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

SEPTEMBER 2026

HISTORY P1
MARKING GUIDELINE

MARKS: 150

This marking guideline consists of 26 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 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 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.	LEVEL 6 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.	LEVEL 5 Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	LEVEL 4 Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	LEVEL 2 Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	LEVEL 1* 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: WHY DID COLD WAR TENSIONS OVER BERLIN BETWEEN 1958 AND 1961 RESULT IN THE CONSTRUCTION OF THE BERLIN WALL?

1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- It was time for the United States to pull out of the city. (1 x 2) (2)

1.1.2 *[Definition of a historical concept from Source 1A – L1]*
- A final demand or statement of terms, the rejection of which will result in retaliation or a breakdown in relations.
- Any other relevant response (1 x 2) (2)

1.1.3 *[Extraction of evidence from Source 1A – L1]*
- foreign minister's conference at Geneva (1 x 2) (2)

1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- Eisenhower believed that U.S. troops protected West Berlin from Soviet takeover.
- A continued U.S. presence symbolised America's commitment to democracy and freedom.
- U.S. forces acted as a deterrent against Soviet aggression in Europe.
- Withdrawing U.S. troops could weaken Western influence and morale in West Berlin.
- Any other relevant response. (Any 2 x 2) (4)

1.1.5 *[Interpretation of evidence from Source 1A – A2]*
- It increased mistrust between the USA and the USSR, as the Soviets accused the USA of spying.
- Planned negotiations between the two superpowers collapsed after the incident.
- Cold War tensions intensified, reducing chances of cooperation or compromise
- Any other relevant response. (Any 1 x 2) (2)

1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- The ruling circles of Western Germany are doing everything to whip up military passions against the German Democratic Republic and all the socialist countries.
- Speeches by Chancellor Adenauer and Defence Minister Strauss.
- The atomic arming of the Bundeswehr.
- Various military exercises. (Any 3 x 1) (3)

1.2.2 *[Extraction of evidence from Source 1B – L1]*
- The road followed by Western Germany today is a road dangerous to peace in Europe (1 x 2) (2)

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1.2.3 *[Interpretation of evidence from Source 1B – L2*]
- If West Germany attacked the Eastern bloc, it would be defeated.
- The socialist countries were militarily stronger than West Germany
- Any war would lead to nuclear annihilation.
- A war would bring self-destruction rather than victory.
- Any other relevant response. (Any 1 x 2) (2)

1.2.4 *[Interpretation of evidence from Source 1B – L2]*
- Modern weapons (especially nuclear weapons) would cause rapid destruction
- West Germany was geographically exposed as it was surrounded by Warsaw Pact / socialist states
- West Germany was located on the frontline of the Cold War
- Any other relevant response. (Any 1 x 2) (2)

1.2.5 *[*Determining limitations *of Source 1B – L3]*
- The source is one sided because it only gives Nikita Khrushchev's point of view.
- Khrushchev blames the West for the increasing tension in Berlin / exaggerated the threat.
- The source is biased against Western Germany (the West)
- The source can be viewed as propaganda as it was intended to justify Soviet policies rather than provide a balanced account.
- Any other relevant response. (Any 2 x 2) (4)

1.3 1.3.1 *[*Interpretation of evidence from Source 1C – L2*]*
- A divided city and key point of tension between East and West.
- A symbol of ideological conflict between communism and capitalism
- A city on the brink of nuclear war.
- Any other relevant response. (Any 1 x 2) (2)

1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- Both sides believe that the other side will avoid nuclear war
- Each side is confident that nuclear weapons act as a deterrent, preventing the other from attacking
- Highlights the dangerous balance of power and brinkmanship
- Shows mutually assured destruction (MAD)
- The quote shows a false sense of security, underestimating how easily conflict could escalate
- Any other relevant response. (Any 1 x 2) (2)

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1.4 1.4.1 *[Explanation of a historical concept from Source 1D – L2]*

- Refers to the Berlin Wall, because it physically divided East and West Berlin, preventing free movement of people
- It symbolised the deep ideological conflict between communism in the East and democracy in the West, making it a powerful barrier to unity.
- Families, friends, and communities were torn apart, showing how the Wall was not just concrete but also a barrier to human connection.
- Any other relevant response. (Any 1 x 2) (2)

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

- it was an elaborate system of fortifications.
- It included massive concrete walls, watchtowers, and
- a wide expanse known as the "death strip". (3 x 1) (3)

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

- The Wall prevented free movement and trapped East Berliners, showing oppression.
- It tore apart loved ones and communities, causing suffering and isolation.
- Brandt saw it as proof of the East German/USSR regime's lack of freedom and democracy.
- Any other relevant response (Any 1 x 2) (2)

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

- Source **1B** mentions atomic weapons and military exercises in West Germany, while Source **1C** shows both sides armed with missiles, highlighting rising tensions.
- Source **1B** warns of Western leaders provoking conflict; Source **1C** reflects this with the West assuming the Soviets won't risk war, showing dangerous confidence.
- Source **1B** accuses imperialists of threatening peace; Source **1C** shows both sides facing off, ready for conflict but unwilling to strike first.
- Source **1B** says modern warfare would destroy Western Germany; Source **1C** visually supports this with nuclear missiles aimed at Berlin.
- Source **1B** calls the German question a source of tension; Source **1C** places Berlin at the centre of a standoff, symbolising its role in Cold War conflict.
- Any other relevant response. (Any 2 x 2) (4)

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1.6 [*Interpretation, evaluation and synthesis of evidence from relevant source*]
Candidates could include the following aspects in their response:

- Berlin once again became a focal point of the Cold War in 1958 (own knowledge)
- Khrushchev's 1958 ultimatum demanded U.S. withdrawal from Berlin. (Source 1A)
- Failed negotiations at Geneva and Camp David (Source 1A)
- The U-2 spy plane incident (1960) worsened tensions, ending talks and leaving no hope for compromise (Source 1A)
- Khrushchev accused West Germany of militarisation (atomic weapons, military exercises) (Source 1B)
- Western aggression is "dangerous to peace in Europe". (Source 1B)
- Suggests that any attack on the East would mean "marching to death" (Source 1B)
- There was a potential nuclear standoff over Berlin. (Source 1C)
- Both sides were armed with nuclear missiles (Source 1C)
- The Berlin Wall was constructed in August 1961 as a response to these tensions (Source 1D)
- The GDR called it the "Anti-Fascist Protection Rampart", claiming it defended socialism from Western aggression. (Source 1D)
- The West saw it as the "Wall of Shame", proof of oppression and Cold War division
- Khrushchev wanted to secure East Germany and prevent further embarrassment caused by the exodus of citizens, so he backed the Wall. (Own Knowledge)
- The Wall became a physical representation of the "Iron Curtain" dividing capitalist West and communist East. (Own Knowledge)
- Any other relevant response. (8)

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g., **shows little or no understanding of why Cold War tensions over Berlin between 1958 and 1961 resulted in the construction of the Berlin Wall?** • 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 why Cold War tensions over Berlin between 1958 and 1961 resulted in the construction of the Berlin Wall?** • 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 Cold War tensions over Berlin between 1958 and 1961 resulted in the construction of the Berlin Wall?** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

[50]

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QUESTION 2: HOW DID COLD WAR SUPERPOWER INVOLVEMENT INFLUENCE THE ANGOLAN CIVIL WAR?

2.1 2.1.1 [Extraction of evidence from Source 2A – L1]
- 'to keep the Cold War out of Angola' (1 x 2) (2)

2.1.2 [E*xtraction of evidence from Source 2A – L1*]
- 'Struggling among themselves to determine which movement would take the reins of the newly-independent state'. (1 x 2) (2)

2.1.3 [*Definition of a historical concept from Source 2A – L1*]
- the relaxation of strained relations or tensions (as between nations)
- Any other relevant response (1 x 2) (2)

2.1.4 [Interpretation of evidence from Source 2A – L2]
- Thousands of Cuban troops were transported to Angola from 1975, showing a major foreign military intervention in the civil war.
- Cuban forces played a decisive role in supporting the MPLA, helping it secure and retain control over key areas.
- This intervention turned the Angolan Civil War, into a significant Cold War proxy conflict.
- The Cuban military shifted the balance of power against UNITA and South African–backed forces.
- Any other relevant response. (Any 1 x 2) (2)

2.1.5 [*Interpretation of evidence from Source 2A – L2*]
- The conflict consumed huge resources and caused suffering for ordinary Angolans.
- The civil war dragged on for many years without resolution.
- The war was unnecessary and avoidable.
- Peace after independence in 1975 was very short-lived.
- Angola moved straight from liberation into renewed conflict without a stable transition.
- Any other relevant response (Any 2 x 2) (4)

2.2 2.2.1 [*Explanation of a historical concept from Source 2B – L2*]
- The indirect clash between global superpowers (USA and the USSR)—who supported opposing liberation groups (UNITA vs. MPLA) instead of fighting each other directly.
- Angola's civil war became part of the Cold War, with outside countries turning a local conflict into an international one.
- Any other relevant response (Any 1 x 2) (2)

2.2.2 [*Extraction of evidence from Source 2B – L1*]
- Escalation of the civil war. (1 x 2) (2)

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2.2.3 [*Interpretation of evidence from Source 2B – L2*]
- He implied that Angola's internal struggle was transformed into a stage for global rivalry, with the U.S. and Soviet Union using it to advance their own ambitions.
- Angola itself was not strategically important to either superpower, yet it became the focus of massive international involvement because of Cold War competition.
- The people of Angola suffered most, as their country was caught in a struggle that mattered more to external powers than to them.
- Any other relevant response. (Any 1 x 2) (2)

2.2.4 [*Interpretation of evidence from Source 2B – L2*]
- Kissinger treated Angola as a Cold War battleground, ignoring local politics
- His support for UNITA and FNLA was seen as external interference, which alienated many African leaders
- Kissinger contributed to widespread instability in southern Africa
- Kissinger's approach reinforced ideas of the U.S. as superior power, undermining long-term diplomatic relations with African states.
- Any other relevant response. (Any 1 x 2) (2)

2.3 2.3.1 [Extraction of evidence from Source 2C – L1]
- Secretary of state. (1 x 1) (1)

2.3.2 [Extraction of evidence from Source 2C – L1]
- Concerned that the communist MPLA forces would sweep to power and open the way for Soviet influence. (1 x 2) (2)

2.3.3 [Extraction of evidence from Source 2C – L1]
- killed up to 1 million people
- further 4 million people were displaced
- about 70,000 lost limbs
- almost two-thirds of Angolans lacked access to drinking water
- The infant death toll was equally shocking. (Any 3 x 1) (3)

2.3.4 [*Interpretation of evidence from Source 2C – L2*]
- Kissinger underestimated the complexity of Angolan politics.
- He assumed the conflict was purely ideological rather than rooted in local power struggles.
- He failed to recognise African nationalism and regional dynamics.
- His Cold War focus led to poor decisions and prolonged conflict.
- Any other relevant response. (Any 1 x 2) (2)

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2.3.5 [*Determining usefulness of Source 2C – L3*]
The source is useful because:
- Shows how foreign intervention escalated the conflict after Portuguese withdrawal
- The source provides evidence (deaths, displacement, landmines) showing impact on society
- Highlights long-term humanitarian consequences of foreign involvement in Angola
- Describes destruction of civil institutions such as schools and hospitals
- Shows impact on ordinary civilians, not only political leaders
- Any other relevant response. (Any 2 x 2) (4)

2.4 2.4.1 [*Interpretation of evidence from Source 2D – L2*]
- Kissinger was not physically present in Angola but influenced events there
- The USA had an indirect influence on events in the Angolan Civil War.
- Any other relevant response. (Any 1 x 2) (2)

2.4.2 [*Interpretation of evidence from Source 2D – L2*]
- Foreign powers interfered in Angola
- Superpowers used Angola as a proxy battleground
- USA influenced events without direct presence
- Local conflicts were worsened by Cold War rivalry
- African self-determination was undermined
- Any other relevant response. (Any 2 x 2) (4)

2.5 [*Comparison of similarities between Sources 2B and 2C – L3*]
- Source **2B** states that the proxy confrontation between the US and the Soviet Union led to a catastrophic escalation of the Angolan Civil War, while Source **2C** explains that Kissinger led the US into direct involvement to prevent the MPLA from gaining power, showing how US actions intensified the conflict.
- Source **2B** argues that US involvement harmed Angolan society in the long term, while Source **2C** supports this by providing evidence of massive loss of life, displacement, and destruction of infrastructure.
- Source **2B** criticises Henry Kissinger's lack of regional understanding, while Source **2C** supports this view by quoting a historian who states that Kissinger misread the situation in Angola from the start.
- Source **2B** suggests that Angola became a battleground for international ambition, while Source **2C** supports this by showing that US fears of communist expansion drove intervention rather than concern for Angola itself.
- Source **2B** states that US actions weakened its relations with Africa, while Source **2C** supports this by describing the long-term humanitarian crisis and destruction of civil institutions caused by US-led intervention.
- Any other relevant response. (Any 2 x 2) (4)

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2.6 [*Interpretation, evaluation and synthesis from relevant sources – L3*]
Candidates could include some of the following points in their response:

- The USA and the USSR both became involved in Angola due to superpower rivalry (**Own knowledge**)
- The Angolan Civil War began as a local struggle but quickly drew in external backers **(Source 2A)**
- The Soviet Union and Cuba supported the MPLA, sending thousands of Cuban troops which influenced the military outcome **(Source 2A)**
- Superpower rivalry turned Angola into a proxy war of the Cold War, exceeding its local importance **(Source 2A)**
- The war damaged détente between the USA and USSR, worsening Cold War tensions **(Source 2A)**
- Confrontation between the United States (US) and the Soviets for influence in the country led to a catastrophic escalation of the civil war (**Source 2B)**
- The United States supported UNITA and FNLA, escalating the conflict and complicating peace efforts **(Source 2C)**
- Kissinger's misreading of Angola undermined U.S. relations with Africa and damaged his reputation **(Source 2C)**
- The conflict caused massive humanitarian destruction – deaths, displacement, destruction of institutions **(Source 2C)**
- The cartoon **(Source 2D)** shows Kissinger as "meddling" in Angola, reflecting criticism of U.S. interference.
- The war lasted decades (1975–2002), showing how Cold War involvement prolonged violence and instability in Angola. **(Own knowledge)**
- Any other relevant response. (8)

Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner e.g., **shows little or no understanding** of **how cold war superpower involvement influenced the Angolan Civil War.** • Uses evidence partially to report on topic or cannot report on topic.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to the topic e.g., **shows some understanding of how cold war superpower involvement influenced the Angolan Civil War.** • 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 cold war superpower involvement influenced the Angolan Civil War.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

[50]

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QUESTION 3: HOW DID FREEDOM SUMMER CHALLENGE RACIAL DISCRIMINATION AND VOTER SUPPRESSION IN THE SOUTHERN UNITED STATES IN 1964?

3.1 3.1.1 [*Definition of a historical concept from Source 3A – L1*]
- A civil rights campaign in Mississippi aimed at registering African Americans to vote and challenging racial discrimination
- Refers to a voter registration and education programme organised by civil rights groups to increase black political participation in the southern United States.
- Any other relevant response (1 x 2) (2)

3.1.2 [Extraction of evidence *from Source 3A – L1*]
- Beefed up its police force with shotguns, teargas, and a six-ton tank. (1 x 2) (2)

3.1.3 [*Extraction of evidence from Source 3A – L1*]
- Black churches would be torched
- Homes and Freedom Houses would be bombed.
- Violence of all kinds,
- including murder. (4 x 1) (4)

3.1.4 [*Interpretation of evidence from Source 3A – L2*]
- Freedom Summer helped expose racial injustice in Mississippi and drew national attention to the civil rights struggle
- It led to positive change by increasing support for civil rights laws
- The campaign promoted education and cooperation through Freedom Schools and community programmes.
- It showed that black and white Americans could work together peacefully to challenge segregation and discrimination.
- Any other relevant response. (Any 1 x 2) (2)

3.1.5 [Interpretation of evidence *from Source 3A – L2*]
- Black host families and student volunteers treated each other with mutual respect despite the dangers they faced
- The cooperation between black and white Americans challenged racist ideas of separation and superiority
- Their behaviour showed that equality and peaceful coexistence were possible in a segregated society
- They set a moral example of fairness, dignity, and humanity during a time of widespread hatred and violence
- Any other relevant response. (Any 2 x 2) (4)

3.2 3.2.1 [*Extraction of evidence from Source 3B – L1*]
- White northern college students from middle and upper class backgrounds (1 x 2) (2)

3.2.2 [*Extraction of evidence from Source 3B – L1*]
- Voter Registration (1 x 2) (2)

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3.2.3 [Interpretation of evidence from source 3B – L2]
- They addressed the inequality of the segregated education system in Mississippi.
- They educated black youth in literacy and civics, which was essential for voter registration.
- They taught black history and civil rights ideas**,** building pride and political awareness.
- They helped create an informed and confident black community able to challenge discrimination
- Any other relevant response. (Any 2 x 2) (4)

3.2.4 [*Interpretation of evidence from Source 3B – L2*]
- Black students were being prepared to lead their own communities.
- The movement aimed for long-term change, not short-term protest.
- Activism would continue even without outside (white northern) volunteers.
- Educated local leaders could sustain resistance against voter suppression and racism.
- Any other relevant response. (Any 1 x 2) (2)

3.3 3.3.1 [Extraction of evidence from Source 3C – L1]
- 'canvassed cotton fields and black neighbourhoods'
- 'urging and instructing people how to register to vote' (2 x 1) (2)

3.3.2 [*Interpretation of evidence from Source 3C – L2*]
- He opposed outside involvement in Mississippi
- He wanted to maintain segregation and white political control.
- He viewed civil rights activism as a threat to the existing social order
- He believed "unity" meant excluding black Mississippians from equal rights
- Any other relevant response. (Any 1 x 2) (2)

3.3.3 [*Explanation of a historical concept from Source 3C – L2*]
- Refers to the use of threats and violence to frighten African Americans and stop them from registering to vote.
- Actions such as arrests, beatings, or threats used by white authorities and groups to discourage civil rights activists and Black voters from participating in the campaign.
- Any other relevant response. (Any 1 x 2) (2)

3.3.4 [*Ascertaining reliability of Source 3C – L3*]
The source is reliable because:
- The source is from a book written by Rev Ed King, a prominent civil rights activist
- Rev Ed King was directly involved in the Freedom Summer project
- The source can be corroborated by Source 3A regarding the violent response to the Freedom Summer
- The source contains different perspectives on the Freedom Summer project.
- Any other relevant response. (Any 2 x 2) (4)

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

- Source **3B** states that only 1 600 of the 17 000 voter registration applications were accepted due to discriminatory practices by local registrars, while Source **3C** shows that volunteers faced constant intimidation, false claims of illiteracy, and violent attacks.
- **Both** sources describe the obstacles to registering black voters in Mississippi.
- Source **3B** states that volunteers were trained before deployment to prepare them for the difficulties of registering black voters, while Source **3C** shows that, despite beatings, threats, and murders, activists pressed on with canvassing and voter registration.
- **Both** sources emphasise the perseverance required under hostile conditions.
- Source **3B** states that voter registration was the cornerstone of the summer project and faced significant rejection, while Source **3C** shows that volunteers encouraged house-to-house registration even under dangerous conditions,
- **Both** sources highlight the risks and challenges of challenging voter suppression.
- Source **3B** states that King and the Southern Christian Leadership Conference supported and encouraged black Mississippians to vote despite violence, while Source **3C** shows that doctors, lawyers, clergymen, and volunteers joined the effort in the face of murder and arson.
- **Both** sources describe the bravery and solidarity of activists confronting threats during voter registration.
- Any other relevant response. (Any 2 x 2) (4)

3.5 3.5.1 [Interpretation of evidence from Source 3D – L2]

- The sign emphasizes that voting rights are essential for true freedom and equality.
- Political participation is the key to ending oppression and discrimination
- The belief that without the vote, African Americans remain powerless in shaping their future.
- Any other relevant response. (Any 1 x 2) (2)

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

- African Americans were denied voting rights through discriminatory laws and practices.
- They endured intimidation and opposition from authorities and segments of society when demanding equality. (Policeman)
- Shows that basic democratic rights had to be fought for through protest and activism.
- Any other relevant response. (Any 1 x 2) (2)

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3.6 [*Interpretation, evaluation and synthesis from relevant sources – L3*]
Candidates could include some of the following points in their response:

- Freedom Summer exposed the brutality of Jim Crow laws and showed the need for federal intervention. **(Own knowledge)**
- Northern college students descended on Mississippi to support black communities **(Source 3A).**
- White Mississippians reacted with violence, burning churches and bombing homes **(Source 3A).**
- The Ku Klux Klan gained new strength during Freedom Summer **(Source 3A).**
- National attention was drawn to Mississippi because of the violence **(Source 3A).**
- President Johnson signed the Civil Rights Act, beginning to dismantle segregation **(Source 3A).**
- Volunteers were trained in Ohio to register black voters and teach literacy **(Source 3B).**
- Voter registration was the cornerstone of the project (**Source 3B**).
- 17 000 black Mississippians tried to register, but only 1 600 were accepted **(Source 3B).**
- Freedom Schools were established to provide education and black history **(Source 3B).**
- Martin Luther King Jr. visited Mississippi to encourage black citizens to vote despite intimidation **(Source 3B).**
- Activists canvassed cotton fields and black neighbourhoods to register voters **(Source 3C**).
- They lived with local families and built Freedom Schools **(Source 3C).**
- White leaders saw the project as an "invasion" and resisted it **(Source 3C).**
- Volunteers faced constant threats, beatings, and shootings **(Source 3C).**
- Despite violence, the campaign drew national attention and support from professionals and clergy **(Source 3C).**
- The protest sign "The vote shall make us free" highlighted the demand for voting rights **(Source 3D).**
- The presence of police shows the state's attempt to control or intimidate protesters **(Source 3D).**
- The image captured national media attention, spreading awareness of voter suppression **(Source 3D).**
- It created momentum for the Voting Rights Act of 1965, which outlawed literacy tests, poll taxes, and other discriminatory practices. **(Own knowledge)**
- Any other relevant response (8)

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Use the following rubric to allocate marks:

LEVEL 1	• Cannot extract evidence or extract evidence from the sources in a very elementary manner **e.g. shows no or little understanding of how Freedom Summer challenged racial discrimination and voter suppression in the Southern United States in 1964.** • 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 how Freedom Summer challenged racial discrimination and voter suppression in the Southern United States in 1964.** • 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 how Freedom Summer challenged racial discrimination and voter suppression in the Southern United States in 1964.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

[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 guerrilla warfare and popular support for the Vietcong played a key role in shaping the outcome of the Vietnam War between 1962 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 guerrilla warfare and popular support for the Vietcong played a key role in shaping the outcome of the Vietnam War between 1962 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 {Highlights USA's early role.}
- 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 fail {Shows guerrilla warfare effectiveness and popular support networks.}
- 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 {Demonstrates Vietcong's popular support and USA's failed tactics.}
- 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) {USA tactics aimed at undermining guerrilla support base.}
- Use of chemical weapons made USA unpopular and was condemned by many {Shows how USA tactics increased support for Vietcong.}
- President Johnson introduced Operation Rolling Thunder in March 1965 to eliminate the Vietcong as quickly as possible {USA reliance on conventional bombing vs guerrilla resilience.}

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- Guerrilla warfare by the Vietminh and Vietcong (difficulty in separating guerrillas from villagers – farmers/peasants) {guerrilla tactics and popular support.}
- Vietcong responded with the Tet Offensive (1968) – surprise attacks on 100 cities
- Number of USA soldiers killed increased – led to anti-war demonstrations {Shows impact of guerrilla tactics on USA morale and public opinion.}
- 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 {Shows USA atrocities undermining their cause and boosting Vietcong support.}
- This resulted in large numbers of civilian deaths – which called for more support for the Vietcong {Popular support strengthened by USA failures.}
- USA atrocities and My Lai Massacre (March 1968) turned public opinion against the war {USA losing legitimacy.}
- North Vietnam received military support from the USSR and China so the Vietminh and Vietcong had access to some modern weapons {External factor strengthening Vietcong guerrilla warfare.}
- 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 {Evidence of guerrilla warfare success.}
- The Vietcong increased its support base because of the tactics used against the USA soldiers {Shows popular support.}
- The Vietnamese were united in the defence of their country {National unity and popular support.}
- 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 {Shows USA recognition of failure against guerrilla warfare and popular support.}
- USA withdrew all troops by 1973 and President Nixon had signed the Paris Peace Accords on 27 January 1973 – ending USA involvement in the Vietnam War {Outcome linked to guerrilla warfare and USA failure.}
- 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 the problems experienced by the Congo after independence were primarily the result of internal factors rather than external interference. Candidates need to consider whether these challenges were mainly due to internal factors such as weak political leadership, ethnic divisions, lack of administrative experience, and power struggles, or whether external interference played a greater role. They must consider the economic, social, and political factors that contributed to the challenges faced by the Congo. The discussion will weigh both perspectives, showing how internal instability and external manipulation were interconnected.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates should take a critical stance by indicating the problems experienced by the Congo after independence were primarily the result of internal factors rather than external interference. They must consider the economic, social, and political factors that contributed to the challenges faced by the Congo. 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 {Shows internal divisions and weak leadership, contributing to instability.}
- Congo started with a lot of political instability – with Tshombe focused on secession of Katanga for its own independence {Highlights internal ethnic and regional divisions.}
- Mobutu seized power from Kasavubu through a coup d'état in 1965 {Illustrates internal power struggles.}
- He managed to bring some form of political stability (positive change) {Shows attempts at internal consolidation.}
- Mobutu applied authoritarianism to achieve political stability {Demonstrates how internal solutions created long-term problems.}
- In 1967 Mobutu managed to stop the Katanga rebellion (positive change) {Internal factor: suppression of secession.}
- Gave his country a new constitution as a one party-state under his party, the Popular Movement for the Revolution (MPR) {Internal consolidation of power.}
- Congo became a one-party state within the first five years after gaining independence with all opposition suppressed {Internal authoritarianism.}
- Mobutu developed a personality cult/Mobutuism made Congo an autocratic state under himself as a military dictator {Internal authoritarian leadership.}

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- He was supported by the USA because he was seen as an anti-communist ally (negative and positive changes) {Shows external Cold War interference reinforcing internal authoritarianism.}
- He created a strong centralised government and controlled all appointments, promotions and the allocation of government revenue {Internal consolidation of power.}
- 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 {Internal mismanagement, linked to external colonial legacy.}
- He allowed nepotism (kleptocracy) {Internal corruption.}
- Mobutu remained as 'president for life' until his death in 2007 {Internal authoritarian continuity.}

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) {Internal attempt at economic independence.}
- Nationalised foreign owned companies without compensation {Internal policy, but worsened relations with external investors.}
- Foreign companies placed under control of his allies and family members (negative change) {Internal nepotism and corruption.}
- Introduced Zaireanisation (replacing foreigners with Zairian nationals) {Internal mismanagement, linked to external colonial structures.}
- Zaireanisation led to corruption, theft and mismanagement {Internal maladministration.}
- The economy was characterised by nepotism and elitism which created a big gap between the elite and ordinary citizens/rich and poor {Internal corruption and inequality.}
- Weak economic policies led to the decline in the state of infrastructure such as roads and other infrastructure (poor economic policies) {Internal mismanagement.}
- Mobutu created a kleptocracy - wherein a group of appointed public officials abused their position for financial gain {Internal corruption.}
- Mobutu was forced to introduce Retrocession (return of foreign owners) (ineffectiveness of Zaireanisation as an economic policy) {Shows external economic dependence after failed internal policies.}
- Very few foreign owners returned {External factor: lack of confidence in Congo's governance.}
- Increase in the price of oil affected agriculture {External global economic factor.}
- Congo's economy collapsed {Result of both internal mismanagement and external shocks.}
- Congo became dependent on foreign aid and investment, e.g. from the World Bank {External interference deepening Congo's dependence.}

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Social Policies

- At independence Congo had 14 university graduates out of 14 million people {Internal weakness: lack of skilled leadership.}
- 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 {Internal cultural policy aimed at decolonisation.}
- 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 {Internal cultural pride, linked to external colonial legacy.}
- Clothing: wearing of western-style suits were outlawed (by a decree) and replaced with 'abacos' {Internal cultural assertion.}
- Promoted local music {Internal cultural pride.}
- 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) {Internal authoritarianism justified against external influence.}
- French remained the language of instruction and the education system continued to favour the urban elite {External colonial legacy persisting.}
- 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 {Internal mismanagement of education.}
- Teachers and hospital staff went unpaid for months due to poor economic and political practices {Internal governance failure.}
- Poverty increased due to food inflation {Internal mismanagement, worsened by external economic shocks.}
- 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 need to explain to what extent the Black Power philosophy was effective in addressing the inequality faced by African Americans in the United States during the 1960s and 1970s? They should 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 explaining to what extent the Black Power philosophy was effective in addressing the inequality faced by African Americans in the United States during the 1960s and 1970s? They should also provide an outline of how they will support their line of argument.

ELABORATION

- African Americans still economically and politically crippled in the USA due to discriminatory (Jim Crow) laws {Shows inequality context Black Power sought to address.}
- Lack of a sense of pride due to socio-economic circumstances (Lived in ghettos and slum areas/poor housing/under-resourced facilities) {Highlights social inequality motivating Black Power's emphasis on pride and empowerment.}
- African Americans became impatient with the slow pace of change and the impact of the Civil Rights Movement in the 1960s {Explains why Black Power emerged as an alternative to non-violent civil rights strategies.}
- African Americans subjected to police brutality – led to growth of nationalist feelings. {Links directly to Black Power's militant self-defence philosophy.}

Black Power Philosophy and Leaders

- 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' {Shows effectiveness in building identity, pride, and self-reliance.}
- Malcolm X promoted armed self-defence against white oppression {Highlights militant approach — effective in empowerment but controversial.}
- He argued that bloodshed was necessary for revolution and he advocated self-respect and self-discipline {empowerment vs violence.}
- Promoted the concept of 'Black Pride' (self-esteem/self-respect/self-help) {Directly effective in addressing psychological inequality.}
- Encouraged African Americans to stand up against white American authorities in pursuit of freedom, justice and equality by whatever means possible {Shows empowerment but also militancy.}
- Supported the use of violence as a means of self-defence against those who attacked African Americans {Highlights more violent methods.}

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- Stokely Carmichael believed that the non-violent strategy failed because of on-going violence against African Americans {Explains shift from Civil Rights Movement to Black Power.}
- Advocated the exclusion of white 'liberals' as a philosophy for African Americans {Shows exclusivity — limited broader support.}
- He promoted one plan to split the USA into separate black and white countries {Extreme stance — less effective in practical terms.}
- He was against the USA's involvement in the Vietnam war {Shows broader political activism beyond racial inequality.}

Impact of Black Power

- The most obvious forms of racial discrimination ended {Evidence of effectiveness.}
- Racial violence and tension declined. {Shows positive social impact.}
- African Americans were elected to public offices {Political empowerment.}
- Housing and facilities of African Americans were improved {Social up upliftment.}
- Black literacy and dependence on state grants were limited {Shows empowerment through self-reliance.}
- Affirmative action policies for federal employment were put in place.

Black Panther Party (BPP)

- 1966 Bobby Searle and Huey Newton formed the Black Panther Party (BPP) for Self-Defence – against police brutality {Shows militant response to inequality.}
- Adopted Ten Point Plan to cover its social, political and economic goals for the upliftment of the African American community/black empowerment {Evidence of effectiveness in addressing inequality.}
- 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) {Shows practical effectiveness in social upliftment.}
- BPP literacy projects eradicated illiteracy amongst the African American communities) {Directly addressed inequality in education.}
- 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 defend themselves against police brutality {Shows militant self-defence against inequality.}
- BPP demanded that Black history must be taught in black schools {Promoted cultural pride and identity.}
- Any other relevant response.

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

TOTAL: 150

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