (4)

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2.1.3 **What** is **implied** by the statement "The **programme** would **not** have been **possible without** some level of international cooperation and **support**"? (2×2) (4)

2.1.4 What **message** is contained in this source about chemical biological warfare **(CBW)**? (1×2) (2)

2.1.5 **Comment** on the **significance** of the statement: 'In the meantime, the commission proceeded with its investigations and found it had opened a **can of worms**' in the **context** of the TRC hearings. (1×2) (2)

SOURCE 2B

The source below is taken from the testimony that Dr Schalk van Rensburg, the Director of the Animal Centre and scientific advisor at Roodeplaat Research Laboratories (RRL), gave to the TRC on 9 June 1998. It **provides details** of how Reverend Frank **Chikane** (the Secretary General of the South African Council of Churches) was **poisoned**.

The most famous incident of poisoning involved the attempted murder of Secretary General of the South African Council of Churches, Reverend Frank Chikane, a leading anti-apartheid campaigner. While travelling in northern Namibia in April 1989, Chikane was stricken (affected) by what appeared to be gastritis (stomach swelling). Two weeks later, he recovered sufficiently and was able to fly to the United States, but there he was stricken down once again. Four times he was admitted to the hospital; on one occasion he was put on a respirator when his heart stopped briefly. Doctors eventually found traces of a deadly organophosphate (nerve-killing) poison in his urine.

According to colonel Eugene de Kock, Defence Force agents had applied the poison after intercepting (stopping) Chikane's suitcase at the airport. What had happened was disclosed nine years later by Dr Schalk van Rensburg in his testimony to the Truth and Reconciliation Commission (TRC). He said that five pairs of Chikane's underpants had been contaminated (polluted) with paraoxyn (potent drug), but not in large enough quantities to kill outright.

… Van Rensburg said he had been told details of the plot by Dr Andre Immelman, a Roodeplaat Research Laboratories (RRL) toxicologist (scientist working with chemicals), who served as a liaison (contact) with the Defence Force. 'They made a lot of mistakes. The operatives were not trained on how to use the substances. They did silly things like instead of spreading the toxin (poison), which should be absorbed through skin over a fairly large area to promote absorption, the operative put it on a tiny little spot. Then he laced (spread toxic substances) five pairs of underpants instead of only one, so Chikane got sick repeatedly and it showed that it was poisoning.'

[From *The Dis-Eases of Secrecy, Tracing History, Memory and Justice* by B Rappert and C Gould]

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2.2

2.2.1 Name the Roodeplat Research Laboratories toxicologist. (2×1) (2)

2.2.2 **Comment** on the **reliability** of Source 2B concerning TRC hearings? (2×2) (4)

2.2.3 What **message** is **conveyed** by the source in relation to findings of the TRC? (2×2) (4)

2.2.4 **Explain** how Source 2A **supports** Source 2B regarding the TRC. (2×2) (4)

2.2.5 **Comment** on the **significance** of Dr Schalk van Rensburg's **testimony** before the TRC amnesty hearing in connection with **CBW operations**. (2×2) (4)

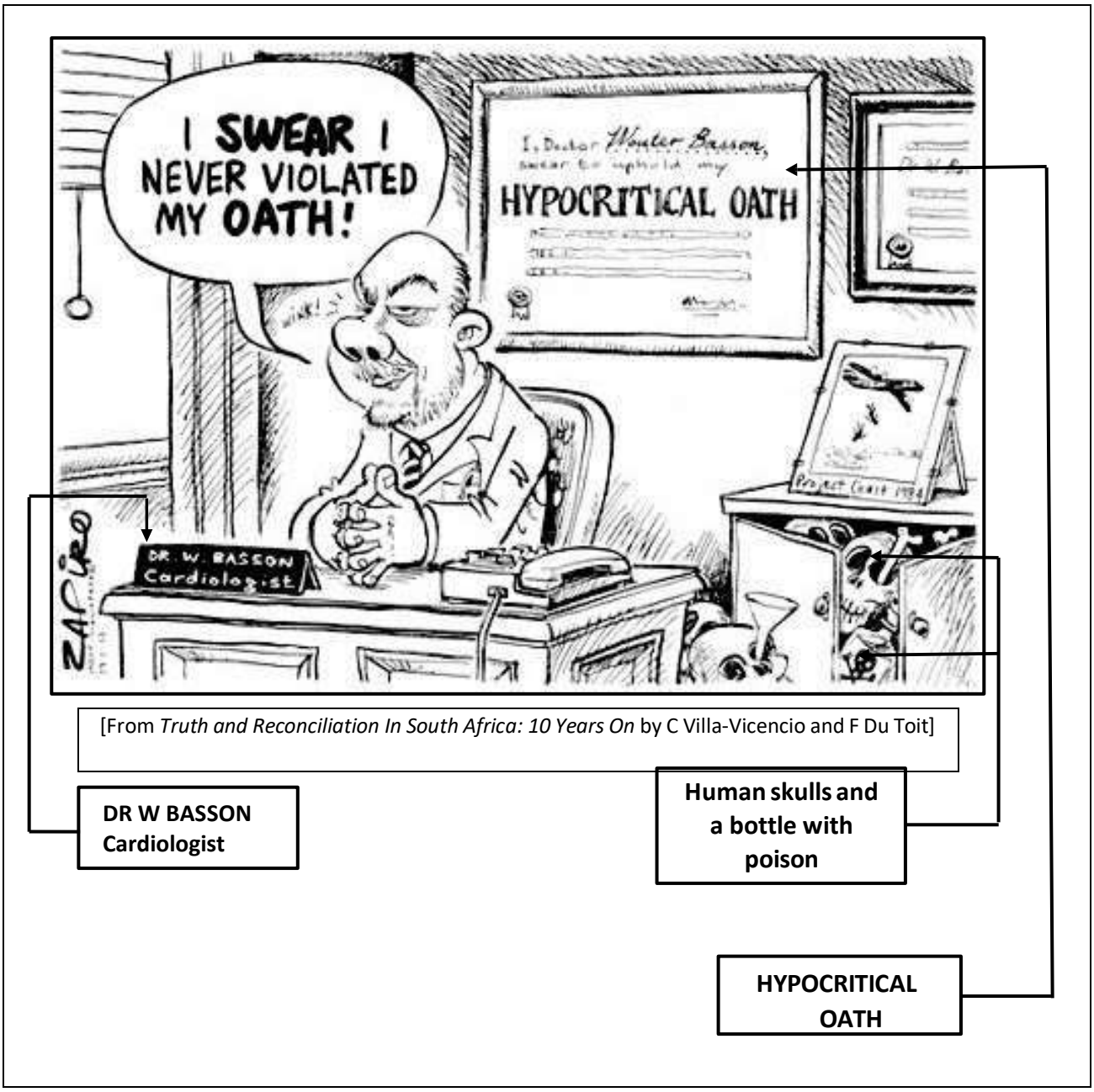
2.2.6 **Define** the term ***testimony*** in the context of the TRC. (1×2) (2)

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SOURCE 2C

The **cartoon** below, by Zapiro, appeared in the *Mail & Guardian* newspaper on 19 December 2013. It depicts **Dr Wouter Basson, head of** South Africa's secret chemical and **biological warfare** project



[From *Truth and Reconciliation In South Africa: 10 Years On* by C Villa-Vicencio and F Du Toit]

2.3

2.3.1 **Explain** the **meaning** of Dr Basson's words, "I swear I never violated my Oath," regarding his activities as Head of Project Coast? (2×2) (4)

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2.3.2 **Comment** on the **significance** of the human skulls contained inside the cupboard concerning human rights violations investigated by the TRC. (2×2) (4)

2.3.3 **Comment** on the **limitations** of Source 2C concerning investigations of Human Rights violations. (2×2) (4)

SOURCE 2D

The source below is an extract from the TRC report released in October 1998. It focuses on the **findings about Project Coast**.

Amidst the 3 500 pages of testimony gathered over the course of its three-year inquiry, there is a damning (negative) chapter dedicated to Project Coast. The TRC found that scientists, professors, doctors, dentists, veterinarians, laboratories, universities and front companies propped (supported) up the apartheid Chemical and Biological Warfare (CBW) programme with the support of an extensive international network. Project Coast, the TRC concluded, was 'evidence of science being subverted (brought down) to cause disease and undermine the health of communities'.

Specifically, the TRC found that 'cholera, botulism (food poisoning), anthrax (causes skin infection), chemical poisoning and the large-scale manufacture of drugs of abuse, allegedly for purposes of crowd control, were among the projects of the programme' and that 'chemicals, poisons and lethal micro-organisms were produced for use against individuals …'

The report also concluded that the scientific research undertaken by Project Coast was 'pedestrian, misdirected, ineffectual and unproductive'. It was also exorbitantly (hugely) expensive. It resulted in the substantial self-enrichment of several of the individuals involved. Most media attention focused on the poisoned umbrellas and screwdrivers, the lethal (deadly) bacteria, chemicals and drugs that had been stock-piled for use against enemies of the apartheid government. But the TRC also found that Project Coast pursued 'substances to reduce the fertility and virility (sexual drive) of people'.

[TRC REPORT:1998/ accessed: 21/08/26]

2.4

2.4.1 **Comment** on **why** the apartheid regime resorted to the **use of chemical and drugs** against its enemies? (1×2) (2)

2.4.2 **Explain** the **implication** of the statement, '… Project Coast pursued "substances to reduce the fertility and virility (sexual drive) of people". (1×2) (2)

2.5 Refer to Sources 2C and 2D. **Explain** how the information in Source 2C

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supports the evidence in Source 2D **regarding** how the Project Coast **violated the rights** of the ordinary South Africans? (2×2) (4)

2.6 Using the information in the relevant sources and your own knowledge, write a **paragraph** of about 8 lines (about 80 words) explaining whether the Truth and Reconciliation Commission **(TRC) succeeded** in **exposing** the **activities** of the **apartheid government's** secret chemical and biological warfare project in the 1980's. (8)

Victim	• **Exposed violations** • **Desired compassion** • **Truthful accounts** • **Suffered injustice** • **Volunteered** • **Granted reparations (money)** • **Testified evidence**
Perpetrator	• **Confessed crimes** • **Had to express regret and remorse** • **Concealed the whole truth** • **Committed atrocities** • **Subpoenaed/ summoned** • **Granted amnesty** • **Cross-examined**
Successes of the TRC	• **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)** • **Truthful accounts of events; stories were told.** • **The issuing of amnesty led to many people appearing freely at 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.**

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	• Many unaccounted victims were identified, graves located and bodies • Exhumed and given to families for proper reburial. • It led to reconciliation and nation building.
Failures of the TRC	• 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 equating 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 lives. • Shattered lives. • Some saw it as a witch-hunt

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QUESTION 3: THE END OF THE COLD WAR AND A NEW WORLD ORDER, 1989 TO THE PRESENT – A NEW WORLD ORDER

Common errors and misconceptions

(a) Most responses on extraction for Q3.2.3, Q3.4.1 and Q3.4.2 were incomplete, resulting in incorrect answers.

3.2.3 Identify ONE reason in the source why BRICS countries attempted to influence the agricultural sector. (1 x 2) (2)

3.4.1 Who, according to the source, was Trump referring to when he said, '… leave the dollar, you are not doing business with the US because we're going to put a 100% tariff on your growth'? (1 x 1) (1)

3.4.2 Give a reason in the source why BRICS+ countries are critical of the Bretton Woods era. (1 x 2) (2)

(b) Q3.1.3 was poorly answered by many candidates as they struggled to define the term *summit* in their own words. The main reason for this could be that the topic was not taught or there was a lack of understanding of the relevant content. Similarly, many candidates failed to explain the concept of *de-dollarisation* in the context of BRICS challenging the Global North (Q3.2.2).

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

(c) Most candidates failed to explain the significance of six countries joining BRICS (Q3.1.4).

3.1.4 Using information in the source and your own knowledge, explain the significance of six new countries joining BRICS on 1 January 2024. (2 x 2) (4)

(d) Many candidates failed to respond to Q3.3.1 appropriately because they could not analyse the graph to process the provided data.

3.3.1 What message is conveyed by the graph regarding the change in:

(a) The G7's share of global gross domestic product (GDP) between 1995 and 2023 (1 x 2) (2)

(b) BRICS' share of global GDP between 1995 and 2023 (1 x 2) (2)

(e) A few candidates struggled to explain the *usefulness* of Source 3D in Q3.4.4.

3.4.4 Comment on the usefulness of this source to a researcher studying how Trump felt threatened by the expansion of BRICS+ countries. (2 x 2) (4)

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(f) Some candidates still struggled to fully respond to the comparison question (Q3.5). They mostly provided one aspect of the response and, in the process, only obtained 2 of the 4 marks. Other candidates just copied unrelated information from the two sources to compare.

3.5 Refer to Sources 3C and 3D. Explain how the evidence in Source 3C supports the information in Source 3D regarding how BRICS is upsetting the balance of power between the Global North and Global South. (2x2) (4)

Most candidates could not write a logical and coherent paragraph for Q3.6. Instead, they merely copied or extracted incoherent information.

3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the expansion of BRICS countries might be seen as a threat to the balance of power between the Global North (Western countries) and Global South (BRICS countries). (8)

MITIGATION

COGNITIVE LEVEL ONE

- As per the 2025 diagnostic report history, learners could not understand the art of responding to level one questions because they explained when they were supposed to extract evidence from the Sources

  Mitigation:

  ✓ **Learners need to be encouraged to write the whole sentence or phrase.**

- For example, Q 3.2.3 Identify ONE reason in the source why BRICS countries attempted to influence the agricultural sector. (1 x 2) (2)
- **Response:**
- '… to create an independent grain trading system …'
- '… would increase the organization's negotiating power in grain prices ...'
  '… combat sanctions by the United States and its G7 partners' (any 1 x 2)
- REGARDING the above question, learners explained the response or failed to locate it at all.

COGNITIVE LEVEL TWO

- Regarding the explanation of concepts/terms, learners simply confuse generic meaning with a contextualised meaning required by the question.

  Mitigation:

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- ✓ **Thorough comprehension of the language and context of the content.**
- ✓ **Exercises on reading for meaning to be an integral part of assessment for learning.**

- Many candidates failed to explain the concept of *de-dollarisation* in the context of BRICS challenging the Global North (Q3.2.2).
  Response:

- The reduction of dependence on the US dollar in global trade by BRICS member states
- The increased use of local BRICS currencies as a substitute for the dollar in international trade transactions
- The establishment of an international payment system not reliant on dollar payments
- Any other relevant response (any 1 x 2)

3.3.1 What message is conveyed by the graph regarding the change in:

(a) The G7's share of global gross domestic product (GDP) between 1995 and 2023 (1 x 2) (2)
(b) BRICS' share of global GDP between 1995 and 2023 (1 x 2) (2)

- Regarding the above questions, learners literally failed to analyse the data from the graph; therefore, learners need to be given more corrective work regarding L-2
  - ✓ **Mitigation: learners/ candidates to analyse, read and identify clues in the source.**
    Response:

(a)
- G7 GDP noted a steady decline/shrinking influence
- The gap between the G7 and the developing countries was narrowing
- Any other relevant response (any 1 x 2) (2)

(b)
- BRICS GDP noted a steady increase between 1995 and 2023/growing influence
- BRICS economic power was improving
- China and India contributed more to economic development in the BRICS countries
- Any other relevant response (any 1 x 2) (2)

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COGNITIVE LEVEL 3

3.5 Refer to Sources 3C and 3D. Explain how the evidence in Source 3C supports the information in Source 3D regarding how BRICS is upsetting the balance of power between the Global North and Global South. (2 x 2)(4)

MITIGATION:

1. The question requires learners/ candidates to refer to both sources for the first and second two marks.

2. Learners are expected to provide complex interpretations in these questions.

- Source 3C shows the **declining G7 economic power** and Source 3D refers to BRICS **countries leaving the dollar/de-dollarisation**
- Source 3C shows the BRICS GDP **increasing to 32,1% over time,** and Source 3D indicates that the BRICS countries **formed 35% of the world's GDP**/Both sources show that BRICS GDP formed over 30% of the world's GDP
- Source 3C shows the **USA and China as dominating leaders for the G7** and BRICS, respectively, and Source 3D refers to a **trade war between China and the USA** as dominating powers
- Any other relevant response (2 x 2) (4)

PARAGRAPH QUESTION

Most candidates could not write a logical and coherent paragraph for Q3.6. Instead, they merely copied or extracted incoherent information.

Cognitive demands: *Interpretation, evaluation and synthesis of evidence from relevant sources-L3*

Misconceptions:

- ✓ **Information verbatim from the sources**
- ✓ **Summary of sources**
- ✓ **Responses in point form- lines in the answer book/answer sheet**
- ✓ **Use of conjunctions in the points**
- ✓ **Compound sentences**

MITIGATION:

- ✓ **Concise/ brief response**

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- ✓ **Information in your own words**
- ✓ **Sentences in the simple past tense**
- ✓ **Use of simple sentences- points with <u>one</u> verb**
- ✓ **Use of active voice – For example,** Cyril Ramaphosa declared a national state of disaster to deal with the COVID-19 Pandemic.

QUESTION 3: WHAT MEASURES DID THE SOUTH AFRICAN GOVERNMENT IMPLEMENT TO ADDRESS THE CHALLENGES OF THE GLOBAL COVID-19 PANDEMIC?

SOURCE 3A

The source below was taken from a publication by the London-based Centre for Global Change and Health in 2004. It explains how globalisation contributes to the spread of infectious diseases globally.

Despite widespread interest in its emergence, there is limited agreement on precisely what globalisation is. For example, for economists, globalisation concerns the increasingly globalised nature of the emerging world economy. For lawyers, it concerns the threatened changes in legal status of states and their citizens. For environmentalists, it is the changes in the world's climate and other biosystems. And for information technology experts, it is the global spread and integration of information systems. In understanding the links between globalisation and infectious diseases, it is important to be aware of how the term 'globalisation' is used interchangeably with terms such as 'internationalisation', 'liberalisation' and 'westernisation'.

A strict definition of globalisation distinguishes between cross-border and trans-border flows. Cross-border concerns the interactions across two or more countries through, for example, official trade of goods and services, or capital flow such as foreign direct investment across national borders. Trans-border, in contrast, concerns flow of people, goods and services, capital, values and ideas in a way that does not recognise national borders. Along with changes to spatial (three-dimensional) boundaries, globalisation is leading to changes in how we experience and perceive time. Globalisation is shaping the time frame in which natural and human-induced phenomena take place, as well as the time available and necessary for responding to these phenomena. For example, the time taken for some infectious disease to spread across territorial space has become much quicker as a result of the increased amount, frequency and speed of population mobility (movement).

Source: *Globalisation and Infectious Diseases: A Review of the Linkages* by L Saker

3.1.2 According to the source, what concern do economists have regarding globalisation? (1 x 1) (1)

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

- 'The increasingly globalised nature of the emerging world economy' (1 x 1) (1)

SOURCE 3B

The article below was written by W Roelf, a journalist, and focuses on the national state of disaster declared by President Cyril Ramaphosa on 14 March 2020.

Cape Town (Reuters) – South African President, Cyril Ramaphosa, declared a national state of disaster on Sunday as he announced a range of measures to contain a Covid-19 outbreak that has so far infected 61 and showed the first signs of internal transmission. In a live television broadcast after a special cabinet meeting, Ramaphosa said the outbreak, first detected on 5 March 2020, could have a significant and 'potentially lasting' impact on a struggling economy, which is already in recession (economic slump). Measures to be taken include travel bans to countries such as Italy, Germany, China and the United States.

The government will also prohibit gatherings of more than 100 people and cancel large events and celebrations, he said. 'It is concerning we are now dealing with internal transmission of the virus. This situation calls for an extraordinary response; there can be no half measures,' Ramaphosa said. He said government has cancelled visas for visitors from high-risk countries as from Sunday, with previously granted visas also revoked (cancelled). 'Any foreign national who has visited high-risk countries in the past 20 days will be denied a visa,' he said, adding that South Africans who visited targeted countries would be subjected to testing and quarantine when returning home.

First detected two weeks ago with a single positive result, the number of cases has risen to 61 by Sunday, a mushrooming (growing) rate that mirrors the rapid spread of the virus worldwide. Besides the health impacts, Ramaphosa said the economy would not be spared as exports decline in key markets, including China, and the labour-intensive tourism sector suffers. 'Cabinet is therefore in the process of finalising a comprehensive package of interventions to mitigate (soften) the expected impact of Covid-19 on the economy,' he said.

Source: *Reuter's News Agency*, 15 March 2020

3.2.3 Explain the term *quarantine* in the context of the Covid-19 pandemic. (1 x 2) (2)

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3.2.3 *[Explanation of a term from Source 3B – L2]*

- A state, period or place of isolation in which people who arrived from elsewhere or have been exposed to infectious or contagious disease (Covid-19) are placed in quarantine for some days before they can freely mix/associate with other people
- Any other relevant response (1 x 2) (2)

SOURCE 3C

The article below highlights how opposition parties reacted to President Ramaphosa's measures to address the economic impact (on South Africa) of the global Covid-19 pandemic.

President Cyril Ramaphosa has announced South Africa's biggest spending plan a once-off stimulus injection into the struggling economy in response to the Covid-19 pandemic that has led to a lockdown for the last 28 days. Overall, opposition parties reacted favourably to the president's broad range of interventions.

Democratic Alliance (DA): 'Much-needed relief encouraging'

The Democratic Alliance (DA) welcomed Ramaphosa's announcement. 'This R500-billion package will bring much-needed relief to South Africans through grants, business relief, tax measures, additional healthcare budget and food programmes,' DA leader, John Steenhuisen, said. Many of the measures announced echo those the DA has been calling for to safeguard not only the lives, but also the livelihoods of millions of South Africans hit hard by the lockdown to contain the spread of Covid-19. Steenhuisen said it was encouraging that Ramaphosa spoke of approaching institutions such as the International Monetary Fund (IMF) and World Bank for this package, particularly since these institutions have made available low interest, unconditional loans specifically for Covid-19 relief.

Freedom Front Plus (FF Plus): 'A step in the right direction'

The Freedom Front Plus (FF Plus) said Ramaphosa's economic stimulus package was a 'step in the right direction'. 'The FF Plus is of the opinion that the payment of newly designated social grants should be approached with

caution as people will quickly become dependent on it and it can then be difficult to remove in the future,' FF Plus leader Pieter Groenewald said. He added that it was important not to create dependence on the state, but rather to create jobs and business development … 'It is important that the country's budget be reprioritised. Important aspects include the allocation to the health budget, relief from hunger and other social problems, assistance

and support to business and the unlocking of the economy,' Groenewald

Source: News 24 22 April 2022

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3.3.3 Comment on why the opposition parties reacted favourably to the president's announcement of a spending plan in response to the Covid-19 pandemic.

3.3.3 *[Interpretation of information from Source 3C - L2]*

The opposition parties reacted favourably to the spending plan because it would be used:

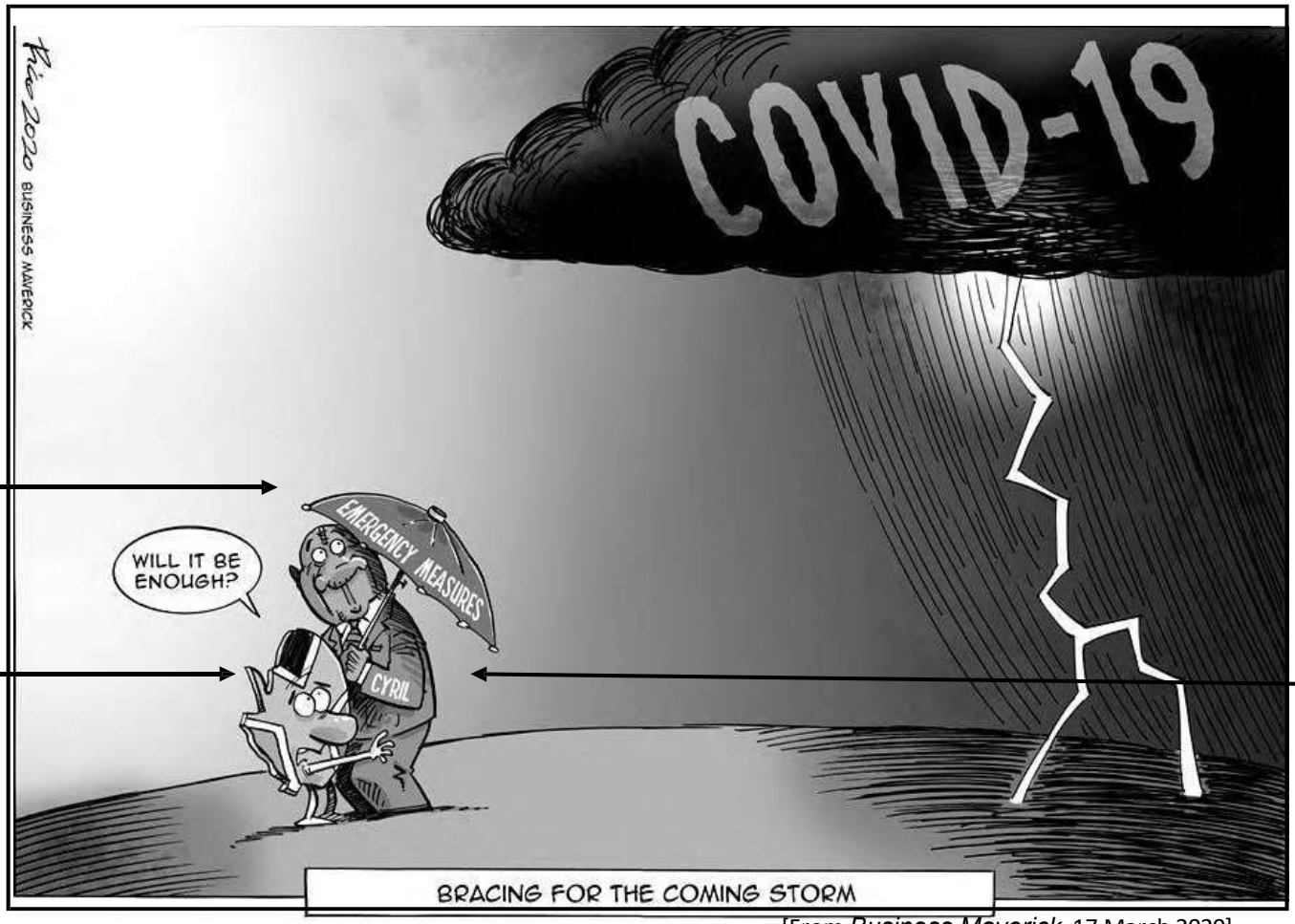
- to feed the poor to prevent starvation
- to care for the destitute (poor)
- to give financial assistance to businesses to prevent closure to save jobs
- to improve hospital facilities to care for the COVID-19-infected South Africans
- to buy vaccines to save the lives of South Africans
- Any other relevant response (Any 2x2) (4)

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SOURCE 3D

The cartoon below, drawn by Rico Schacherl, appeared in the *Business Maverick* on 17 March 2020. It depicts President Ramaphosa with emergency measures that the South African government would implement to protect its citizens from the impending (approaching) global Covid-19 pandemic.



[From *Business Maverick,* 17 March 2020]

SOUTH AFRICA

CYRIL

EMERGENCY MEASURES

3.4.3 What would be the limitations of this source to a historian studying the measures taken by the South African government to contain the spread of Covid-19?

(2x2) (4)

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3.4.3 *[Determining the limitations of evidence from Source 3D – L3]*
The source is LIMITED because:

- It is the view of the cartoonist – portraying Covid-19 as too big a problem for South Africa
- The cartoonist only portrays the measures that the South African government intended to implement against Covid-19 as weak
- The cartoonist does not portray the different emergency measures that the government intended to implement
- The cartoonist is biased against the South African government by portraying that the emergency measures are not enough to protect all South Africans (small umbrella in relation to the massive Covid-19 storm)
- It does not cater for positive measures taken by the government to address the pandemic
- Any other relevant answer (any 2 x 2) (4)

QUESTION 3: WHAT MEASURES DID THE SOUTH AFRICAN GOVERNMENT IMPLEMENT TO ADDRESS THE CHALLENGES OF THE GLOBAL COVID-19 PANDEMIC?

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

3.1 Refer to Source 3A.

3.1.1 Define the concept *globalisation* in your own words. (1 x 2) (2)

3.1.2 According to the source, what concern do economists have regarding globalisation? (1 x 1) (1)

3.1.3 Explain how the 'trans-border flow' would lead to an increased spread of the global Covid-19 pandemic. (2 x 2) (4)

3.1.4 Why, according to the source, has the time taken for the spread of some infectious diseases across territorial space become much quicker? (1 x 1) (1)

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3.2 Study Source 3B.

3.2.1 Give TWO reasons in the source to explain why President Cyril Ramaphosa declared a national state of disaster on 14 March 2020. (2 x 1) (2)

3.2.2 Identify THREE measures, stated in the source, that the government imposed on South Africans in order to contain the spread of Covid-19. (3 x 1) (3)

3.2.3 Explain the term *quarantine* in the context of the Covid-19 pandemic. (1 x 2) (2)

3.2.4 Using the information in the source and your own knowledge, explain why it was necessary for the South African government to put in place an economic relief package for South Africans. (2 x 2) (4)

3.3 Use Source 3C.

3.3.1 List THREE areas, according to the Democratic Alliance, through which the R500-billion package would bring relief to South Africans. (3 x 1) (3)

3.3.2 Name the TWO financial institutions, according to the source, that President Ramaphosa approached to fund the R500-billion relief package. (2 x 1) (2)

3.3.3 Comment on why the opposition parties reacted favourably to the president's announcement of a spending plan in response to the Covid-19 pandemic. (2 x 2) (4)

3.4 Consult Source 3D.

3.4.1 Explain the messages conveyed by the cartoonist regarding the 'emergency measures' introduced by President Ramaphosa to confront the approaching Covid-19 pandemic. (2 x 2) (4)

3.4.2 Comment on the caption 'BRACING FOR THE COMING STORM' in the context of Covid-19. (1 x 2) (2)

3.4.3 What would be the limitations of this source to a historian studying the measures taken by the South African government to contain the spread of Covid-19? (2 x 2) (4)

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3.5 Refer to Sources 3C and 3D. Explain how these sources differ from each other regarding the South African government's economic intervention to soften the impact of the COVID-19 pandemic on South Africans. (2 x 2) (4)

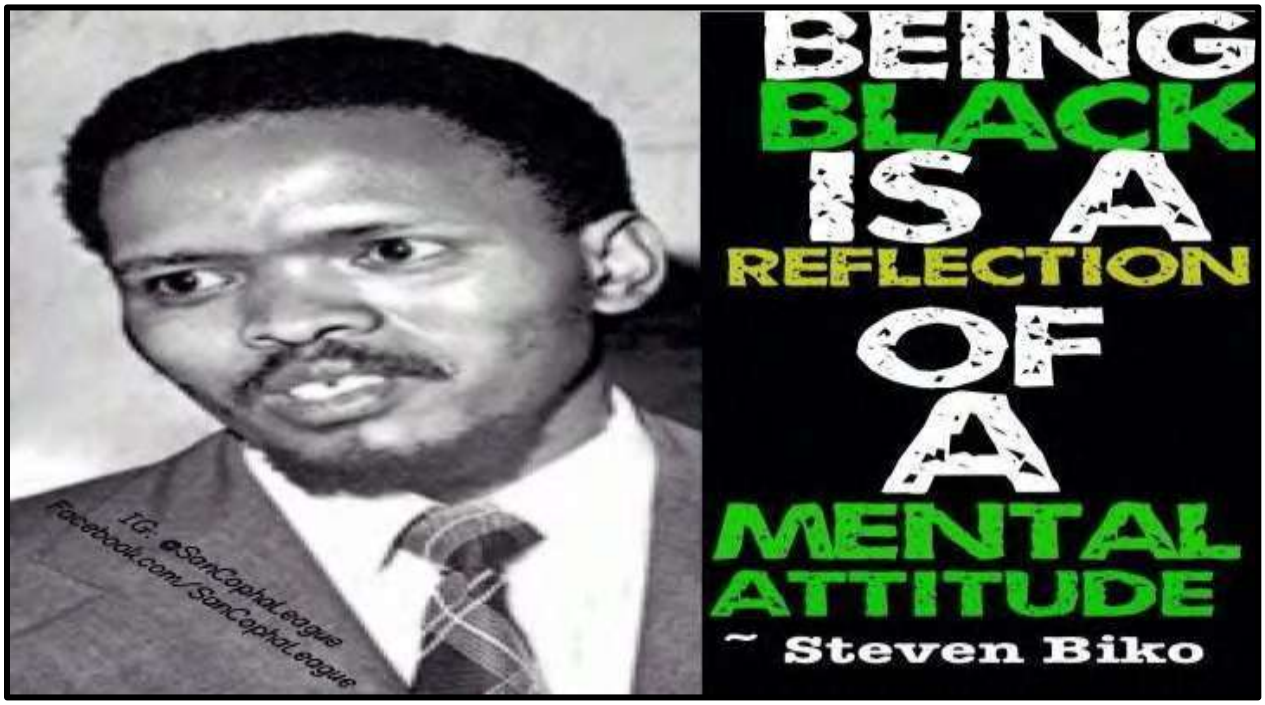
3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the measures that the South African government implemented to address the challenges of the global Covid-19 pandemic. (8)

[50]

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THE CHALLENGE OF BLACK CONSCIOUSNESS TO THE APARTHEID STATE



SECTION B: ESSAY QUESTIONS

QUESTION 4: CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA THE CHALLENGE OF BLACK CONSCIOUSNESS TO THE APARTHEID STATE

- **ADDRESSING THE CHALLENGES FROM THE DIAGNOSTIC ANALYSIS THAT 2021-2025**:

✓ Question 4 was the most popular essay question. The performance ranged from below average to excellent, with some candidates scoring 50 out of 50. However, *some responses were generally descriptive or narrative in nature and lacked the originality required of an effective argumentative essay.*

✓ Some candidates had a basic understanding of the related content; they were able to take a stance *but could not sustain a line of argument* as per the question instruction.
✓ A few candidates who might not have been taught well *confused BCM (Biko) with CRM (Martin Luther King).*
✓ Most candidates seemed to have written prepared essays (based on previously set questions) rather than providing an original argumentative response.

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- ✓ In most cases, *the PEEL method was not properly applied, and where attempts were made to use it*, it was artificially applied, with candidates simply re-writing the same concluding sentence at the end of each paragraph.

ESSAY WRITING SKILLS

- 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.

THREE TYPES OF HISTORY ESSAY QUESTIONS:

1. Do you agree with the statement…?
   - ➢ One would agree that…
   - ➢ One would disagree that…
2. To what extent…?
   - ➢ To a greater extent…
   - ➢ To a lesser extent…
3. Critically discuss…
   - ➢ It is a fact that… (and show the other side)
   - ➢ It is not a fact that… (and show the other side)

- **Learners must consider the following when writing an introduction:**
  - ➢ Take a stance.
  - ➢ Support the statement.
  - ➢ Outline the purpose of the essay

Conjunctions learners could use to support their stance:

- ➢ because, as, hence, etc.

Words one can use to link paragraphs: Furthermore, moreover, in addition, similarly, another important fact, equally important…

- **Conclusion:**

- ➢ Learners must avoid discussing new information in the conclusion.
- ➢ Instead, they must reiterate their discussions and briefly sum it up without bringing new information.

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ACTIVITY 1: QUESTION 4

Steve Biko and Black Consciousness (BC) philosophy empowered black people in South Africa to stand against apartheid in the 1970s.

Critically discuss this statement using relevant historical evidence. (50)

QUESTION ANALYSIS

Steve Biko and Black Consciousness (BC) philosophy empowered black people in South Africa to stand against apartheid in the 1970s.

Critically discuss this statement using relevant historical evidence.

Commanding statement	Critically discuss
Content focus	How Steve Biko and black consciousness
Context of the content	Empowered black people in South Africa
Time frame/period	1970s

HOW TO WRITE AN ESSAY?

INTRODUCTION

According to the diagnostic report, some candidates could not write an introduction that is not properly contextualised, for example:

- ✓ Take a stance (commit to a position you are taking)
- ✓ In a critically discuss, "question one may start an introduction by starting with "one might state that….", "indeed ……. however,"

EXAMPLE OF AN INTRODUCTION

STANCE: Indeed, Steve Biko and BC philosophy empowered black people in South Africa to stand against apartheid in the 1970s. REASON: BC revived the struggle against apartheid after the banning of the ANC, PAC and SACP. PLAN OF DEVELOPMENT: Through the philosophy of the BC, some youth, adults and workers organisations were formed like SASO, BPC, BAWU and SASM which assisted in spreading the ideas of BC which empowered black people in South Africa to stand up against the apartheid government.

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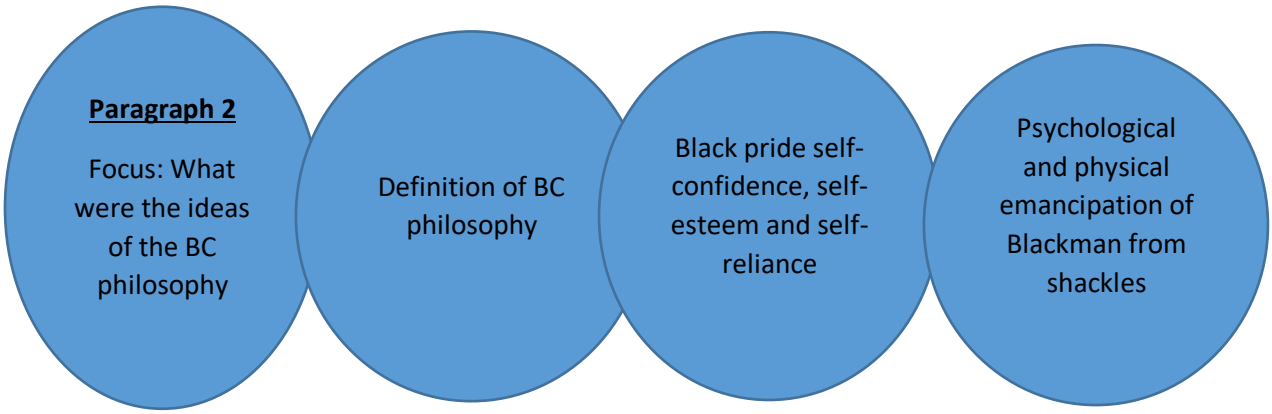
BODY

According to the diagnostic report, some candidates are also failing to write their essays using the PEEL method, for example:

PEEL METHOD

- ✓ *P-POINT* -Black consciousness empowered black South Africans by restoring their sense of pride and self-worth.
- ✓ *E-EXPLAIN*- This was important because apartheid depended partly on racial ideas that portrayed how black people viewed themselves.
- ✓ *EVIDENCE*-Biko argued that apartheid had created a psychological sense of inferiority among black people by presenting white as superior. Black consciousness encouraged black people to reject this idea and take pride in their identity, culture and history.
- ✓ *LINK* -therefore, black consciousness empowered black South Africans to resist apartheid by first encouraging them to achieve psychological liberation.
  - ✓ *The following words can be used to create a flow and link your paragraphs well in your essay*

Firstly	Contrary to	Moreover	Lastly
In addition,	In response to	Furthermore	finally,



BC was a philosophy of the mind and a way of life (POINT). It aimed to conscientise and politicise black South Africans, and instil a sense of self-worth and confidence to challenge the Apartheid regime. It aimed to undo the beliefs they held that they were inferior, by encouraging them to develop pride in their own culture, history and achievements, and develop self-confidence in their abilities (EXPLANATION). By doing this, they would successfully free themselves from the chains of psychological oppression (EVIDENCE). To assert blackness as a positive identity, black South Africans were indeed taught to reject the term 'non-white' and to call themselves 'black' instead. (LOA).

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PARAGRAPH 3

- Focus on SASO role
  - ✓ Why was SASO formed?
  - ✓ Who formed SASO?
  - ✓ When and where was it launched?
  - ✓ How did they spread the ideas of the BC philosophy?
- As a result, SASO was formed as a voice for the people to challenge apartheid

PARAGRAPH 4

- Focus on black people convention
  - ✓ When was it established?
  - ✓ What was the main task of the black people's convention (self-reliance through project /self-development/educational/cultural programmes?
  - ✓ Example of project BPC
    - BPC was formed by adults to implement programmes /project that uplift blacks from the apartheid government

PARAGRAPH 5

- Focus on BAWU
  - ✓ Who formed BAWU and where it was formed?
  - ✓ Why was BAWU formed and how it mobilized the workers
  - ✓ How activities empowered the workers /state the outcomes of labor activities
- The formation of BAWU influenced and mobilized workers against poor working conditions

PARAGRAPH 6

- Focus on SASM
  - ✓ Aims and forms of SASM
  - ✓ What students realized was wrong?
  - ✓ What they did after that meeting 13 JUNE 1976, formation of SSRC
  - ✓ Main duty of the SSRC
  - ✓ JUNE 16 MARCH IN SOWETO
  - ✓ Aims of the march
  - ✓ What happened during march?
  - ✓ What were the outcomes of June 16?
- Philosophy spread in high schools and colleges to mobilize themselves

PARAGRAPH 7

- Focus on government response
  - ✓ Explain how the state responded to the activities, e.g. banned, arrested, detention and killings.

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- The government response was repressive laws/brutal actions

PARAGRAPH 8

- conclusion
- Line of argument, then summarize any of the three paragraphs in four sentences

ACTIVITY 2

Explain to what extent Steve Biko and the Black Consciousness Movement

influenced socio-political changes in South Africa in the 1960s and 1970s.

Support your line of argument with relevant historical evidence. (50)

INTRODUCTION

STANCE: To a greater extent, Steve Biko and the Black Consciousness Movement influenced socio-political changes in South Africa in the 1960s and 1970s. REASON: Because BC ideas and Steve Biko were able to instill black pride, PLAN OF DEVELOPMENT: filled the political vacuum by forming student movements, self-help programs, revived labor movements, and influenced the Soweto uprising.

BODY

- Influence through the ideas
  - ✓ What is BC philosophy?
  - ✓ What were the key focus and aims of BC philosophy?

• Formation of SASO/ Role of SASO

- ✓ Why was SASO formed?
- ✓ What was the role of SASO in challenging apartheid?
- ✓ How did it use the media in spreading ideas of BC philosophy?

• Formation of BPC

- ✓ When was it established and who belonged to it?
- ✓ What was the main vision of BPC?
- ✓ How did it fulfil its vision?
- ✓ Which programmes/ projects were introduced?
- ✓

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- ✓ How it helped the community and the results of community projects

- BC influence on workers
  - ✓ How were the workers influenced by BC?
  - ✓ What were the conditions faced by the workers?
  - ✓ How did the workers organise themselves in their workplaces due to the BC philosophy?
  - ✓ What did the state do to address/tackle the threats posed by the worker's/worker strikes?

• Influence in colleges and high schools

- ✓ What student organisation was formed?
- ✓ Why was it formed?
- ✓ What activities/ response by students to the education system/ How the students reacted to the education system?
- ✓ How the government responded to student protest/ What were the consequences (results) of students' resistance/protest?
- ✓ What was the international reaction to the apartheid government?
- ✓ How did the students react after suppression by the government?

CONCLUSION

In conclusion, Steve Biko and the Black Consciousness Movement greatly

influenced changes in South Africa in the 1960s and 1970s.

How did ideas of BC influence changes through different organizations?

✓ **EXAMPLER ACTIVITY 3 QUESTION 4**

The mobilisation and the influence of the Black Consciousness philosophy accelerated resistance to the apartheid regime in the 1970s.

Do you agree with the above statement? Substantiate your answer with relevant historical evidence. (50)

INTRODUCTION

STANCE: One may agree that the mobilisation and influence of the Black Consciousness philosophy accelerated resistance to the National Party apartheid regime. REASON: After the Sharpville Massacre of 21 March 1960, the NP government successfully suppressed resistance by banning political organisations. PLAN OF DEVELOPMENT: In the late 1960s, a new idea of BC philosophy was born. It was influenced by the ideas of Pan-Africanism and Black Power Movement.

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ELABORATION/ BODY OF AN ESSAY

- Political vacuum
  - ✓ What led to the political vacuum in South Africa in the 1960s? (Background information)
  - ✓ What did Steve Biko and Black Consciousness Movement do to influence

black South Africans?

  - ✓ What values did they instill in black people through Black Consciousness?

- Political influence
  - ✓ How did black students organise themselves in universities and schools?
  - ✓ Which organisations did they form and why were they formed?
  - ✓ How were the communities and workers/ labour influenced by the Black Consciousness ideas?
  - ✓ How did Black Consciousness Movement celebrate the independence of other African countries?
- Political, Cultural, educational and social mobilisation
  - ✓ How did students mobilise themselves through SASO?
  - ✓ What was the impact of SASO mobilisation on the South African community?
  - ✓ Which adult organisation was formed and why?
  - ✓ What were their activities or programmes?
  - ✓ How did they mobilise people to resist the apartheid system?
  - ✓ How did the adult organisation mobilise the working class to challenge the apartheid government?
  - ✓ What was the impact of the working-class actions/activities?
  - ✓ How was it mobilised: the students from the colleges and high schools?
  - ✓ What form of protest was organized by colleges and high schools?
  - ✓ What initiated/ caused/ informed forms of protest?
  - ✓ What was the impact of the student protest?
    How did BCM and SASO celebrate the independence of Mozambique in 1974?
  - ✓ What was the government's reaction to the spread of political awareness to the Black students/workers and communities?

CONCLUSION

Refer to the line of argument in the introduction. Influence through ideas and mobilisation by different organisations.

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QUESTION 5: THE ROAD TO DEMOCRACY ESSAY

COMMON ERRORS AND MISCONCEPTIONS IDENTIFIED IN 2025 DIAGNOSTIC ANALYSIS: QUESTION 5 (47% AVERAGE PERCENTAGE)

a) In Section B (essay questions) of the question papers, most candidates displayed good content knowledge but were unable to take a stance and develop a balanced and independent line of argument. Several essays lacked introductions and convincing conclusions
b) Generally, most candidates seemed to have written prepared or model essays. Disregard for instructional verbs: 'Explain to what extent …; … do you agree? & Critically discuss' serve as evidence that candidates wrote prepared essays. Some candidates had challenges regarding chronology and sequencing of events.

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……

PHASES OF THE ROAD TO DEMOCRACY

1. **Honeymoon period – The beginning of solution**
2. **Talks - Talks/ Fight - Fight – Breakdown of negotiations**
3. **The birth of a rainbow nation – Final Road to democracy**

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THE ROAD TO DEMOCRACY IS CHARACTERIZED BY THE FOLLOWING:



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

Date	Negotiation Process	Events occurring while negotiations were taking place
Feb 1990	**Honeymoon period:** • F.W. de Klerk's speech • 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:** • Ongoing *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**

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May 1990	***Groote Schuur:*** • ANC and NP met: • NP agreed to release political prisoners. • Both groups committed themselves to end violence and to work towards a process of negotiation. **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) • NP agreed to suspend the State of Emergency in Natal **BOTH ANC/ NP COMPROMISE**	**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**
20 Dec 1991	***CODESA 1:*** • Negotiations towards a new constitution began. • 19 major Political Parties met at the World Trade Centre. • A Declaration of Intent was signed which committed all parties to the following: • Undivided SA, independent Judiciary, constitution, multi-party democracy **COMMITMENT/ LEADERSHIP**	• 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'.

17 Mar 1992	***Talks-Talks/ Fight- Fight Breakdown of negotiation period:*** • Whites-only referendum. Should	• 69% voted YES. NP credibility restored. **BREAKTHROUGH/SUCCESS/ DIPLOMACY**

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	the negotiations continue? **DEKLERK'S LEADERSHIP**	

May 1992	***CODESA II:*** • Dismal failure • Failed to agree on power sharing, a new constitution-making body and an interim government **NEGOTIATION/ DISAGREEMENTS**	• 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. ANC walks out of negotiation. • *Rolling Mass Action* initiated by resistance organisations (strikes, boycotts, street demonstrations to speed up the negotiation process). **CHALLENGE/DEADLOCK**
17 Jun 1992	***Boipatong Massacre:*** • Black on Black violence • Mandela blamed the IFP. The NP and De Klerk for the Massacre. • Mandela breaks off talks with the government. • Most agree that Boipatong was a turning point after which the negotiation process favoured the ANC. **VIOLENCE/BRINKMANSHIP/THIRD FORCE**	***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, the 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). **VIOLENCE MEANT TO DISRUPT NEGOTIATIONS**
Sept 1992	***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**

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2 Apr	***The Multi-Party Negotiation Process (MPNP)*:** • Began again at Kempton Park. • To pursue the issues that CODESA 2 failed to resolve. • PAC joined the negotiation process. **LEADERSHIP/ COMMITMENT**	**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). **VIOLENCE MEANT TO JEOPARDISE NEGOTIATIONS**
1993	***The birth of a rainbow nation – Final Road to democracy Sunset Clause:*** • 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/ COMMITMENT DIPLOMACY**	IFP refused to take part in the election. **VIOLENCE MEANT TO DISRUPT NEGOTIATIONS** **MANDELA TAKES LEADERSHIP**
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.	

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28 Mar 1994	De Klerk, Nelson Mandela and Buthelezi held a peace summit. **COMMITMENT/ DIPLOMACY**	**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- *DBE November 2025*

The road to democracy was characterised by a non-violent process of negotiation. Critically discuss this statement with reference to the period between 1990 and 1994.

EXAMPLE OF AN INTRODUCTION FOR THE ABOVE QUESTION

Indeed, the road to democracy was characterised by a non-violent process of negotiation; **however,** stating that the road to democracy was a non-violent process is misleading because, apart from negotiations like the Pretoria Minutes and Record of Understanding, this period was one of the bloodiest in the country, such as the Boipatong massacre. It was marked by violence and disagreements between political parties that nearly stopped South Africa from becoming a rainbow nation. This essay will elaborate on how South Africa's transition was not a smooth, peaceful path, but rather a violent and difficult struggle where political talks and conflicts happened at the exact same time.

ESSAY QUESTION ACTIVITY 2- *DBE NOVEMBER 2021*

Explain to what extent commitment and compromise played key roles in sustaining the negotiation process that ultimately led to a new democratic Republic of South Africa in 1994.

EXAMPLE OF AN INTRODUCTION FOR THE ABOVE QUESTION

To a large extent, commitment and compromise played key roles in sustaining the negotiation process that ultimately led to a new democratic Republic of South Africa in 1994. This is simply because the ANC and NP shared a commitment to a peaceful resolution, combined with leadership, compromises like temporary power sharing that prevented the peace talks from collapsing. This essay will explore how both parties showed commitment to a democratic South Africa in 1994.

ESSAY QUESTION ACTIVITY 3

Political violence between 1990 and 1994 was not random chaos, but a deliberately tactical tool used by various groups to influence and force outcomes at the negotiation table.

Do you agree with this statement? Justify your argument using relevant historical evidence from this period.

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EXAMPLE OF AN INTRODUCTION FOR THE ABOVE QUESTION

One would agree with the statement that different political groups used violence as a deliberate tactical tool to get what they wanted. While leaders were talking at the peace tables, groups like the apartheid government, the Inkatha Freedom Party (IFP), and the African National Congress (ANC) used violence to make themselves stronger. This essay will look at how planned attacks were used as weapons to force other groups to give in to their demands.

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.
EVIDENCE	At this meeting, it was agreed that both parties (ANC and NP) would form a group to address the issue of political violence. In addition to that, they agreed that there would be temporary immunity from prosecution for certain members of the A.N.C. The government promised that it would look at reviewing existing security legislation to ensure that normal political activity could be undertaken. **The information in this paragraph proves that the Groote Schuur meeting was a huge success.**
LINK	With this in mind, it is evident that the process of negotiation was threatened with violence; however, key role players were committed to ensure a non-violent process to democracy between 1990-1994.

CONCLUSIONS FOR THE ABOVE ESSAY QUESTIONS:

ACTIVITY 1

In conclusion, it is not true to say that South Africa's road to democracy was completely peaceful. While leaders did sit down to talk and make agreements at meetings like CODESA and the Record of Understanding, the country also faced terrible fighting at the same time. This essay has provided all the relevant historical evidence.

ACTIVITY 2

In summary, the negotiation process survived to a large extent because both the African National Congress (ANC) and the apartheid government (NP) showed a strong commitment to a peaceful creation of a democratic South Africa in 1994. This essay has provided all the relevant historical evidence.

ACTIVITY 3

To conclude, the historical evidence strongly proves that political violence between 1990 and 1994 was not random chaos, but a planned tool used by different groups to get what they wanted. This is clearly seen when the government was also accused by the ANC of

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supporting a ‘third force’ and the brutal township battles between Inkatha Freedom Party (IFP) and ANC supporters.

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QUESTION 6: END OF THE COLD WAR AND A NEW WORLD ORDER – IMPACT OF GORBACHEV'S REFORMS ON THE SOVIET UNION AND SOUTH AFRICA

1. DIAGNOSTIC REPORT 2025: WHAT WENT WRONG IN QUESTION 6

QUESTION 6: End of the Cold War and a new world order - impact of Gorbachev's reforms on the Soviet Union and South Africa

Common errors and misconceptions identified by the national markers:

	WHAT THE MARKERS FOUND	WHAT YOU MUST DO ABOUT IT
(a)	This was the least popular question, with performance ranging from poor to excellent.	**Do not avoid this question.** It is one of the most predictable in the paper. Prepare it properly, and it becomes your best choice.
(b)	Essay responses were generally poorly structured. Introductions and conclusions were not properly contextualised, and no line of argument was developed.	Your introduction must state your stance and name the aspects you will discuss. Every paragraph must return to that stance. Your conclusion must answer the question, not repeat the essay.
(c)	The question focused on how Gorbachev's reforms led to the collapse of the Soviet Union, but many candidates focused on the impact of bringing a democratic dispensation to South Africa. The part on South Africa was not a requirement.	This is the most important warning in the report. **IF THE QUESTION ASKS ONLY ABOUT THE USSR, WRITE ONLY ABOUT THE USSR.** South African content that the question did not ask for earns NO marks, and it wastes the time you need for content that does.
(d)	Candidates did not concern themselves with the focus of the question but stuck to irrelevant responses, proving that they had prepared responses. Candidates paid no attention to the PEEL method.	Never write a memorised essay. Read the question twice, underline the focus words, then plan for five minutes. Use PEEL for every single body paragraph.

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IN ONE SENTENCE

Candidates in 2025 did not lose marks because they did not know the content. They lost marks because they wrote about the wrong content, in the wrong structure, without an argument.

A WARNING ABOUT 'PREPARED' ESSAYS

The 2025 Diagnostic Report found that many candidates had memorised one essay and wrote it out no matter what the question asked. They scored badly.

This unit deliberately gives you THREE different questions with THREE different focus points. Learn the CONTENT, then shape it around the question in front of you. Never do the opposite.

2. THE FOCUS OF THE QUESTION

Examiners can set this topic in THREE different ways. The content you select depends entirely on which one you are given. Study this table until you can classify any question in ten seconds.

FOCUS TYPE	WHAT THE QUESTION SOUNDS LIKE	WHAT YOU WRITE ABOUT
FOCUS 1 The Soviet Union only	'Gorbachev's reforms led to the collapse of the Soviet Union.' Do you agree? 'Explain the factors that caused the disintegration of the USSR.'	Economic crisis, Afghanistan, arms race, perestroika, glasnost, Eastern Europe, nationalism in the republics, the 1991 coup. **DO NOT write about South Africa.**
FOCUS 2 South Africa only	'The collapse of the USSR paved the way for negotiations in South Africa.' To what extent do you agree?	The introduction of perestroika and glasnost, Eastern Europe and the collapse of the Berlin Wall, Impact on the NP, impact on the ANC, Cuito Cuanavale, Namibia, 2 February 1990.
FOCUS 3 Both, linked	'Gorbachev's policies led to the disintegration of the	Show cause in the USSR, then effect in South Africa.

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FOCUS TYPE	WHAT THE QUESTION SOUNDS LIKE	WHAT YOU WRITE ABOUT
	USSR, which had a direct impact on South African politics.' Critically discuss.	

3a. ESSAY ACTIVITY 1: 'DO YOU AGREE...?'

THE QUESTION

'Mikhail Gorbachev's policies of perestroika and glasnost were solely responsible for the disintegration of the Soviet Union between 1985 and 1991.'

Do you agree with this assertion? Substantiate your line of argument with relevant historical evidence. **[50]**

FOCUS CHECK

This question does NOT mention South Africa. Do not write about De Klerk, the ANC or apartheid. **This is the exact trap that candidates fell into in 2025.**

Note the word 'solely'. That word invites disagreement. You are being asked whether the reforms were the ONLY cause, and they were not.

RECOMMENDED STANCE

Disagree in part: the reforms were the immediate trigger, but they acted on a system already weakened by long-term economic, military and national pressures. A safe and strong formulation is: One may disagree that they were solely responsible, although I accept that they were the decisive catalyst.'

INTRODUCTION

1. **A LINE OF ARGUMENT** - your stance, your answer to the question.
2. **EVIDENCE** - the historical context that shows you know the topic and that supports your stance.
3. **THE PURPOSE OF THE ESSAY** - what you are going to discuss, in the order you will discuss it.

An introduction that leaves out any one of these three is incomplete, no matter how well it is written.

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EXAMPLE: CONTEXTUALISED INTRODUCTION

When Mikhail Gorbachev became General Secretary of the Communist Party in 1985, he inherited a superpower in deep crisis. His policies of perestroika and glasnost were intended to save Soviet communism, yet within six years the Union had ceased to exist. One may disagree with the statement that these reforms were solely responsible for the disintegration of the Soviet Union. The reforms were undeniably the decisive trigger, but they acted upon a state already crippled by a stagnant command economy, the ruinous cost of the arms race and the war in Afghanistan, and the suppressed nationalism of fifteen republics. This essay will examine the long-term weaknesses of the Soviet system, the intended and unintended consequences of perestroika and glasnost, the loss of Eastern Europe, and the failed coup of 1991, in order to show that Gorbachev accelerated a collapse he did not single-handedly cause.

PARAGRAPH PLAN

PARA	TOPIC	KEY EVIDENCE TO INCLUDE
1	The USSR was already in crisis before 1985 (concede nothing to 'solely').	Command economy stagnation, shortages of consumer goods, poor housing and health care, alcoholism, corruption, technology gap.
2	The Cold War and Afghanistan drained the state.	Arms and space race with the USA; occupation of Afghanistan 1979-1989; Gorbachev forced to seek arms talks with Reagan from 1985.
3	Perestroika: intended to save the economy, in fact destabilised it.	Market forces, end of subsidies, private profit, foreign investment; result was inflation, price rises on food and medicine, rising debt, collapse of state systems, loss of public support.
4	Glasnost: openness removed the fear that held the system together.	End of censorship, free press, criticism of Gorbachev, free elections; anti-communist victory in Poland 1989.
5	Abandoning the Brezhnev Doctrine cost the USSR Eastern Europe.	October 1989 statement in East Berlin; mass demonstrations; fall of the Berlin Wall, November 1989; German reunification, 1990.
6	Nationalism and the failed coup finished the Union.	15 republics; Baltic states and Yeltsin's Russia declare independence 1990; August 1991 coup; CIS; Gorbachev resigns 25 December 1991.

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EXAMPLE: BODY PARAGRAPH IN PEEL

POINT	Glasnost, although designed to strengthen the Soviet system by exposing its faults, in fact removed the fear on which Communist Party control had always depended.
EXPLANATION	It appears that Gorbachev believed an informed and vocal public would help him identify corruption and inefficiency. This demonstrates a serious miscalculation: once citizens could criticise the state without punishment, they criticised not only its officials but the system itself.
EVIDENCE	Censorship of art, literature, theatre and the media was lifted, newspapers were free to attack government policy, and opposition parties were permitted to contest elections. Criticism soon turned on perestroika and on Gorbachev personally, and in Poland in 1989 anti-communist candidates won a decisive victory at the polls. The information in this paragraph proves that glasnost handed the opponents of communism both a voice and a legal route to power.
LINK	It is evident that glasnost was a powerful cause of disintegration, but that it worked by releasing grievances which the failing Soviet economy had already created, which is why the reforms cannot be described as solely responsible.

CONCLUSION

A conclusion is not a summary. It is your final judgement - the moment you answer the question outright and show that the essay has proved what you said it would prove.

It must contain NO new information. Everything in the conclusion must already have appeared in the body of your essay.

EXAMPLE: CONTEXTUALISED CONCLUSION

In conclusion, Gorbachev's reforms were the mechanism of collapse rather than its sole cause. Perestroika and glasnost dismantled the economic controls and the climate of fear that had held the Soviet Union together, and the abandonment of the Brezhnev Doctrine surrendered Eastern Europe without a shot being fired. Yet these reforms were themselves a response to an economy exhausted by the arms race, by Afghanistan and by decades of central planning, and they could not contain the nationalism of fifteen separate republics. The failed coup of August 1991 confirmed that the system had lost the will as well as the means to defend itself. Therefore, it is not true that the reforms were solely responsible: Gorbachev did not push a healthy state over the edge; he removed the supports from one that was already falling.

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3b. ESSAY ACTIVITY 2: 'TO WHAT EXTENT...?'

THE QUESTION

To what extent did the collapse of the Soviet Union in 1989 change the political thinking of both the National Party government and the African National Congress in South Africa?

Support your line of argument with relevant historical evidence. **[50]**

FOCUS CHECK

This question DOES require South Africa. But note the word 'both'. An essay that discusses only the National Party, or only the ANC, cannot score above the middle levels no matter how detailed it is.

You only need background paragraphs on the Soviet Union. Spend the rest of the essay in South Africa.

RECOMMENDED STANCE

To a large extent. The collapse forced both organisations to abandon positions they had held for decades: the National Party abandoned the 'total onslaught' justification, and the ANC abandoned the armed struggle and nationalisation. Acknowledge, however, that South African pressures were already pushing both towards talks.

EXAMPLE: CONTEXTUALISED INTRODUCTION

To a large extent, the collapse of communism in Eastern Europe and the disintegration of the Soviet Union transformed the political thinking of both the National Party government and the African National Congress. For the National Party, the collapse destroyed the claim that apartheid was a defence against a communist onslaught and stripped away the Western protection that claim had bought. For the ANC, it removed the financial and military support on which the armed struggle and its economic policy had rested. This essay will argue that the collapse pushed both organisations, from opposite directions, towards the same conclusion: that neither could achieve its aims by force, and that negotiation was the only realistic path. It will also acknowledge that internal resistance, sanctions and the regional stalemate at Cuito Cuanavale had already begun this shift, which is why the change was profound but not total.

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PARAGRAPH PLAN

PARA	TOPIC	KEY EVIDENCE TO INCLUDE
1	Brief background: what collapsed and why.	Gorbachev, perestroika and glasnost, fall of the Berlin Wall in November 1989, end of the Cold War. Keep this SHORT.
2	National Party thinking before 1989.	Total onslaught and total strategy; ANC portrayed as directed from Moscow; NP as 'bulwark against communism'; Western support secured by anti-communism.
3	How the collapse changed National Party thinking.	Communist threat no longer credible; loss of Western backing; Bush and Thatcher press for a peaceful settlement; De Klerk on the removal of the SACP concern; Pik Botha and others conclude apartheid does not serve white capitalism; black middle class as a 'bulwark against revolution'.
4	How the collapse changed ANC thinking.	Loss of Soviet finance, arms and training; Tambo not received in Moscow in 1986; MK bases in Angola close; nationalisation abandoned for a mixed economy; new Western sympathy; negotiation preferred to a damaging civil war.
5	The limits of the change: South African factors.	Ungovernable townships despite states of emergency; sanctions and disinvestment from 1985; the financial crisis; Cuito Cuanavale 1987-88 and Namibian independence in 1990 as a peaceful blueprint; Botha's stroke and De Klerk's leadership.
6	The outcome: converging on the negotiating table.	Release of eight political prisoners, October 1989; De Klerk's speech of 2 February 1990; Mandela released 11 February 1990; CODESA; election of 27 April 1994.

EXAMPLE: BODY PARAGRAPH IN PEEL

POINT	The disintegration of the Soviet Union forced the African National Congress to rethink both its military strategy and its economic policy.
EXPLANATION	It is clear from this that an organisation which had depended on a single foreign sponsor for three decades could not continue as before once that sponsor ceased to exist. The loss was not only of money and weapons but of the entire strategic assumption that a socialist superpower would underwrite the liberation struggle.
EVIDENCE	Throughout the Cold War the Soviet Union had provided the ANC with finance, weapons for Umkhonto we Sizwe, and military and educational training for exiles. As the Soviet economy failed, that support was withdrawn: as early as 1986 Oliver Tambo travelled to Moscow but was not received by Gorbachev. The armed struggle became unaffordable, and MK bases in Angola were closed. At the same time the ANC quietly set aside the nationalisation of mines and industry in favour of a mixed economy, since a future government would need the foreign investment that nationalisation would frighten away. This is supported by the unease this shift caused among its allies in the SACP and COSATU.

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LINK	Therefore, it is evident that to a large extent the collapse of the Soviet Union reshaped ANC thinking, converting a movement committed to armed struggle and socialist transformation into one prepared to negotiate a democratic settlement within a market economy.

EXAMPLE: CONTEXTUALISED CONCLUSION

In conclusion, the collapse of the Soviet Union changed the political thinking of both the National Party and the ANC to a large extent, though not entirely. It stripped the National Party of the anti-communist argument that had justified apartheid at home and protected it abroad, and it stripped the ANC of the finance and weapons that had sustained the armed struggle. Each was weakened at precisely the moment the other was, and neither could any longer expect outright victory. Yet the shift did not begin in Moscow. Sanctions, disinvestment, ungovernable townships and the stalemate at Cuito Cuanavale had already narrowed the options of both sides. The collapse of the Soviet Union is therefore best understood as the catalyst that made negotiation unavoidable, transforming a slow drift towards talks into the decisive announcements of 2 February 1990.

3c. ESSAY ACTIVITY 3: 'CRITICALLY DISCUSS'

THE QUESTION

'The disintegration of the Soviet Union in 1989 served as a motivation for the political dialogue and changes that occurred in South Africa.'

Critically discuss this statement. Use relevant historical evidence to support your line of argument. **[50]**

FOCUS CHECK

'Critically discuss' means you must weigh TWO competing explanations against each other and then judge between them. An essay that presents only one of them has not answered the question. You are permitted, and expected, to reach a qualified verdict.

RECOMMENDED STANCE

Agree to a large extent but qualify it. The disintegration of the Soviet Union was a powerful motivation for dialogue: it stripped the National Party of its justification and the ANC of its armed capacity, leaving both with negotiation as the only realistic option. It was not, however, the only motivation. Internal resistance, economic crisis and the regional stalemate had already begun to push both sides towards talks.

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EXAMPLE: CONTEXTUALISED INTRODUCTION

It is, indeed, a fact that the disintegration of the Soviet Union, which began with the collapse of communism in Eastern Europe in 1989, transformed the political landscape within which the apartheid government operated. The National Party had built its legitimacy on the claim that it stood as a bulwark against a communist onslaught, while the African National Congress had sustained its armed struggle on Soviet money, weapons and training. When communism collapsed, both of these foundations gave way, and each side was motivated to seek at the negotiating table what it could no longer secure by force. I agree with the statement to a large extent. It is important to note, however, that South Africa was already ungovernable, economically crippled by sanctions and militarily checked at Cuito Cuanavale before the Berlin Wall came down. This essay will critically discuss the extent to which the Soviet collapse motivated political dialogue in South Africa, and will argue that it was a decisive motivation acting upon pressures that had already been building inside the country.

PARAGRAPH PLAN

PARA	TOPIC	KEY EVIDENCE TO INCLUDE
1	SOVIET BACKGROUND, PART 1: Gorbachev's reforms weaken the USSR.	Gorbachev in 1985; an economy drained by the arms race and the war in Afghanistan; perestroika and glasnost named and defined; the reforms fail, criticism grows, and Communist Party control weakens.
2	SOVIET BACKGROUND, PART 2: communism collapses in Eastern Europe.	Moscow withdraws military and financial support from the satellite states; mass protests in 1989; free elections in Poland and Hungary; the Berlin Wall falls in November 1989; the Cold War is declared over, and communism ceases to be seen as a global threat.
3	MOTIVATION FOR THE NATIONAL PARTY: the justification for apartheid collapses.	'Total onslaught' and 'total strategy'; the NP as 'bulwark against communism'; after 1989 the claim becomes unrealistic and banned organisations can no longer be labelled communists and terrorists; the West had protected South Africa to guard minerals, the Cape route and its investments, and now Bush and Thatcher press for a peaceful settlement; De Klerk on the 'gap' the fall of the Wall gave him and on the removal of his concern about SACP influence in the ANC.
4	MOTIVATION FOR THE ANC: the armed struggle becomes impossible.	Soviet finance, weapons and training withdrawn; Tambo not received in Moscow in 1986; MK bases in Angola close; nationalisation dropped for a mixed economy in order to attract investment; new Western sympathy after Mandela's release; the leadership judges that the interests of the majority are better served by negotiation than by a long and damaging civil war.

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PARA	TOPIC	KEY EVIDENCE TO INCLUDE
5	TESTING THE STATEMENT: South African motivations that owed nothing to Moscow.	Township revolts continued despite successive states of emergency and the security forces could not restore control; sanctions from 1985 and disinvestment from 1987; the stock exchange closure and devaluation; business leaders demanding change; Cuito Cuanavale in 1987-88 and Namibian independence in 1990 as a peaceful blueprint; Botha's stroke and De Klerk's leadership; secret contact with Mandela had already begun in the 1980s.
6	JUDGEMENT AND OUTCOME.	Internal pressure created the crisis; the Soviet collapse removed the escape routes and supplied the motivation to talk. Release of eight political prisoners in October 1989; De Klerk's speech of 2 February 1990, less than three months after the Wall fell; Mandela freed on 11 February 1990; CODESA; the election of 27 April 1994.

EXAMPLE: BODY PARAGRAPH IN PEEL

POINT	Certainly, the disintegration of the Soviet Union was a powerful motivation for dialogue. Still, it is important to note that internal resistance had already demonstrated that apartheid could not be maintained by force.
EXPLANATION	This demonstrates that the government did not come to the negotiating table simply because circumstances abroad had changed. It was motivated to talk because the instruments of control it had relied upon at home had visibly failed, and the collapse of communism removed the last excuse for persisting with them.
EVIDENCE	Successive states of emergency declared under PW Botha, together with the full force of the security forces, failed to end township revolt during the 1980s; large areas of the country had become ungovernable. Sanctions imposed from 1985 and the withdrawal of foreign companies from 1987 produced the deepest financial crisis in the country's history, with the stock exchange closing and the rand sharply devalued, while business leaders including the chairman of Anglo American pressed the National Party to abandon its policies. All this evidence proves that the pressure for change was generated inside South Africa well before the Berlin Wall fell.
LINK	Hence it is undeniable that South Africans themselves created the crisis to which dialogue was the answer, and that the disintegration of the Soviet Union, while a genuine motivation, worked by closing off every remaining alternative for a government that had already run out of options.

EXAMPLE: CONTEXTUALISED CONCLUSION

In the final analysis, one has agreed to a large extent that the disintegration of the Soviet Union motivated the political dialogue and changes that occurred in South Africa. It destroyed the National Party's claim to be defending the West against communism,

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removed the Western protection that claim had purchased, and left the ANC without the finance, weapons and training on which its armed struggle depended. Each side was weakened at precisely the moment the other was, and neither could any longer expect outright victory, which is why both were motivated to talk. Yet the statement cannot stand on its own. Ungovernable townships, sanctions, a collapsing economy and the stalemate at Cuito Cuanavale had already narrowed the options of both sides, and secret contact with Mandela had begun before the Berlin Wall fell. The disintegration of the Soviet Union is therefore best understood as the motivation that made dialogue unavoidable rather than the sole cause of it, and it is no accident that De Klerk's announcement of 2 February 1990 followed the fall of the Wall by less than three months.

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GLOSSARY OF TERMS-

TOPIC QUESTION 1: THE ORIGINS OF THE COLD WAR

COLD WAR: It was a war of words that existed between the USA and the USSR after the Second World War.

IRON CURTAIN: It was a symbolic border that separated communist Eastern Europe and capitalist Western Europe during the Cold War.

DOMINO EFFECT: It was a process that implied that if one country fell into communism, all other neighboring countries would also fall into communism

COMMUNISM: is a doctrine in which all forms of ownership belong to the state.

CAPITALISM: is an economic system based on the private ownership of the means of production.

DEMOCRACY: a system of government in which leaders are chosen by the People.

OPPRESSION: It is the unjust or cruel use of power by authorities over people.

CONTAINMENT: It was a policy aimed at preventing the spread of communism during the Cold War

DOLLAR IMPERIALISM: It is when America assisted countries with the aim of making them financially dependent on her

TOPIC 2 QUESTION 2: INDEPENDENT AFRICA: ANGOLA

Civil war	It was a war between the Nationalist movements in Angola (the war between two organized groups or parties within the same country)
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 disadvantage 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

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TOPIC 3 QUESTION 3 CIVIL RIGHTS MOVEMENT

- ✓ **Civil rights-** the rights of human beings to be treated equally and fairly; it includes rights to participate in civil society without discrimination
- ✓ **Civil rights protest**- an action taken by ordinary citizens against government policies or situations that seem unfair or unjust.
- ✓ **Human right violation-** is the abuse of rights that belong to human beings
- ✓ **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.
- ✓ **Ku Klux Klan-** A white supremacist organization that was responsible for violence and murder against African Americans
- ✓ **Equal rights-** All individuals are entitled to the same legal, social, and economic opportunities, regardless of their background or race.
- ✓ **Boycott-** the refusal to deal with a certain product or use of services as a form of protest against unjust organization or government policies.
- ✓ **School Integration-** The process of ending race-based separation in American schools.
- ✓ **Gradual integration-** It was the introduction of African American learners (Little Rock Nine) in a previously white-only school (Central High)
- ✓ **Segregationist-** Are white racists who did not want to see the end of segregation in public facilities like schools, etc.
- ✓ **Integrationist-** Is someone who supported the end of school segregation.
- ✓ **Anti-integrationist-** Is someone who did not support the end of segregation.

PAPER 2 GLOSSARY OF TERMS

QUESTION 1: INTERNAL RESISTANCE TO APARTHEID

CONCEPT	DEFINITION
Internal resistance	Refers to collective action by trade unions, political parties, and civic organisations within the country (South Africa) to fight the apartheid regime.
Apartheid	A policy that discriminates against people according to race; it was adopted by the National Party in 1948
Reform:	Improvements which modify but do not completely change or transform the system.
Total Onslaught	a sudden attack, a supposed attack by communists within the country and outside the country challenging Botha's apartheid system.
Total Strategy	a twin strategy of repression and reform adopted by Botha's government to hold on to power in the 1980s.

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Tricameral system	having three chambers. South African parliament consisted of Whites, Indians and Coloureds after the 1983 constitution.
Colour Bar	segregation in the workplace; the reservation of certain categories of work for white workers.
Scab Labour:	temporary workers brought in to do the work of workers who are on strike
Hunger strike	refusal to eat as a form of protest (usually by prisoners in jail
Rolling Mass Action	refers to a process whereby workers united and took action through methods such as strikes, boycotts, and civil disobedience in the 1980 in fighting the apartheid system.
State of Emergency	a period in which a government uses excessive force to maintain order.
Referendum	a voting procedure in which the voters are asked to vote in favour of or against a particular proposal.
Mass Democratic Movement	was a movement rather than an organisation; it was an umbrella body that brought together members of UDF, COSATU and other resistance organisations.
Sabotage	acts of destruction carried out to cause disorder or inconvenience.
Sanctions	an economic and political pressure put on a country to transform its policies
Boycott	deliberate refusal to buy products/goods or refusal to deal with a person or organisation.
Conscription	an order forcing people by law to serve in the armed forces.
Military conscription	compulsory enrolment into the army.
Necklacing	Refers to the practice of placing a car tyre around the neck of a victim and setting it alight.

QUESTION 2: TRUTH AND RECONCILIATION COMMITTEE (TRC)

- ***Reconciliation***- it is a process through which friendly relations between two or more former enemies are restored.
- ***Commission***- 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/willful killing, planned attack of a prominent person.
- ***Amnesty***- granting of official pardon for the political crimes committed for the period 1960-1994

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- ***Blanket amnesty***- pardon given to activists for the political crimes.
- ***Retributive justice*** – punishment meted out to people who committed gross Human rights violations.
- ***Restorative justice*** – a gesture of reconciliation if the perpetrator of gross human rights violations was prepared to tell the whole truth and show remorse.
- ***Reparations*** – compensation paid to the victims for the injustices of the past.
- ***Redress***- rewriting the wrong to fix past social/economic unfairness.
- ***Third force*** – a network of security forces operatives, right-wing elements.
- ***Assassination***- a planned murder of an important, famous, public person.
- ***Subpoena***-an official legal order from a court or lawyer that forces a person to give answers.
- ***Testimony*** – a formal spoken/written statement given under oath.
- ***Inquest*** – an official investigation to find out how someone died.
- ***Traitor***- a person who breaks trust and acts against their group or friend.
- After winning the elections, the ANC had a huge responsibility of building a truly non-racial and a democratic South Africa.

QUESTION 3: THE END OF THE COLD WAR AND THE NEW WORLD ORDER: GLOBALISATION

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.*

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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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