basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/
NATIONAL SENIOR CERTIFICATE EXAMINATIONS

HISTORY P1

MAY/JUNE 2026

MARKS: 150

TIME: 3 hours

This question paper consists of 9 pages and an addendum of 14 pages.

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INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

   SECTION A: SOURCE-BASED QUESTIONS

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

   QUESTION 2: INDEPENDENT AFRICA: CASE STUDY – ANGOLA

   QUESTION 3: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: THE US CIVIL RIGHTS MOVEMENT

   SECTION B: ESSAY QUESTIONS

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

   QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

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

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions can be found in the ADDENDUM.

3. SECTION B consists of THREE essay questions.

4. Answer THREE questions as follows:

   4.1 At least ONE must be a source-based question and at least ONE must be an essay question.

   4.2 The THIRD question can be either a source-based question or an essay question.

5. You are advised to spend ONE hour per question.

6. When answering the questions, you should apply your knowledge, skills and insight.

7. You will be disadvantaged by merely rewriting the sources as answers.

8. Number the answers correctly according to the numbering system used in this question paper.

9. Write neatly and legibly.

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SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question, but not more than TWO questions, in this section. Source material that is to be used to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID THE NORTH ATLANTIC TREATY AND THE WARSAW PACT INTENSIFY THE COLD WAR BETWEEN THE USA AND THE SOVIET UNION IN THE 1940s AND 1950s?

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

1.1 Consult Source 1A.

1.1.1 How, according to the source, did the use of the veto in the Security Council by Russia affect the United Nations? (1 x 2) (2)

1.1.2 Define the term *veto* in your own words. (1 x 2) (2)

1.1.3 According to the source, why did the Soviet Union introduce the Cominform? (1 x 1) (1)

1.1.4 Using the information in the source and your own knowledge, explain why the idea of a defensive alliance among Western nations was initially suggested by Churchill in 1946. (1 x 2) (2)

1.2 Use Source 1B.

1.2.1 Explain the symbolic representation of the following in the cartoon:

(a) Dean Acheson (1 x 2) (2)

(b) Countries whose bricks have been used to construct the wall (1 x 2) (2)

(c) Countries whose bricks have NOT been used in the construction of the wall (1 x 2) (2)

1.2.2 Using the source and your own knowledge, explain the significance of both Ernest Bevin and Robert Schuman in the cartoon. (2 x 2) (4)

1.3 Study Sources 1A and 1B. Explain how the information in Source 1A supports the evidence in Source 1B regarding the formation of a defensive alliance among Western European countries. (2 x 2) (4)

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1.4 Read Source 1C.

1.4.1 Name any TWO peaceful principles of the United Nations, stated in the source, that were binding to countries that signed the North Atlantic Treaty. (2 x 1) (2)

1.4.2 Quote from the source how the signatories of the North Atlantic Treaty undertook to abide by the provisions of the UN Charter. Give TWO responses. (2 x 1) (2)

1.4.3 Explain the implication of the phrase, '… we seek to establish freedom from aggression …', in the context of signing the North Atlantic Treaty in 1949. (1 x 2) (2)

1.4.4 What, according to the source, bound the countries represented in the North Atlantic Treaty together? (1 x 1) (1)

1.4.5 Comment on the usefulness of the source for a historian researching the formation of the North Atlantic Treaty. (2 x 2) (4)

1.5 Refer to Source 1D.

1.5.1 Name, according to the source, any TWO founding members of the Warsaw Pact. (2 x 1) (2)

1.5.2 Explain the concept *Marxism-Leninism* as an ideology of the Warsaw Pact. (1 x 2) (2)

1.5.3 Comment on why East Germany was included in the Warsaw Pact. (2 x 2) (4)

1.5.4 What, according to the source, was a direct consequence of the rearmament of West Germany when they joined NATO in 1955? (1 x 2) (2)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the North Atlantic Treaty and the Warsaw Pact intensified the Cold War between the USA and the Soviet Union in the 1940s and 1950s. (8)

[50]

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QUESTION 2: WHY DID THE SOVIET UNION SUPPORT THE POPULAR MOVEMENT FOR THE LIBERATION OF ANGOLA (MPLA) IN THE ANGOLAN CIVIL WAR FROM 1975?

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

2.1 Use Source 2A.

2.1.1 According to the source, why was communism of particular concern in Europe during the 20th century? (1 x 2) (2)

2.1.2 Comment on the implications of the words, '… Angola was a perfect storm for a proxy war', in the context of the civil war in Angola. (1 x 2) (2)

2.1.3 Name the following role-players in the source who were fighting for control over Angola:

(a) Any TWO foreign countries (2 x 1) (2)

(b) Any TWO liberation movements (2 x 1) (2)

2.1.4 Explain why you think the Soviet communist agenda in Angola could not be considered legitimate. (1 x 2) (2)

2.2 Consult Source 2B.

2.2.1 Who, according to the source, was a member of the Soviet Communist Party Politburo and chairman of the Party Control Commission? (1 x 1) (1)

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

2.2.3 Name any TWO forms of Soviet military aid in the source that were given to the MPLA. (2 x 1) (2)

2.2.4 Explain why the Portuguese High Commissioner was convinced that if he could not hand over power to 'two or three' of the Angolan movements, he would 'just get on the plane and leave'. (1 x 2) (2)

2.2.5 Comment on the implication of the phrase, 'To the Kremlin, the MPLA remained the "vanguard" and leader of the Angolan people', in the context of the Soviet Union's involvement in Angola. (1 x 2) (2)

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2.3 Read Source 2C.

2.3.1 Comment on the symbolic representation of the military tank in the cartoon. (2 x 2) (4)

2.3.2 Explain the historical significance of depicting Castro and Brezhnev standing next to each other. (2 x 2) (4)

2.4 Refer to Sources 2B and 2C. Explain how the information in Source 2B supports the evidence in Source 2C regarding the role played by the Soviet Union in the Angolan Civil War from 1975. (2 x 2) (4)

2.5 Study Source 2D.

2.5.1 Give THREE reasons, stated in the source, why the Cuban occupation of Angola was destructive. (3 x 1) (3)

2.5.2 Explain the concept *propaganda campaign* in the context of the Soviet Union's expansionist policy in Angola. (1 x 2) (2)

2.5.3 Why do you think the Soviet-Cuban occupation of Angola would make Angola's task of national reconstruction difficult? (1 x 2) (2)

2.5.4 Comment on the limitations of the source for a historian researching UNITA's responses to the Soviet-Cuban occupation of Angola. (2 x 2) (4)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining why the Soviet Union supported the Popular Movement for the Liberation of Angola (MPLA) in the Angolan Civil War from 1975. (8)

[50]

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QUESTION 3: WHAT EXPERIENCES DID ELIZABETH ECKFORD FACE DURING AN ATTEMPT TO DESEGREGATE CENTRAL HIGH SCHOOL IN LITTLE ROCK, ARKANSAS, IN 1957?

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

3.1 Read Source 3A.

3.1.1 According to the source, how was education declared a principal instrument in the life of a child? Name any TWO ways. (2 x 1) (2)

3.1.2 Why, according to the source, would it be doubtful for a child to succeed in life? (1 x 2) (2)

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

3.1.4 Comment on why separating black children from others of similar age in a school might have generated a feeling of inferiority, in the context of school segregation. (1 x 2) (2)

3.1.5 Explain the reliability of this source for a historian studying desegregation of schools in the United States of America in the 1950s. (2 x 2) (4)

3.2 Refer Source 3B.

3.2.1 Name the group of students in the source that attempted to attend Central High School because of desegregation. (1 x 1) (1)

3.2.2 Give any TWO reasons in the source why Elizabeth Eckford was attracted to Central High School. (2 x 1) (2)

3.2.3 Why do you think it was important for Daisy Bates to arrange for some ministers to accompany the Little Rock Nine students as a group to Central High School? (2 x 2) (4)

3.2.4 Comment on why you think Elizabeth Eckford felt that the screaming of people 'sounded like a mob' to her. (1 x 2) (2)

3.3 Study Source 3C.

3.3.1 Explain the significance of the following in the photograph in the context of Elizabeth Eckford's experiences on her first day at Central High School:

(a) Elizabeth Eckford seated at the bus stop (1 x 2) (2)

(b) The presence of the Arkansas National Guard (1 x 2) (2)

(c) The presence of the media (1 x 2) (2)

3.3.2 Comment on why people were captured behind Elizabeth Eckford as bystanders. (1 x 2) (2)

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3.4 Refer to Sources 3B and 3C. Explain how the information in Source 3B supports the evidence in Source 3C regarding the experiences that Elizabeth Eckford faced when she wanted to enter Central High School on 4 September 1957. (2 x 2) (4)

3.5 Consult Source 3D.

3.5.1 What, according to the source, motivated people to turn Elizabeth Eckford away from the school on her first day? Give THREE responses. (3 x 1) (3)

3.5.2 Explain the concept *constitutional rights* in the context of the national government's responsibility. (1 x 2) (2)

3.5.3 What did Clinton imply by the statement, 'Forty years later we know there are still more doors to be opened', in the context of ending segregation in the United States of America? (1 x 2) (2)

3.5.4 Name any TWO groups in the source who came to America 'to redeem the promise of America'. (2 x 1) (2)

3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining what experiences Elizabeth Eckford faced during an attempt to desegregate Central High School in Little Rock, Arkansas, in 1957. (8)

[50]

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SECTION B: ESSAY QUESTIONS

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

Your essay should be about THREE pages long.

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

Explain to what extent the United States' (US) military dominance was rendered ineffective by the Viet Cong's tactics during the Vietnam War between 1957 and 1975.

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

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

Mobutu Sese Seko introduced only political changes to the newly independent Congo in the 1960s.

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

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

The Black Power Movement (BPM) adopted a radical approach in all aspects in its attempts to end discrimination and segregation in the United States of America (USA) in the 1960s.

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

TOTAL: 150

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ADDENDUM

This addendum consists of 14 pages.

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QUESTION 1: HOW DID THE NORTH ATLANTIC TREATY AND THE WARSAW PACT INTENSIFY THE COLD WAR BETWEEN THE USA AND THE SOVIET UNION IN THE 1940s AND 1950s?

SOURCE 1A

The source below has been taken from an article 'NATO and the Warsaw Pact' by Lieutenant N Wagner and it was published in the *Scientia Militaria* in 1978. It gives reasons for the formation of the North Atlantic Treaty in 1949.

The indiscriminate (unselective) use of the veto in the Security Council of the United Nations by Russia, ostensibly (apparently) to further her own ends, resulted in the inability of this organisation to resolve conflicts and institute adequate arms control. It became obvious to the West that the instrument of world peace and security was thus severely restricted in its task. In addition to this, the Soviet rejection of the American-initiated Marshall Economic Aid Plan in June 1947 and the enforced compliance with this policy by its satellite states, led to the West's suspicions being well founded, especially after the Soviet introduction of the Cominform – its own answer to the Marshall Plan.

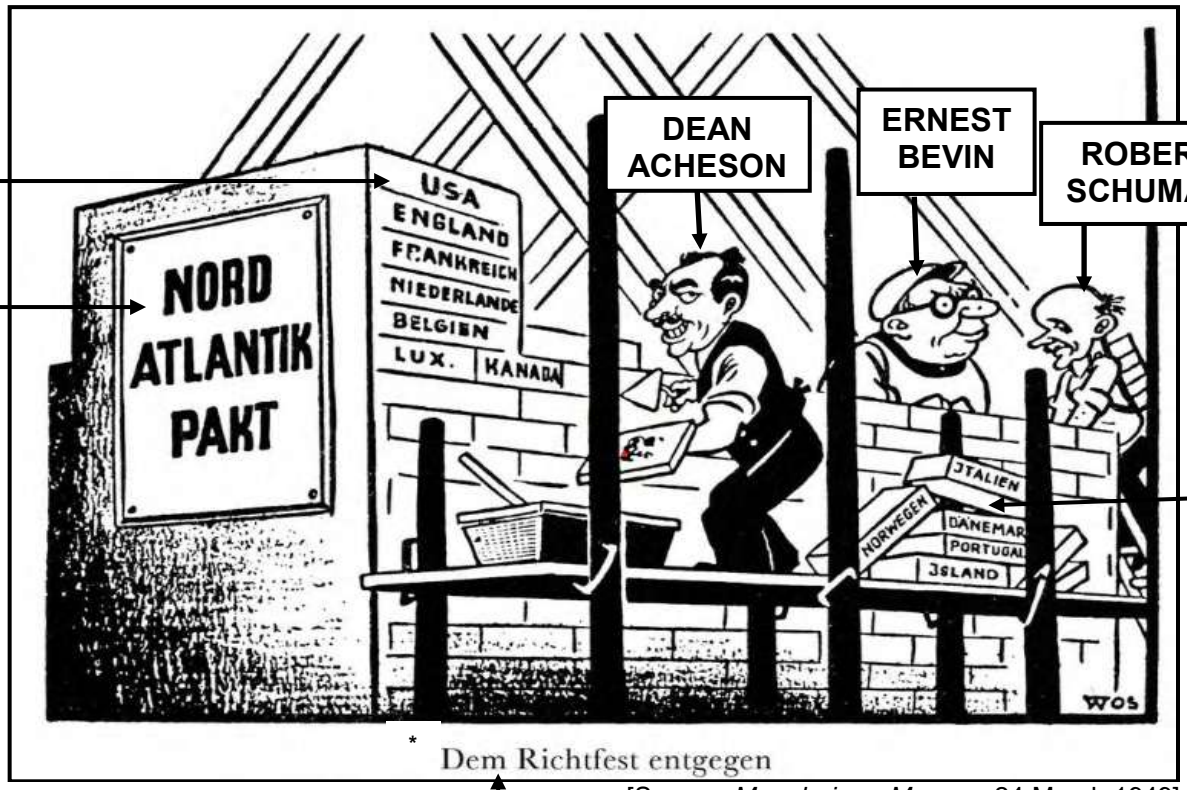
It became imperative (important) that the West took cognisance of the Soviet Bloc's intentions. The idea of a defensive alliance amongst the nations of the West within the framework of the United Nations, was initially suggested by Churchill in 1946 and taken up a year later by Mr Louis St Laurent, Canadian Secretary of State for External Affairs. The more concrete form of a proposal for a type of Western Union was put forward by Mr Ernest Bevin in a speech in the House of Commons in January 1948. He mentioned the Dunkirk Treaty of March 1947, wherein a firm basis had been laid for mutual assistance between France and Britain, primarily for their protection against a resurgent (rising) Germany and spoke of the need to conclude similar pacts with the Benelux countries (i.e. Belgium, Netherlands and Luxembourg).

[Source: 'NATO and the Warsaw Pact', *Scientia Militaria*, *South African Journal of Military Studies*, Vol. 8, No. 4, 1978]

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SOURCE 1B

The cartoon below, titled 'Heading for the topping-out ceremony', was drawn by a German cartoonist, Wos, and appeared in the German newspaper *Mannheimer Morgen* on 24 March 1949. It illustrates the role of the United States in establishing a defensive alliance among the Western countries. From left to right: Dean Acheson – US Secretary of State, Ernest Bevin – British Foreign Secretary and Robert Schuman – French Foreign Minister.



[Source: *Mannheimer Morgen*, 24 March 1949]

***DEM RICHTFEST ENTGEGEN: 'Heading for the topping-out ceremony'**

**NORD ATLANTIK PAKT:
NORTH ATLANTIC PACT****

**USA
ENGLAND
FRANKREICH – FRANCE
NIEDERLANDE – NETHERLANDS
BELGIEN – BELGIUM
LUX – LUXEMBOURG
KANADA – CANADA**

**ITALIEN – ITALY
NORWEGEN – NORWAY
DÄNEMARK – DENMARK
PORTUGAL
ISLAND – ICELAND**

****PACT = TREATY**

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SOURCE 1C

The extract below is from a speech delivered by United States President Harry Truman during the signing of the North Atlantic Treaty in Washington on 4 April 1949. It appeared in *The New York Times* on 5 April 1949. It outlines how member states of the North Atlantic Treaty were to conduct themselves in accordance with provisions of the United Nations Charter.

This Treaty is a simple document. The nations who sign it, agree to abide by the peaceful principles of the United Nations; to maintain friendly relations and economic co-operation with one another; to consult together whenever the territory or independence of any of them is threatened; and to come to the aid of any one of them who may be attacked.

Through this Treaty, we undertake to conduct our international affairs in accordance with the provisions of the United Nations Charter. We undertake to exercise our right of collective or individual self-defence against armed attack, in accordance with Article 51 of the Charter, and subject to such measures as a Security Council may take to maintain and restore international peace and security.

In this Treaty, we seek to establish freedom from aggression and from the use of force in the North Atlantic community. This is the area which has been at the heart of the last two world conflicts. To protect this area against war will be a long step towards permanent peace in the whole world. There are those who claim that this Treaty is an aggressive act on the part of the nations which ring the North Atlantic. That is absolutely untrue. The Pact will be a positive, not a negative, influence for peace and its influence will be felt not only in the area it specifically covers, but throughout the world. Its conclusion does not mean a narrowing of the interests of its members.

The nations represented here are bound together by ties of long standing. We are joined by common heritage of democracy, individual liberty and the rule of law. These are the ties of a peaceful way of life.

[Source: *The New York Times*, 5 April 1949]

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SOURCE 1D

The source below, titled 'The Warsaw Pact in Evolution', has been taken from an article written by TW Wolfe and published in the journal *The World Today*. It gives reasons why Eastern European countries formed the Warsaw Pact in 1955.

The Warsaw Pact was established in 1955, bringing together several Eastern European countries in response to the geopolitical landscape of the time. The founding members included the Soviet Union, Poland, East Germany, Czechoslovakia, Hungary, Romania and Bulgaria. Each nation sought to strengthen its military and political ties in the face of perceived (apparent) threats from the West.

These nations were united by a common ideology of Marxism-Leninism, fostering a sense of solidarity among them. The Soviet Union, as the dominant force, played a crucial role in coordinating the Pact's activities and ensuring compliance (obedience) from its allies.

The inclusion of East Germany marked a significant extension of Soviet influence in Central Europe. Romania and Hungary, with their historical ties to the Soviet Union, further solidified (strengthened) the military alliance. The Warsaw Pact thus formed a collective defence mechanism, counterbalancing NATO's presence in Europe and reflecting the prevailing tensions of the Cold War era. The emergence of the Warsaw Pact in 1955 was shaped by several pivotal events that heightened tensions in Europe. The most significant catalyst (spark) was the rearmament of West Germany, which joined NATO in 1955, alarming Eastern Bloc countries. This move prompted a need for a cohesive (unified) military response among communist nations. In response to NATO's establishment in 1949, the Soviet Union sought to create a counterbalance that would consolidate its influence over Eastern Europe.

[Source: *The World Today*, Vol. 22, No. 5, 1996]

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QUESTION 2: WHY DID THE SOVIET UNION SUPPORT THE POPULAR MOVEMENT FOR THE LIBERATION OF ANGOLA (MPLA) IN THE ANGOLAN CIVIL WAR FROM 1975?

SOURCE 2A

The source below has been taken from an article, 'A Clandestine Civil War: How the secret U.S. involvement in the Angolan Civil War had a hidden agenda', written by S Floyd and published in the *Menlo Round Table Journal*, 2022. It explains the reasons why the USSR supported the MPLA during the Angolan Civil War from 1975.

By the time of the 20th century, ideologies originating in Europe spread quickly around the colonial world. Of particular concern, of course, was communism … The fear was that communism would spread to other African countries like wildfire. This was just one reason why Angola was a perfect storm for a proxy (on behalf of) war.

Not only was the US getting involved in Angola, so was the Soviet Union, Cuba, Portugal, South Africa, China and Zaire, not to mention the domestic sides, the National Liberation Front of Angola (FNLA), the Popular Movement for the Liberation of Angola (MPLA) and the National Union for the Total Independence of Angola (UNITA). All of these foreign and domestic groups were fighting for the political and economic power that came with control over Angola. More specifically, Angola was a gateway into Southern Africa, a more diplomatically isolated area that also has one of the biggest oil reserves in Africa and a seemingly endless supply of untapped natural resources that could be used to produce nuclear weapons.

For their part, the USSR was reportedly willing to go to great lengths to support a Popular Movement for the Liberation of Angola (MPLA) victory, despite saying their support would not interfere with the new US-brokered (negotiated) policy of détente (agreement). The Soviet Union's actions seemed to show complete disregard for their communist agenda, as they did not seem to care about the political ideology of the MPLA. Instead, they pushed the agenda that their role in Angola was as a legitimate world power in a post-war period.

[Source: *Menlo Round Table Journal*, Spring 2022]

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SOURCE 2B

The source below has been taken from an article, 'Angola, National Liberation and the Soviet Union', written by D Papp. It appeared in the *US Army War College Journal* in 1978. It examines how the Soviet Union supported the MPLA in Angola.

On 7 November 1975, four days before Angolan independence was to be granted, Arvid Pelshe, Soviet Communist Party Politburo member and chairman of the Party Control Commission, delivered an address commemorating the 58th anniversary of the Soviet revolution. In his address, Pelshe confirmed continuing Soviet support for 'fighters for freedom' and 'the patriots in Angola'.

Immediately after Angolan independence, the Soviet Union massively increased its military aid to the MPLA. Some estimates of Soviet aid to the Popular Movement for the Liberation of Angola (MPLA) exceed $300 million. Anti-aircraft guns, 120-millimetre and 144-millimetre artillery, 122-millimetre rockets, armoured cars, T-34 and T-54 tanks and Mig 21 fighters were delivered to MPLA-controlled ports and airports aboard Cuban and Soviet vessels and long-range Soviet Antonov 22s. Reportedly, Soviet officials asked for control of Luanda airport to better protect the transports, but the MPLA leadership refused.

The MPLA's Peoples' Republic of Angola was not the only proclaimed government in Angola. The Portuguese High Commissioner, Cardoso, had carried out his promise that if he could not hand over power to 'two or three' of the Angolan movements, he would 'just get on the plane and leave'. Neto's government in Luanda was therefore not officially given power. Jonas Savimbi, in Huambo (formerly Nova Lisboa), proclaimed a coalition FNLA-UNITA state, the Peoples' Democratic Republic of Angola.

To the Kremlin, the MPLA remained the 'vanguard' (front line) and leader of the Angolan people.

[Source: *US Army War College Journal*, Vol. 8, No. 1, 1978]

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SOURCE 2C

The cartoon below, by CP Thomas, was published in the *Milwaukee Sentinel* on 18 November 1975 in the US. It depicts the Soviet leader, Leonid Brezhnev, with Fidel Castro from Cuba, observing a Soviet military tank heading towards Angola, during the Angolan Civil War in 1975.



[Source: *Milwaukee Sentinel,* 18 November 1975]

FIDEL CASTRO – LEADER OF CUBA

LEONID BREZHNEV – SOVIET LEADER

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SOURCE 2D

The source below has been taken from an article, 'The Real Nature of the Soviet-Cuban Occupation of Angola', written by JK Chitunda, UNITA's information officer in December 1978, and it appeared in *Ikwezi*, a political newsletter. It reflects on UNITA's official position against the MPLA and its foreign allies.

The Soviet-Cuban occupation of Angola has been profoundly destructive in our country. It has thwarted (prevented or hindered progress) the triumph of democracy; it has imposed on Angola a regime of a lonely, unpopular pro-Soviet clique (group); it has paralysed the productive forces and destroyed the economy of the country; it is perpetrating war, violence and bloodshed; it has demanded of the Angolan people a price that is extraordinarily high for their liberty, dignity and national independence; it has been promoting disunity among the people.

The Soviet social imperialists have been orchestrating a vicious, intensive propaganda campaign throughout the world to justify their expansionist imperialist adventures and to mystify (confuse) our resistance to their aggression. And the wounds of bitterness and disharmony inflicted in all walks of life by this Soviet-Cuban occupation in Angola will bleed and pain still long after these forces of occupation are gone, thus rendering extremely difficult Angola's task of national reconstruction.

But a historical precedent (example) has now been established in Angola: for the first time in history, a well-structured, highly effective revolutionary guerrilla army is challenging the Soviet-Cuban expeditionary (military forces deployed away from home) forces; a truly people's armed resistance movement is destroying the myth of the invincibility of these Soviet-Cuban expeditionary armies; the mask is falling and the real imperialist-fascist nature of the USSR and Cuba is being exposed.

[Source: *Ikwezi*, No. 10, December 1978]

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QUESTION 3: WHAT EXPERIENCES DID ELIZABETH ECKFORD FACE DURING AN ATTEMPT TO DESEGREGATE CENTRAL HIGH SCHOOL IN LITTLE ROCK, ARKANSAS, IN 1957?

SOURCE 3A

The source below has been taken from the US Supreme Court ruling, the *Brown v. Board of Education of Topeka 347 U.S. 483*, passed in 1954. It explains why the doctrine of 'separate but equal' was declared unconstitutional on the grounds that it provided inferior education to African Americans.

Today it (education) is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.

We come then to the question presented: Does segregation of children in public schools, solely on the basis of race, even though the physical facilities and other 'tangible' (touchable) factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does. […]

To separate [black children] from others of similar age and qualifications, solely because of their race, generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone. […]

We conclude that in the field of public education, the doctrine of 'separate but equal', has no place. Separate educational facilities are inherently (essentially) unequal. Therefore, we hold that the plaintiffs (complainants) and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment*.

[Source: *Brown v. Board of Education of Topeka, 347 U.S. 483*, 1954]

***Fourteenth Amendment:** A law in America that states that all American citizens are entitled to the same rights and protections

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SOURCE 3B

The source below is a personal account of Elizabeth Eckford's experiences when she attempted to enter Central High School on 4 September 1957. It appeared in the *Facing History & Ourselves* magazine on 16 April 2025.

I am part of a group that became known as the Little Rock Nine. Prior to the segregation of Central, there had been one high school for whites, Central High School, and one high school for blacks, Dunbar. I expected that there may be something more available to me at Central that was not available at Dunbar, that there might be more courses I could pursue, that there were more options available. I was not prepared for what actually happened.

The night before, the governor went on television and announced that he had called out the Arkansas National Guard. I thought that he had done this to ensure the protection of all the students. We did not have a telephone. So inadvertently (accidentally), we were not contacted to let us know that Daisy Bates of the NAACP* had arranged for some ministers to accompany the students in a group, and so it was that I arrived alone. Got off the bus, and I noticed along the street that there were many more cars than usual, and I remember hearing the murmur (mumble) of a crowd.

… when I got to about the middle and I approached the guard, he directed me across the street into the crowd. It was only then that I realised that they were barring me, that I wouldn't go to school. As I stepped out into the street, the people who had been across the street started surging (moving) forward behind me, and so I headed in the opposite direction to where there was another bus stop. Safety, to me, meant getting to that bus stop. I feel like I sat there for a long time before the bus came. In the meantime, people were screaming behind me; what I would have described as a crowd before, to my ears sounded like a mob.

[Source: *Facing History & Ourselves,* 16 April 2025]

***NAACP:** National Association for the Advancement of Coloured People

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SOURCE 3C

The source below is a photograph taken by L Dinkins that appeared in a book titled *Elizabeth and Hazel: Two Women of Little Rock*, written by D Margolick. It depicts Elizabeth Eckford at the bus stop after she had been prevented from entering Central High School on 4 September 1957.



[Source: *Elizabeth and Hazel: Two Women of Little Rock* by D Margolick]

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SOURCE 3D

The source below is part of a speech delivered by former President Bill Clinton at Little Rock Central on 25 September 1997 to commemorate the 40th anniversary of the integration of the school. It was published in the book *Eyes on the Prize: America's Civil Rights Movement 1954–1985.* It evaluated the impact that the incident at Central High School had on the US forty years later.

On 4 September 1957, Elizabeth Eckford walked through this door for her first day utterly alone. She was turned away by people who were afraid of change, instructed by ignorance, hating what they simply could not understand. Elizabeth Eckford, along with her eight schoolmates, (was) turned away on 4 September, but the Little Rock Nine did not turn back.

Forty years ago today, they climbed these steps, passed through this door and moved our nation. Well, 40 years later, we know that we all benefit, all of us, when we learn together, work together and come together. That is, after all, what it means to be an American. Forty years later, we know, notwithstanding some cynics, that all our children can learn, and this school proves it.

Forty years later, we know when the constitutional rights of our citizens are threatened, the national government must guarantee them. Forty years later we know there are still more doors to be opened, doors to be opened wider, doors we have to keep from being shut again now.

Forty years later, we know freedom and equality cannot be realised without responsibility for self, family and the duties of citizenship, or without a commitment to building a community of shared destiny, and a genuine sense of belonging.

Forty years later, we know the question of race is more complex and more important than ever, embracing no longer just blacks and whites, or blacks and whites and Hispanics and Native Americans, but now people from all parts of the earth coming here to redeem the promise of America.

[Source: *Eyes on the Prize: America's Civil Rights Movement 1954–1985* by J Williams]

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ACKNOWLEDGEMENTS

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

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'NATO and the Warsaw Pact', *Scientia Militaria*, Vol. 8, No. 4, 1978

The New York Times, 5 April 1949

The World Today, Vol. 22, No. 5, May 1996

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basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

HISTORY P1

MAY/JUNE 2026

MARKING GUIDELINES

MARKS: 150

These marking guidelines consist of 28 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 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 guidelines, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

1.3 Assessment procedures for source-based questions

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

Paragraph question

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

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- 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 bottom margin to the right, e.g. $\frac{32}{50}$
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.

2.3 Global assessment of the essay

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

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

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

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

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

2.4.4 The following 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 ↕

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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 MARKS

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION → **CONTENT** ↓	Very well planned and structured essay. Good synthesis of information. Developed an original, well-balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence is used to some extent to support the line of argument Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive, or some attempt at developing 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 the line of argument.	**43–46**	**40–42**	**38–39**				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	**38–39**	**36–37**	**34–35**	**30–33**	**28–29**		
LEVEL 4 Question is recognisable in answer. Some omissions or irrelevant content selection.			**30–33**	**28–29**	**26–27**		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				**26–27**	**24–25**	**20–23**	
LEVEL 2 Question inadequately addressed. Sparse content.					**20–23**	**18–19**	**14–17**
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						**14–17**	**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 NORTH ATLANTIC TREATY AND THE WARSAW PACT INTENSIFY THE COLD WAR BETWEEN THE USA AND THE SOVIET UNION IN THE 1940s AND 1950s?

1.1

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

- '… resulted in the inability of this organisation to resolve conflicts and institute adequate arms control' (1 x 2) (2)

1.1.2 *[Definition of a historical term from Source 1A – L1]*

- A rejection of a decision from another country during a voting process/ a vote against the proposed motion
- The power of a member to declare a majority decision null and void
- Any other relevant response (any 1 x 2) (2)

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

- '… its own answer to the Marshall Plan' (1 x 1) (1)

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

Churchill realised:

- at the end of the Second World War that communism was spreading towards Western Europe
- it was necessary for Western nations to create a coalition for the purposes of defence from Soviet aggression/expansion
- the deepening divisions between the United States of America and the Soviet Union/capitalism and communism
- the Cold War period/tensions had begun after the end of the Second World War
- Any other relevant response (any 1 x 2) (2)

1.2

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

(a)

- Representing the United States which played a leading role in initiating/strengthen the defensive alliance for Western countries against Soviet aggression/architect of the formation of the North Atlantic Treaty
- Protection of capitalism against communist infiltration
- Any other relevant response (any 1 x 2) (2)

(b)

- Countries that initiated/joined/signed the North Atlantic Treaty
- Countries aligned to capitalism/against communism
- Any other relevant response (any 1 x 2) (2)

(c)

- Countries that had not yet joined/signed the North Atlantic Treaty
- Any other relevant response (any 1 x 2) (2)

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

- They represented Britain and France as part of Western countries that worked with the US in the establishment of the North Atlantic Treaty
- They were allies of the USA during World War II
- They wanted to form an alliance that would protect the Western countries against any future German attack
- Any other relevant response (any 2 x 2) (4)

1.3 *[Comparison of Sources 1A and 1B to ascertain similarities – L3]*

- In Source 1A President Truman states the need for a **defensive alliance** among Western nations against Soviet aggression and Source 1B shows the establishment of a **defensive war alliance** among Western nations
- Source 1A states that there should be **mutual assistance** among Western countries and Source 1B depicts leaders representing Western countries (Acheson of USA, Bevin of Britain and Schuman of France) **assisting each other** in building a strong defensive alliance/Both sources indicate that the North Atlantic Treaty (Pact) by Western countries was formed for the purposes of **mutual defensive assistance**
- Both sources refer to the Dunkirk Treaty that formed the **basis of mutual assistance** between Britain and France which supported Western nations
- Both sources refer to the inclusion of Benelux countries to **strengthen the defensive alliance** of North Atlantic Treaty (Pact)
- Any other relevant response (any 2 x 2) (4)

1.4

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

- '… to maintain friendly relations and economic co-operation with one another …'
- '… to consult together whenever the territory or independence of any of them is threatened …'
- '… to come to the aid of any one of them who may be attacked'

(any 2 x 1) (2)

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

- '… to conduct our international affairs in accordance with the provisions of the United Nations Charter'
- '…to exercise our right of collective or individual self-defence against armed attack, in accordance with Article 51 of the Charter'
- '…. subject to such measures as a Security Council may take to maintain and restore international peace and security'
- '… to establish freedom from aggression and from the use of force in the North Atlantic community' (any 2 x 1) (2)

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1.4.3 *[Interpretation of evidence from Source 1C – L2]*
- To protect Europe and the West from the aggression experienced during the previous wars
- To guarantee peace for the capitalist bloc/Western countries
- To stop circumstances that led to the Second World War
- Member states commit to the protection of one another from external aggression particularly military attacks
- NATO (Pact) countries act as a deterrent from further aggression/prevent future wars
- Any other relevant response (any 1 x 2) (2)

1.4.4 *[Extraction of evidence from Source 1C – L1]*
- '… by ties of long standing'
- '… common heritage of democracy …'
- '… individual liberty …'
- '… rule of law' (any 1 x 1) (1)

1.4.5 *[Determining the usefulness of Source 1C – L3]*
The source is USEFUL because:
- This is a speech from an address by President Harry Truman (primary/direct source)
- Harry Truman gave the speech as the President of the United States and leading figure in the signing of the Pact
- The speech was delivered during a signing of the North Atlantic Treaty in Washington on 4 April 1949
- It sheds light on how NATO member states committed themselves to provisions of the Pact or Treaty that they signed
- Any other relevant response (any 2 x 2) (4)

1.5

1.5.1 *[Extraction of evidence from Source 1D – L1]*
- '… Soviet Union'
- 'Poland'
- 'East Germany'
- 'Czechoslovakia'
- 'Hungary'
- 'Romania'
- 'Bulgaria' (any 2 x 1) (2)

1.5.2 *[Explanation of historical concept in context from Source 1D – L2]*
- An ideology to protect and defend a classless society and the sharing of the means of production amongst the Soviet Union and its Eastern European allies as signatories of the Warsaw Pact
- A socialist/communist political and economic ideology that influenced the Warsaw Pact's structure and decision-making processes
- Any other relevant response (any 1 x 2) (2)

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1.5.3 *[Interpretation of evidence from Source 1D – 21]*

- After the division of Germany, East Germany fell into communism
- It had become a member of the satellite states of the Soviet Union
- It strengthened the defensive alliance of countries that shared the same ideology of communism
- To stop it from becoming a member of NATO
- East Germany was geographically crucial as it sat at the front line of the Cold War directly bordering NATO aligned West Germany/acted as a buffer zone
- Any other relevant response (any 2 x 2) (4)

1.5.4 *[Extraction of evidence from Source 1D – L1]*

- 'This move prompted a need for a cohesive military response among communist nations' (1 x 2) (2)

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

Candidates could include the following aspects in their response:

- The rejection of the Marshall Plan by the Soviet Bloc led to the West establishing a defensive alliance (Source 1A)
- The Dunkirk Treaty (1947) started a defensive alliance for the West against the communists (Source 1A)
- The creation of the North Atlantic Treaty was initiated by the United States and included Western countries such as England, France and Netherlands among others (Source 1B)
- The inclusion of the Benelux countries such as (Belgium, Netherlands and Luxembourg) served to reinforce the defensive alliance of western countries (Source 1B)
- The North Atlantic Treaty was to be guided by the peaceful principles of the United Nations due to the threat of the Soviet Union (Source 1C)
- President Truman stated that countries aligned to the North Atlantic Treaty were bound by their common tradition steeped in democracy which was a USA policy (Source 1C)
- The Warsaw Pact was opposed to the remilitarisation of West Germany and its inclusion in the North Atlantic Treaty (own knowledge)
- In response to the formation of NATO, the Warsaw Pact was created in 1955 by several Eastern European states (Source 1D)
- The Warsaw Pact also wanted to fortify its military from the apparent threat, posed by NATO (Source 1D)
- The Soviet influence was extended into Western Europe by the inclusion of East Germany into the Warsaw Pact (Source 1D)
- The North Atlantic Treaty of 1949 and the Warsaw Pact (1955) added a defensive layer to the Cold War that had already pitted the Truman Doctrine and the Marshall Plan against the COMECON and Cominform (own knowledge)
- Any other relevant response

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Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of how the North Atlantic Treaty and the Warsaw Pact intensified the Cold War between the USA and the Soviet Union in the 1940s and 1950s.** • Uses evidence partially or cannot write a paragraph.	**MARKS: 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of how the North Atlantic Treaty and the Warsaw Pact intensified the Cold War between the USA and the Soviet Union in the 1940s and 1950s.** • 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 North Atlantic Treaty and the Warsaw Pact intensified the Cold War between the USA and the Soviet Union in the 1940s and 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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QUESTION 2: WHY DID THE SOVIET UNION SUPPORT THE POPULAR MOVEMENT FOR THE LIBERATION OF ANGOLA (MPLA) IN THE ANGOLAN CIVIL WAR FROM 1975?

2.1

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

- '… that communism would spread to other African countries like wildfire'

(1 x 2) (2)

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

- The withdrawal of Portugal left Angola as a target for the spread of capitalism and communism during the Cold War years
- The civil war in Angola developed into the Cold War/Angola provided a fertile ground for Cold War tensions with the indirect involvement of foreign powers
- Angolan nationalist movements adopted ideologies that aligned them to foreign powers
- Angola had the mineral resources, e.g. oil and diamonds which motivated the Soviet Union and the United States to become involved in the country
- Any other relevant response (any 1 x 2) (2)

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

(a)

- '… US …'
- '… Soviet Union …'
- '… Cuba …'
- '… Portugal …'
- '… South Africa …'
- '… China …'
- '… Zaire …' (any 2 x 1) (2)

(b)

- '… National Front for the Liberation of Angola (FNLA) …'
- '… Popular Movement for the Liberation of Angola (MPLA) …'
- '… National Union for the Total Independence of Angola (UNITA) …'

(any 2 x 1) (2)

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

- They were hiding their real intention of spreading communism
- Their interest in Angola was to take advantage of its strategic location as a gateway into southern Africa
- To have economic control of Angola due to its rich mineral resources
- Any other relevant response (any 1 x 2) (2)

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2.2

2.2.1 *[Extraction of evidence from Source 2B – L1]*
- '… Arvid Pelshe …' (1 x 1) (1)

2.2.2 *[Definition of a historical term from Source 2B – L1]*
- To be free from control/influence/domination
- To freely make one's own decisions
- To exercise individual rights and freedoms
- Any other relevant response (any 1 x 2) (2)

2.2.3 *[Extraction of evidence from Source 2B – L1]*
- 'Anti-aircraft guns …'
- '… 120-millimetre and 144-millimetre artillery …'
- '… 122-millimetre rockets …'
- '… armoured cars …'
- '…T-34 and T-54 tanks …'
- '… Mig 21 fighters …' (any 2 x 1) (2)

2.2.4 *[Interpretation of evidence from Source 2B – L2]*
- He was afraid the MPLA would contest for power against UNITA and FNLA which would affect his reputation as the High Commissioner of Portugal
- He was not convinced that the liberation movements would compromise and agree on the formation of the national government
- To avoid the accusation of bias/partiality against one liberation movement
- He was in favour of a coalition government
- Any other relevant response (any 1 x 2) (2)

2.2.5 *[Interpretation of evidence from Source 2B – L2]*
- The Soviet Union believed the MPLA was the only political force to guide Angola's future
- The Soviet Union would support the MPLA to stay in power and defeat rivals like UNITA and FNLA/The Soviet Union and the MPLA shared the same ideology
- Any other relevant response (any 1 x 2) (2)

2.3

2.3.1 *[Interpretation of evidence from Source 2C – L2]*
- The Soviet Union's involvement in Angola to counter capitalism
- The Soviet Union's military support to MPLA during the Angolan Civil War/The Soviet Union's active participation in the Angolan Civil War
- Any other relevant response (2 x 2) (4)

2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- They both subscribed to socialism/communism
- They both practically supported MPLA to defeat FNLA and UNITA
- They had to ensure that communism became an ideology of the ruling government
- They formed a strong force/alliance to stop capitalism from spreading into Angola
- Any other relevant response (any 2 x 2) (4)

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

- Source 2B mentions continuing **Soviet military support** of freedom fighters and patriots in Angola before independence and Source 2C depicts **Soviet Union's military support** to MPLA in Angola
- Source 2B refers to **increased Soviet military aid** to the MPLA and Source 2C shows a **Soviet tank** heading into Angola/Both sources indicate that the Soviet Union **assisted the MPLA militarily**
- Any other relevant response (2 x 2) (4)

2.5

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

- 'It has thwarted (prevented or hindered progress) the triumph of democracy ...'
- '… it has imposed on Angola a regime of a lonely, unpopular pro-Soviet clique …'
- '… it has paralysed the productive forces …'
- '… destroyed the economy of the country …'
- '… it is perpetrating war, violence and bloodshed …'
- '… it has demanded of the Angolan people a price that is extraordinarily high for their liberty, dignity and national independence …'
- '… it has been promoting disunity among the people' (any 3 x 1) (3)

2.5.2 *[Explanation of a historical concept from Source 2D – L2]*

- A pro-Western/capitalist view referring to a strategy used by the Soviet Union to spread misinformation to justify why they were presenting the MPLA as Angola's legitimate leader
- Any other relevant response (any 1 x 2) (2)

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

- Angola's reliance on Soviet-Cuban support undermined the country's own ability to find solutions
- The presence of Soviet-Cuban forces would be a challenge for the government to make effective decisions in rebuilding Angola
- It would not allow for the three liberation movements (MPLA, FNLA and UNITA) to work together
- They supported MPLA fighting against FNLA and UNITA
- FNLA and UNITA would not be happy with the Soviet-Cuban occupation as they supported capitalism
- Any other relevant response (any 1 x 2) (2)

2.5.4 *[Determining the limitations of Source 2D – L3]*

The source is LIMITED because:

- It is written by Chitunda, UNITA's information officers' perspective (one-sided)
- It is biased against the Soviet Union's support to the MPLA by highlighting the damage (e.g. on the economy and production) inflicted by Soviet-Cuban occupation
- It uses emotive language, like 'destructive', 'vicious' and 'intensive propaganda campaign' to discredit the Soviet imperialists
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- Angola was drawn into a proxy war when the Soviet Union decided to assist the MPLA due to ideological warfare against FNLA and UNITA (Source 2A)
- Soviet Union supported MPLA to stop the spread of capitalism in Angola (Source 2A)
- The Soviet Union targeted Angola because it (Angola) had one of the biggest oil reserves and natural resources (Source 2A)
- These natural resources were significant to the Soviet Union in developing nuclear weapons (Source 2A)
- The Soviet Union's aim was not only to access Angola's resources but also to use Angola as a gateway to spread communism in Africa (own knowledge)
- The Soviet Union saw Angola as the ideal country to continue the Cold War tensions with the USA (own knowledge)
- At the 58th celebration of the Soviet revolution Arvid Pelshe emphasised the Soviet Union's support for Angolan freedom fighters (Source 2B)
- The Soviet Union provided military aid and advisors to assist MPLA after Angolan independence (Source 2B and own knowledge)
- Although there were three Angolan Liberation Movements fighting for power, the Soviet Union recognised the MPLA as the leader for the Angolan people (Source 2B)
- The Soviet Union provided military assistance as an intervention for the MPLA (Source 2C)
- The delivery of tanks was observed by Leonid Brezhnev and Fidel Castro (Source 2C)
- The presence of the Soviet Union in Angola ensured that communism prevailed despite its negative consequences to the local people (Source 2D)
- Angolans became reliant on the Soviet-Cuban support which delayed Angola's economic development (own knowledge)
- Any other relevant response

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Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of why the Soviet Union supported the Popular Movement for the Liberation of Angola (MPLA) in the Angolan Civil War from 1975.** • Uses evidence partially or cannot write a paragraph.	**MARKS: 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of why the Soviet Union supported the Popular Movement for the Liberation of Angola (MPLA) in the Angolan Civil War from 1975.** • 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 why the Soviet Union supported the Popular Movement for the Liberation of Angola (MPLA) in the Angolan Civil War from 1975.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS: 6–8**

(8)
[50]

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QUESTION 3: WHAT EXPERIENCES DID ELIZABETH ECKFORD FACE DURING AN ATTEMPT TO DESEGREGATE CENTRAL HIGH SCHOOL IN LITTLE ROCK, ARKANSAS, IN 1957?

3.1

3.1.1 *[Extraction of evidence from Source 3A – L1]*
- '… in awakening the child to cultural values …'
- '… in preparing him for later professional training …'
- '… in helping him to adjust normally to his environment' (any 2 x 1) (2)

3.1.2 [*Extraction of evidence from Source 3A – L1]*
- '… if he is denied the opportunity of an education' (1 x 2) (2)

3.1.3 *[Definition of a historical term from Source 3A – L1]*
- The separation/discrimination of people according to racial classification/skin colour
- Any other relevant response (1 x 2) (2)

3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- Black children would not have resources like others or those of white children
- The US Supreme Court had ruled that separate education facilities were inherently unequal
- Led to black children receiving a mediocre education
- Led to black children being affected psychologically
- Led to black children questioning their self-worth/self-esteem
- Any other relevant response (any 1 x 2) (2)

3.1.5 *[Determining the reliability of Source 3A – L3]*
The source is RELIABLE because:
- A court ruling (primary/direct source)
- The court ruling was executed by the US Supreme Court in 1954
- The court ruling was cited as a precedent that would apply to the desegregation of Central High School in Little Rock, Arkansas, three years later in 1957
- The ruling was pertaining to education, which was relevant and applicable to the Central High School case
- The ruling marked the final judgement regarding school segregation and led to the desegregation of schools after 1957 in the USA
- Any other relevant response (any 2 x 2) (4)

3.2

3.2.1 *[Extraction of evidence from Source 3B – L1]*
- '… the Little Rock Nine' (1 x 1) (1)

3.2.2 *[Extraction of evidence from Source 3B – L1]*
- 'I expected that there might be something more available to me at Central that was not available at Dunbar …'
- '… that there might be more courses I could pursue …'
- '… that there were more options available' (any 2 x 1) (2)

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

- The NAACP expected that violence might erupt
- To ensure that the first day of integration went smoothly
- To support the process of desegregation of Central High School/to provide moral support to students
- To allay the fears of the Little Rock Nine/to reduce the possibility of students being individually targeted
- To show the philosophy of non-violence of the CRM
- Any other relevant response (any 2 x 2) (4)

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

- She felt threatened/gripped with fear
- She was confused by the screaming that sounded like it came from a hostile mob
- Any other relevant response (any 1 x 2) (2)

3.3

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

(a)

- Waiting for a bus to get away (disappointed) from the volatile atmosphere after she was prevented from entering the school
- She stood her ground in challenging her adversaries who were against school desegregation
- Representing the challenges that the Little Rock Nine experienced when attempting to enter Central High School
- She appears isolated, vulnerable and was left to face a hostile mob alone
- Any other relevant response (any 1 x 2) (2)

(b)

- To prevent the desegregation of the school/to stop integration
- To keep law and order
- To protect the state's segregatory laws
- Any other relevant response (any 1 x 2) (2)

(c)

- To highlight what African Americans had to endure in the fight against segregation
- To expose racism/unjust laws in America
- To pressure the government to end segregation/racism
- To capture the bravery of young Elizabeth Eckford in the presence of adult white racists
- To publicise the calmness of Elizabeth Eckford against the threatening white adults to the whole world
- Any other relevant response (any 1 x 2) (2)

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

- To support the state's stance on segregation of schools/To show that they were not supportive of desegregation
- To prevent Elizabeth Eckford from entering Central High School/supported her exclusion from school
- To intimidate Elizabeth Eckford
- Any other relevant response (any 1 x 2) (2)

3.4 *[Comparison of evidence from Sources 3B and 3C – L3]*

- Source 3B mentions that the crowd **prevented Elizabeth Eckford from entering Central High** on her first day and Source 3C shows Elizabeth Eckford at a bus stop after being **prevented from entering Central High** School/Both sources refer to Elizabeth Eckford being **prevented from entering Central High**
- Source 3B describes how when waiting at the bus stop, **she was gripped with fear and felt like the crowd was a mob** and Source 3C shows Elizabeth Eckford at a bus stop **surrounded by many people**
- Source 3B mentions that the Arkansas **National Guard barred her from entering the school** and Source 3C shows the Arkansas **National Guard** that was sent by the governor – not helping her to enter the school/**preventing her from entering Central High School**/Both sources refer to the National Guard **preventing Elizabeth Eckford from entering Central High**
- Both sources refer to Elizabeth Eckford **sitting at the bus stop to get away from the volatile situation quickly**
- Any other relevant response (any 2 x 2) (4)

3.5

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

- '… afraid of change …'
- '… instructed by ignorance …'
- '… hating what they simply could not understand' (3 x 1) (3)

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

- Rights of citizens that superseded state laws in the USA
- Rights guarded by the national government for the protection of its citizens
- Rights of the US citizens that are enshrined in the Constitution
- Any other relevant response (any 1 x 2) (2)

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

- Despite the strides that have been made in terms of desegregation, basic human rights are still not fully experienced by all American citizens/Work on reforms in the USA still has to be done
- Even though the USA's government has made great improvements in basic human rights other states can still bring more reforms
- The reforms in the USA should continue because discrimination was not completely over/racial inequality still existed
- The road to desegregation was a work in progress
- Any other relevant response (any 1 x 2) (2)

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

- '… blacks …'
- '… whites …'
- '… Hispanics …'
- '… Native Americans …' (any 2 x 1) (2)

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

Candidates could include the following aspects in their response:

- The Fourteenth Amendment states that all American citizens are equal and therefore entitled to the same rights and protections regardless of state (Source 3A)
- On the way to school, Elizabeth Eckford was saddened by the verbal abuse that she suffered from some racist whites (own knowledge)
- She felt excited that going to Central High School instead of the local black school (Dunbar) would give her more opportunities (Source 3B)
- Elizabeth Eckford felt more threatened by the noise made by the crowd behind her (Source 3B)
- Elizabeth Eckford went to Central High School on 4 September 1957 day but was denied entrance by a racist white mob and the Arkansas National Guards (Sources 3B and 3C)
- She sat isolated, waiting for the bus to come and collect her (Source 3B and Source 3C)
- Elizabeth Eckford felt intimidated by the crowd/mob (Sources 3C)
- Elizabeth Eckford felt she could cry due to the abuse she suffered on the day (own knowledge)
- Despite her age, Elizabeth Eckford maintained her composure (own knowledge)
- Former US President Bill Clinton praised her for her role, together with the other Little Rock Nine in the desegregation of Central High and the lasting impact it had on the USA (Source 3D)
- Any other relevant response

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Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of the experiences Elizabeth Eckford faced during an attempt to desegregate Central High School, Little Rock, Arkansas in 1957.** • Uses evidence partially or cannot write a paragraph.	**MARKS: 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of the experiences Elizabeth Eckford faced during an attempt to desegregate Central High School, Little Rock, Arkansas in 1957.** • 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 the experiences Elizabeth Eckford faced during an attempt to desegregate Central High School, Little Rock, Arkansas in 1957.** • 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 need to explain to what extent the United States' military dominance was rendered ineffective by the Viet Cong's tactics during the Vietnam War between 1957 and 1975**.** They could indicate either to **a greater extent or lesser extent** and support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance by stating that it was to a **greater** or **lesser extent** that the United States military dominance was rendered (made) ineffective by the Viet Cong's tactics during the Vietnam War between 1957 and 1975. They should also provide examples of the content they would use to support their line of argument.

ELABORATION

Focus on the military tactics used by both the USA and the Viet Cong.

- Reasons for USA involvement: containment and Domino Theory
- USA's first intervention in South Vietnam (1957–1963) – sent weapons and military advisors against the Viet Cong – passive involvement
- Ho Chi Minh Trail was used by the Vietminh (communist guerrillas from North Vietnam) to support the Viet Cong – Helped to supply the Viet Cong with food and weapons – made USA tactics fail to a greater extent
- USA introduced 'Safe Village' policy/Hamlet strategy/Villagisation – trying to isolate/separate guerrillas from villagers (1963)/Safe village policy rendered ineffective to a greater extent because the Viet Cong 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 was 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 Viet Cong)
- Use of chemical weapons made USA unpopular and was condemned by many
- President Johnson introduced Operation Rolling Thunder in March 1965 to eliminate the Viet Cong as quickly as possible
- Guerrilla warfare by the Vietminh and Viet Cong (difficulty in separating guerrillas from villagers – farmers/peasants)
- Viet Cong 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 Viet Cong
- USA sent young and inexperienced soldiers to Vietnam
- USA used Search and Destroy policy (My Lai Massacre) to destroy villages supported by Viet Cong
- This resulted in large number of civilian deaths – which called for more support for the Viet Cong

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- 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 Viet Cong had access to some modern weapons to render the US's military dominance ineffective
- Guerrilla warfare was effectively used by the Viet Cong, supported by Vietminh from the north and used tactics such as booby traps, underground tunnels, hit and run, sabotage
- The Viet Cong increased its support base because of the tactics used against the US soldiers
- The Vietnamese were united in their 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 the USA to a greater extent to stop Vietnam from becoming a communist state and its subsequent withdrawal
- USA withdrew all troops by 1973 and President Nixon signed the Paris Peace Accords on 27 January 1973 – ending USA involvement in the Vietnam War
- North Vietnam took control of Saigon in 1975
- Vietnam was united under communist control/USA military tactics did not succeed in defeating the Viet Cong to a greater extent
- 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 need to indicate whether they **agree** or **disagree** with the statement that Mobutu Sese Seko introduced only political changes to the newly independent Congo. In the main they should disagree and indicate that there were also economic, social and cultural changes that he introduced. Candidates need to support their line of argument with relevant evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a line of argument by **agreeing** or **disagreeing** with the statement that Mobutu Sese Seko introduced only political changes to the newly independent Congo. Candidates need to give an outline of the content they would use to support their line of argument. In the main they should disagree and indicate that there were also economic, social and cultural changes that he introduced.

ELABORATION

Political policies

- The Congo became independent on 30 June 1960 with Joseph Kasavubu as President and Patrice Lumumba as Prime Minister. Kasavubu preferred that the Congo be a federal state while Lumumba argued for a strong centralised national government
- The 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
- In 1967 Mobutu managed to stop the Katanga rebellion and gave his country a new constitution as a one-party state under his party, the Popular Movement for the Revolution (MPR)
- The Congo became a one-party state within the first five years after gaining independence with all opposition suppressed
- Mobutu developed a personality cult/Mobutuism made the Congo an autocratic state under himself as a military dictator
- He was supported by the USA because he was seen as an anti-communist ally
- He created a strong centralised government and controlled all appointments, promotions and the allocation of government revenue
- 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
- He allowed nepotism (kleptocracy)
- Mobutu remained as 'president for life' until his death in 2007
- Any other relevant response

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Economic policies

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

Social policies

- At independence, the 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 Zairians with a sense of pride for own culture. Also referred to as Africanisation
- 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'
- 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
- French remained the language of instruction and the education system continued to favour the urban elite
- After independence, primary education and school enrolment rose from 1,6 million in 1960 to 4,6 million in 1974/When state funding was withdrawn by Mobutu, parents had to start paying and primary education started to decline
- Teachers and hospital staff went unpaid for months due to poor economic and political practices

Cultural policies

- Clothing: wearing of Western-style suits was outlawed (by a decree) and replaced with 'abacos' (A bas le costumes'), meaning 'down with the suit'
- African music/art/dance was encouraged
- African hairstyles were encouraged (Africanisation)
- Any other relevant response

- Conclusion: Candidates should tie 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 should respond by indicating that the Black Power Movement (BPM) did **not only adopt a radical approach** in its attempts to end discrimination and segregation in the USA in the 1960s. The critical discussion should provide a balanced view by indicating that the **approach was also psychological/passive and peaceful** – in the form of community projects. They should support their line of argument with relevant information.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a critical stance that provides a balanced view by indicating that the Black Power Movement (BPM) **adopted a radical as well as a psychological (passive) approach** in its attempts to end discrimination and segregation. They should provide an example(s) of methods that were radical and psychological in challenging discrimination in the USA in the 1960s.

ELABORATION

- African Americans became impatient with the slow pace of change and the impact of the Civil Rights Movement in the 1960s
- BPM 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 (radical); blacks to seek freedom from white authority; promotion of Afro hairstyle and African clothing and coined the slogan 'Black is beautiful' (not radical/psychological)
- Malcolm X promoted armed self-defence against white oppression (radical)
  - He argued that bloodshed was necessary for revolution and he advocated self-respect and self-discipline (radical)
  - Promoted the concept of 'Black Pride'/self-esteem/self-respect/self-help (not radical)
  - Encouraged African Americans to stand up against white American authorities in pursuit of freedom, justice and equality by whatever means possible (radical)
  - Supported the use of violence as a means of self-defence against those who attacked African Americans (radical)
- Black Panther Party (BPP) was formed by Huey Newton and Bobby Searle to protect African American neighbourhoods from police brutality:
  - BPP carried guns (radical)
  - BPP started Programs such as 'Free Breakfast for Children' and tutoring classes (not radical)
  - Adopted Ten Point Plan to cover its social, political and economic goals for the upliftment of the African American community/black empowerment (radical/not radical)
  - 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 (radical/not radical)

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  - BPP literacy projects eradicated illiteracy amongst the African American communities (radical/not radical)
  - BPP childcare projects took care of the medical needs of African Americans in black communities (radical/not radical)
  - BPP members patrolled the streets to monitor police activities (police the police) and defend themselves against police brutality (radical)
  - BPP demanded that Black history must be taught in black schools (radical/not radical)
- Stokely Carmichael believed that the non-radical approach failed because of on-going violence against African Americans
  - Advocated the exclusion of white 'liberals' as a philosophy for African Americans (radical)
  - He promoted one plan to split the USA into separate black and white communities (radical)
  - He was against the USA's involvement in the Vietnam War (radical/not radical)
- Role of Angela Davis – political activist
  - Member and leader of the Black Panther Party
  - Organised bail campaigns for arrested Black Panther Party members
  - Charged with conspiracy, kidnapping and murder for the use of firearms registered in her name for Soledad Brothers incident
- Role of any other Black Power activists
- Any other relevant response

- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

TOTAL: 150

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