Western Cape Government
Education
FOR YOU

CURRICULUM FET

HISTORY

Back on Track

LEARNER MATERIAL

2026 TERM ONE

EXAM GUIDELINES PAPER 1

(ONE question per topic will be set)

SECTION A: SOURCE-BASED QUESTIONS	SECTION B: ESSAY QUESTIONS
1. The Cold War Question focus: The origins of the Cold War • End of Second World War (introduction); why did a Cold War develop? • The USSR and the USA and the creation of spheres of interest (Installation of Soviet-friendly governments in satellite states; USA's policy of containment; Truman Doctrine; Marshall Plan; the Berlin Crisis 1949–1961; Opposing military alliances: NATO and the Warsaw Pact • Who was to blame for the Cold War?	**1. The Extension of the Cold War – Case Study: Vietnam** Question focus: The stages in the war: • 1957–1965 Struggle in Vietnam between the South Vietnamese army and communist-trained rebels (also known as the Viet Cong) • 1965–1969 North Vietnamese–USA struggle (include the nature of the Vietnamese war against the USA) • The war from a Vietnamese and USA perspective • The war as a global issue • 1969–1975 USA withdrawal from Vietnam (impact on USA political student movements)
2. Independent Africa Question focus: Africa in the Cold War: Case study: Angola • Angola: colonialism and independence • Outbreak of civil war in 1974 (MPLA, FNLA and UNITA) • Reasons for and nature of involvement in Angola (USSR, USA, Cuba, China, South Africa); impact on regional stability • Significance of the Battle of Cuito Cuanavale 1987 and 1988	**2. Independent Africa** Question focus: How was independence realised in Africa in the 1960s and 1970s? Case study: The Congo • What were the ideas that influenced the Congo? • Political (type of leader, legacies of colonialism, type of government, political stability and instability) • Economic (type of economy) • Social and cultural successes/challenges that the Congo faced (benefits of independence, education, Africanisation)
3. Civil society protests from the 1950s to the 1970s Question focus: The US Civil Rights Movement • Reasons and origins of Civil Rights Movement in the USA • Role, impact and influence of Martin Luther King Jr; the influence of passive resistance (Gandhi) on Martin Luther King Jr • Forms of protest through civil disobedience: Montgomery Bus Boycott; Sit-ins; Freedom Riders; campaigns and marches including Birmingham Campaign, the march to Lincoln Memorial, Freedom Summer and the Selma-Montgomery marches • School desegregation: case study Little Rock Arkansas (as part of forms of protests OR as a case study) • Short-term and long-term gains	**3. Civil society protests from the 1950s to the 1970s** Question focus: The Black Power Movement • Reasons for the Black Power Movement • Formation of the Black Panther Party • Roles of Malcolm X, Stokely Carmichael, Huey Newton and other African American activists • Short-term and long-term gains

COGNITIVE LEVELS AND QUESTIONS

LEVEL 1

1. **Give** reasons, from the source, **why**…
2. **Quote**… pieces of evidence / reasons from the source…
3. **What** evidence in the source **suggests**…
4. **Name / State /Mention…** any countries/persons/powers/requests from the source…
5. According to the source**, name…**
6. **Who**, according to the source…
7. **When,** according to the source…
8. **Why**, according to the source…
9. **What**, according to the source…
10. **Which…** according to the source**…**
11. **How,** according to the source**…**
12. **Identify** in the source…
13. **Give any**…in the source…
14. **List** any… **/ Make a list** of…in the source…
15. **According to the source**…
16. **Define** (in your own words) …

LEVEL 2

1. **Comment** on the slogan/significance/meaning/implication of the statement…
2. **Comment on why…**
3. **Explain** the term/concept**…**
4. **In context of...**explain the term/concept...
5. **In context of…**what is implied…
6. **In context of…**what conclusion can be drawn from the photo/cartoon regarding…
7. **Explain why/how…**
8. **Explain** the messages/meaning…
9. **Explain what the cartoonist means with…**
10. **Why**, do you think…
11. **Why did** the…
12. **Use the information in the source** and your **own knowledge** and **comment** on the statement…
13. **Use the information in the source** and your **own knowledge**, **explain why**…
14. **To what** does the statement **refer**…
15. **What is meant** with…
16. What is the **symbolic representation**…
17. What is **inferred** (implied)

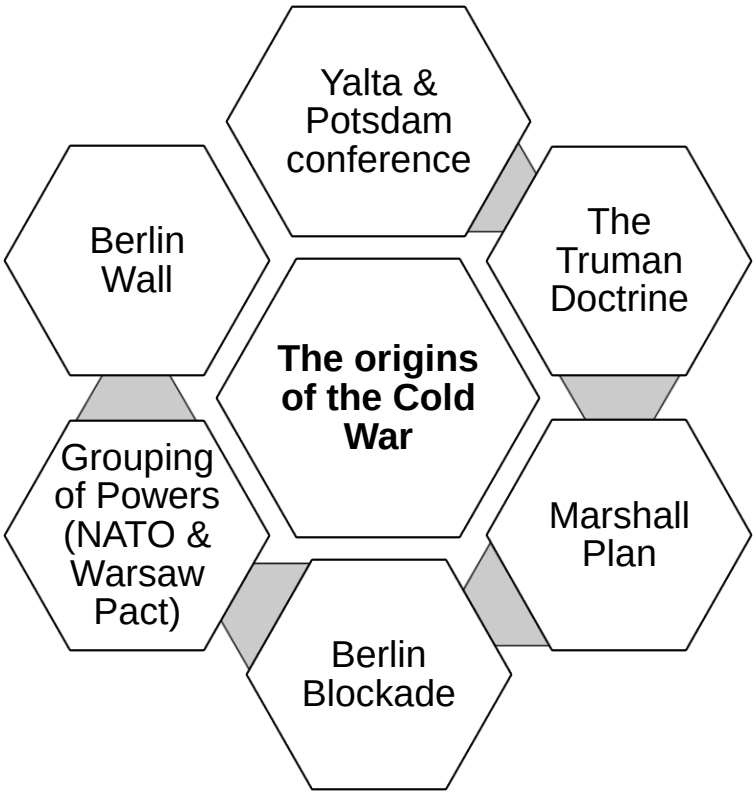
LEVEL 3

1. **Comment on the usefulness** of this source for a historian researching…
2. **Explain the reliability** of the source to a researcher studying the…
3. **Comment on the limitations** of this source for a historian researching…
4. **Study Sources # and #.** Explain how Source # **differs** from Source # regarding the…
5. **Refer to Sources # and #.** Explain how the evidence in Source # **supports** the information in Source # regarding
6. Using the information in the relevant sources and your own knowledge, **write a paragraph of about EIGHT lines (about 80 words) explaining…** [your key question must be inserted].

SCAN ME

Before and after each session

DATE	SATURDAY, 21 FEBRUARY 2026



CONCEPT	DEFINITION
Cold war	
Communism	
Capitalism	
Iron curtain	
Containment	
Truman doctrine	
Marshall plan	
Berlin blockade	
The Berlin Wall	

QUESTION 1: HOW DID THE SPREAD OF COMMUNISM IN EUROPE AFTER THE SECOND WORLD WAR (1945) LEAD TO COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA (USA) AND THE SOVIET UNION (USSR)?

SOURCE 1A

The extract below is from the 'Iron Curtain' speech delivered by British Prime Minister, Winston Churchill, at Westminster College in Fulton, Missouri, on 5 March 1946. It focuses on the threat that Soviet expansionism was posing in Europe.

Nobody knows what Soviet Russia and its communist international organisation intend to do in the immediate future, or what are the limits, if any, to their expansive (growing bigger) tendencies.

From Stettin in the Baltic to Trieste in the Adriatic an *Iron Curtain* has descended across the continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia, all these famous cities and the populations around them lie in what I must call the Soviet sphere and all are subject, in one form or another, not only to Soviet influence, but to a very high and, in some cases, increasing measure of control from Moscow.

Athens alone – Greece with its immortal (eternal) glories – is free to decide its future at an election under British, American and French observation. The Russian-dominated Polish government has been encouraged to make enormous and wrongful inroads into Germany and mass expulsions (removal) of millions of Germans, on a scale grievous (critical) and undreamed of, are now taking place. The communist parties, which were very small in all these eastern states of Europe, have been raised to pre-eminence (domination) and power far beyond their numbers and are seeking everywhere to obtain totalitarian control.

[From *Book of Great Speeches* by A Burnet]

Step 1: Identify the 5 W's in the source (WHO, WHAT, WHERE, WHEN and WHY)

Step 2: Answer the following questions

1.1. Refer to Source 1A.

1.1.1 **What, according to the source**, was British Prime Minister Winston Churchill concerned about regarding the intentions of the Soviet Union and its communist international organisation? (1 X 2) (2)

Level 1 questions
These types of questions expect **direct quotes** – what you see in the source you write. EXACTLY as you see it **('copy and paste').**

1.1.2 **Define** the concept *Iron Curtain* in your **own words**.
(1 X 2) (2)

Level 1 definitions
There is ONE definition question ('define in your own words')– this MUST be **answered in your own words** (even if the meaning is in the source).

1.1.3 **Identify any TWO** famous cities in the source that lie under the Soviet sphere of influence. (2 X 1) (2)

1.1.4 **Comment on why you think** British Prime Minister Churchill was worried about the rise and domination of communist parties in the eastern states of Europe. (1 X 2) (2)

Level 2 questions
- One definition question asked **within context** of the source.
- Answer in your **own words**.

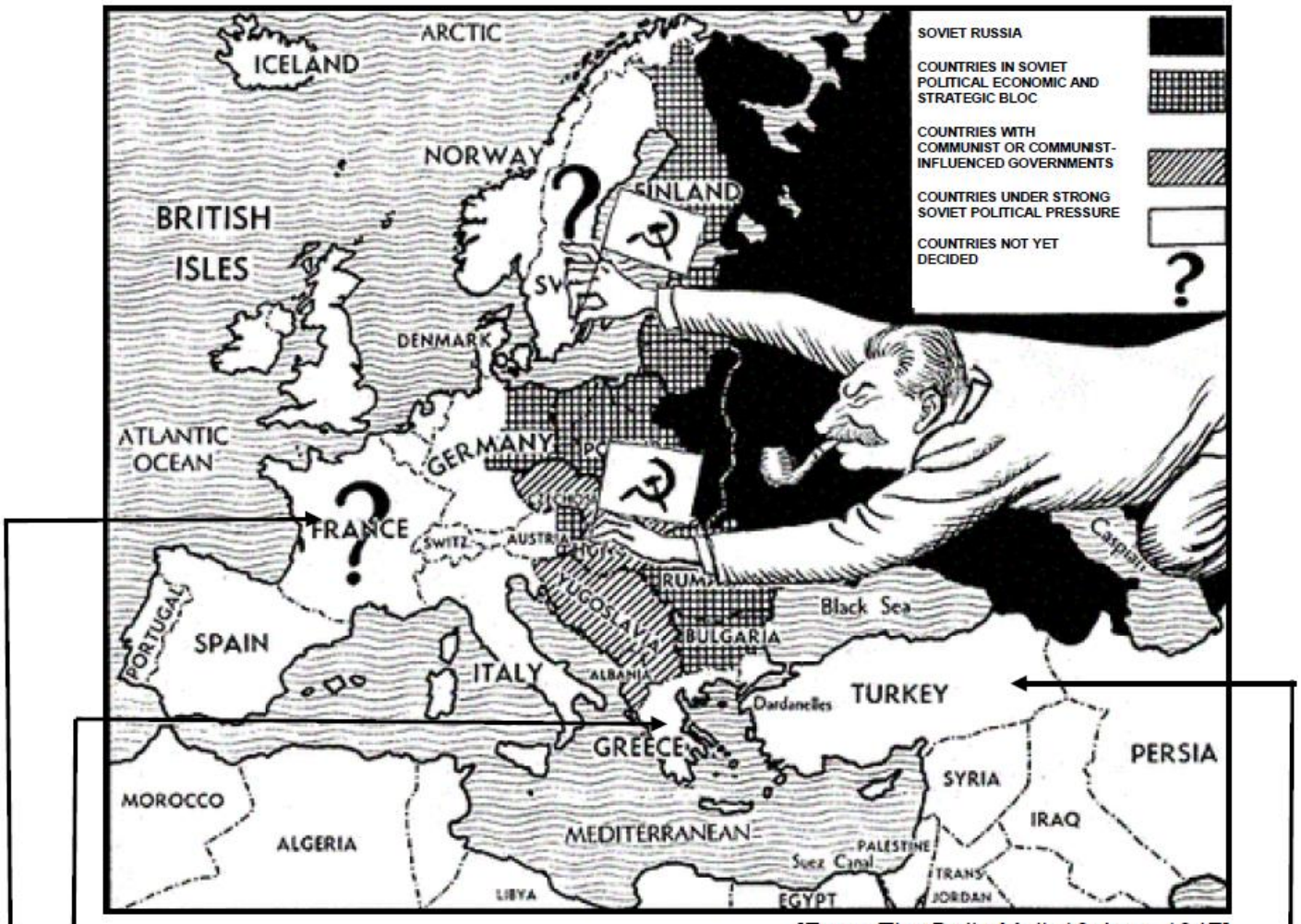
1.1.5 **Explain why a historian would consider this source reliable** in understanding the threat posed by Soviet expansionism in Europe.

(2 x 2) (2)

Reliability
- How accurate and trustworthy the source is?
- Who created the source, and why?
- Was it made at the time (firsthand evidence) or later?
- Does the creator have any biases?

SOURCE 1B

The visual source below, by the British cartoonist Illingworth, was published in *The Daily Mail* on 16 June 1947. It depicts Stalin's policy of expansion in Eastern Europe.



[From *The Daily Mail*, 16 June 1947]

ANALYSING A CARTOON
Think about the following:

- **Who** drew this source?
- **Who** is this source about?
- **What** is the main idea of this source?
- **What** problems/conflicts are being suggested in this source?
- **When** was this source drawn?
- **Where** do the events of this source occur?
- **Why** do you think this source was drawn?
- **How** do the events depicted in the source take place?

1.2. Study Source 2B.

1.2.1 **Comment on** how Stalin has been **portrayed** in the cartoon. (2 X 2) (4)

1.2.2 **Using the evidence in the source and your own knowledge**, explain why communism had not expanded into the following countries:

a). Greece and Turkey (1 X 2) (2)

b) France (1 X 2) (2)

SOURCE 1C

The source below is from an article titled 'Kissinger and Acheson: The Secretary of State and the Cold War' by W Lafeber, published in 1977. It highlights the role that Dean Acheson, Deputy Secretary of State during George Marshall's administration, played in influencing the United States to stop the spread of communism into Europe.

In early 1947, with Byrnes out and George Marshall in as the Secretary of State, the anti-communist governments of Turkey and Greece claimed to be under severe Soviet pressure and could not guarantee their own survival. Convinced that the United States must help the Turkish and Greek governments, the administration nevertheless faced the difficult task of persuading a fiscally (financially) careful Congress to provide the aid needed to support these governments.

On 27 February Truman called a meeting between administration officials and a handful of leading senators and members of Congress in the hope of winning over the legislators. Dean Acheson described this encounter as 'Armageddon' (a term used to describe the end of the world). Marshall spoke first, emphasising the need for the United States to act because it was the right thing to do and because no one else would help. The legislators seemed unmoved. Was it America's fight? Was the bill (cost) likely to be enormous (huge)? Acheson asked to speak.

Immediately he changed the terms of the debate. The crisis in south-eastern Europe, he said, was no local dust-up (small fight) but one that involved the two Cold War powers. The Soviets were pressuring Turkey and Greece. At stake was a vast portion of the Free World, for if Greece went communist, the corruption of Greece would infect (influence) all to the east. It would also carry the infection to Africa through Asia Minor and Europe through Italy and France. Only the United States stood in the way of a communist onslaught (attack) that would, if successful, snuff out freedom and destroy all hope of economic recovery in parts of three continents.

[Adapted from 'Kissinger and Acheson: The Secretary of State and the Cold War' by W Lafeber]

Identify the 5 W's in the source (WHO, WHAT, WHERE, WHEN and WHY)

1.4 **Use Source 1A and Source 1C**. Comment on how the information in Source 1A **supports** the evidence in Source 1C regarding the spread of communism in Europe after the Second World War. (2 X 2) (4)

TAKE NOTE

- Find evidence from both sources that support each other. This can be done by highlighting the information that supports each other. Make reference to both sources in your answer:
- In Source 1B it mentions …
- In Source 1C it shows …
- Both sources highlight…

SOURCE 1D

The extract below is from The Oxford Illustrated History of Modern Europe, edited by TCW Blanning in 1996. It focuses on how the Soviet Union created the Cominform as a reaction to the Marshall Plan and to also strengthen its sphere of influence over Eastern Europe.

The Russians sent an eighty-strong delegation to Paris, where the European Recovery Programme (Marshall Plan) was outlined and East European countries, like Czechoslovakia and Poland, expressed keen interest. But Stalin saw the American offer as a challenge to his sphere of influence. He warned the Czechs and others against participating and withdrew the Soviet delegation.

That autumn he declared ideological war on Western capitalism, creating the Cominform (Communist Information Bureau) to orchestrate (set up) foreign communist parties and to replace the coalitionist (work together) strategy in France and Italy with strikes intended to bring down the governments. In the East, Soviet influence now became Soviet domination. The coup in Czechoslovakia in February 1948 was followed by the 'Stalinisation' of much of the region. All but communists were proscribed (prohibited), those independent of Moscow were purged (got rid of), agriculture and heavy industry were brought under state control, and civil and political liberties systematically abolished.

The Czech coup and the Berlin Crisis did much to damage the Soviet image in Europe, even in France where the Communist Party was still picking up about a quarter of the vote in elections. Equally important, well-advertised Marshall Aid was winning hearts and minds. Between 1948 and 1951 the United States put into Western Europe about $13 billion …

[From *The Oxford Illustrated History of Modern Europe*, edited by TCW Blanning]

Step 1: Identify the 5 W's in the source (WHO, WHAT, WHERE, WHEN and WHY)

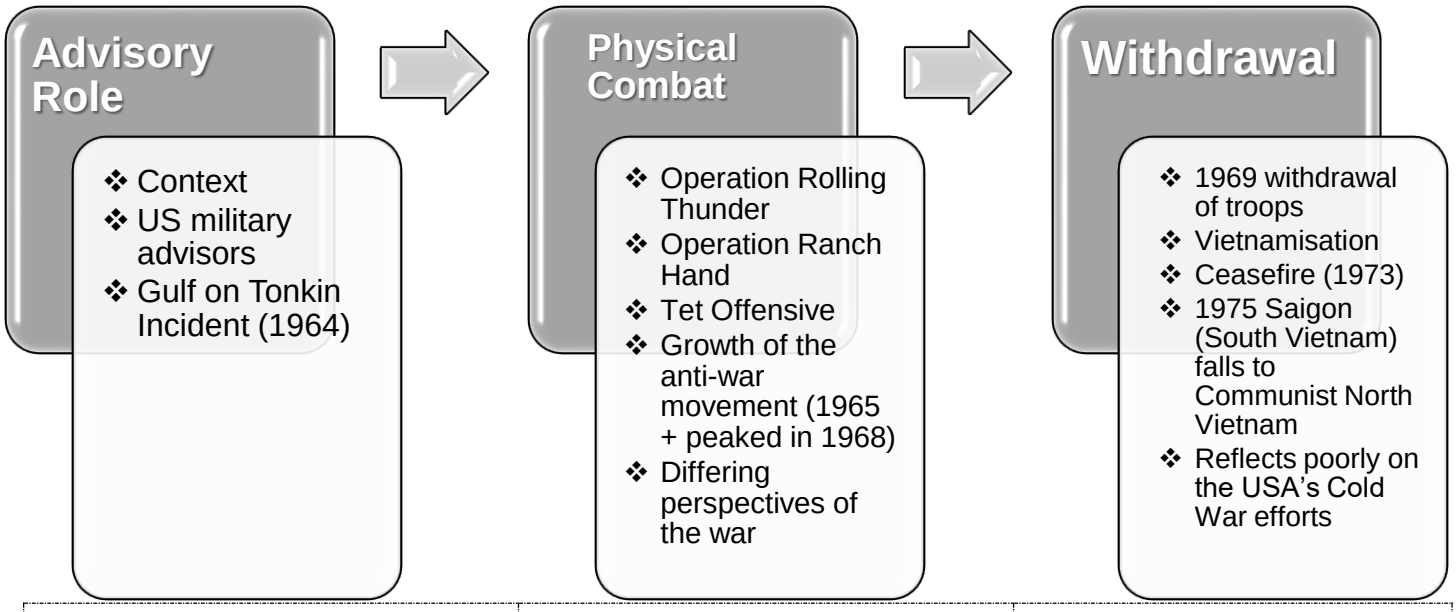
Step 2: Answer the following questions

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) **explaining how the spread of communism in Europe after the Second World War (1945) lead to Cold War tensions between the United States of America (USA) and the Soviet Union (USSR).** (8)

TAKE NOTE

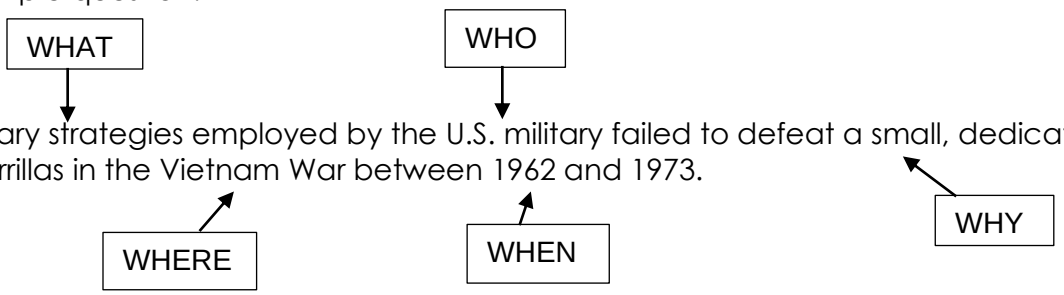
- Write only ONE paragraph
- If you write two paragraphs, the marker only marks the first part.
- DO NOT WRITE IN POINT FORM
- Do not extract information from the Sources. Write the information from the sources in your own words.
- Read and analyse the sources and see what information / evidence they give regarding the KEY QUESTION.
- Note the KEY QUESTION is your subject line.
- Use own knowledge to add on the information that the sources give.

EXTENSION OF THE COLD WAR: CASE STUDY:
VIETNAM AND THE STAGES OF THE WAR



Critically discuss…	**Do you agree…**	**To what extent…**
What do you decide are the most important facts and justify/ defend/ substantiate how you came to this conclusion/ show advantages and disadvantages/ positives and negatives/ good and bad/ successes and failures?	A statement will be given/ provided. You are expected to choose one side and stick to it, hence agree/ disagree and provide evidence on why you do.	State the degree to which something is true. This question calls for the full assessment of evidence.
All the military might of the United States of America's army could not defeat a small nation of Vietnamese peasants could not defeat a small nation of Vietnamese peasants. **Critically discuss** this statement in the contest of the military strategies that both the USA and the Vietcong used in Vietnam between 1963 and 1973.	The withdrawal of soldiers from Vietnam signaled the defeat of the Americas policy of containment. **Do you agree** with the statement? Substantiate your answer using relevant evidence from the period 1965 to 1975.	**Explain to what extent** the United States of America was successful in containing the spread of communism in Vietnam in the period 1965 – 1975.

Example question:



Do you agree with the statement? Support your answer with relevant historical evidence.

Identify the:

WHO	
WHAT	
WHERE	
WHEN	
WHY	

Now write your **introduction:**

Answer the question:	Yes, this essay agrees with the statement that… (use the 5Ws)
Why do you say so	Give a reason why you argue this
What are you going to discuss?	Give 2/3 examples that will be discussed in your essay

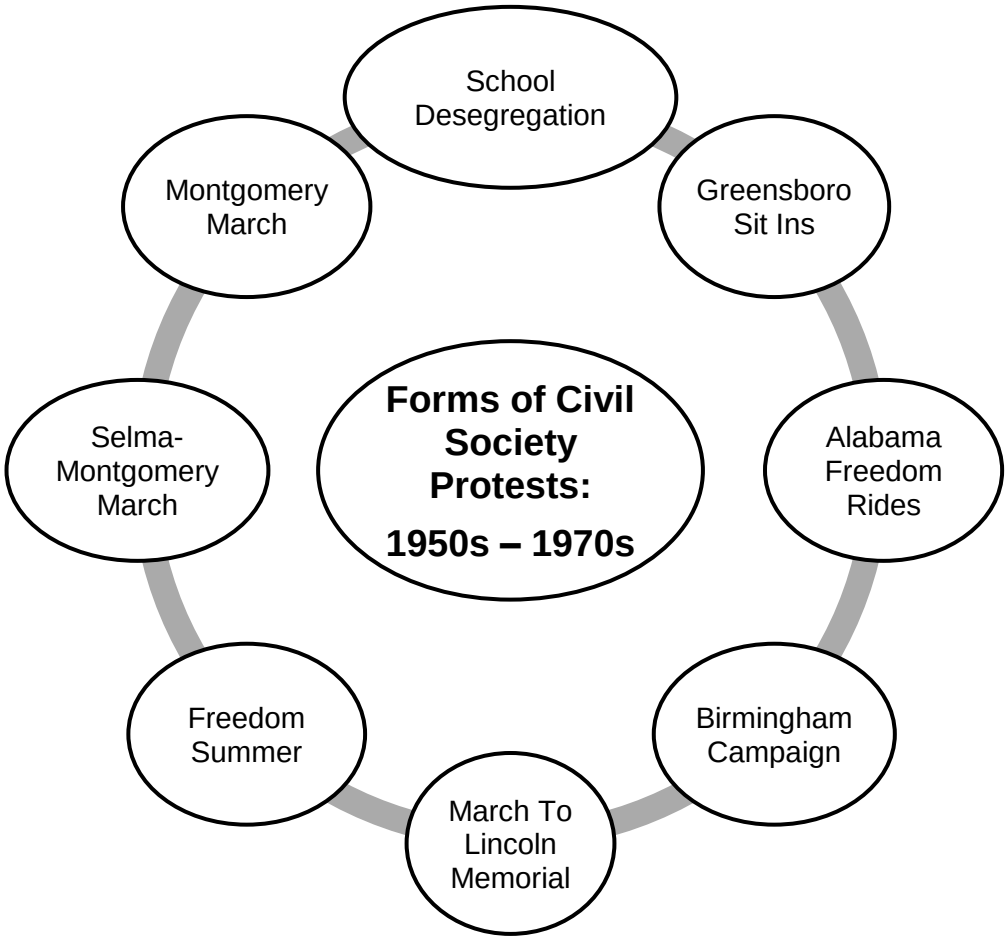
How to write each paragraph:

P – Point	**E – Explain**	**E – Evidence**	**L – Link**
• Use What and Who • What is my main point? • Who is involved?	• Use Why and How • Why is this evidence important? • How does it support my point?	• Use When, Where, and What happened • When did this happen? • Where did it happen? • What happened that proves my point?	• Link back to the question. • Show how your point answers the question.

Conclusion:

Confirm the argument again	That is why we can argue that… (use the 5w's from your introduction again)
Give a reason	Give a reason for your argument, use one of the examples from your essay

DATE	SATURDAY, 14 MARCH 2026



CONCEPT	DEFINITION
Civil Rights	
Integration	
Jim Crow Laws	
Civil Rights movement	
Segregation	
Desegregation	
Discrimination	
Civil Disobedience	
Passive Resistance	

QUESTION 3: HOW DID THE NON-VIOLENT PROTESTS OF THE CIVIL RIGHTS MOVEMENT SUCCEED IN CHALLENGING SEGREGATION IN BIRMINGHAM?

SOURCE 3A

The source below is taken from the *Encyclopaedia of African* – American Politics by RC Smit. It focuses on the strategies adopted by civil rights activists as well as the impact of their actions during the Birmingham Campaign.

Birmingham – the state's largest city with a population of 300,000 (40 percent black) – had a national reputation for violent repression of the local Civil Rights Movement. Its police commissioner, Eugene "Bull" Connor, had strong backing from local politicians and was backed by much of Birmingham's white population in his brutal attempts to maintain segregation in the Freedom Rides. Between 1957 and 1963, there were more than fifty bombings of homes and businesses in the BLACK COMMUNITY, earning the city the nickname "Bombingham."

On April 3, 1963, Martin Luther King began a campaign to end segregation through marches, direct actions, lunch counter sit-ins throughout Birmingham's city centre and a boycott of downtown merchants. In May he organized marches involving school children who were arrested in large numbers. A symbolic moment came when Martin Luther King himself was arrested and jailed on Good Friday, April 12th, 1963. Placed in solitary confinement, King, writing on scraps of paper smuggled into his cell produced his famous "Letter from Birmingham Jail" which set out his philosophy that individuals have a moral duty to disobey unjust laws.

The campaigners faced violent opposition from white supremacists in the Birmingham protests. As these protests continued into May they attracted media attention across America and around the world when television cameras filmed police using dogs and fire hoses against demonstrators, including children.

The events forced President Kennedy to intervene directly with negotiations between black leaders and businessmen resulting in an agreement to desegregate public facilities within ninety days. The success at Birmingham encouraged further non-violent protests across America which led ultimately to passage of the Civil Rights Act (1964) which outlawed racial discrimination throughout public life across all states but also contributed significantly towards changing attitudes towards race relations on part of many people, particularly outside the Southern states.

From *Encyclopaedia of African – American Politics* by RC Smit

Step 1: Identify the 5 W's in the source (WHO, WHAT, WHERE, WHEN and WHY)

Step 2: Answer the following questions

3.1 Read Source 3A.

3.1.1 **Identify** the Police Commissioner in Birmingham. (1 x 1) (1)

3.1.2 **Quote** FOUR protest methods from the source that were used by the Birmingham Campaign to end segregation. (4 x 1) (4)

3.1.3 **Using the information in the source and your own knowledge, explain** what King meant when he wrote that 'individuals have a moral duty to disobey unjust laws'. (1 x 2) (2)

3.1.4 **Comment on the implications** of the media attention when police used dogs and fire hoses against demonstrators during the Birmingham Campaign, with regard to:

TAKE NOTE
The term ***implication*** refers to the **possible results, effects or meanings** that arise from something said or done.

When analyzing an implication, ask yourself:
- What does the statement suggest or hint at?
- How might this statement affect the situation, people, or broader context?

How to Answer a Question About Implications:
- Understand the context: Analyze the background and the speaker's motives.

a) Across America (1 x 2) (2)
b) Around the world (1 x 2) (2)

3.1.5 **What, according to the source,** was the result of the negotiations between Black leaders and businessmen in Birmingham? (1 x 2) (2)

SOURCE 3B

The following source is taken from *Eyes on the Prize: America's Civil Rights Years, 1954-1965* by J Williams. It discusses the intervention by the US federal government.

President Kennedy, seeking a quick settlement [in Birmingham], sent the US Assistant Attorney General, Burke Marshall, to Birmingham on 4 May 1963 to encourage negotiations between King and the city's business leaders. Marshall learned that most of Birmingham's white leaders were not speaking to blacks and that the white business community was not speaking to Bull Connor and his police department.

The federal assistant asked King what concessions he wanted from the whites of Birmingham. Marshall recalls that King said he really was not sure now that the protests had escalated uncontrollably; the campaign's original goal, desegregation of downtown stores, now seemed too small an issue. 'Blacks wanted integration in every aspect of the city's life', King said. But at Marshall's insistence, King agreed that the bottom line remained the desegregation of lunch counters in downtown stores. With the dispute over the new city government's legitimacy still pending in court, it was up to the private sector to work out a settlement.

Marshall approached the city's leading business owners and presented King's demands. He met a mercantile group called the Senior Citizens Committee. The group represented about seventy percent of Birmingham's businesses and employed about eighty percent of the city's workers. Fearing damage to downtown stores, the business leaders hastened the negotiations. After both sides declared a day of truce, clearing the streets, the merchants agreed to desegregate lunch counters and hire black workers in clerical and sales positions. Joseph Rauh, a lawyer for the United Auto Workers (UAW) union and a long-time civil rights activist, arranged for the UAW and other labour unions to create a bail fund to secure the release of the 800 black people still in jail. On Monday, May 10, at two separate news conferences, the accord was announced to the public.

[From *Eyes on the Prize: America's Civil Rights Years, 1954-1965* by J Williams]

Step 1: Identify the 5 W's in the source (WHO, WHAT, WHERE, WHEN and WHY)

3.2 Consult Source 3B.

3.2.1	**How, according to the source**, did President Kennedy intervene in Birmingham?	(1 x 1)	(1)
3.2.2	**Define the term** *desegregation* in your **own words**.	(1 x 2)	(2)
3.2.3	**What conclusion can you draw from the statement**, 'Blacks wanted integration in every aspect of the city's life' in the context of Birmingham?	(2 x 2)	(4)

Step 2: Answer the following questions

TAKE NOTE
To draw a conclusion means to decide what the information is telling you. It is the idea you understand after looking at the statement carefully.

3.2.4 **State** two successes that the protesters achieved following the negotiations. (2 x 1) (2)

SOURCE 3C

The photograph below was taken on 10 May 1963 outside the A.G. Gaston Motel in Birmingham, Alabama. American civil rights leaders Martin Luther King, Jr. (seated, centre-left), Fred Shuttleworth (seated centre) and Ralph Abernathy (seated centre-right) give a joint press conference to announce the "Birmingham Truce Agreement", an agreement reached between the civil rights leaders and city's business leadership.



[From https://brewminate.com -civil-rights-movement/. Accessed on 21 January 2025.]

ANALYSING A PHOTOGRAPH
Think about the following:

- **Who** captured this source?
- **Who** is this source about?
- **What** is the main idea of this source?
- **What** problems/conflicts are being suggested in this source?
- **When** was this source captured?
- **Where** do the events of this source occur?
- **Why** do you think this source was captured?
- **How** do the events depicted in the source take place?

3.3 Study Source 3C.

3.3.1 **Comment on why** you think the photograph was taken. (2 x 2) (4)

3.3.2 **Explain why a historian would consider the source useful** when researching the Birmingham Campaign. (2 x 2) (4)

TAKE NOTE
Usefulness
- Does this source provide relevant information?
- Who created the source, and why?
- Was it made at the time (firsthand evidence) or later?
- Does it give insight into people's thoughts, events, or perspectives?

3.4 Use Sources 3B and 3C. **Explain how these sources support each other** regarding the leader's efforts to desegregate downtown Birmingham during the Birmingham Campaign. (2 x 2) (4)

TAKE NOTE
- Find evidence from both sources that support each other. This can be done by highlighting the information that supports each other. Make reference to both sources in your answer:
- In Source 3B it mentions …
- In Source 3C it shows …
- Both sources highlight…

SOURCE 3D

The source below outlines the steps taken by the US Congress to legally end discrimination of the African Americans. The legislative response of the US government was largely influenced by the non-violent protests in Birmingham.

The national media attention helped to spread the fervour (vigour) of the Birmingham Campaign well beyond the city's borders. The National demonstrations, international pressure, and inner-city riots followed in the wake of the agreement. These actions convinced a reluctant Kennedy administration to propose sweeping reforms that Congress ultimately passed as the Civil Rights Act of 1964. With this legislation, the civil rights movement achieved its goals of gaining access to public accommodations and equal employment opportunities, thereby ending acquiescence (conformity) to white supremacy and opening the system to African Americans and other minorities.

White vigilantes attempted to scuttle (sabotage) the race reforms by bombing sites related to the civil rights struggle. When court-ordered school desegregation arrived in the city in September 1963, Klansmen bombed the Sixteenth Street Baptist Church, killing four black girls. Only with the implementation of the Civil Rights Act, adopted the following year, did the city completely desegregate...

When Congress passed the Voting Rights Act in 1965 many African Americans in Birmingham won the right to vote for the first time, foreshadowing a sea change in local politics. Although members of the black middle class and working class enjoyed access to the system, many African Americans remained shut out, having gained little from the reforms won in Birmingham. Nevertheless, the appointment of Arthur Shores to the city council in 1968 and the election of Richard Arrington as mayor in 1979 represented the strength of the growing black electorate and the success of black political empowerment that grew directly out of the Birmingham Campaign.

[From https://www.bing.com/search?q=birmingham+campaign+events&gs. Accessed 10 January 2025.]

3.5 Use Source 3D.

3.5.1	**Give** TWO goals that were achieved with the passing of the Civil Rights Act of 1964.	(2 x 1)	(2)
3.5.2	**Why do you think** 'white vigilantes attempted to scuttle the race reforms by bombing sites related to the civil rights struggle'?	(2 x 2)	(4)
3.5.3	**Explain the term** *reforms* **in the context** of Birmingham in the USA in the 1960s.	(1 x 2)	(2)

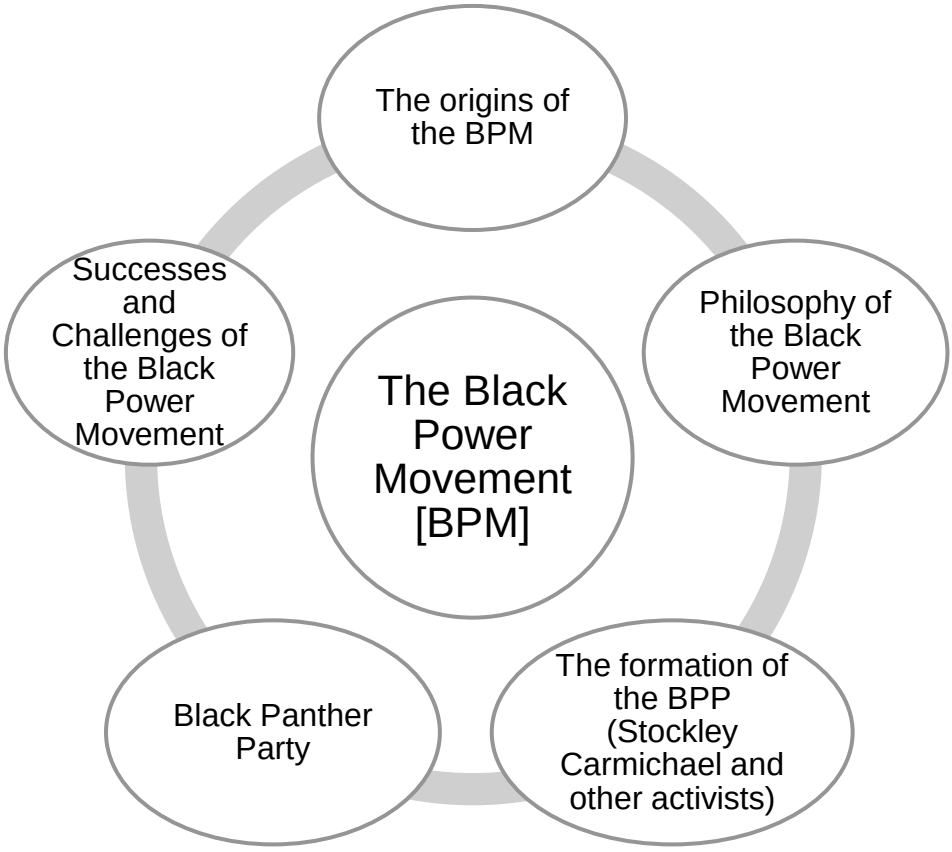
3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words**) explaining how the non-violent protests of the civil rights movement succeeded in challenging segregation in Birmingham?** (8)

Use the following rubric to award points:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of how the non-violent protests of the civil rights movement succeeded in challenging segregation in Birmingham.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
	• Sources cannot merely be rewritten; • Source information must be paraphrased. • If sources are merely rewritten, it is an immediate L1 = 0. • If in point form -paragraph cannot be awarded higher than level 1.	
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of how the non-violent protests of the civil rights movement succeeded in challenging segregation in Birmingham.** • 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 non-violent protests of the civil rights movement succeeded in challenging segregation in Birmingham.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**
	• Learners MUST have both information from sources and their own knowledge (AT LEAST 2 OWN KNOWLEDGE POINTS)	

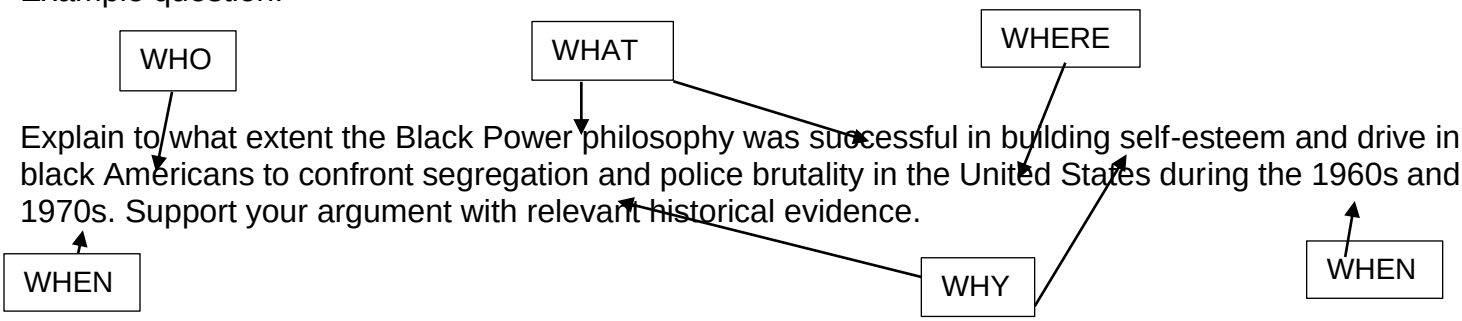
- **IF MULTIPLE PARAGRAPHS ARE WRITTEN – MARK THE FIRST PARAGRAPH (DISCARD THE REST).**
- **DO NOT PENALISE IF SOURCES ARE NOT REFERENCED.**

Civil society protests from the 1950s to the 1970s
Question focus: Black Power Movement



The Black Power Movement:

Example question:



Explain to what extent the Black Power philosophy was successful in building self-esteem and drive in black Americans to confront segregation and police brutality in the United States during the 1960s and 1970s. Support your argument with relevant historical evidence.

Identify the:

WHO	
WHAT	
WHERE	
WHEN	
WHY	

Now write your **introduction:**

Critically discuss… What do you decide are the most important facts and justify/ defend/ substantiate how you came to this conclusion/ show advantages and disadvantages/ positives and negatives/ good and bad/ successes and failures?	**Do you agree…** A statement will be given/ provided. You are expected to choose one side and stick to it, hence agree/ disagree and provide evidence on why you do.	**To what extent…** State the degree to which something is true. This question calls for the full assessment of evidence.
The Black Power Movement was concerned with the promotion of black power, instilling black pride and the development of self-respect among African Americans. **Critically discuss** this statement using relevant evidence to support your line of argument.	The Black Power Movement was concerned with the promotion of black power, instilling black pride and the development of self-respect among African Americans. **Do you agree with the statement?** Support your line of argument with relevant evidence.	**Explain to what extent** the Black Power Movement was successful in organising African Americans to challenge racial discrimination and segregation in the USA during the 1960s. Substantiate your answer with relevant historical evidence.

Answer the question:	Yes, state the degree (how much) you agree with the statement (use the 5Ws)
Why do you say so	Give a reason why you argue this
What are you going to discuss?	Give 2/3 examples that will be discussed in your essay

How to write each paragraph:

P – Point	**E – Explain**	**E – Evidence**	**L – Link**
• Use What and Who • What is my main point? • Who is involved?	• Use Why and How • Why is this evidence important? • How does it support my point?	• Use When, Where, and What happened • When did this happen? • Where did it happen? • What happened that proves my point?	• Link back to the question. • Show how your point answers the question.

Conclusion:

Confirm the argument again	That is why we can argue that… (use the 5w's from your introduction again)
Give a reason	Give a reason for your argument, use one of the examples from your essay