Province of the
EASTERN CAPE
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo
Provinsie van die Oos Kaap: Department van Onderwys
Porafensie Ya Kapa Botjahabela: Lefapha la Thuto

NATIONAL SENIOR CERTIFICATE

GRADE 12

JUNE 2026

HISTORY P1
MARKING GUIDELINE

MARKS: 150

This marking guideline consists of 25 pages.

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1. SOURCE-BASED QUESTIONS

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

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	• Extract evidence from sources. • Selection and organisation of relevant information from sources. • Define historical concepts/terms.	**30% (15)**
LEVEL 2	• Interpretation of evidence from sources. • Explain information gathered from sources. • Analyse evidence from the sources.	**40% (20)**
LEVEL 3	• Interpret and evaluate evidence from sources. • Engage with sources to determine its usefulness, reliability, bias and limitations. • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions.	**30% (15)**

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

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

1.3 Assessment procedures for source-based questions

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

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Paragraph question

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

- Read the paragraph and place a bullet (.) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.
- At the end of the paragraph indicate the ticks (√) that the candidate has been awarded for the paragraph; as well as the level (1, 2 or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ + _____ + _____
_____ + _____ + _____
√√√√ Level 2

Used mostly relevant evidence to write a basic paragraph

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

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

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

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2.3 Global assessment of the essay

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

- The construction of an argument
- The appropriate selection of factual evidence to support such argument
- The learner's interpretation of the question.

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

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

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

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

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

- Introduction, main aspects and conclusion not properly contextualised ^
- Wrong statement _____
- Irrelevant statement |
- Repetition R
- Analysis A√
- Interpretation I√
- Line of argument LOA ↕

2.5 **The matrix**

2.5.1 Use of the matrix in the marking of essays.

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

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	} 26–27
P	LEVEL 3	

COMMENT

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

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MARKING MATRIX FOR ESSAY: TOTAL: 50

PRESENTATION → / CONTENT ↓	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
	Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

*Guidelines for allocating a mark for Level 1:

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

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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID THE BERLIN BLOCKADE ESCALATE COLD WAR TENSIONS IN EUROPE BETWEEN 1948 AND 1949?

1.1 1.1.1 *[Definition of a historical concept from Source 1A–L1]*
- Ideological competition between capitalism and communism.
- Any other relevant response. (1 x 2) (2)

1.1.2 *[Extraction of evidence from Source 1A–L1]*
- A – Stalin wanted to destroy Germany and the USSR had been stripping East Germany of its wealth and machinery. (1 x 1) (1)
- B – USA wanted to rebuild Germany's industry to become a wealthy trading partner. (1 x 1) (1)

1.1.3 *[Extraction of evidence from Source 1A–L1]*
- Firstly, in January 1947, Britain and USA joined their two zones together.
- Then, on 31 March 1948, Congress voted for the Marshall plan.
- Finally on 1 June, America and Britain announced that they wanted to create the new country of West Germany/on the 23 June they introduced a currency into Bizonia and western Berlin. (3 x 1) (3)

1.1.4 *[Interpretation of evidence from Source 1A–L2]*
- USSR had been attacked twice by Germany, during WW1 and WW2, so they wanted to prevent any future attack by Germany.
- USSR suffered severe losses during WW2 and so they wanted to punish Germany as the aggressor.
- USSR wanted to introduce communism in Germany.
- Any other relevant response. (Any 1 x 2) (2)

1.1.5 *[Interpretation of evidence from Source 1A–L2]*
- Marshall Aid was a capitalist policy which aimed to contain the spread of communism.
- Countries that used the Marshall Aid were going to depend on and have ties with the USA and capitalism.
- Marshall Aid was going to assist Germany to rebuild its economy /strengthen Germany's economy.
- Any other relevant response. (Any 2 x 2) (4)

1.2 1.2.1 *[Extraction of evidence from Source 1B–L1]*
- To protect the interests of the population and the economy of the Soviet zone.
- To prevent disorganisation of currency circulation. (Any 1 x 2) (2)

1.2.2 *[Definition of historical concept from Source 1B–L1]*
- By suspending passenger train traffic between the Soviet occupation zone in Germany and the Western zones. (1 x 2) (2)

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

- The intention was to cut essential supplies from reaching West Berlin.
- To force West Germany to accept communist control.
- To force the Allies out of Berlin.
- Any other relevant response. (Any 1 x 2) (2)

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

- Food and fuel shortages lead to rationing.
- Electricity supplies were severed during the winter.
- The people of West Berlin were isolated from the outside world and families were broken down.
- West Berliners became resilient and united against the Soviets.
- West Berliners no longer looked at USA as enemies.
- Any other relevant response. (Any 1 x 2) (2)

1.2.5 *[Determining usefulness of Source 1B–L3]*

The source is useful because:

- It is a statement made by the Soviet authorities in 1948.
- The statement was made in June 1948 when the Berlin blockade was implemented.
- It contains clear measures that were to be undertaken by the Soviets in Berlin.
- Any other relevant response. (Any 2 x 2) (4)

1.3 1.3.1 *[Explanation of a historical concept from Source 1C–L2]*

- The use of aircraft by USA and Britain to get supplies into West Berlin during the blockade.
- Any other relevant response. (1 x 2) (2)

1.3.2 *[Extraction of evidence from Source 1C–L1]*

- It became more efficient.
- The number of airdrops increased.
- Air Force and Navy planes were landing at Tempelhof Airport every 45 seconds. (3 x 1) (3)

1.3.3 *[Extraction evidence from Source 1C–L1]*

- The airlift had been going on for 10 months and the Allies had proven they could keep it up indefinitely. (1 x 2) (2)

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1.3.4 *[Interpretation of evidence from Source 1C–L2]*

- The airlift required close co-operation between the USA, Britain, and their Allies to coordinate flights, supplies, and logistics
- Western powers worked together to ensure food, fuel, and medical supplies reached the people of West Berlin without direct military conflict
- The success of the airlift showed that international co-operation could overcome Soviet pressure and prevent the spread of communism without war
- Any other relevant response. (Any 1 x 2) (2)

1.4 1.4.1 *[Interpretation of evidence from Source 1D–L2]*

- To show the world that the West was using the airlift to assist the people of West Berlin.
- The West were winning against the Soviet blockade.
- Any other relevant response. (Any 1 x 2) (2)

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

- The people of Berlin would view the West as an ally and USSR as an enemy.
- The people of Berlin would accept capitalism and democracy instead of communism.
- Any other relevant response. (Any 1 x 2) (2)

1.5 *[Comparison of evidence from Source 1B and Source 1D to ascertain how they support each other – L3]*

- Both sources indicate that the West responded with the Berlin airlift against the blockade.
- Both sources indicate that many aircraft landed at Tempelhof airport with supplies for West Berlin.
- Both sources show the West's determination and commitment to assist the people of West Berlin
- Any other relevant response. (Any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- After WW2 Germany was divided into 4 zones ruled by USA, France, Britain and USSR. (Own knowledge)
- Berlin was also divided into 4 zones ruled by these countries. (Own knowledge)
- USA and USSR had different aims for Germany, USA wanted to rebuild Germany while USSR wanted to destroy Germany. (Source 1A)
- USSR got angry when USA and Britain joined their zones to form Bizonia. (Source 1A)
- Stalin saw the Marshall plan as an attempt to undermine Russian influence in Eastern Europe. (Source 1A)
- Russia responded to the Marshall aid by stopping and searching all road and rail traffic into Berlin. (Source 1B)

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- On 23 June America and Britain introduced a new currency in Bizonia and West Berlin. (Source 1A)
- People in Eastern Europe started to change their money into the new currency. (Source 1A)
- USSR introduced measures to protect the interests of the population of the Soviet zone. (Source 1B)
- There were regulations to control everything going in and out of Berlin. (Source 1B)
- All surface routes to and from Berlin were closed. (Own knowledge)
- USA and Britain started an airlift to take supplies to 2 million Berliners cut off by the blockade. (Source1C)
- The airlift proved to be a success and the Allies were Ready to continue indefinitely with it. (Source 1C)
- The crisis ended peacefully but it highlighted the ideological division of Europe. (Source 1C)
- The NATO was formed by the Allies to counter the Soviet aggression. (Source 1C)
- Later Berlin was divided into communist East Berlin and capitalist West Berlin. (Source1C)
- Tempelhof airport was used by many aircraft to drop supplies during the airlift. (Source 1D)
- Any other relevant response. (8)

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g., shows little or no understanding of **how the Berlin blockade intensified cold war tensions in Europe between 1948 and 1949**. • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g., shows some understanding of **how the Berlin blockade intensified cold war tensions in Europe between 1948 and 1949.** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence e.g., demonstrates a thorough understanding of **how the Berlin blockade intensified cold war tensions in Europe between 1948 and 1949.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)

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QUESTION 2: HOW DID VARIOUS HISTORIANS VIEW THE BATTLE OF CUITO CUANAVALE?

2.1 2.1.1 *[Extraction of evidence from Source 2A–L1]*
- from September 1987 to July 1988. (1 x 1) (1)

2.1.2 *[Extraction of evidence from Source 2A–L1]*
- The FAPLA advance was stopped in its tracks. (1 x 1) (1)

2.1.3 *[Extraction of evidence from Source 2A–L1]*
- The loss of South African air force's superiority.
- or face the prospect of incurring heavy losses during a disorderly dash south. (2 x 1) (2)

2.1.4 *[Interpretation of evidence from Source 2A–L2]*
- The SADF might have won the war, but they were forced to grant Namibia independence.
- The SADF might have won the Battle of Cuito Cuanavale but apartheid was dismantled.
- The SADF might have won the war, but they failed to remove the MPLA government.
- Any other relevant response. (Any 2 x 2) (4)

2.2 2.2.1 *[Extraction of evidence from Source 2B–L1]*
- When a country has a right to self-rule, choice of own government without external pressure.
- Any other relevant response. (1 x 2) (2)

2.2.2 *[Extraction of evidence from Source 2B–L1]*
- The severe economic constraints on South Africa.
- The military setback in Angola.
- The realisation that it could not win the war.
- Any other relevant response. (Any 2 x 1) (2)

2.2.3 *[Interpretation of evidence from Source 2B–L1]*
- Cuban troop withdrawal from Angola.
- Relocation of ANC military camps to Uganda. (2 x 1) (2)

2.2.4 *[Interpretation of evidence from Source 2B–L2]*
- It led to negotiations between the South African government and the liberation movements.
- It led to the dismantling of apartheid and the ushering in of a democratic dispensation in South Africa.
- The battle showed that the South African government could not win the war militarily, forcing it to consider negotiations.
- It increased international pressure on South Africa to seek a political solution rather than continue the conflict.
- Any other relevant response. (Any 2 x 2) (4)

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2.2.5 *[Interpretation of evidence from Source 2B–L2]*
- Ronnie Kasrils believed that the Battle of Cuito Cuanavale benefited all those involved in the conflict.
- The end of Namibian colonisation and apartheid were seen as outcomes of the Battle of Cuito Cuanavale.
- The peace between South Africa and Angola after the Battle of Cuito Cuanavale opened up new business opportunities.
- Any other relevant response. (Any 1 x 2) (2)

2.3 2.3.1 *[Extraction of evidence from Source 2C–L1]*
- Thanks to a valiant (brave) defence effort by Cuban and Angolan troops. (1 x 2) (2)

2.3.2 *[Extraction of evidence from Source 2C–L1]*
- The Cuban propaganda version of this 'heroic battle'.
- It was not until after the war had ended that the facts emerged.
- The Cubans and Angolans were … already negotiating for peace in Angola.
- with their Soviet backers openly stating that the war there could not be won.
- the South Africans had been the real victors in the Cuito Campaign. (Any 2 x 1) (2)

2.3.3 *[Explanation of a historical concept from Source 2C – L2]*
- Spreading false information which makes people believe that the Cubans won the Battle of Cuito Cuanavale.
- Any other relevant response. (1 x 2) (2)

2.3.4 *[Interpretation of evidence from Source 2C–L2]*
- Cubans and Angolans negotiated for peace in Angola.
- The author argued that South Africa had won a decisive military victory at the Battle of Cuito Cuanavale.
- The Cubans claimed that 'hundreds of men' were killed but the author argues that only 31 SADF soldiers were killed.
- The author claimed that the Cubans had failed to defeat UNITA.
- Any other relevant response. (Any 1 x 2) (2)

2.4 2.4.1 *[Interpretation of evidence from Source 2D–L2]*
- The image reflects South Africa's internal narrative of victory / The SADF won the Battle of Cuito Cuanavale.
- The SADF framed their withdrawal/return as a triumph, despite complex outcomes.
- This message helped maintain morale among soldiers and citizens.
- Any other relevant response. (Any 1 x 2) (2)

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

- To make the people believe that South African won the Battle of Cuito Cuanavale.
- To get support for the involvement of SADF in the Angolan civil war.
- To appreciate the soldiers who fought in Angola.
- The public celebration demonstrates how the SADF framed their return/withdrawal as evidence of victory, despite contested outcomes.
- Any other relevant response. (Any 2 x 2) (4)

2.4.3 *[Determining the limitations from Source 2D–L3]*

The source is limited because:

- The source is biased because it supports the view that South Africa was the victor in the war.
- The source is one-sided as it shows only the view of the supporters of South Africa.
- It is propaganda in nature, designed to boost morale, rather than provide factual military detail.
- The photograph lacks context about the broader international involvement (e.g., Cuban and Soviet support), so it cannot explain the full scale of the battle.
- Any other relevant response. (Any 2 x 2) (4)

2.5 *[Comparison of similarities between Source 2C and Source 2D–L3]*

- Both sources indicate that South African soldiers fought in the battle of Cuito Cuanavale.
- Both sources show South Africa as the winner of the Battle of Cuito Cuanavale.
- The banner “WELCOME WINNERS” in Source 2C supports Source 2D’s claim that South Africans saw themselves as the real victors.
- Any other relevant response. (Any 2 x 2) (4)

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

Candidates could include some of the following points in their response:

- Various historians have different views on who the victors were in the Battle of Cuito Cuanavale. (Own knowledge)
- The battle of Cuito Cuanavale was fought from September 1987 to July 1988. (Source 2A)
- The Cubans stopped the SADF from taking over Cuito Cuanavale and its strip. (source)
- Statistics prove that the enemies of SADF suffered more losses than South Africa but this does not mean they won the war. (Source 2A)
- South Africa was forced to grant Namibia Independence and apartheid ended. (Source 2A)
- South Africa could not win the war because of a variety of reasons. (Source 2B)

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- The agreements during the negotiations were that Cuba would withdraw from Angola and the ANC military camps would move to Uganda. (Source 2B)
- Ronnie Kasrils believes both sides benefited from the Battle of Cuito Cuanavale. (Source 2B)
- Some historians believe Cuba did not win the war as they claimed.
- South Africa was seen as a victor because her loses were less than the opposite side. (Source 2B)
- South African soldiers were given a hero's welcome home. (Source 2D)
- Cuba on the other side believe they defeated SADF at the battle of Cuito Cuanavale. (Own knowledge)
- The battle of Cuito Cuanavale was a turning point in the History of Southern Africa. (Own knowledge)
- Any other relevant response. (8)

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g., **shows no or little understanding of how various historians view the battle of Cuito Cuanavale**. • Uses evidence partially to report on topic or cannot report on topic.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g., **shows some understanding of how various historians view the battle of Cuito Cuanavale** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence e.g., **demonstrates an insight of how various historians view the battle of Cuito Cuanavale**. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
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QUESTION 3: WHAT WAS THE IMPACT OF THE MONTGOMERY BUS BOYCOTT ON THE CIVIL RIGHTS STRUGGLE IN USA IN THE 1950s?

3.1 3.1.1 *[Extraction of evidence from Source 3A–L1]*
- The bus driver ordered the four front-most Blacks to surrender their seats so he can sit. (1 x 2) (2)

3.1.2 *[Extraction of evidence from Source 3A–L1]*
- I remained where I was. (1 x 2) (2)

3.1.3 *[Extraction of evidence from Source 3A–L1]*
- To separate people according to race.
- Any other relevant response. (1 x 2) (2)

3.1.4 *[Interpretation of evidence from Source 3A–L2]*
- She refused to give up her seat to a white man.
- She had violated racial segregation laws.
- The bus driver reported her to the authorities, leading to police intervention.
- She openly stated she would not comply.
- Any other relevant response. (Any 2 x 2) (4)

3.1.5 *[Interpretation of evidence from Source 3A–L2]*
- Rosa Parks was an activist and a member of NAACP.
- She was fighting against segregation and discrimination in the buses.
- She wanted to highlight the plight of the black people in America.
- Any other relevant response. (Any 2 x 2) (4)

3.2 3.2.1 *[Extraction of evidence from Source 3B–L1*]
- Demonstrated the potential for nonviolent mass protest to successfully challenge racial segregation.
- Served as an example for other southern campaigns that followed. (2 x 1) (2)

3.2.2 *[Interpretation of evidence from Source 3B–L1]*
- Courteous treatment by bus operators.
- First-come, first-served seating for all.
- Blacks seating from the rear and whites from the front.
- Black bus operators on predominately black routes.
- Any other relevant response. (Any 2 x 1) (2)

3.2.3 *[*Explanation of a historical concept *from Source 3B–L2]*
- A large number of people participating in the Montgomery bus boycott to show opposition to segregation and Discrimination.
- Any other relevant response. (1 x 2) (2)

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

- The Montgomery residents continued with the boycott though the city penalised taxi drivers that helped boycotters.
- The boycott continued though some homes belonging to protesters were bombed.
- The boycott continued though people like King were charged and convicted.
- Any other relevant response. (Any 2 x 2) (4)

3.3 3.3.1 *[Interpretation of evidence from Source 3C–L2]*

- Black citizens walking long distances in the rain during the Montgomery bus boycott.
- Dedication of the black citizens to the bus boycott.
- Any other relevant response. (Any 1 x 2) (2)

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

- The black citizens were protesting to get freedom.
- The black residents were using their freedom of choice by choosing to walk.
- African Americans walked to show their refusal to accept discrimination and second-class status.
- Any other relevant response. (Any 1 x 2) (2)

3.4 *[Comparison of similarities between Sources 3B and 2C–L3]*

- Source 3B states that the Montgomery bus boycott became a mass protest, in source 3C is a picture of black residents walking during the boycott.
- Source 3B refers to a non-violent mass protest, in Source 3C black people are walking peacefully.
- Source 3C shows Black citizens walking, which supports Source 3B's statement that 90% stayed off buses.
- Any other relevant response. (Any 2 x 2) (4)

3.5 3.5.1 *[Extraction of evidence from Source 3D–L1]*

- A year ago, they put one of the high school girls in jail cause she wouldn't move. (1 x 2) (2)

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

- All we want 'em to do is treat us right.
- They shouldn't make me get up for some white person when I paid the same fare and I got on first.
- And they should stop being so nasty. (Any 2 x 1) (2)

3.5.3 *[Interpretation of evidence from Source 3D–L2]*

- Black people were determined to unite against segregation.
- Blacks supported the mass protests.
- Any other relevant response. (Any 1 x 2) (2)

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3.5.4 *[Determining reliability of Source 3D–L3]*
The source is reliable because:

- It is an excerpt of an interview conducted by Willie Lee in Jan 1956, conducted during the boycott in 1956.
- The source is valuable as a first-hand account, showing how ordinary Black citizens experienced bus segregation.
- The source provides specific examples of discrimination (being told to move, transfers refused, arrests), making it credible.
- It reflects the community's perspective and feelings, giving authentic insight into ordinary Black citizens' support for the boycott.
- Any other relevant response. (Any 2 x 2) (4)

3.6 [*Interpretation, evaluation and synthesis from relevant sources–L3]*

- The buses in Montgomery were segregated and blacks were ill-treated in the buses. (own knowledge)
- On 1 December 1955 Rosa Parks boarded a Cleveland Avenue bus for home. (Source 3A)
- Rosa Parks refused to surrender her seat to a white man who had boarded the bus. (Source 3A)
- She was arrested for defying segregation laws, and she was taken to jail. (Source 3A)
- After the arrest of Rosa Parks, the Montgomery citizens embarked on a bus boycott. (Source 3B)
- The boycott became a 13-month mass protest against segregation in buses. (Source 3B)
- Black Montgomery citizens presented a list of demands and when they were not met 90% of blacks stayed off the buses through 1956. (Source 3B)
- City officials and white citizens tried to force the boycott to end but they failed. (Source 3B)
- On 5 June 1956 the federal district court ruled that segregation in buses was unconstitutional. (Source 3B)
- In November 1956 the U.S supreme court struck down laws requiring segregated seating on public buses. (Source 3D)
- The walk for freedom during the Montgomery bus boycott showed the determination of the blacks to challenge the segregation laws. (Source 3C)
- The Civil rights movement coordinated the Montgomery bus boycott through their passive resistance. (own knowledge)
- Black residents were no longer prepared to accept the degradation and ill-treatment they received in the buses. (Source 3D)
- The boycott led to financial losses to the bus companies as the blacks continued to boycott the buses. (Source 3D)
- The Montgomery bus boycott ultimately led to the desegregation of buses. (own knowledge)

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- More black people joined the Civil rights movement and participated in the following campaigns. (own knowledge)
- The boycott highlighted the power of peaceful mass protests. (own knowledge)
- Any other relevant response. (8)

Use the following rubric to allocate a mark:

LEVEL 1	• Cannot extract evidence or extract evidence from the sources in a very elementary manner, e.g., **shows no or little understanding of the impact of the Montgomery bus boycott on the civil rights struggle in the USA in the 1950s**. • Uses evidence partially to report on topic or cannot report on topic.	**MARKS 0–2**
LEVEL 2	• Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic, e.g., **shows some understanding of the impact of the Montgomery bus boycott on the civil rights struggle in the USA in the 1950s**. • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic e.g., **demonstrates a thorough understanding of the impact of the Montgomery bus boycott on the civil rights struggle in the USA in the 1950s**. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

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SECTION B: ESSAY QUESTIONS

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

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

SYNOPSIS

Candidates should explain whether they agree or disagree with the statement. In agreeing with the statement, they need to explain how the military tactics adopted by the United States of America succeeded in defeating the Vietcong during the Vietnam War between 1963 and 1975. If the candidates disagree with the statement, they need to substantiate their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates should take a stance by indicating whether they agree or disagree with the statement that the military tactics applied by the United States of America succeeded in defeating the Vietcong during the Vietnam War between 1963 and 1975. They should also provide an outline of how they would support their line of argument.

ELABORATION

- Focus on the military tactics used by both the USA and the Vietcong
- Conditions immediately before the war
- The division of Vietnam and the formation of the Vietcong
- Reasons for USA involvement: containment and domino theory
- USA's first intervention in South Vietnam (1957–1963) – sent weapons and military advisors against the Vietcong – passive involvement
- Ho Chi Minh Trail was used by the Vietminh (communist guerrillas from North Vietnam) to support the Vietcong – Helped to supply the Vietcong with food and weapons – made USA tactics to fail
- USA introduced 'Safe Village' policy/Hamlet strategy/Villagisation – trying to isolate/separate guerrillas from villagers (1963)/Safe village policy failed because the Vietcong operated inside villages
- The Gulf of Tonkin incident and resolution (1964)/The USA felt the war in Vietnam was not a conventional war like World War II
- USA sent 3 500 marines on 8 March 1965 and ground troops to Vietnam/ conventional military strategy were confused by guerrilla tactics
- Operation Ranch Hand (1962–1971): use of chemical defoliants, Agent Orange (to destroy the forest) and Agent Blue (to destroy agricultural products and food to weaken the Vietcong)
- Use of chemical weapons made USA unpopular and was condemned by many

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- President Johnson introduced Operation Rolling Thunder in March 1965 to quickly eliminate the Vietcong as quickly as possible
- Guerrilla warfare by the Vietminh and Vietcong (difficulty in separating guerrillas from villagers – farmers/peasants)
- Vietcong responded with the Tet Offensive (1968) – surprise attacks on 100 cities
- Number of USA soldiers killed increased – led to anti-war demonstrations
- Highly effective use of guerrilla tactics by the Vietcong
- USA sent young and inexperienced soldiers to Vietnam
- USA used Search and Destroy missions (My Lai Massacre) to destroy villages supported by Vietcong
- This resulted in large numbers of civilian deaths – which called for more support for the Vietcong
- USA atrocities and My Lai Massacre (March 1968) turned public opinion against the war
- North Vietnam received military support from the USSR and China so the Vietminh and Vietcong had access to some modern weapons
- Guerrilla warfare was effectively used by the Vietcong, supported by Vietminh from the north and used tactics such as booby traps, underground tunnels, hit and run, sabotage
- The Vietcong increased its support base because of the tactics used against the USA soldiers
- The Vietnamese were united in the defence of their country
- Vietnamisation: President Nixon came up with the policy of strategic withdrawal from Vietnam. Also called WHAM (Winning the Hearts and Minds) of the Vietnamese signalled the failure of USA to stop Vietnam from becoming a communist state and its subsequent withdrawal
- USA withdrew all troops by 1973 and President Nixon had signed the Paris Peace Accord on 27 January 1973 – ending USA involvement in the Vietnam War
- North Vietnam took control of Saigon in 1975
- Vietnam was united under communist control/USA military tactics had not succeeded in defeating the Vietcong
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

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QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

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

SYNOPSIS

Candidates should critically discuss whether Mobutu Sese Seko brought positive changes to the Congo through the political, economic and social policies that were introduced after the country attained independence in 1960. If his policies did not always bring about positive changes, candidates should also refer to the negative changes.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates should take a critical stance by indicating whether policies introduced by Mobutu Sese Seko were able to bring positive changes to the Congo after independence. They should indicate how they intend to support their line of argument.

ELABORATION

Political policies

- Congo became independent on 30 June 1960 with Joseph Kasavubu as President and Patrice Lumumba as Prime Minister. Joseph Kasavubu preferred that Congo be a federal state while Lumumba argued for a strong centralised national government/Lumumba also in conflict with Moise Tshombe
- Congo started with a lot of political instability – with Tshombe focused on secession of Katanga for its own independence
- Mobutu seized power from Kasavubu through a coup d'état in 1965
- He managed to bring some form of political stability (positive change)
- Mobutu applied authoritarianism to achieve political stability (negative change)
- In 1967 Mobutu managed to stop the Katanga rebellion (positive change)
- Gave his country a new constitution as a one-party state under his party, the Popular Movement for the Revolution (MPR) (positive change)
- Congo became a one-party state within the first five years after gaining independence with all opposition suppressed (negative change)
- Mobutu developed a personality cult/Mobutuism made Congo an autocratic state under himself as a military dictator (negative change)
- He was supported by the USA because he was seen as an anti-communist ally (negative and positive changes)
- He created a strong centralised government and controlled all appointments, promotions and the allocation of government revenue (negative and positive changes)

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- He introduced a policy of Zaireanisation, a policy that replaced skilled foreigners or those occupying strategic management positions with the unskilled locals – which led to maladministration and mismanagement in political leadership roles (positive and negative changes)
- He allowed nepotism (kleptocracy) (negative change)
- Mobutu remained as 'president for life' until his death in 2007
- Any other relevant response

Economic policies

- Nationalisation: Mobutu nationalised the country's copper mining industry and used profits from copper industry to finance his 10-year industrialisation plan (positive change)
- Nationalised foreign owned companies without compensation
- Foreign companies placed under control of his allies and family members (negative change)
- Introduced Zaireanisation (replacing foreigners with Zairean nationals) (positive and negative changes)
- Zaireanisation led to corruption, theft and mismanagement (negative change)
- The economy was characterised by nepotism and elitism which created a big gap between the elite and ordinary citizens/rich and poor (negative change)
- Weak economic policies led to the decline in the state of infrastructure such as roads and other infrastructure (poor economic policies)
- Mobutu created a kleptocracy – wherein a group of appointed public officials abuse their position for financial gain (negative change)
- Mobutu was forced to introduce Retrocession (return of foreign owners) (ineffectiveness of Zaireanisation as an economic policy)
- Very few foreign owners returned
- Increase in the price of oil affected agriculture
- Congo's economy collapsed
- Congo became dependent on foreign aid and investment, e.g. from the World Bank (negative change)
- Any other relevant response

Social policies

- At independence Congo had 14 university graduates out of 14 million people
- Implemented a policy of Authenticité (originally to promote indigenous customs and beliefs) to eradicate colonial influence and unify Zaireans with a sense of pride for own culture. Also referred to as Africanisation (positive change)
- Replaced Christian names with African names, e.g. The Congo was renamed Zaire in 1971;
- Leopoldville became Kinshasa, Elisabethville became Lubumbashi, and Stanleyville became Kisangani; Mobutu also changed his name from Joseph-Desire Mobutu to Mobutu Sese Seko Kuku Ngbedu Waza Banga, meaning, 'The All-Conquering Warrior Who, Because of his Endurance and Inflexible Will Win, Will go from Conquest to Conquest Leaving Fire in His Wake.' (positive changes aligned to de-colonisation)

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- Clothing: wearing of western-style suits were outlawed (by a decree) and replaced with ‘abacos’ (A bas le costumes'), meaning ‘down with the suit’ (positive change)
- Promoted local music (positive change)
- Mobutu regarded democracy as a foreign ideology to Africa – he ruled as a Chief in a traditional African style and used it to strengthen his own authoritarian position (negative change)
- French remained the language of instruction and education system continued to favour the urban elite (negative change)
- After independence, primary education and school enrolment rose from 1,6 million in 1960 to 4,6 million in 1974 (positive change)/When State funding was withdrawn by Mobutu, parents had to start paying and primary education started to decline (negative change)
- Teachers and hospital staff went unpaid for months due to poor economic and political practices (negative change)
- Poverty increased due to food inflation (negative change)
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

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

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

SYNOPSIS

Candidates need to explain to what extent the Black Power Movement was militant and violent in advocating for respect and dignity of African Americans in the USA during the 1960s. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates should take a stance by indicating to what extent the Black Power Movement was militant and violent in advocating for respect and dignity of African Americans in the USA during the 1960s. They should also provide an outline of how they will support their line of argument.

ELABORATION

Conditions in the USA: (Background information)

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

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

TOTAL: 150

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