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KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

PROVINCIAL STANDARDISED ASSESSMENT

GRADE 12

HISTORY P1

PREPARATORY EXAMINATION

SEPTEMBER 2026

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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 may 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, candidates should apply their knowledge, skills and insight.

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

8. Number the answers correctly according to the numbering system used in the 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 required to answer these questions can be found in the ADDENDUM.

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QUESTION 1: WHAT WAS THE NATURE OF THE COLD WAR TENSIONS BETWEEN THE UNION OF SOVIETS SOCIALIST REPUBLICS (USSR) AND THE UNITED STATES OF AMERICA (USA) IN THE PERIOD 1948 – 1956?

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

1.1 Refer to Source 1A.

1.1.1 How, according to the source, were the communist-ruled peoples in the east of Europe separated from the non-communist nations in the west? (2 x 1) (2)

1.1.2 Why, according to the source, was President Truman worried about the political situation in Europe? (1 x 2) (2)

1.1.3 Using the source and your own knowledge, explain why the USA would be able to support countries in western Europe. (1 x 2) (2)

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1.1.4 Comment on the implication of the statement, 'The formation of NATO completed the attempt by the United States to "immunize" Europe against any further spread of communism…' (1 x 2) (2)

1.1.5 Define the term *isolationism* in your own words. (1 x 2) (2)

1.2 Read Source 1B.

1.2.1 What, according to the source, was the response of the Soviet leaders to 'the Federal Republic of Germany's entry into NATO'? (1 x 2) (2)

1.2.2 Explain the term *military alliance* in the context of the Cold War. (1 x 2) (2)

1.2.3 What does the statement, '… their alliance was a purely defensive arrangement to guard against a possible attack, and as NATO did ...' signify about the cold war rivalry? (1 x 2) (2)

1.2.4 Explain the accuracy of the Soviet view that,'…NATO was not really interested in increasing international trade but only in making Europe more dependent on the United States.' (1 x 2) (2)

1.2.5 Comment on the reliability of the source to a historian researching the formation of the Warsaw Pact by the Eastern Bloc. (2 x 2) (4)

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1.3 Consult Source 1C.

1.3.1 Who, according to the source, represented the following countries?

(a) Poland

(b) Romania (2 x 1) (2)

1.3.2 What can be inferred from the Russian representation in the signing of the Warsaw Pact? (2 x 2) (4)

1.4 Consider Sources 1B and 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the role of the Soviet Union in the formation of the Warsaw Pact. (2 x 2) (4)

1.5 Use Source 1D.

1.5.1 What, according to the source, influenced the relations between the two superpowers in the 1950s? (1 x 2) (2)

1.5.2 Comment on what is implied by the words, '… both states recognised the impossibility of war between powers with strong nuclear armaments.' (2 x 2) (4)

1.5.3 Quote TWO pieces of evidence from the source that indicate the disarmament programme by the two superpowers. (2 x 1) (2)

1.5.4 What is implied by the statement, 'The establishment of a nuclear balance of power was the crucial reason for the gradual reduction in tension between Russia and the United States'? (1 x 2) (2)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) explaining the nature of the cold war tensions between the Union of Soviets Socialist Republics (USSR) and United States of America (USA) in the period 1948 – 1956. (8)

[50]

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QUESTION 2: WHAT WERE THE DIFFERENT PERSPECTIVES ON THE BATTLE OF CUITO CUANAVALE IN ANGOLA IN THE 1980s?

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

2.1 Refer to Source 2A.

2.1.1 Who, according to the source, attacked UNITA in August 1987? (2 x 1) (2)

2.1.2 Mention the army from the source that halted the advance of the Angolan forces at Cuito Cuanavale. (1 x 2) (2)

2.1.3 Why, according to the source, was the Chief of the South African Defence Force reluctant to take over Cuito Cuanavale? (1 x 2) (2)

2.1.4 What conclusion can be drawn from the statement, '… Cuito Cuanavale was a turning point in the history of southern Africa'? (1 x 2) (2)

2.1.5 Explain the implications of the statement, '… Angola yearned for peace so that her war-damaged economy, infrastructure, and human relations might be repaired.' (2 x 2) (4)

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2.2 Use Source 2B.

2.2.1 Identify the leader of the UNITA in the source. (1 x 1) (1)

2.2.2 Explain the symbolic representation of the following:

(a) UNITA soldiers (1 x 2) (2)

(b) Jonas Savimbi (1 x 2) (2)

2.3 Study Sources 2A and 2B. Explain how the information in Source 2A supports the evidence in Source 2B regarding the role of the UNITA in the battle of Cuito Cuanavale. (2 x 2) (4)

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2.4 Consult Source 2C.

2.4.1 How, according to the source, did the South African Defence Force attack Cuito Cuanavale? (3 x 1) (3)

2.4.2 Define term *propaganda* in your own words. (1 x 2) (2)

2.4.3 Explain what is implied by the words, '…it did not take long for the real story of the battle to emerge.' (2 x 2) (4)

2.4.4 Comment on the limitations of the source to a historian researching the of the Battle of Cuito Cuanavale. (2 x 2) (4)

2.5 Read Source 2D.

2.5.1 Explain the term *liberation* in the context of the Angolan Civil War. (1 x 2) (2)

2.5.2 Name any TWO countries that signed the peace accords in 1988. (2 x 1) (2)

2.5.3 What can be deduced from the phrase, '…the defeat of apartheid regime served as an inspiration for the fighting people of South Africa'? (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 the different perspectives on the Battle of Cuito Cuanavale in Angola. (8)

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QUESTION 3: HOW DID THE MARCH TO WASHINGTON DC ON 28 AUGUST 1963 DEMONSTRATE THE IDEALS OF THE CIVIL RIGHTS MOVEMENT?

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

3.1 Consult Source 3A.

3.1.1 Mention any TWO organisations in the source that supported the March to Lincoln Memorial in Washington in 1963. (2 x 1) (2)

3.1.2 What decision, according to the source, did the three organisations take regarding the composition of the planning committee? (1 x 2) (2)

3.1.3 Explain the term *civil disobedience* in the context of the United States of America. (1 x 2) (2)

3.1.4 Comment on the implications of the statement, 'King stressed that he hoped the results of the march would lead to heightened moral conscience among Americans.' (2 x 2) (4)

3.2 Refer to Source 3B.

3.2.1 How, according to the source, did the organisers characterise the march to Washington DC? (1 x 2) (2)

3.2.2 State the commitment in the source that the leaders made pertaining to the conduct of the marchers. (2 x 1) (2)

3.2.3 Why, do you think, the organisers viewed '… the Washington March as wrapping up the dreams, hopes, ambitions, tears and prayers of millions who [had] lived for [that] day …'? (1 x 2) (2)

3.2.4 Explain the implications of the words, 'Let's do what we came to – place the national human rights problem squarely on the doorstep of the National Congress and the Federal Government'. (2 x 2) (4)

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3.3 Study Source 3C.

3.3.1 State TWO demands from the source that were made by the marchers to the US government. (2 x 1) (2)

3.3.2 What conclusions can be drawn regarding the participants in the march? (2 x 2) (4)

3.4 Examine Sources 3B and 3C. Explain how the information in Source 3B supports evidence in Source 3C regarding the March to Lincoln Memorial on 28 August 1963. (2 x 2) (4)

3.5 Read Source 3D.

3.5.1 Quote evidence from source that suggests the need for the urgent change in the United States of America. (1 x 2) (2)

3.5.2 Define the term *democracy* in your own words. (1 x 2) (2)

3.5.3 Using the information in the source and your own knowledge, explain the core message of the speech by Martin Luther King Jr. (2 x 2) (4)

3.5.4 Explain the usefulness of the source to a historian researching the march to Washington DC in August 1963. (2 x 2) (4)

3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) explaining how the march to Washington DC in 1963 demonstrated the ideals of the Civil Rights Movement. (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: EXTENSION OF THE COLD WAR: CASE STUDY – VIETNAM

Explain to what extent the strategies and tactics used by the Vietcong countered the military power of the United States of America (USA) during the Vietnam War in the period 1962 – 1973.

Substantiate your answer with relevant historical evidence. **[50]**

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

The policies that Mabuto Sese Seko introduced in the Congo after independence from Belgium brought meaningful changes to the lives of the Congolese.

Critically discuss the statement above using the relevant historical evidence to support your line of argument. **[50]**

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

The Black Power Movement advocated militancy in all its activities to challenge discrimination and segregation against the African Americans in the United States of America during the 1960s.

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

TOTAL MARKS: 150

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GRADE 12

HISTORY P1

ADDENDUM

PREPARATORY EXAMINATION

SEPTEMBER 2026

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MARKS: 150

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QUESTION 1: WHAT WAS THE NATURE OF THE COLD WAR TENSIONS BETWEEN THE UNION OF SOVIETS SOCIALIST REPUBLICS (USSR) AND THE UNITED STATES OF AMERICA (USA) IN THE PERIOD 1948 – 1956?

SOURCE 1A

The following source is taken from the book, *Understanding History The World and Africa*, by BO Callaghan, published 1997. It explains the circumstances that led to the formation of the North Atlantic Treaty Organization (NATO).

By 1947 Churchill's "Iron Curtain" had become more than words in a speech, it really did exist. Hundreds of kilometers of fields and forests, minefields and barbed-wire fences sealed off the communist-ruled peoples in the east of Europe from the non-communist nations in the west. Many people were becoming desperate. In France and Italy, the local communist parties won much support by promising sweeping reforms to make things better. This worried the President of the United States, Harry Truman. In addition, Western leaders were convinced that the Soviet Union was preparing to attack western Europe. In March 1948, Britain, France, Belgium, Holland and Luxembourg joined together and signed a defence agreement called the Brussels Pact the five countries promised to stand together against any attack by Soviet forces and asked the United States to help them.

President Truman was keen to support the western Europeans. He persuaded the United States Congress to agree and started talks with the Europeans about organising a new regional security system. These talks resulted in the signing of a treaty by the capitalist bloc. On 4 April 1949, the North Atlantic Treaty was signed in Washington by the United States, Britain, France, Italy, Belgium, the Netherlands, Denmark, Norway, Portugal, Luxembourg, Iceland and Canada. Subsequently, the treaty changed into a military alliance known as the North Atlantic Treaty Organisation(NATO). The formation of the NATO completed the attempt by the United States to "immunize" Europe against any further spread of communism that it had begun with the Truman Doctrine and Marshall Plan. NATO also marked the final abandonment by American governments of their country's pre-war policy of isolationism.

[From *Understanding History, The World and Africa* by BO Callaghan]

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SOURCE 1B

The following source is taken from book, *The Cold War Years History of the 20th Century 1945 – 1960* by P Furtado. It highlights response of the Soviet Bloc to the formation of NATO particularly the acceptance of West Germany's membership in the organisation.

In the month as the Federal Republic of Germany's entry into the NATO, the Soviet Union set up the Warsaw Pact, an alliance of Soviet dominated eastern European states later joined by the German Democratic Republic, on 10 May 1955. The Warsaw Pact, together with Comecon (Council for Mutual Economic Assistance), marked a further consolidated of the Cold War power blocs. Under the Warsaw Pact, East Germany, Poland, Czechoslovakia, Hungary, Bulgaria and Romania agreed that the Soviet armed forces should continue to be stationed on their territories.

The Russian general was appointed as the supreme commander of all their forces. The Pact was to remain in force for 20 years, or until such time as a system of collective security for the whole of Europe, eastern and western, had been worked out. At the time of the creation of the Warsaw Pact it was estimated that there were six million men in its armed forces. This made the Pact's armies far bigger than those of the NATO. But, as with the NATO countries, the Warsaw Pact countries declared that their alliance was a purely defensive arrangement to guard against a possible attack, and as the NATO did, they claimed that their alliance did not conflict with the peaceful principles of the United Nations.

In 1958, three years after the formation of the Warsaw Pact, the Soviet government launched a scathing attack on the NATO. It accused the military alliance of devoting every session to production of arms including nuclear arsenal, and that the risk of an armed conflict would be increased by giving nuclear weapons to West Germany. Furthermore, NATO was not really interested in increasing international trade but only in making Europe more dependent on the United States.

[From *The Cold War Years: History of the 20th Century 1945-1960* by P Furtado]

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SOURCE 1C

The following source is the photograph taken during the signing of the Warsaw Pact on 10 May 1955 by the Soviet Bloc. A Friendship and Mutual Assistance Pact, designed as a response to the integration of West Germany and rearmed within NATO Forces.



From Left to Right, The Prime Minister of The Popular Republic of Romania Gheorghe Gheorghiu-Dej, The Prime Secretary of The Central Committee of The Polish Unified Worker's Party Boleslaw Bierut, The Russian Prime Minister Bulganin, Russian Field Marshall Ivan Koniev, The Russian Minister of Foreign Affairs Molotov and The Russian Minister of Defence Gheorghi Zukov.

[From https://www.gettyimages.com/photos/warsaw-pact. to/representatives-of-romania-poland-and-the-ussr-posing-at-news-photo. Accessed 0n 23 April 2026.]

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SOURCE 1D

The source below is an extract from the book titled *The end of the European Era 1890 to the Present* by F Gilbert. It outlines the nature of the armament race between the Soviet Union and the United States of America.

… the developments which influenced most decisively the relations of the two superpowers and created a new climate in international relations were those in the field of nuclear weapons. From 1953 onwards, both the United States and Soviet Union were in possession of hydrogen bombs and the leaders of both states recognised the impossibility of war between powers with strong nuclear armaments. In 1957, Soviet Union's successful launching of Sputnik, a satellite directed from the ground, renewed fears that war might be attempted because devices operating in space might give the Soviet military superiority. As a result, American efforts to overtake the technological advance were hastened. Likewise, the threat of the development of a ''missile gap'', which some American leaders pretended to be imminent, led to fears of an attack by Soviet Union and accelerated the American missile programme.

But the conclusion was inescapable that the nuclear armament of the two superpowers was so strong that attack by one could not so cripple the other that it would be unable to carry out a nuclear counterblow. In a nuclear war, the United States and Soviet Union would destroy each other. The prospect of such a war could not rationally be envisaged or defended. Acceptance of the view that the alternative or annihilation was reflected in the beginning of negotiations about nuclear disarmament: a nuclear test-ban treaty was concluded in 1963 and a nuclear non-proliferation treaty in 1968. The establishment of a nuclear balance of power was the crucial reason for the gradual reduction in tension between Russia and the United States.

[From *The end of the European Era 1890 to the Present* by F Gilbert]

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QUESTION 2: WHAT WERE THE DIFFERENT PERSPECTIVES ON THE BATTLE OF CUITO CUANAVALE IN ANGOLA IN THE 1980s?

SOURCE 2A

The following source describes the role and the contribution of foreign powers as the Battle of Cuito Cuanavale unfolded in 1987.

In August 1987 Angolan and Cuban brigades (units of soldiers) under a Russian commander began a large-scale attack on National Union for the Total Independence of Angola (UNITA). The South African troops who were rushed to the rescue made use of tanks for the first time since World War II. The fighting that raged in Cuito Cuanavale has been called the greatest battle to date in Africa south of the Sahara. The South African Defence Force, supported by UNITA, halted the FAPLA's (The Peoples armed Forces for the Liberation of Angola) advance on the Lomba River and then drove them back towards Cuito Cuanavale, where the Angolan soldiers dug in and resisted obstinately (stubbornly). They also began to get increasing support from their air force while the South African air force began to lose air control. The Chief of the South African Defence Force (SADF) thought that Cuito Cuanavale could be taken, but that it would cost the lives of about 300 white soldiers as well as a great number of black soldiers from the South-West African Territorial Force and UNITA. Such a price was regarded as too high, and it was decided to leave Cuito Cuanavale in Angolan possession …

… Cuito Cuanavale was a turning point in the history of Southern Africa. The stalemate there led all parties to think again. It was clear to all that victory was not in sight and that to continue the war would lead to continually greater losses. South Africa found it ever more difficult to justify the enormous (huge) cost of the war in Angola, amounting to over R1 million a day. Above all, the lengthening list of young men dying in Angola and the increasing militarisation of South Africa was arousing opposition. At the same time Angola yearned (desired) for peace so that her war-damaged economy, infrastructure, and human relations might be repaired.

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[From http://www.defenceweb.co.za/index.php?=article&id=51193.Accessed on 18 April 2026.]

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SOURCE 2B

The source below is a photograph of the Unita forces during the battle of Cuito Cuanavale led by the founder of the National Union for the Total Independence of Angola (UNITA), Jonas Savimbi.



[From: https://www.bbc.com/news/world-africa-13891138. Accessed on 28 May 2026.]

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SOURCE 2C

The extract below outlines the perspectives on the Battle of Cuito Cuanavale by a western observer.

In 1988, the Angolan Minister of Defence and other official Angolan and Cuban sources claimed that a South African offensive consisting of up to 9 000 troops with 500 tanks, 600 artillery field guns and scores of aircraft had attacked the town of Cuito Cuanavale in Angola. According to their version (account) the attack had failed, thanks to a valiant (brave) defence by Cuban and Angolan troops.

The Cuban propaganda version of this 'heroic battle' was widely believed in the West, and it was not until after the war had ended that the facts emerged. By the end of 1987, when the Cubans and Angolans were supposed to have achieved their great victory, they were already longing (desiring) for peace in Angola, with their Soviet backers openly stating that the war could not be won. In the negotiations that followed, one of the conditions of the Cubans was that they be allowed to make an honourable withdrawal from the war, an unusual demand to be made by a victorious army, to say the least. The fact is the Cubans knew that they were losing but did not want to withdraw from Angola in disgrace. The South Africans, who had been the real victors in the Cuito campaign, realised that making the full facts known at that delicate stage in the peace negotiations would humiliate the Cubans and their Soviet backers and perhaps spur (encourage) them into sending yet more troops to Angola to save their reputation. Making the Cubans look ridiculous would serve no useful purpose.

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However, once the Cuban and Soviet involvement in the war had ended and the South Africans had withdrawn their troops, it did not take long for the real story of the battle to emerge.

[From https://samvousa.org/battle-cuito-cuanavale/.Accessed 14 May 2026.]

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SOURCE 2D

The source below is a statement addressed by the African National Congress (ANC) on the consequences of the Battle of Cuito Cuanavale.

Today marks the 30th anniversary of the Battle of Cuito Cuanavale. The African National Congress joins the international community in observing this historic encounter since the end of Battle of Cuito Cuanavale in 1988.

The momentous (historic) victory in the Battle of Cuito Cuanavale against the then South African Defence Force marked a turning point in the struggle for liberation and it forced the apartheid regime to sign peace accords in 1988 with Angola, Cuba and the United States.

While still in prison on Robben Island, Comrade Nelson Rolihlahla Mandela recalled: 'Cuito Cuanavale marks the turning point in the struggle to liberate the continent and our country from apartheid; the defeat of the racist army in Cuito Cuanavale allowed the people of Namibia to finally attain their liberation; the defeat of apartheid regime served as an inspiration for the fighting people of South Africa.' The victory of Angolan and Cuban troops in that war indeed, was a political milestone for the Angolan people, laying the basis for the independence of Namibia and contributing to the eventual commencement of negotiations in South Africa.

The ANC extends its best wishes to the people of Angola, Cuba, Namibia, and South Africa on this occasion of the 30th anniversary. The ANC salutes cadres of MK who sacrificed for the independence of the Namibian people.

[From https://www.anc.org/content/30_years-battle-cuito-cuanavale. Accessed on 24 April 2026.]

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QUESTION 3: HOW DID THE MARCH TO WASHINGTON DC ON 28 AUGUST 1963 DEMONSTRATE THE IDEALS OF THE CIVIL RIGHTS MOVEMENT?

SOURCE 3A

The source below is from the book titled *The Everything Martin Luther King Jr Book, The Struggle. The Dream. The legacy* by J McElrath. It outlines the planning of the march by the leaders of the Civil Rights Movement to the Lincoln Memorial in Washington DC in 1963.

With the Southern Christian Leadership Conference (SCLC), Congress of Racial Equality (CORE) and Student Non-violent Co-ordinating Committee (SNCC) all supporting the march, planning began. The meeting went over important issues such as the financing the march and the potential date. It was decided that each organisation would have one representative directly involved in making of the decisions. Randolph was selected as director and Rustin served as his deputy. By late July, the board came under the leadership of a biracial committee. At first, the planned march on Washington produced some scepticism (doubts). It came from the black leaders such as J.H. Jackson of the National Baptist Convention and James Meredith.

The Kennedy administration had also become increasingly concerned that violence was a likely prospect at the march. In response to that concern, the city began to prepare for the possibility. The sale of liquor was prohibited, store owners prepared for the worst by removing merchandise from their stores, hospitals were put on notice to have staff available, and 4000 troops stood ready to intervene. King assured the Kennedy administration that it would be a peaceful march to the Lincoln not involving any form of civil disobedience. King emphasised the goals of the march. It was a march in support of the Civil Rights Bill, was meant to bring attention to the economic challenges affecting the African Americans, and King stressed that he hoped the results of the march would lead to heightened moral conscience among Americans.

[From The Everything Martin Luther King Jr Book, The Struggle. The Dream. The legacy by J McElrath]

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SOURCE 3B

The source below is an extract from the statement by the organisers of the march to Lincoln Memorial on 28 August 1963. The statement is preserved in the *National Museum of American History,* Behring Centre, Washington D.C. by Roy and Amanda Wilkins. It contains the guidelines for the conduct of marchers.

The Washington March of August 28th is more than a demonstration. It was conceived as an outpouring of the deep feeling of millions of white and colored American citizens that the time has come for the government of the United States of America and particularly for the Congress to grant and guarantee complete equality in citizenship to the Negro minority of our population. As such, the Washington March is a living petition-in flesh-of the scores of thousands of citizens of both races who will be present from all parts of our country. It will be orderly but not subservient. It will be proud but not arrogant. It will be unified in purpose and behaviour, not splintered into groups and individual competitors.

We, the undersigned, who see the Washington March as wrapping up the dreams, hopes ambitions, tears and prayers of millions who have lived for this day, call upon members, followers and well-wishers of our organisations to make the March a disciplined and purposeful demonstration. We call upon them all to resist provocations to disorder and to violence. We call for self-discipline so that no one in our ranks, however, enthusiastic, shall be the spark for disorder. We call for resistance to the efforts of those, who, while not enemies of the March, as such, might seek to use it to advance causes not dedicated primarily to the civil rights or the welfare of our country. Let's do what we came to – place the national human rights problem squarely on the doorstep of the National Congress and the Federal Government. Let's win at Washington.

[The National American Museum by R and A Wilkins]

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SOURCE 3C

The source below depicts the March to Lincoln Memorial organised by Civil Rights Movement. It also shows the composition of the leadership during the march.



ONE OF THE AFRICAN AMERCIAN LEADERS DURING THE MARCH

ONE OF THE WHITE LEADERS IN THE MARCH

[https://www.bing.com/images/search?view=detailV2&q=imgurl.org Civil_Rights_March_on_Washington%2C_D.C._%28Leaders. Accessed 12 April 2026.]

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SOURCE 3D

The source below is an extract from the speech delivered by Martin Luther Junior at the Lincoln Memorial, Washington DC on 28 August 1963. It is from the book, *Speeches that changed the World* edited by SS Montefiore.

We have also come to this hallowed (sacred) spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or take the tranquillising(calming) drug of gradualism. Now is the time to make the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksand (weakness) of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children. It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the negro's legitimate discontent will not pass until there is invigoration(strength) autumn of freedom and equality. There will be neither rest nor tranquillity (calmness) in America until the negro is granted his citizenship.

In the process of gaining our rightful place, we must not be guilty of wrongful deeds. We ever conduct our struggle on high plane of dignity and discipline. We must not allow our creative protest to degenerate into violence. The marvellous new militancy which has engulfed the negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realise that their destiny is tied up with our destiny. And as we walk, we must make the pledge that we shall always march ahead. Go back to Georgia, go back to Alabama, go back to South Carolina, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that this situation can and will be changed.

[From Speeches that changed the World by SS Montefiore]

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ACKNOWLEGDEMENTS

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

Callaghan, BO. *Understanding History, The World and Africa 1997* (Longman, Namibia)
Furtado, P. *The Cold War Years: History of the 20th Century 1945-1960* (Andromeda Oxford Ltd, London,1993)

Gilbert, F, *The End of the European Era 1890 to the Present* (Weidenfield and Nicolson, London, 1971)

Howard, M and Roger Louis, MW. *The Oxford History of the Twentieth Century* 1998 (Oxford University Press, New York, 1998)

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FINAL

KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

PROVINCIAL STANDARDISED ASSESSMENT

GRADE 12

HISTORY P1

MARKING GUIDELINES

PREPARATORY EXAMINATION

SEPTEMBER 2026

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MARKS: 150

These marking guidelines consist of 24 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, 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 other 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 (✓✓✓✓)

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 ✓✓✓✓

COMMENT

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. $\frac{32}{50}$
- 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

- 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.

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

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**

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*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: WHAT WAS THE NATURE OF THE COLD WAR TENSIONS BETWEEN THE UNION OF SOVIETS SOCIALIST REPUBLICS (USSR) AND THE UNITED STATES OF AMERICA (USA) IN THE PERIOD 1948 – 1956?

1.1

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

- '…Fields..'
- '…forests..'
- '… minefields…'
- '… barbed-wire fences…' (any 2 x 1) (2)

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

- 'In France and Italy, the local communist parties won much support by promising sweeping reforms to make things better' (1 x 2) (2)

1.1.3 *[Interpretation of evidence from Source 1A – L2]*

- The United States of America was economically stronger than European countries since her economy had not been negatively affected by the Second World War
- Any other relevant response (1 x 2) (2)

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

- NATO would be an effective military tool to prevent the communist aggression
- The USA hoped to completely halt/ stop the spread of communism in Western Europe
- Any other relevant response (any 1 x 2) (2)

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

- The policy of a country not to get involved in the affairs of other countries/ continents
- Any other relevant response (1 x 2) (2)

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1.2

1.2.1 *[Extraction of evidence from Source 1B – L1]*

- '…the Soviet Union set up the Warsaw Pact, an alliance of Soviet dominated eastern European states (1 x 2) (2)

1.2.2 *[Explanation of a historical term from Source 1B – L2]*

- The grouping of states according to the ideologies (capitalism and communism) propagated by the USA and USSR for mutual security.
- The association/union of countries based on ideological orientation, pledging to defend one another if attacked
- Any other relevant response (any 1 x 2) (2)

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

- The protagonists in the Cold War were not prepared for overt armed confrontation/ rivalry was based on proxy wars, propaganda and economic sabotage
- Any other relevant response (1 x 2) (2)

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

- The bulk of the NATO budget was borne by the United States of America.
- NATO was used by the USA to advance her cold war interests
- Any other relevant response (any 1x 2) (2)

1.2.5 *[Determining the reliability of Source 1B – L3]*

The source is reliable because:

- It is an extract from the book written by BO Callaghan, a known/ reputable author and historian
- The year in which the book was published is provided.
- Any other relevant response (2 x 2) (4)

1.3

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

- Poland-Boleslaw Bierut
- Romania -Gheorghe Gheorghiu-Dej (2 x 1) (2)

1.3.2 *[Interpretation of information from Source 1C – L2]*

- Russia was influential in the formation of the Warsaw Pact
- Russia was the main rival in the Cold War contestation against the USA
- The Warsaw Pact was a counter to the formation of NATO
- Any other relevant response (2 x 2) (4)

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1.4 *[Ascertaining the similarities between Source 1B and Source 1C – L3]*

- Source1B states that the Soviet Union contributed much of the armed forces in the Warsaw Pact, and Source 1C shows the influence of the Soviet Union in the signing of the Warsaw Pact
- Source 1B indicates that the Warsaw Pact armed forces were led by the Soviet general, and in Source 1C the Soviet Union is represented by the high-ranking army generals: Field Marshall Ivan Koniev and Gheorghe Zhukov/shows that the USSR was represented
- Any other relevant response (2 x 2) (4)

1.5

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

- '…in the field of nuclear weapons' (1 x 2) (2)

1.5.2 *[Interpretation of information from Source 1D – L2]*

- The two countries were aware that neither of the two countries could win a war using nuclear weapons.
- The use of nuclear weapons would have catastrophic consequences for the world.
- Any other relevant response (2 x 2) (4)

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

- '…a nuclear test-ban treaty was concluded in 1963…'
  '… a nuclear non-proliferation treaty in 1968' (2 x 1) (2)

1.5.4 *[Interpretation of information from Source 1D -L2]*

- The possession of nuclear armament by both the USA and USSR was a counterbalance in the Cold War rivalry/ prevented the outbreak of a disastrous war/ Third World War
- The two superpowers realised that the production and acquisition of more nuclear weapons were not in the interests of their ideological advances
- Any other relevant response (any 1 x 2) (2)

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

Candidates could include the following aspects in their response.

- Signing of a military pact- the Brussels Treaty in 1948 by five Western countries (Source 1A)
- The Brussels Treaty in 1948 was the precursor to NATO (own knowledge)
- Involvement of the USA in establishing a security system in Europe (Source 1A)
- Signing of the North Atlantic Treaty in 1949 by the capitalist bloc (Source 1A)
- Washington Treaty signed in the USA (Source 1A)
- Central role of the USA in the military alliance (own knowledge)
- The formation of the North Atlantic Treaty Organisation NATO (Source 1A)
- NATO was a military alliance to stop the spread of communism (Source 1A)
- The Soviet bloc responded with the Warsaw Pact in 1955 (Source 1B)
- Russia in control of the military power within the Warsaw Pact (Source1B)
- The Warsaw Pact was a counterbalance to NATO (own knowledge)
- Russia accused NATO of fueling conflict (Source 1B)
- Domination of NATO by the USA intensified the Cold War tensions (own knowledge)
- Nuclear armament race between the USA and USSR (Source 1D)
- USA accelerated missile programme (Source 1D)

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g., **shows no or little understanding of the nature of the Cold War tensions between the Union of Soviet Socialist Republics (USSR) and the United States of America (USA) in the period 1948-1956.** • 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 the nature of the Cold War tensions between the Union of Soviet Socialist Republics (USSR) and the United States of America (USA) in the period 1948 – 1956.** • Uses evidence in a basic manner to write a paragraph	**MARKS 3 – 5**
LEVEL 3	• Uses relevant evidence e.g., **demonstrates a thorough understanding of the nature of the Cold War tensions between the Union of Soviet Socialist Republics (USSR) and the United States of America (USA) in the period 1948 – 1956.** • 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: WHAT WERE THE DIFFERENT PERSPECTIVES ON THE BATTLE OF CUITO CUANAVALE IN ANGOLA IN THE 1980s?

2.1

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

- '…Angolan…'
- '…Cuban brigades…' (2 x 1) (2)

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

- 'The South African Defence Force…' (1 x 2) (2)

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

- '…would cost the lives of about 300 white soldiers as well as a great number of black soldiers from the South-West African Territorial Force and UNITA' (1 x 2) (2)

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

- The war at Cuito Cuanavale led to the withdrawal of apartheid South Africa from Angola
- The battle of Cuito Cuanavale led to the independence of Namibia
- Cuito Cuanavale paved the way to negotiations in South Africa
- Any other relevant response (1 x 2) (2)

2.1.5 *[Interpretation of information from Source 2A – L2]*

- Angolans were tired of the armed conflict and wanted a peaceful resolution of the war
- Angolans wanted an end to interference by the foreign powers
- Angola wanted to start the process of reconciliation among the warring parties
- Any other relevant response (any 2 x 2) (4)

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2.2

2.2.1 *[Extraction of evidence from Source 2B – L1]*

- Jonas Savimbi (1 x 1) (1)

2.2.2 *[Interpretation of information from Source 2B – L2]*

(a)

- They were ready for war/ armed conflict
- Any other relevant response (1 x 2) (2)

(b)

- Jonas Savimbi was determined to win the war by force
- Any other relevant response (1 x 2) (2)

2.3 *[Ascertaining the similarities between Sources 2A and 2B – L3]*

- Source 2A states that UNITA was involved in the war against the Cuban and FAPLA soldiers, and Source 2B shows Jonas Savimbi and his soldiers with weapons ready for war.
- Both sources indicate that UNITA was one of the protagonists in the Angolan Civil War/ with UNITA winning the Angolan Civil War
- Any other relevant evidence (2 x 2) (4)

2.4

2.4.1 *[Extraction of evidence from Source 2C – L1]*

- '… up to 9 000 troops
- '… with 500 tanks'
- '… 600 artillery field guns
- '… scores of aircraft …' (any 3 x 1) (3)

2.4.2 *[Definition of historical term in own words from Source 2C – L1]*

- Propaganda: deliberate spreading of misleading information to influence public opinion
- Disinformation
- Any other relevant evidence (1 x 2) (2)

2.4.3 *[Interpretation of information from Source 2C – L2]*

- There was a hidden truth regarding the Battle of Cuito Cuanavale
- The outcomes of the Battle of Cuito Cuanavale are disputable
- Any other relevant evidence (2 x 2) (4)

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2.4.4 [Ascertaining the limitations of Source 2C – L3]

- The author relied on information from the South African Defence Force/ Bias against the Soviet bloc
- It provides a disputable view that the SADF won the war
- Any other relevant response (2 x 2) (4)

2.5

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

- The ideological success during the Battle of Cuito Cuanavale in Angola.
- The conquest of the memorable civil war in Angola
- Any other relevant response (any 1 x 2) (2)

2.5.2 *[Explanation of a historical term from Source 2D – L1]*

- '… Angola …'
- '… Cuba …'
- '… United States …' (any 2 x 1) (2)



2.5.3 [Explanation *of evidence from Source 2D – L1]*

- 'Cuito Cuanavale marks the turn in the struggle to liberate the continent and our country from apartheid
- The defeat of the racist army in Cuito Cuanavale allowed the people of South Africa to embark on the process of negotiations
- The defeat of apartheid served as inspiration for the fighting people of South Africa (any 1 x 2) (2)

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

Candidates could include the following aspects in their response:

- South Africa supported UNITA during the Angolan Civil War (Source 2A)
- Cuito Cuanavale was the greatest battle in Africa, fighting the ideological war (Source 2A)
- South Africa committed itself to lose and spend millions in the battle of Cuito Cuanavale (Source 2A)
- UNITA being portrayed as the conqueror of the Angolan Civil War (Source 2B)
- Jonas Savimbi, the leader of UNITA, led the war in the battlefield (Source 2B)
- South Africa failed to attack Cuba and Angolan troops (Source 2C)
- Cuba and Angola were in full defence against South Africa's attack (Source 2C)
- Cuba was pushed into a propaganda of 'heroic battle' (Source 2C)
- Cuba lost the war but did not want to withdraw (Source 2C)
- 30th anniversary of the Battle of Cuito Cuanavale, the ANC applauded Cuba and Angola's victory in the Battle of Cuito Cuanavale (Source 2D)
- The Battle of Cuito Cuanavale contributed to Namibia gaining its independence (Source 2D)
- The battle of Cuito Cuanavale contributed to the negotiations that led South Africa into liberation (Source 2D)
- The victory of Angolan and Cuban troops marked a turning point in the war of the Angolan people (Source 2D)
- Any other relevant response

Use the following rubric to allocate a mark:

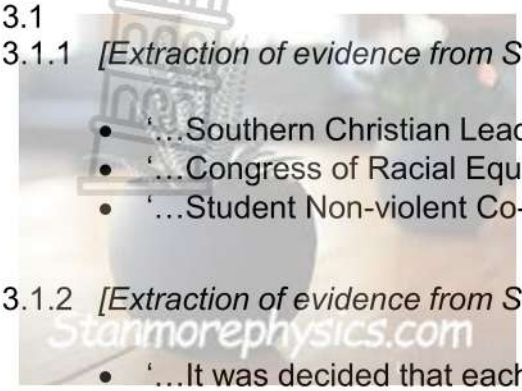
LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of the different perspectives about the Battle of Cuito Cuanavale in Angola.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of the different perspectives about the Battle of Cuito Cuanavale in Angola.** • 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 different perspectives about the Battle of Cuito Cuanavale in Angola.** • 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: HOW DID THE MARCH TO WASHINGTON, DC ON 28 AUGUST 1963 DEMONSTRATE THE IDEALS OF THE CIVIL RIGHTS MOVEMENT?



3.1

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

- '…Southern Christian Leadership Conference (SCLC)…'
- '…Congress of Racial Equality (CORE)…'
- '…Student Non-violent Co-ordinating Committee (SNCC)…' (any 2 x 1) (2)

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

- '…It was decided that each organisation would have one representative directly involved in making the decisions' (1 x 2) (2)

3.1.3 *[Explanation of a historical term from Source 3A – L2]*



- The deliberate and non-violent refusal to obey laws by the African Americans in the United States of America during the 1950s and 1960s/ an act of entering facilities reserved for whites, highlight injustices against African Americans

- Any other relevant response (1 x 2) (2)

3.1.4 [Interpretation of evidence from Source 3A – L2]

- The march would bring awareness among Americans regarding justice for African Americans
- The march would make Americans/ racist white/ supremacist realise the unfair and unequal treatment of African Americans
- The march would put pressure on the US government to enact laws that treat African Americans fairly and equally
- Any other relevant response (2 x 2) (4)

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3.2

3.2.1 *[Extraction of evidence from Source 3B – L1]*

- '… an outpouring of the deep feeling of millions of white and colored American citizens…' (1 x 2) (2)

3.2.2 [Extraction of evidence from Source 3B – L1]

- 'It will be orderly but not subservient…'
- 'It will be proud but not arrogant'
- 'It will be unified in purpose and behaviour'
- 'not splintered into groups and individual competitors' (any 2 x 1) (2)

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

- The organisers hoped that the march would bring an end to segregation and discrimination against African Americans
- The organisers hoped that the march would lead to respect and equality for African Americans
- Any other relevant response (2 x 2) (4)

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

- The march was on violations of the fundamental rights of African Americans
- It was time for the US Congress and government to respond to the legitimate demands of the African Americans
- Any other relevant response (2 x 2) (4)

3.3

3.3.1 *[Extraction of evidence from Source 3C – L1]*

- 'End segregation rules in public schools'
- 'Voting Right Now' (2 x 1) (2)

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

- The march was inclusive of all the US racial groups/ multiracial event
- The march affirmed a conviction/ belief of the Civil Rights Movement in peaceful campaigns/non-violent protests
- Many Americans wanted to see an end to segregation and racism
- Any other relevant response (2 x 2) (4)

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

- Source 3B states that the march was planned by a biracial committee and Source 3C shows multi-racial leaders of the march, leading the protesters
- Source 3B indicates that the organisers of the march emphasised unity, discipline and a peaceful campaign, and Source 3B shows unarmed marchers and leaders holding hands
- Both sources indicate the success and unity among the marchers to Washington DC.
- Both sources highlight that the march to Washington DC, aimed at attaining equality for African Americans
- Any other relevant response (any 2 x 2) (4)

3.5

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

- 'This is no time to engage in the luxury of cooling off or take the tranquillising(calming) drug of gradualism' (1 x 2) (2)

3.5.2 *[Definition of a historical term from Source 3D-L1]*

- It is a political system where the government is chosen by the majority of people through elections
- Any other relevant response (1 x 2) (2)

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

- African Americans had been patient with the slow pace of change
- There would be no political and economic stability in the USA unless African Americans were granted equal rights
- Peaceful campaigns were still central in the work of the Civil Rights Movement
- Any other relevant response (any 2 x 2) (4)

3.5.4 *[Determining the usefulness of Source 3D – L3]*

The source is useful because:

- It is a speech delivered by Martin Luther King on the ideals and values of the Civil Rights Movement during the march
- The speech provides insight into the moderate stance of the Civil Rights Movement to ending segregation and discrimination against the African Americans
- The source reflects a date of 28 August 1963, which correlates with the March on Washington, DC
- Any other relevant response (2 x 2) (4)

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

Candidates could include the following aspects in their response:

- The planning of the march was inclusive of the Civil Rights Movement organisations, the Southern Christian Leadership Conference (SCLC), Congress of Racial Equality (CORE) and the Student Non-violent Co-ordinating Committee (SNCC) (Source 3A)
- A biracial planning committee that portrayed unity (Source 3A)
- One of the leaders, Martin Luther King, committed that the march would be peaceful (Source 3A)
- The march was attended by all races in the United States of America (Source 3B)
- The march demonstrated shared values among the US races (Source 3B)
- All the races were invited to participate in the march (Source 3B)
- The marchers adhered to peaceful conduct (Source 3B)
- The marchers were urged to avoid provocation by the white ultra-racist groups. e.g. Ku Klux Klan (own knowledge)
- The march aimed to raise awareness in the nation of the need for justice and equality for African Americans (Source 3B)
- The march was aimed at attaining human dignity for African Americans (own knowledge)
- The march showed unity among the leaders of all races in the USA (Source 3C)
- The march demonstrated that coexistence was possible in the USA (Source 3C)
- The speech by Martin Luther King Jr. stressed the importance of non-violent /peaceful Protests (Source 3D)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of how the March to Washington, DC on 28 August 1963 demonstrates the ideals of the Civil Rights Movement.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of how the March on Washington DC on 28 August 1963 demonstrates the ideals of the Civil Right Movement.** • Uses evidence in a basic manner to write a paragraph.	**MARKS 3 – 5**
LEVEL 3	• Uses relevant evidence e.g. **demonstrates a thorough understanding of how the March on Washington, DC, on 28 August 1963 demonstrates the ideals of the Civil Rights Movement.** • Uses evidence very effectively in an organised paragraph that shows understanding of the topic.	**MARKS 6 – 8**

(8)

[50]

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SECTION B: ESSAY QUESTIONS

QUESTION 4: 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 military strategies and tactics used by the Viet Cong countered the military power of the United States of America during the Vietnam War in the period 1962-1975. They could indicate either to **a greater extent or to a lesser extent** to support their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should take a stance and indicate whether they are of greater or lesser extent with the assertion that the Viet Cong countered the military power of the United States of America during the Vietnam War in the period 1962-1975. They should indicate how they intend to support their line of argument.

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ELABORATION

Focus on the strategies used by both the USA and the Vietcong.

- Reasons for USA involvement: containment and Domino Theory
- US first intervention in South Vietnam – sent weapons and military advisors against the Vietcong (Vietnamese communist)
- Ho Chi Min Trail and its significance (used by the Vietminh (communist guerrillas from North Vietnam to support the Vietcong)
- US 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
- US soldiers failed to differentiate between Vietcong and peasants
- Gulf of Tonkin Resolution (1964) gave President Johnson wide military powers resulting in the escalation of warfare in Vietnam
- The US sent 3500 marines and ground troops to Vietnam on 8 March 1965
- Operation Ranch Hand (1962-1971) - use of chemical defoliants (Agent Orange to destroy the forest) and Agent Blue (to destroy agricultural produce and food to weaken the Vietcong)
- President Johnson introduced Operation Rolling Thunder in March 1965 to quickly eliminate the Vietcong

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- Use of chemical weapons e.g., napalm gas, made the USA unpopular, and many countries condemned the USA
- Guerrilla warfare by the Vietminh and Vietcong (difficulty in separating guerrillas from villagers – farmers/peasants)
- Vietcong responded with the TET Offensive (1968) – surprise attacks on 100 cities
- Number of US soldiers killed increased – led to anti-war demonstrations
- US sent young and inexperienced soldiers to Vietnam
- US used search-and-destroy missions (My Lai massacre) to destroy villages supported by Viet Cong (this resulted in large numbers of civilian deaths)
- US 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
- Guerrilla Warfare was effectively used by the Vietcong, supported by Vietminh from the North and used tactics such as booby traps, underground tunnels, hit-and-run, sabotage
- The Vietcong increased its support base because of the tactics used against the US soldiers
- The Vietnamese were united in the defence of their country
- Vietnamisation: President Nixon's Vietnamisation policy/including WHAM (Winning the hearts and minds of the Vietnamese) was an attempt by the USA to withdraw from the war and 'save face'
- The role of the media, students and disarmament movements in bringing pressure on the US government to withdraw from Vietnam
- The US withdrew all troops by 1973 (President Nixon signed the Paris Peace Accords on 27 January 1973 – ending US involvement in the Vietnam War)
- North Vietnam took control of Saigon in 1975
- Vietnam was united under communist control
- 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 take a **critical stance** when discussing the statement that the policies that Mabuto Sese Seko introduced in the Congo after independence from Belgium brought meaningful changes to the lives of the Congolese.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a critical stance that provides a balanced viewpoint that the policies that Mobutu Sese Seko introduced in the Congo after independence from Belgium brought meaningful changes to the lives of the Congolese. They should also provide an outline of how they will support their line of argument.



ELABORATION:

POLITICAL POLICIES

- The Congo became independent on 30 June 1960 with Joseph Kasavubu as president and Patrice Lumumba as Prime Minister. Joseph Kasavubu preferred that the Congo be a federal state, while Patrice Lumumba was for a strong centralised national government
- The Congo rulers lacked administrative skills (colonial legacy)
- The Congo started with a lot of political instability
- Mobutu seized power from Kasavubu through a coup d'etat in 1965
- Mobutu was a dictator who denounced the idea of multiple leaders and political parties
- The Congo was under European colonial rule until the early 1960s
- After holding multi-party elections after independence, the Congo became a one-party state within five years of independence, with all opposition suppressed
- The Congo emphasised the importance of Africanisation of their political systems (regarded democracy as un-African and a Western imposition)
- Brought back African values of association and rejected Cold War alignment
- Mobutuism made the Congo an autocratic state which frustrated the opposition but cemented Mobutu's power
- Mobutu remained president for life between the 1960s and the 1970s
- Opposition leaders in the Congo were silenced, imprisoned, and in some cases killed to maintain stability
- Mobutu Sese Seko aligned himself with the West and was supported by the USA as he was seen as anti-communist
- Any other relevant response

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ECONOMIC DEVELOPMENT

- Mobutu inherited a capitalist economy from Belgium
- The country's rich natural resources of copper, cobalt, diamonds and other materials attracted foreign investment
- Zairianisation (an economic nationalism replacing foreigners with Zairean Nationals) failed due to inexperience, corruption, mismanagement and neglect
- Mobutu Sese Seko created a kleptocracy in which a group of appointed public officials abused their positions for financial gain
- Mobutu was forced to introduce retrocession (reversal of Zairianisation and return of foreign owners)
- Very few foreign owners returned
- Decline in the state infrastructure
- Food and other consumer goods became scarce
- Mineral wealth was concentrated in the hands of the Zairean political elite
- The Congo failed to diversify its economy (reliant on export goods only)
- The Congo became dependent on foreign aid and loans e.g., from the World Bank
- Any other relevant response

SOCIAL AND CULTURAL DEVELOPMENTS

- Africans were restricted in making progress politically, economically and socially neither allowed to move from one place to another without permission from the police
- Africans were able to develop their own talents
- They could now learn about their continent as well as the rest of the world, and there was a revolution in education
- Independence in the 1960s inspired Congolese authors with new ideas
- In the 1970s, Lesembe Elebe produced plays about striking workers
- Mobutu phased out religious instruction and took full control of education
- New schools had been established with a small number of educators
- Teachers and hospital staff went unpaid for months due to poor economic and political practices
- All Congolese had to discard their European names and replace them with African names
- Wearing of Western clothes was banned
- European personnel were replaced with Zairians who did not have the required expertise
- Much instability ending in the death of Patrice Lumumba
- The Congo became the centre of conflict between the USA and USSR during the Cold War
- After ruling for more than 30 years, Mobutu was overthrown by Laurent Kabila in 1997
- Zaire was renamed the Democratic Republic of Congo (DRC)
- Any other relevant response

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

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

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

SYNOPSIS

Candidates need to take a stance whether they **agree or disagree** with the assertion that the Black Power Movement advocated militancy in all its activities to challenge discrimination and segregation against the African Americans in the United States of America during the 1960s. Candidates need to substantiate their argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a line of argument by indicating whether they **agree or disagree** with the assertion that the Black Power Movement advocated militancy in all its activities to challenge discrimination and segregation against the African Americans in the United States of America during the 1960s. They should also provide an outline of how they will support their line of argument.

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ELABORATION

- Conditions in the USA: (Background information)
- African Americans still economically and politically crippled in the USA due to discriminatory (Jim Crow) laws
- Lack of a sense of pride due to socio-economic circumstances (Lived in ghetto and slum areas/poor housing/under-resourced facilities)
- African Americans became impatient with the slow pace of change and the impact of the Civil Rights Movement in the 1960s
- African Americans subjected to police brutality – led to growth of nationalist feelings
- Black Power Movement advocated assertiveness, self-reliance, black pride, control of politics in their own communities (advocated by Stokely Carmichael)
- Stokely Carmichael promoted the use of Afro hairstyles and African clothing and coined the slogan 'Black is Beautiful'
- In 1966, Bobby Seale and Huey Newton formed the Black Panther Party (BPP) for Self-Defence – against police brutality, to confront the injustices
- Adopted the Ten-Point Plan to cover its social, political and economic goals for the upliftment of the African American community
- The Black Panther Party ran feeding schemes, childcare and literacy projects in black communities - the feeding schemes eradicated hunger amongst the youth and improved learning in schools
- BPP literacy projects eradicated illiteracy amongst the African American communities

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- BPP childcare projects took care of medical needs of African Americans in black communities
- BPP members patrolled the streets to monitor police activities (police the police) and defend themselves against police brutality
- BPP demanded that Black history should be taught in black schools
- Malcolm X promoted armed self-defence against white oppression
- He argued that bloodshed was necessary for revolution (black nationalism) and he advocated self-respect and self-discipline
- Promoted the concept of 'Black Pride' (self-esteem/self-respect/self-help)
- Encouraged African Americans to stand up against white American authorities in pursuit of freedom, justice, and equality by whatever means possible
- Supported the use of violence as a means of self-defence against those who attacked African Americans
- Stokely Carmichael believed that the non-violent strategy failed because of ongoing violence against African Americans
- Advocated the exclusion of white 'liberals' as a philosophy for African Americans
- He promoted one plan to split the United States into separate black and white countries
- He was against the USA's involvement in the Vietnam War
- Impact: the most obvious forms of racial discrimination ended

    - Racial violence and tension declined
    - African Americans were elected to public offices
    - Housing and facilities of African Americans were improved
    - Black literacy and dependence on state grants were limited
    - Affirmative action policies for federal employment were put in place

- Any other relevant response

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

TOTAL MARKS: 150

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