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PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

NATIONAL SENIOR CERTIFICATE (NSC)



GRADE 12



SOURCE-BASED & ESSAY WRITING

13 FEB 2025

QUESTION PAPER

MARKS: 100

TIME: 2 hours

This question paper consists of 7 pages and an Addendum of 10 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: COLD WAR: THE ORIGINS OF THE COLD WAR

QUESTION 2: INDEPENDENT AFRICA: CASE STUDY - ANGOLA

SECTION B: ESSAY QUESTIONS

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

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

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

3. SECTION B consists of TWO essay questions.

4. Answer TWO questions as follows:

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

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

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

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

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

9. Write clearly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

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Answer ONE question from this section. Source material that is required to answer these questions is contained in the ADDENDUM

QUESTION 1: HOW DID THE UNITED STATE'S POLICY OF CONTAINMENT LEAD TO COLD WAR TENSIONS BETWEEN USA AND USSR FROM 1947?

1.1. Refer to Source 1A

1.1.1. Explain the concept 'containment' in the context of the application of Truman Doctrine in 1947 (1 x 2) (2)

1.1.2. Why, according to the source did President Truman introduce the Truman Doctrine? (1 x 1) (1)

1.1.3. Using the source and your own knowledge, explain why USA decided to support European nations through the Marshal Plan. (1 x 2) (2)

1.1.4. Comment on the subsequent creation of the NATO in the context of the Truman Doctrine (2 x 2) (4)

1.1.5. Quote evidence from the source to prove that the Truman Doctrine was not limited to Europe (1 x 1)(1)

1.2. Read Source 1B

1.2.1. Name TWO policies that according to Vyshinsky were used by the US to violate the principles of the United Nations. (2 x 1) (2)

1.2.2. Explain what Vyshinsky implied by the statement' US government counted on the United Kingdom and France to confront the European countries with the necessity of renouncing their inalienable right to plan their economies'. (1 x 2) (2)

1.2.3. What, according to the source, would the implementation of the Marshall Plan mean to the European Countries? (2 x 1) (2)

1.2.4. Comment on Andrei Vyshinsky statement that 'this plan is an attempt to split Europe into two camps'. (1 x 2)(2)

1.2.5. Explain the limitations of this source for a historian researching the United States' perspective of the introduction of the Truman Doctrine and the Marshall Plan. (2 x 2) (4)

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1.3. Refer to Source 1C

1.3.1. Identify FOUR countries from the source which sent delegates for the creation of Cominform, on the 22nd of September 1947. (4 x 1) (4)

1.3.2. Why, do you think, was the intention of the Soviet Union to introduce the Cominform? (1 x 2) (2)

1.3.3. Why did Andrei Zhdanov refer to the USA as an 'imperialist and anti-democratic'? (1 x 2) (2)

1.3.4. Explain the concept, colonial countries, in your own words. (1 x 2) (2)

1.4. Refer to Source 1B and 1C. Explain how Source 1C supports Source 1B with regard to cold war policies adopted by the US and the Soviet Union in 1947. 2 x 2) (4)

1.5. Study Source 1D

1.5.1 Why do you think this cartoon was published? (2 x 2) (4)

1.5.2 Comment the size of Stalin and the US in the cartoon? (1 x 2)(2)

1.6. Using relevant sources and your own knowledge , write a paragraph of about EIGHT lines (about 80 words) explaining how the United States' policy of containment led to cold war tensions between USA and Soviet Union from 1947. (8)

QUESTION 2: WHY DID THE FOREIGN POWERS GET INVOLVED IN THE

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ANGOLAN CIVIL WAR IN 1975?

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

2.1 Refer to Source 2A.

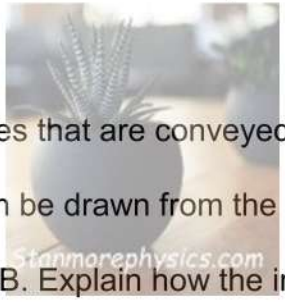
2.1.1 Define the term anti-colonial in your own words. (1 x 2) (2)

2.1.2 Name the Angolan liberation movements mentioned in the source. (3 x 1) (3)

2.1.3 What, according to the source, was the reason for the conflict between the Angolan liberation movements? (1 x 1) (1)

2.1.4 Why, according to the source and your own knowledge, did the CIA support the FNLA? (2 x 2) (4)

2.2 Study Source 2B.



2.2.1 Explain the messages that are conveyed in the photograph. (2 x 2) (4)

2.2.2 What conclusion can be drawn from the size of the Russian tanks in the picture? (1 x 2) (2)

2.3 Compare Sources 2A and 2B. Explain how the information in Source 2A supports the evidence in Source 2B regarding the involvement of the Russia in Angola. (2 x 2) (4)

2.4 Consult 2C

2.4.1 Mention the TWO countries in the source that were instigated by the USA to attack Angola. (2 x 1) (2)

2.4.2 Define the term 'invasion' in the context of the Angolan Civil War? (1 x 2) (2)

2.4.3 Comment on why the USA was instigating the other countries to attack Angola. (1 x 2) (2)

2.4.4 Why, according to the source and your own knowledge, did Cuba become involved in the Angolan Civil War? (2 x 2) (4)

2.5 **Use** Source 2D.

2.5.1 Who, according to the source, was to blame for South Africa's involvement in Angola? (2 x 1) (2)

2.5.2 What evidence in the source suggests that South Africa's involvement in Angola was not because of the involvement of Cubans and Russians there? (1 x 2) (2)

2.5.3 Explain why South Africa viewed an MPLA government as hostile. (1 x 2) (2)

2.5.4 Which TWO countries in the source welcomed South Africa's support of FNLA and UNITA? (2 x 1) (2)

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2.5.5 Explain the limitations of this source to a historian researching the involvement of foreign powers in the Angolan Civil War. (2 x 2) (4)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words), explaining why the foreign powers got involved in the Angolan Civil War in 1975 (8)



SECTION B: ESSAY QUESTIONS

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

Your essay should be about THREE pages long

QUESTION 3: EXTENSION OF THE COLD WAR: CASE STUDY – VIETNAM

Explain to what extent the United States of America was unsuccessful in containing the spread of communism in Vietnam in the period 1965 to 1975 [50]

QUESTION 4: NDEPENDENT AFRICA: COMPARATIVE CASE STUDY – THE CONGO

Mabutu Sese SeKo demonstrated good leadership qualities after attaining independence from colonial rule in 1970's

Do you agree with statement? Support your argument with reference to the political, economic, social and cultural success and challenges experienced by both Congo between 1960's and 1970's [50]

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ADDENDUM

This addendum consists of 10 pages

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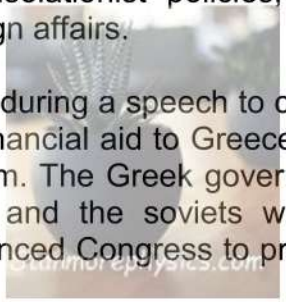
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QUESTION 1: HOW DID THE UNITED STATE'S POLICY OF CONTAINMENT LEAD TO COLD WAR TENSIONS BETWEEN USA AND USSR FROM 1947?

SOURCE 1A.

This source explains how the United States of America introduced the Truman Doctrine as part of its policy of containment (containing the spread of communism into Eastern Europe)

The Truman Doctrine, also known as the policy of containment, was President Harry Truman's foreign policy that the USA would provide political, military and economic aid to democratic countries under the threat of communist influences in order to prevent the expansion of communism. The policy marked a step away from the US's previous isolationist policies, which discouraged the US from becoming involved in foreign affairs.



The policy was introduced during a speech to congress in 1947. President Truman urged congress to grant financial aid to Greece and Turkey, because great Britain could no longer assist them. The Greek government needed help fighting against Greek Communist party, and the soviets were threatening Turkey. President Truman successfully convinced Congress to provide &400 million in aid to support the two countries.

The Marshall Plan, which was the American initiative to provide economic assistance to democratic countries in Western Europe, was also part of this policy. The US feared that desperate European countries would be more likely to turn to communism. About a year later the USA organized the creation of NATO, which consisted of 12 North America and European nations, as a defensive military bloc against any Soviet efforts to expand communism.

The Truman Doctrine was not limited to Europe. The US involvement in the Korean War was the first instance of the Truman policy in Asia.

[From:https://studentsofhistory.com/containment-the-truman-policy#:-text=The%20Doctrine%2c520also520known,prevent%20the%20expansion%20of520communism. Accessed on 9 February 2025]

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SOURCE 1B.

The source below is extracted from a speech delivered by Soviet Spokesman, Andrei Vyshinsky, in the United Nations on 18 September 1947. Vyshinsky, was the Deputy Foreign Minister between 1940 and 1949 and he was responding to the adoption of the Truman Doctrine and the Marshall Plan.

'The so-called Truman Doctrine and the Marshall Plan are particularly glaring examples of the way in which the principles of the united nations are violated, of the way in which the Organisation is ignored. As is now clear, the Marshall plan constitutes in essence merely a variant of the Truman Doctrine adapted to the conditions of post-war Europe. In bringing forward this plan, the United States Government apparently counted on the Governments of the united kingdom and France to confront the European countries in need of relief with the necessity of renouncing their inalienable right to dispose of their economic resources and to plan their national economy in their own. The United States also counted on making all these countries directly dependent on the interests of American monopolies, which are striving to avert the approaching depression by an accelerated export of commodities and capital to Europe.

It is becoming more and more evident to everyone that the implementation of the Marshall plan will mean placing European countries under the economic and political control of the United States and direct interference by the latter in the internal affairs of those countries. Moreover, this plan is an attempt to split Europe into two camps , and with the help of the United kingdom and France , to complete the formation of a bloc of several European Countries hostile to the interests of the democratic countries of Eastern Europe and most particularly to the interests of the Soviet Union. An important feature of this plan is the attempt to confront the-countries of Eastern Europe with a bloc of Western European States including Western Germany. The intention is to make use of western Germany and German heavy industry (the Ruhr) as one of the most important economic bases for American expansion in Europe, in disregard of the national interests of the countries which suffered from German aggression'.

[From https://www.wheelsburg.net./Downloads/Soviet%20Response%20to%20Truman%20 Doctrine %and%20Marshall%20%Plan, Accessed on 9 February 2025.]

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SOURCE 1C

This source explains how the Soviet Union introduced the Cominform as part of its strategy to counter the Containment policy.

On 22 September 1947, delegates from the Communist Parties of the Soviet Union, Poland, Yugoslavia, Bulgaria, Romania, Hungary, Czechoslovakia, Italy and France gathered near Warsaw and created the Cominform, an information bureau located in Belgrade. It quickly became the Communist movement's agent for spreading its ideology through its newspaper *For a lasting peace, for a people's democracy*. Presented as a 'revival' of the Comintern, the Cominform actually served as an instrument for the USSR to keep close control over Western Communist parties. The aim was to close ranks around Moscow and to ensure that European Communists were in line with Soviet policies. Tito's Yugoslavia, accused of deviationism, would soon be excluded from the Cominform.

Andrei Zhdanov (Third Secretary of the Communist Party of the Soviet Union (CPSU)), the Soviet delegate, ideologist in the CPSU and Stalin's right-hand man, persuaded the participants in the constitutive meeting to approve the doctrine according to which the world was now divided into two irreconcilable camps: an 'imperialist and anti-democratic' camp led by the United States and an 'anti-imperialist and democratic' camp led by the USSR. This doctrine was the Soviet response to the Truman Doctrine. Zhdanov condemned imperialism and colonisation but advocated 'new democracy'. He emphasised the fact that the anti-imperialist bloc across the world relied on the democratic workers' movement, on Communist parties and on those involved in liberation movements in colonial countries. In 1947, the world therefore became bipolar, divided into two conflicting blocs

[From https://www.cvce.eu/en/education/unit-content/-/unit/55c09dcc-a9f2-45e9-b240-eaef64452cae/7cdb6d5c-4347-4afe-bb5f-1853b8eeae71- Accessed on 10 February 2025]

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SOURCE 1D.

This political cartoon depicts Stalin hovering over Eastern Europe (specifically over Turkey and Greece) with intensions of spreading communism to the region that was also targeted by the United States of America.



[*From:Sutori.com./en/story*. Accessed on 10 February 2025.]

U.S.

STALIN

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QUESTION 2: WHY DID THE FOREIGN POWERS GET INVOLVED IN THE ANGOLAN CIVIL WAR IN 1975?

SOURCE 2A

The following source about the Angolan peace talks was written by a United Nations Consultant. Dr Fernando A. Guimarães. It focuses on how different liberation movements in Angola were supported by foreign countries.

When the end of the anti-colonial war came, the MPLA, the FNLA and UNITA did not have sophisticated fighting machines. As they emerged from exile and the hinterland (surrounding areas) in the latter half of 1974, they were little more than a collection of small guerrilla units that had rarely seen their comrades let alone fought alongside them … barely one year later, however, columns of motorised armoured carriers, large mortars, rocket launchers, tanks and jet fighters were all in action as the MPLA faced the combined forces of the FNLA and UNITA in a short but furious war for power in Angola. In that short time, a rapid arms race took the rivals from anti-colonial movements to civil war adversaries (enemies). Foreign intervention in the Angolan Civil War is revealed to be the cause of that arms race …

The strength of the FNLA was further enhanced when the US began a covert (secret) programme of support in January 1975. Earlier in 1974, the Central Intelligence Agency (CIA) had secretly begun making payments to the FNLA and felt that that movement best represented the interest of the USA in Angola … a CIA proposal to endow (give) the FNLA with 300 000 US dollars … was approved by the Secretary of State, Henry Kissinger …

By March 1975, the MPLA began to receive major arms shipments from the Soviet Union. According to official US estimates, between April and October 1975, 27 shiploads arrived and 30 to 40 air missions were flown to deliver war equipment …

According to one source quoting Luanda Radio, the first Cuban military advisors began to arrive in Angola around 7 May 1975. The primary task of this contingent (group) was to set up and run training camps for the MPLA's military arm, FAPLA …

The intervention of South Africa marked a new phase in the escalation (increase) of the conflict … both UNITA and the FNLA had established contact with Pretoria, and South Africa was providing weapons to the hitherto (previously) poorly armed UNITA. By late August (1975), South Africa had set up training camps for both movements …

[From The origins of the Angolan Civil War by Fernando Andresen Guimaraes- Accessed on 09 February 2025

-

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SOURCE 2B

The picture below depicts Russian tanks in the harbour of Luanda and MIGs of the Angolan Air Force. The pictures were taken in February 1976.



[From https://www.jstor.org/stable/al.sff.document.nizap2c00283. Accessed on 22 January 2025.]

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SOURCE 2C

This is an extract from a speech delivered by Fidel Castro on 19 April 1976. It focuses on the reasons for Cuba's involvement in the Cold War in Angola

Instigated (started) by the United States, regular troops from Zaire entered Angolan territory in the summer of that same year (1975), while South African military forces occupied the Cunene area in the month of August and sent arms and instructors to UNITA bands.

At that time there wasn't a single Cuban instructor in Angola. The first material aid and the first Cuban instructors reached Angola at the beginning of October, at the request of the MPLA, when Angola was openly invaded by foreign forces. However, no Cuban military unit was sent to Angola to participate directly in the fight, nor was that projected.

On 23 October 1975, also instigated (started) by the United States, South African regular army troops, supported by tanks and artillery, invaded Angolan territory across the Namibian border and penetrated deeply into the country, advancing between sixty and seventy kilometres a day. On 3 November they had penetrated more than five hundred kilometres into Angola ...

On 5 November 1975, at the request of the MPLA, the leadership of our party decided to send with great urgency a battalion of regular troops with anti-tank weapons to help the Angolan patriots (loyalists) resist the invasion of the South African racists. This was the first Cuban troop unit sent to Angola.

This is an extract from a speech delivered by Fidel Castro on 19 April 1976. It focuses on the reasons for Cuba's involvement in the Cold War in Angola

[From Cuba and Angola – Fighting for Africa's Freedom and Our Own by MA Waters (ed.)- Accessed on 09 February 2025]

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SOURCE 2D

This source focuses on a speech that was delivered by the South African Prime Minister, BJ Vorster, in the House of Assembly in 1976. Vorster outlined the reasons for South Africa's intervention in the Cold War in Angola.

In the House of Assembly in January 1976, Vorster (South Africa's Prime Minister) placed the blame for South Africa's intervention in Angola squarely on the shoulders of the Russians and Cubans: "Our involvement was the effect of Russian and Cuban intervention. If they did not enter Angola, if they did not take part in this affair, if they did not try to subvert (undermine) the whole of Angola and to suppress (contain) its people, South Africa would never have entered Angola at all ... We went in to chase Cuba and the MPLA away from the dams (Ruacana and Calueque)."

It can hardly be doubted that the support which the Russians and the Cubans gave to the MPLA in the form of arms and training contributed in some measure to motivating South Africa's intervention, but it is unlikely that it was as crucial a reason as Vorster implied. It was Swapo, not the Cubans and the MPLA, who threatened the two dams between Ruacana and Calueque. The main reason for South Africa's intervention in Angola was not the presence of Russians and Cubans, but the desire (longing) to prevent a hostile MPLA government from taking control. When South African troops began to invade Angola early in October, there were hardly any Russians and very few Cubans in the country.

There is also evidence that President Kaunda of Zambia and President Mobutu of Zaire, neither of whom favoured the MPLA, welcomed South Africa's support for the FNLA and UNITA.

... South Africa's actions drew her progressively (more and more) deeper into the Angolan war ... General Hendrik van den Bergh was sent to France to purchase weapons to the value of R20 million for the FNLA and UNITA ... South African instructors began to train FNLA and UNITA soldiers in southern Angola.

[From South Africa in the 20th Century by BJ Liebenberg and SB Spies (editors)- Accessed on 09 February 2025.]

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Addendum

ACKNOWLEDGEMENTS

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

www.historyguide.org/winstonchurchill/ironcurtain.html
http://www.americanforeignrelations.com/A-D/Cold-Warriors-Dean-acheson.html.
The Oxford Illustrated History of Modern Europe, edited by TCW Blanning
www.johndclaire.net/cold_war8.htm
http://archive.vod.umd.edu/internat/truman1947int.htm
http://www.learner.org/workshops/primarysources/coldwar/docs/truman.html
http://www.johndclare.net/coldwar/htm

Cuba and Angola – Fighting for Africa's Freedom and Our Own by MA Waters (ed.)
The origins of the Angolan Civil War by Fernando Andresen Guimaraes
South Africa in the 20th Century by BJ Liebenberg and SB Spies (editors)



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GRADE 12

SOURCE-BASED & ESSAY WRITING

13 FEB 2025

MEMORANDUM

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MARKS: 100

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1. SOURCE-BASED QUESTIONS

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

Cognitive Levels	Historical skills	Weighting of questions
LEVEL 1	• Extract evidence from sources • Selection and organisation of relevant information from sources • Define historical concepts/terms	30% (15)
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	40% (20)
LEVEL 3	• Interpret and evaluate evidence from sources • Engage with sources to determine its usefulness, reliability, bias and limitations • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	30% (15)

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

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking 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.

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

Paragraph question

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

- Read the paragraph and place a bullet (.) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.

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- At the end of the paragraph indicate the ticks (√) that the candidate has been awarded for the paragraph; as well as the level (1,2, or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ . _____ . _____

_____ . _____
√√√√

Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the bottom margin to the right, e.g. 32/50

- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

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

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:

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

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the first 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 all about and how it relates to the question posed (line of argument)
E	**Example:** The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	**Link:** Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

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2.4.4 The following additional symbols can also be used:

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

2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

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

(a) The first reading of the essay 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 the essay 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	

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GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 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/irrelevant content selection.			30– 33	28– 29	26– 27		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Sparse content. Question inadequately addressed					20– 23	18– 19	14– 17
LEVEL 1 Question not answered. Inadequate content. Significant irrelevance						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
- Questions includes basic and generally irrelevant information; no attempt to structure the essay=1 - 6
- Question inadequately addressed and vague; little attempt to structure the essay = 7 - 13

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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID THE UNITED STATE'S POLICY OF CONTAINMENT LEAD TO COLD WAR TENSIONS BETWEEN USA AND USSR FROM 1947?

1.1.

1.1.1 *Definition of a historical concept from Source 1 A*- L1]

- USA policy introduced in 1947 aimed at providing political, military and economic aid to democratic countries under the threat of communist influences in order to prevent the expansion of communism.
- Any other relevant response (1 x 2) (2)

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

- To grant financial aid to Greece and Turkey, because Great Britain could no longer assist them. (1 x 1) (1)

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

- To provide economic assistance to democratic countries in Western Europe
- The US feared that desperate European countries would be more likely to turn to communism
- Any other relevant response (1 x 2) (2)

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

- USA believed that Soviet Union would do anything, in their power to spread Communism.
- It was created to enable countries threatened by the Communists to resist Soviet Union's influence.
- Any other relevant response.

(2 x 2) (4)

1.1.5 [*Extraction of evidence from Source 1A*-L1]

- 'The US involvement in the Korean War was the first instance of the Truman policy in Asia.' (1 x 1) (1)

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1.2.

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

- Truman Doctrine
- Marshall Plan. (2 x 1) (2)

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

- The Marshall Plan is the variant of the Truman Doctrine because both aimed at using the USA's financial aid to contain the spread of communism
- The Two aimed to dominate and control politics and economies of those countries that would receive USA's aid
- They two were to be used by USA to interfere in the internal affairs of other countries
- Any other relevant response. (1 x 2) (2)

1.2.3. [*Extraction of evidence from Source 1B*-L1]

- Placing European countries under the economic and political control of the United States
- Direct interference by the latter (USA) in the internal affairs of those countries (1 x 2) (2)

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

- He implied that the Truman Doctrine and Marshall were a direct policy by the US to divide Europe into capitalist west and communist east
- Any other relevant response. (1 x 2) (2)

1.2.5. [*Ascertaining the limitations of evidence from Source 1B*-L2].

This Source is limited because…

- It is written from a perspective of the Soviet Union only
- It has one only point of view of Andrei Vyshinsky, who was a Soviet Spokesman.
- It only indicates the USA' intentions of making countries to depend on America, but it is silent on the Soviet Union's intentions on the countries that were under its control.
- It accuses the Marshall Plan of splitting Europe into two, but it does not mention anything about Soviet Union conquering and intending to subjugate the Eastern Europe.
- Any other relevant response. (any 2 x 2) (4)

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1.3

1.3.1. [*Extraction of evidence from Source 1C*-L1]

- Bulgaria
- Soviet Union
- Yugoslavia
- Romania
- Hungary Czechoslovakia
- Italy
- France (any 4 x 1) (4)

1.3.2 [*Interpretation of evidence from Source 1C*-L2]

- To counter the Truman Doctrine
- To ensure the control over the Western Communists parties and the European Communists
- To strengthen communist control over Eastern Europe
- Any other relevant response. (any 1 x 2) (2)

1.3.3 [*Interpretation of evidence from Source* 1C-L2]

- Because the USA wanted to use its strong dollar to control other countries. (imperialist)
- The Marshall plan would create an opportunity for the USA to interfere in other countries internal affairs (Anti- democratic)
- Countries assisted by the Marshall Plan will be forced to adopt capitalism in their states (Anti-democratic)
- Any other relevant response. (any 1 x 2) (2)

1.3.4 [*Explanation of a historical concept from Source 1C*-L1]

- Countries which were under political and economic control of the USA
- Any other relevant response. (1 x 2) (2)

1.4. [*Comparison of evidence in Source 1B and 1C to ascertain how they differ with each other –L3]*

- Source 1A is based on the US policy, the Truman Doctrine, meant to contain Communism while Source 1C is based in the Soviet Union policy, Cominform, to ensure that Communism is defended and spread to European countries

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- Source 1A states that the USA adopted the Truman doctrine to stop any further countries from falling under the influence of the Soviet union, while Source 1C labelled or called the USA an imperialist and anti-democratic
- Source 1A states that Stalin was in control of the eastern Europe which he had conquered and intended to subjugate whereas in Source 1C Zhdanov advocated for a new democracy, relying on the democratic workers' movement, on communist parties and on those involved in liberation movements in colonial countries.
- Any other relevant response. (any 2 x 2) (4)

1.5.

1.5.1 [*Interpretation of evidence from Source 1D*-L2]

- To show the contest between the Soviet Union and the US over ideological influence in Greece and Turkey
- To show the Stalin's attempt to spread of Communism in Turkey and Greece
- Any other relevant response. (2 x 2) (4)

1.5.2 [*Interpretation of evidence from Source 1D*-L2]

- It depicts Stalin in a domineering character in his attempt to forcefully implement communism in Turkey and Greece
- Any other relevant response. (any 1 x 2)(2)

1.6 [*Interpretation, evaluation synthesis from relevant Sources*-L3]

- In March 1947 the USA adopted the Truman Doctrine and announced to support Greece and Turkey to stop them from falling under the Soviet Sphere of influence (Source 1A)
- The Truman Doctrine was expanded to the whole world to assist countries threatened by Communism (Source 1A)
- The Truman Doctrine became more military and economically active to stop the spread of communism (policy of containment) (Source 1A)
- The Soviet Union accused the Truman Doctrine and the Marshall Plan as a way of making these countries to depend on the interests of American monopoles (Source 1B)
- The Soviet Union accused the USA of using the Marshall Plan to control the economies and politics of those countries (Source 1B)
- The Soviet Union believed that the USA was using the Marshall Plan to interfere in internal affairs of other countries (Source 1B)
- The Marshall Plan split Europe into the Communist and the Capitalist blocs. (Source1B).

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- The soviet Union formed Cominform to spread communism and protect Soviet policies (Source 1C)
- The Soviet union explained the two blocs in the world, USA was labelled as 'imperialist and anti-democratic whereas USSR was anti-imperialist and democratic. (Source 1C)
- Any other relevant response. (8)

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of how the United States' policy of containment lead to Cold War tensions between the USA and the USSR from 1945.** • Uses evidence partially to 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 United States' policy of containment lead to Cold War tensions between the USA and USSR from 1945** • 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 United States' policy of containment lead to Cold War tensions between the USA and the USSR from 1845.** • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	**MARKS 6 – 8**

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QUESTION 2: WHY DID THE FOREIGN POWERS GET INVOLVED IN THE ANGOLAN CIVIL WAR IN 1975?

2.1

2.1.1 [*Definition of a historical concept from Source 2A – L1]*

- Against the rule of a country by a foreign country.
- Any other relevant response. (1 x 2) (2)

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

- MPLA
- UNITA
- FNLA (3 x 1) (3)

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

- For power (1 x 1) (1)

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

- They felt that the movement best represented the interests of US in Angola.
- To stop communist aligned MPLA from ruling Angola.
- To prevent the spread of communism in Southern Africa.
- Any other relevant response. (Any 2 x 2) (4)

2.2

2.2.1 [*Interpretation of evidence from Source 2B – L2]*

- To show that Russia was involved in the Cuban Civil War
- To show that Russia delivered tanks in the harbour of Luanda and MIGs of the Angolan Air Force during the Angolan Civil War.
- Any other relevant response. (2 x 2) (4)

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

- It can be concluded Russia was fully behind the MPLA
- It can be concluded Russia used the most sophisticated weaponry to ensure the victory of the MPLA
- Any other relevant response (1 x 2) (2)

2.3 [*Comparison of evidence from Sources 2A and Source 2B – L3]*

- Both sources show that Russia was involved in the Angolan Civil War.
- Source 2A states that the MPLA began to receive major arms shipments from the Soviet Union and Source 2B shows Russian tanks in the harbour of Luanda and MIGs of the Angolan Air Force in February 1976.
- Any other relevant response. (Any 2 x 2) (4)

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2.4

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

- Zaire
- South Africa (2 x 1) (2)

2.4.2 [*Definition of a historical concept from Source 2C – L2]*

- Attack on Angola by foreign countries.
- Any other relevant response. (1 x 2) (2)

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

- USA did not want to be seen as interfering in the affairs of Angola.
- USA wanted to ensure that a US friendly government is set up in Angola.
- Any other relevant response. (Any 1 x 2) (2)

2.4.4 [*Interpretation of evidence from Source 2C – L2*]

- He MPLA had requested Cuba to assist them when they were attacked by foreign countries
- To help the communist aligned MPLA remain in power.
- Any other relevant response. (Any 2 x 2) (4)

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2.5

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

- Russians
- Cubans (2 x 1) (2)

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

- When South Africa troops began to invade Angola in October there were hardly any Russians and very few Cubans in the country. (1 x 2) (2)

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

- MPLA was assisted by the Cubans and Russians.
- MPLA was friendly towards SWAPO that was fighting South Africa in South West Africa.
- Any other relevant response. (Any 1 x 2) (2)

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

- Zaire
- Zambia (2 x 1) (2)

2.5.5 [*Evaluate limitations of evidence from Source 2D – L3]*

The source is limited because:

- It gives only South Africa's point of view.

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- It is biased against Cuba and Russia.
- Any other relevant response. (2 x 2) (4)

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

- In 1975 Portugal gave Angola its independence without proper handover of power.
- The MPLA, UNITA and FNLA competed for power leading to a civil war.
- The civil war led to the arms race as the three liberation movements were assisted by foreign powers. (Source 2A)
- USA secretly assisted FNLA with funds to protect their interests in Angola. (Source 2A)
- The Soviet Union assisted MPLA with arms and war equipment. (Source 2A)
- Cuba sent military advisors and ran training camps for the MPLA. (Source 2A)
- South Africa provided weapons and training to both UNITA and FNLA. (Source 2A)
- Fidel Castro accused USA of instigating Zaire and South Africa against the MPLA. (Source 2C)
- Cuba was involved in Angola at the request for assistance by the MPLA.
- Vorster blamed Russia and Cuba for the intervention of South Africa in Angola. (Source 2D)
- South Africa wanted to stop MPLA from being in power in Angola. (Source 2D)
- Zambia and Zaire welcomed South Africa's support for UNITA and FNLA. (Source 2D)
- The involvement of foreign powers escalated the civil war.
- The Angolan Civil War became a battlefield for the Cold War competition.
- Any other relevant response. (8)

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. shows no or little understanding of **why foreign countries got involved in Angola.** • Uses evidence partially to report on topic or cannot report on topic.	MARKS 0 – 2
LEVEL 2	• Evidence is mostly relevant and relates to the topic e.g. shows some understanding of **why foreign countries got involved in Angola.** • Uses evidence in a very basic manner.	MARKS 3 – 5
LEVEL 3	• Uses relevant evidence e.g. demonstrates an insight of **why foreign countries got involved in Angola.** • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	MARKS 6 – 8

[50]

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SECTION B: ESSAY QUESTIONS

QUESTION 3:

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

SYNOPSIS

In writing this essay, candidates must be able to take a line of argument and indicate to what extent the United States of America was successful in containing communism the Vietnam War between 1965 and 1975.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a line of argument and indicate how they intend supporting their standpoint.

ELABORATION

- Reasons why the United States became involved in the Vietnam War (contain the spread of communism, fear of the 'Domino Effect', spread of Capitalism)
  Focus on why the USA was **unsuccessful** in containing communism:

- The USA supported Diem's corrupt capitalist regime in South Vietnam
- **Failure of 'Operation Rolling Thunder'** (bombing mission from March 1965 was to destroy the north Vietnamese economy to stop them helping the South; to destroy the National Liberation Front)
- Guerrilla warfare by the Vietminh/Vietcong confused and undermined morale of USA
- Ho Chi Minh Trail and its significance
- **Failure of 'Operation Ranch Hand'** (Conventional tactics used by the USA's army were not effective because of dense vegetation) forced to use napalm, agent orange - destroyed the environment but not the Ho Chi Minh Trail
- **Tet Offensive**
- Anti-war protests movement in USA and internationally
- **The role of the media** in showing the impact of war on the Vietnamese people and on American soldiers;
- **WHAM (Winning the hearts and minds of the Vietnamese)** signified firstly the implementation of the withdrawal process of American troops from Vietnam
- **My Lai massacre**
- **Role of Nixon** in removing US troops
- Negotiations for peace between US and Vietnam
- Saigon (South Vietnam) fell to communist North Vietnam in 1975
- Any other relevant response
- Conclusion: Candidates should tie their argument with a relevant conclusion
  Focus on why the USA was **successful** in achieving its aims:

- If candidates indicate that the USA was successful in the war in Vietnam between 1965 and 1975 they need to support their argument with relevant evidence.

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QUESTION 4: INDEPENDENT AFRICA: COMPARATIVE CASE STUDY – THE CONGO AND TANZANIA

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

SYNOPSIS

Candidates must indicate the successes and challenges of Mobuto's leadership on political, economic and social in Congo after independence.

MAIN ASPECTS

Candidates could include the following aspects in their response:

Introduction:

Candidates should indicate the successes and challenges of Mobuto's leadership on political, economic and social in Congo after independence. In addition colonialism had undermined and de-valued African culture and social structures. Congo leader promoted economic, social and cultural development within his country after decolonisation.

ELABORATION ECONOMIC

- The Congo inherited single-product from their respective colonisers; The Congo embraced a capitalist economic system economic model. It also struggled to develop her economy
- At independence the Congo lacked a vibrant manufacturing industry
- The Congo aimed to industrialise the economy and develop a manufacturing base (largely failed0
- The Congo relied heavily on foreign aid and expertise from the early 1960s;
- Congo relied on the export of agricultural products and minerals
- Mobutu nationalised land and industry to distribute wealth equally
- Congo had no oil reserves so she suffered economic crisis when oil prices rose in the 1970s
- Mobutu in (1970s) and (1980s) decided to privatise sectors of the economy due to an economic crisis
- He took loans from foreign countries and organisations; from the 1960s the Congo received financial aid from the capitalist west; and was subjected to structural adjustment policies
- The Congo's economy was characterised by elitism and nepotism.
- The economy of the Congo produced vast differences in wealth between rich and poor.

SOCIAL AND CULTURAL

Education and language

- Colonial education promoted Eurocentric values

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- Under colonialism few African children received more than a primary education.
- The Congo had a few qualified technicians and engineers
- Children were taught European history and languages and western knowledge was privileged over African knowledge

Education in Congo

- In the Congo at independence there were 14 university graduates and therefore after independence, the higher education system was expanded
- Between 1960-1974 primary education in the Congo rose from 1.6 million to 4.6 million
- French remained the language of instruction in the Congo

Africanisation

- In the Congo: Zairianisation: Mobuto promoted African beliefs and culture through his policy of authenticité.
- Mobuto encouraged people to wear African clothing, play and listen to African music and eat African food
- Mobuto renamed many towns and cities in the Congo with African names (e.g. Leopoldville became Kinshasa

CLOTHING

- Mobutu adopted Kwame Nkrumah and Maoist style of dressing ART
- Promotion of African art in literature as well as in handcraft
- Any other relevant response

Conclusion:

- Candidates should tie up their argument with a relevant conclusion.

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