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KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

JUNE EXAMINATION

2025

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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.

QUESTION 1: HOW DID GREECE BECOME THE BATTLEGROUND FOR THE COLD WAR IN THE LATE 1940s?

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

1.1 Refer to Source 1A.

1.1.1 What, according to the source, motivated Britain to keep Greece within her sphere of influence? (1 x 2) (2)

1.1.2 State the names of the British politicians who were at the forefront regarding the situation in Greece. (2 x 1) (2)

1.1.3 Explain what is implied by the statement, 'the British cabinet should judge national defence… against the far more immediate risk of economic and financial overstrain', in the context of Britain's involvement in Greece. (2 x 2) (4)

1.1.4 Why, do you think, the USA was prepared to offer the financial aid to Greece? (1 x 2) (2)

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

1.2 Consult Source 1B.

1.2.1 How, according to the source, were the Greek rebels to be supported by the Soviet Union? (2 x 1) (2)

1.2.2 What is meant by the term *satellite states* in the context of the Cold War in Europe? (1 x 2) (2)

1.2.3 Using the information in the source and your own knowledge, explain how the Marshall Plan was received by the Eastern European countries in 1947. (2 x 2) (4)

1.2.4 Quote evidence from the source indicating that Albania was heavily involved in the Greek Civil War. (1 x 2) (2)

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1.3 Read Source 1C.

1.3.1 Identify THREE issues that Greece experienced since 1940 in the source. (3 x 1) (3)

1.3.2 How, according to the source, President Truman justified the financial aid to Greece by the USA? (1 x 1) (1)

1.3.3 What conclusion can be drawn from the statement, 'if we falter (fail) in our leadership, we may endanger the peace of the world and we shall surely endanger the welfare of our own nation,' in the context of the Cold War tensions between the USA and the Soviet Union? (1 x 2) (2)

1.3.4 Comment on the limitations of this source to a historian researching the involvement of the communists in the Greek Civil War. (2 x 2) (4)

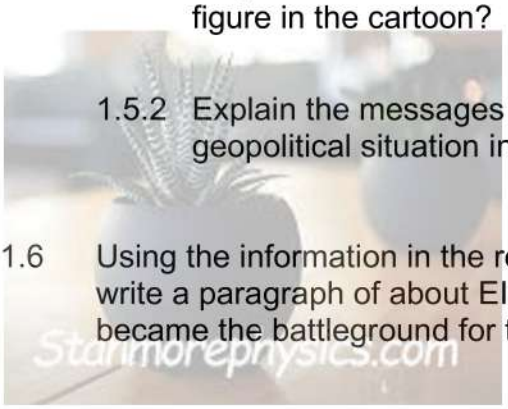


1.4 Examine Sources 1B and 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the reasons for US involvement in the Greek Civil War from 1947. (2 x 2) (4)

1.5 Study Source 1D.

1.5.1 Why is the Soviet leader, Joseph Stalin, portrayed as a dominant figure in the cartoon? (1 x 2) (2)

1.5.2 Explain the messages conveyed by the cartoonist regarding the geopolitical situation in Greece in the 1940s. (2 x 2) (4)



1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) explaining how Greece became the battleground for the Cold War in the late 1940s. (8)

[50]

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QUESTION 2: WHAT FACTORS CONTRIBUTED TO THE OUTBREAK OF THE CIVIL WAR IN ANGOLA BETWEEN 1975 AND 1976?

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

2.1 Refer to Source 2A.

2.1.1 List the leaders of the THREE nationalist organisations in Angola in 1975 from the source. (3 x 1) (3)

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

2.1.3 Quote ONE of the terms of the Alvor agreement in the source. (1 x 2) (2)

2.1.4 Comment on why the Angolan nationalist leaders felt it was necessary 'to place a freeze on their military positions' in January 1975. (1 x 2) (2)

2.1.5 What is implied by the statement, 'the new transitional (in-between) government took office in a climate rife (widespread) with suspicion and mistrust' in the context of the inter-organisational relations in Angola? (1 x 2) (2)

2.2 Read Source 2B.

2.2.1 Name the TWO external forces, in the source, that supported the FNLA. (2 x 1) (2)

2.2.2 Explain why the CIA decided to support the FNLA in the Angolan Civil War. (1 x 2) (2)

2.2.3 Identify the TWO countries in the source that supported Savimbi. (2 x 1) (2)

2.2.4 Explain the impact of the ideological differences between UNITA and the MPLA. (2 x 2) (4)

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2.3 Consult Source 2C.

2.3.1 Who, according to the source, assisted the FNLA in its attempt to take control of the capital Luanda? (1 x 1) (1)

2.3.2 Using the source and your own knowledge, explain why the FNLA wanted to take control of Luanda before 11 November 1975. (2 x 2) (4)

2.4 Study Sources 2B and 2C. Explain how the information in Source 2B supports the evidence in Source 2C regarding the failure of the Alvor Agreement. (2 x 2) (4)

2.5 Use Source 2D.

2.5.1 Mention TWO foreign countries in the source which assembled support against UNITA. (2 x 1) (2)

2.5.2 Explain the term *guerrilla warfare* in the context of the Angolan Civil War in 1976. (1 x 2) (2)

2.5.3 Why, do you think, Savimbi considered it necessary to revert to guerrilla warfare in Angola in 1976? (2 x 2) (4)

2.5.4 Comment on why a historian would find this source reliable when researching 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 the factors that contributed to the outbreak of the civil war in Angola between 1975 and 1976? (8)

[50]

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QUESTION 3: HOW DID THE SEGREGATIONISTS ATTEMPT TO STOP INTEGRATION AT CENTRAL HIGH SCHOOL IN LITTLE ROCK, ARKANSAS IN 1957?

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

3.1 Read Source 3A.

3.1.1 Mention any THREE students in the source who arrived at Central High School for admission on 4 September 1957 in Little Rock. (3 x 1) (3)

3.1.2 How did the segregationists, according to the source, respond to the attempts to enrol the African American students at Central High School? (2 x 1) (2)

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

3.1.4 Comment on the implications of the statement by Martin Luther King Junior, …'if the federal government did not take a stand against the injustice, it would set the process of integration back fifty years' in the context of the struggle against segregation in the USA. (2 x 2) (4)

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3.2 Study Source 3B.

3.2.1 Why, do you think, this photograph was taken? (1 x 2) (2)

3.2.2 Explain the differing opinions of the following groups in the wake of the intervention by the Arkansas National Guard on 4 September 1957.

(a) white liberals (1 x 2) (2)

(b) white segregationists (1 x 2) (2)

3.3 Refer to Sources 3A and 3B. Explain how the information in Source 3A supports the evidence in Source 3B regarding the response of the segregationists to the admission of the African American students in Central High School. (2 x 2) (4)

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3.4 Consult Source 3C.

3.4.1 Which states, in the source, apart from Arkansas, faced challenges regarding the desegregation of schools? (3 x 1) (3)

3.4.2 Explain the term *integrationists* in the context of Central High School in Little Rock, Arkansas in 1957. (1 x 2) (2)

3.4.3 Identify TWO pieces of evidence in the source suggesting that Eisenhower's deployment of soldiers in Little Rock was not welcomed by the white racists. (2 x 1) (2)

3.4.4 Comment on the significance of Minnijean Brown's statement, 'for the first time in my life, I feel like an American citizen' in view of the attempts to integrate Central High School. (1 x 2) (2)

3.5 Read Source 3D.



3.5.1 Quote evidence from the source that indicates that the placement of the Security officers in Central High School was a temporary measure. (1 x 1) (1)

3.5.2 List ONE action carried out by white students against the Little Rock Nine as they passed them in the hall. (1 x 1) (1)

3.5.3 Comment on what is implied by the statement, 'segregationists made it their mission to never let the black students forget that they were not wanted in Central High School'. (1 x 2) (2)

3.5.4 Why, do you think, the attendance by Martin Luther King Jr. at the graduation ceremony of Ernest Green in May 1958 was one of the milestones for the Civil Rights Movement (2 x 2) (4)

3.5.5 Explain the usefulness of this source to a historian researching the process of integration in Central High School in 1957. (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 segregationists attempted to stop integration at Central High School in Little Rock, Arkansas in 1957. (8)

[50]

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SECTION B: ESSAY QUESTIONS

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

Your essay should be about THREE pages long.

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

Explain to what extent the Viet Cong was able to counter the strategies of the United States of America during the Vietnam War between 1962 and 1975

Use relevant historical evidence to support your line of argument. **[50]**

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY- THE CONGO

Mobutu Sese Seko succeeded in addressing Congo's political, economic and cultural challenges after attaining independence from Belgium in 1961.

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

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

The Black Power philosophy was the potent tool in the hands of the African Americans to challenge racial discrimination and segregation in the United States of America in the 1960s.

Critically discuss this viewpoint in the context of the work by the activists of the Black Power Movement. **[50]**

TOTAL MARKS: 150

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ADDENDUM

JUNE EXAMINATION

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QUESTION 1: HOW DID GREECE BECOME THE BATTLEGROUND FOR THE COLD WAR IN THE LATE 1940s?

SOURCE 1A

The following source is from the published thesis titled: *The role of Britain in Greek Politics and Military Operations* by Eleftheria Delaporta. It outlines the reasons for British withdrawal from Greece in 1947.

The threat of the Soviet imperialism in the Eastern Mediterranean gave the impetus (motivation) for keeping Greece within the British sphere of influence. However, the bleak prospects of the Greek government were matched by the bleak prospects of the British government. The issue of whether to extend financial assistance to Greece, an obligation that expired in March 1947, dominated British Prime Minister Clement Attlee's agenda. On 29 January, Hugh Dalton, the Chancellor of the Exchequer (Finance) sent a note to Prime Minister Attlee arguing that considering the weak British economy aid to Greece should be reduced. The Chancellor warned the Prime Minister that the British cabinet should judge national defence not only against the more distant possibility of armed aggression, but also against the far more immediate risk of economic and financial overstrain and collapse.

On 2 February, Hugh Dalton asked for a final decision on ending aid to Greece which, in his view, 'from the end of the war onwards had received thirty-nine million pounds, almost without result. If the British cabinet desired to save money, he argued, it would have to 'start immediately, by cutting the expenses towards Greece'. The British Foreign Secretary turned to the United States to seek assistance. On 21 February, Lord Inverchapel, the British Ambassador in Washington, was instructed to deliver a note to George Marshall, the American Secretary of State, announcing that, given British financial woes, Britain could not sustain its assistance to Greece after the end of March 1947. The Truman administration was in little doubt that if the British could not contain the spread of communism in the Eastern Mediterranean alone, the Americans would have to join in.

[From *The role of Britain in Greek Politics and Military Operations: 1947-1952* by E Deloparta]

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SOURCE 1B

The source below is from the book: *The Greek Civil War (1944-1949) and the International Communist System* by Nikos Marantzidis. It discusses how the Communist Party of Greece (KKE) were supported by the USSR and Yugoslavia during the Greek Civil War.

The USSR began to show greater flexibility on the Greek matter, indicating a broader policy of reorientation. In October 1946, in a note to Stalin, several of his top advisers – Lavrentii Beria, Anastas Mikoyan, Georgii Malenkov and Andre Zhdanov recommended the dispatch of funds, food, and medical supplies to the Greek insurgents (rebels). Nikos Zachariadis, the General Secretary of the Communist Party of Greece (KKE) later declared that he had discussed with the Soviet leadership a broad plan of action. These discussions signalled a gradual shift in Soviet policy from passivity to cautious endorsement of the KKE's aggressive ambitions.

Among Moscow's European satellites states, Yugoslavia's ruling party enjoyed the greatest acceptance and prestige from the Soviet Union. Relations between Soviet and Yugoslav officials had reached their apogee (highest point) by the time of the announcement of the Marshall Plan in June 1947. The Yugoslavs – in contrast to the caution of leaders in Poland and Czechoslovakia – immediately and categorically denounced the United States plans for the continent's economic recovery. This different response to Washington's initiative resulted in the acknowledgement of a special regional role for Yugoslavia, who gradually assumed responsibility for coordinating foreign Communist involvement in the Greek crisis.

In 1947 the bulk of supplies sent to Greece – weapons, ammunition, and provisions – was transported from Yugoslavia. In addition to weapons, Yugoslavia supplied the KKE with ample support for its propaganda needs: Communists' Free Greece Radio Station was transmitting from Yugoslav territory… Albania's Communist regime also did not fail to carry out its duty to display international solidarity towards its Greek comrades. Approximately 400 KKE cadres found refuge in Rubik, Albania, until transferred to the Balkan guerrilla training camp in Bulkes, northwest of Belgrade (Serbia).

[From *The Greek Civil War (1944-1949) and the International Communist System* by N. Marantzidis]

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SOURCE 1C

The following source is an extract from a speech delivered by President Harry Truman, the US leader, to Congress on 12 March 1947. It outlines how the USA wanted to contain the spread of communism in Eastern Europe by financially and militarily supporting Greece.

The United States has received from the Greek Government an urgent appeal for financial and economic assistance. Since 1940, this industrious and peace-loving country has suffered invasion, four years of cruel enemy occupation, and bitter internal strife… As a result of these tragic conditions, a militant minority, exploiting human want and misery, was able to create political chaos which, until now, has made economic recovery impossible.

… The very existence of the Greek state is today threatened by the terrorist activities of several thousand armed men, led by Communists, who defy the government's authority at several points, particularly along the northern boundaries. A Commission appointed by the United Nations Security Council is at present investigating disturbed conditions in northern Greece and alleged border violations along the frontier between Greece on the one hand and Albania, Bulgaria, and Yugoslavia on the other.

Meanwhile, the Greek government is unable to cope with the situation. The Greek army is small and poorly equipped…There is no other country to which democratic Greece can turn. No other nation is willing and able to provide the necessary support for a democratic Greek government.

The British Government, which has been helping Greece, can give no further financial or economic aid after March 31. Great Britain finds itself under the necessity of reducing or liquidating its commitments in several parts of the world, including Greece. The free peoples of the world look to us for support in maintaining their freedoms. If we falter (fail) in our leadership, we may endanger the peace of the world and we shall surely endanger the welfare of our own nation.

[From *Proclaiming the Truman Doctrine: The Cold War Call to Arms* by DM Bostdorff]

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SOURCE 1D

The cartoon below appeared in an article titled *Cold War Chess Match – March 12, 1947*. It shows an American chess piece occupying Greece while the Soviet Union moves its pieces closer to Turkey and Greece.



[From https://www.mgsa.org/symposia/2007/index.ht. Accessed 23 February 2025.]

SOVIET CHESS PIECES

UNCLE SAM – US IDEALS

HAMMER AND SICLKE-SYMBOL OF COMMUNISM

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QUESTION 2: WHAT FACTORS CONTRIBUTED TO THE OUTBREAK OF THE CIVIL WAR IN ANGOLA BETWEEN 1975 AND 1976?

SOURCE 2A

The following source is from the book titled: *The First Dance of Freedom: Black Africa in the Post War Era* by Martin Meredith. It explains the circumstances under which the Alvor Agreement was signed by the three Angolan liberation organisations on 15 January 1975.

Under pressure from the OAU, the three nationalist leaders, Holden Roberto (FNLA), Agostinho Neto (MPLA) and Jonas Savimbi (UNITA), were brought together in Kenya at the beginning of January 1975, where they agreed to mutual recognition and to open negotiations on the transition (change) from Portuguese rule to independence. On 10 January, the negotiations moved to the Algarve in Portugal and they were concluded there on 15 January with a settlement known as the Alvor Agreement.

According to the Alvor Agreement, Angola was to be administered by a coalition government composed of the three nationalist groups and the Portuguese until its day of independence set for 11 November 1975. Elections for a constituent assembly were to be held in October. During the transitional (change-over) period Portugal would retain a 24 000-man army in Angola. Meanwhile the three nationalist movements would contribute 8 000 men each towards establishing a national army.

The nationalists also agreed to place a freeze on their military positions as of January 1975. At the time of the Alvor Agreement the FNLA had a distinct military advantage. It possessed an armed force, estimated at 15 000 troops, which was relatively well equipped, and it was further supported by Daniel Chipenda's guerrilla army, several thousand strong, which had defected from the MPLA. The MPLA, by comparison, had about 3 000 trained guerrillas under its command, although it was rapidly expanding its forces through recruitment, mainly in the Luanda area. UNITA was also heavily recruiting among the Ovimbundu. On 31 January 1975, the new transitional (in-between) government took office in a climate rife (widespread) with suspicion and mistrust.

[From *The First Dance of Freedom: Black Africa in the Post War Era* by M Meredith]

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SOURCE 2B

The source below is from the book: *Africa Since 1940* by Frederick Cooper. It focuses on the international support that the three nationalist organisations in Angola received during the civil war. This brought an end to the transitional government that was established by the Alvor Agreement which was signed on 15 January 1975.

The anti-colonial war immediately became a civil war. The FNLA was supported by Zaire and the CIA (the USA's Central Intelligence Agency), which saw it as the least Marxist of the three, but never got out of its ethnic confines (borders) and soon faded.

UNITA had support from Zambia and then from South Africa, anxious to keep an independent Angola too weak to threaten its dominance over the region, especially in its dependency of Southwest Africa (now Namibia). Savimbi flipped (changed) his ideological stance from Maoism* (the policy of communist China) to Reaganism** (the policy of capitalist USA) with scarcely the blink of an eye and the United States added its support … In addition to gathering support from South Africa and the United States, UNITA organised diamond smuggling into Zaire, getting guns and spoils for Savimbi's henchmen (loyalists) in return. Most important for those in the region, UNITA provided rewards for young men who would smuggle and fight, and this provided the only means of earning a livelihood in an area otherwise devastated by terror and counter-terror.

The MPLA won the first round of the civil war by retaining Luanda and pushing outward, aided by Cuban troops and indirect Soviet support. It also enjoyed revenues from French and American oil companies, who were willing to pay 'the state' regardless of its rhetoric (ideology). That rhetoric was Marxist-Leninist, and it represented, at some level and at first, the desire of an educated elite, familiar with the European ideals of socialist revolution, to be the agent of transformation of an impoverished, ill-educated population.

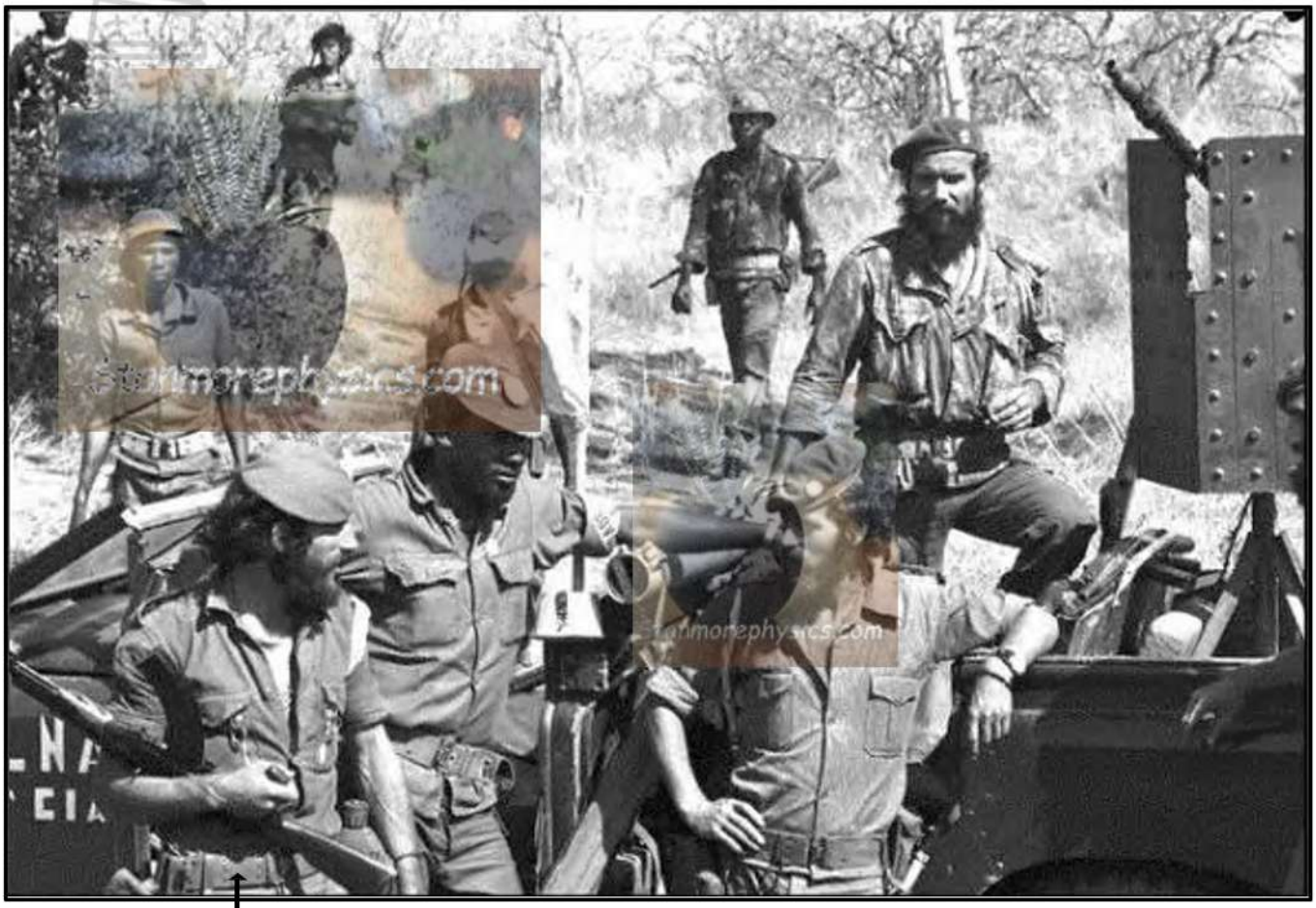
[From *Africa Since 1940* by F Cooper]

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SOURCE 2C

This photograph was published in a British newspaper, *The Guardian*, on 6 November 1975. It shows Portuguese mercenaries and FNLA troops 32 km outside Luanda, after their failed attempt to take control of the capital from the MPLA.



[From http://warforslowreaders.blogspot.com/2012/04/fnla-offensive-stalls-mercenary-leader.html. Accessed 20 February 2025.]

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SOURCE 2D

The following letter was sent by Jonas Savimbi, leader of UNITA, to President Kenneth Kaunda of Zambia after the MPLA attack on Huambo (UNITA's base in Southwest Angola) in 1976.

UNITA lost 600 men in the battle for Huambo. The machine of war that Cuba and the Soviet Union have assembled in Angola is beyond imagination. To prevent the total destruction of our forces we have decided to revert immediately to guerrilla warfare. The friends (the CIA and United States) that have promised to help us did not fulfil their promises and we must face our own fate with courage and determination.

I have a request for Your Excellency: ... I am sending with this my mother who is seventy-one years old so that she will be able to die in Zambia. My sister and three children and my two children are with my mother. Accompanying them are the wife of the Secretary General with two children and the wife of our commanding General with four children.

The Political Bureau of the Central Committee of UNITA joins me to thank you once more for everything. Whatever stand your government takes on Angola, we will accept with resignation (acceptance). It is paramount that Zambia survives and the love and admiration we have shared with my colleagues for your leadership and wisdom will be sufficient to comfort us in the dark days of our country.

... I have always tried to the best of my ability and courage to serve the interests of Angola and Africa. I am not a traitor to Africa and the hard days that we expect ahead will prove to the world that I stand for my principles. In Angola I will remain in the bush to cry for justice.

God bless your beloved country,
God bless you.
Savimbi Jonas

[From *In Search of Enemies – A CIA Story* by John Stockwell]

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QUESTION 3: HOW DID THE SEGREGATIONISTS ATTEMPT TO STOP INTEGRATION AT CENTRAL HIGH SCHOOL IN LITTLE ROCK, ARKANSAS IN 1957?

SOURCE 3A

This source highlights the events leading to the enrolment of the first nine black students at Central High School, Little Rock, Arkansas and the events that followed.

In 1957, three years after the U.S. Supreme Court ruled unanimously in *Brown v. Board of Education* that separate educational facilities are inherently (essentially) unequal, nine African American students – Minnijean Brown, Terrance Roberts, Elizabeth Eckford, Ernest Green, Thelma Mothershed, Melba Patillo, Gloria Ray, Jefferson Thomas, and Carlotta Walls – attempted to integrate at Central High School in Little Rock, Arkansas. The students, known as the Little Rock Nine, were recruited by Daisy Bates, president of the Arkansas branch of the National Association for the Advancement of Colored People (NAACP). As president of the Montgomery Improvement Association (MIA), Martin Luther King Jr wrote to President Dwight D. Eisenhower requesting a swift resolution allowing the students to attend the school.

On 4 September 1957, the first day of school at Central High, a white mob gathered in front of the school, and Governor Orval Faubus deployed the Arkansas National Guard to prevent the black students from entering. In response to Faubus' action, a team of NAACP lawyers, including Thurgood Marshall, won a federal district court order to prevent the governor from blocking the students' entry. With the help of police escorts, the students successfully entered the school through a side entrance on 23 September 1957. Fearing escalating mob violence, however, the students were rushed home soon afterward.

Observing the standoff between Faubus and the federal judiciary, King sent a telegram to President Eisenhower urging him to "take a strong forthright stand in the Little Rock situation." "King told the president that if the federal government did not take a stand against the injustice, it would "set the process of integration back fifty years. This is a great opportunity for you and the federal government to back up the longings and aspirations of millions of people of good will and make law and order a reality."

[From https://kinginstitute.stanford.edu/little-rock-school-desegregation. Accessed 17 February 2025.]

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SOURCE 3B

The photograph below depicts the Arkansas National Guard preventing African American students from entering Central High School in Little Rock, Arkansas on 4 September 1957.



[From https://www.life.com/history/little-rock-nine-1957-photos/. Accessed 20 February 2025.]

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SOURCE 3C

The source below is from the book: *The Civil Rights Movement* by Bruce J. Dierenfield. It outlines the response of the US President Eisenhower to the crisis at Central High School in Little Rock, Arkansas, in 1957.

In barring the Little Rock Nine, Faubus threw down the gauntlet before President Eisenhower. Faubus had good reason to believe Eisenhower would let Arkansas have its way in race relations because the president steered clear of school desegregation problems in Alabama, Tennessee, and Texas. Eisenhower grudgingly took the side of integrationists, if only to uphold federal power against a wayward lieutenant. Moreover, the president had to defend the United States from harsh international criticism.

Eisenhower responded to Faubus's insubordination (defiance) by sending 1,200 paratroopers from the famed 101st 'Screaming Eagles' airborne division to intervene. It was the first time since 1876 (during Reconstruction) that a president sent troops to protect black civil rights. Eisenhower also ordered 10,000 Arkansas National Guardsmen, now under federal orders, back to Central High to protect the black students. Angry segregationists compared the soldiers to Hitler's storm troopers and called for their states to secede (separate) from the Union.

On the morning of 25 September 1957, the children were taken to Central High in a convoy of jeeps carrying machine guns. When the convoy approached the school, a mob blocked its path. An army major ordered the mob to disperse, but a man yelled, 'They are bluffing. If you do not want to move, you do not have to.' The army was not bluffing, and the mob scattered. As the students ascended the school steps, paratroopers surrounded them on the ground and helicopters hovered overhead. Faubus told a televised audience that 'we are now an occupied territory. Evidence of the naked force of the federal government is here apparent in these unsheathed (uncovered) bayonets in the backs of schoolgirls.' With the mob momentarily defeated, Minnijean Brown remarked that 'for the first time in my life, I feel like an American citizen.'

[From *The Civil Rights Movement* by BJ. Dierenfield]

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SOURCE 3D

The source is an extract from the book: *The Little Rock Nine: Struggle for Integration* by Stephanie Fitzgerald. It highlights the challenges faced by the Little Rock Nine during their first year at Central High in 1957.

By the end of the first day the National Guardsmen were in the school, most of the 101st was back. But the long-term plan was to reduce the presence of soldiers over time. One way or another, the black students would have to learn how to survive on their own. The segregationists in the school were determined to torment the black students any way they could.

They would follow a black student around school and step on his or her heels all day until they bled. Other students would wait by the staircase to push a passing black student down. Other kids simply tripped, punched, or spat on the students as they passed them in the hall. Nasty remarks were made all day, everyday… segregationists made it their mission to never let the black students forget that they were not wanted in Central High School.

On November 12, Jefferson Thomas was standing next to his locker when he noticed two white boys drawing near, pushing and shoving each other, which put him on high alert. A common racist trick was to pretend to be fighting near a black student and then "accidentally" crash into him or her… as Jefferson kept an eye on the two boys, another snuck up behind him and knocked him unconscious with a blow to the head. He had to be taken out of school and brought to a doctor. The next day… he was going to school. He was sure that if the bullies knew they could force him to stay out of school, it would only encourage them.

Ernest Green became the first African American to graduate from Central High School in May 1958. But no one except his family and their guest, the Rev Martin Luther King Jr., applauded as Ernie received his diploma.

[From *The Little Rock Nine: Struggle for Integration* by S Fitzgerald]

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ACKNOWLEGDEMENTS

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KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

MARKING GUIDELINES

JUNE EXAMINATION

2025

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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 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.

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. 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.

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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: HOW DID GREECE BECOME THE BATTLEGROUND FOR THE COLD WAR IN THE LATE 1940s?

1.1

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

- 'The threat of the Soviet imperialism in the Eastern Mediterranean' (1 x 2) (2)

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

- 'Clement Attlee'
- 'Hugh Dalton'
- 'Lord Inverchapel' (any 2 x 1) (2)

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

- The economic assistance to Greece should not cause financial strain on the British economy and national security
- There was a possibility of the collapse of the British economy due to impact of the Second World War
- Any other relevant response (2 x 2) (4)

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

- The USA feared the takeover of Greece by communism
- The USA wanted to prevent expansion of the Soviet sphere of influence in the rest of Europe
- Any other relevant response (any 1 x 2) (2)

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

- A political and economic system that seeks to create a classless society in which the major means of production are owned by the public
- Any other relevant response (1 x 2) (2)

1.2

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

- 'funds'
- 'food'
- 'medical supplies' (any 2 x 1) (2)

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

- Eastern European countries whose governments were controlled and influenced by the Soviet Union after the Second World War
- Any other relevant response (1 x 2) (2)

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

- Countries such as Poland and Czechoslovakia initially expressed interest in participating in the Marshall Plan but later rejected it due to Soviet pressure
- Yugoslavia and Albania rejected the Marshall Plan immediately due to its close ties with the Soviet Union
- The Soviet Union influenced Eastern European countries to view the Marshall plan with suspicion and scepticism
- Any other relevant response (any 2 x 2)(4)

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

- 'Approximately 400 KKE cadres found refuge in Rubik, Albania' (1 x 2) (2)

1.3

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

- 'invasion'
- 'four years of cruel enemy occupation'
- 'bitter internal strife' (3 x 1) (3)

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

- 'There is no other country to which democratic Greece can turn'
- 'No other nation is willing and able to provide the necessary support for a democratic Greek government' (any 1 x 1) (1)

1.3.3 [Interpretation of information from Source 1C – L2]

- Communism was a threat to the countries of the world
- The USA had to intervene in Greece and Europe because there was no guarantee that the USA herself would not be affected by communist expansion
- Any other relevant response (2 x 2) (4)

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1.3.4 *[Ascertaining the limitations of Source 1C –L3]*

The source is LIMITED because:

- It is a speech by American President Harry Truman/does not give a Soviet perspective on the Greek Civil War
- The source uses inflammatory words (terrorist) when describing communist involvement in the Greek Civil War
- Any other relevant response (2 x 2) (4)

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

- Source 1B refers to the assistance given to the rebels by the Soviet Union and Source 1C indicates that the USA was worried about the civil war in Greece between the government and the rebels supported by the Soviet bloc
- Source 1B highlights the prominent role of Yugoslavia, a soviet satellite state in fuelling the civil war in Greece and Source 1C reveals that Yugoslavia rejected the Marchall Plan because of her close ties with the Soviet Union
- Any other relevant response (2 x 2) (4)

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1.5

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

- The Soviet Union had a firm foothold in both Greece and Turkey in the 1940s
- Greece and Turkey were not in position to prevent communist expansion on their own
- Any other relevant response (any 1 x 2) (2)

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

- Greece was a focal point of Cold War tensions between the USA and the Soviet Union in 1947
- The Soviet Union and the USA clashed over Greece due to their ambitions for ideological domination
- The Greek government was helpless and vulnerable to the Cold War between USA and the Soviet Union
- Any other relevant response (any 2 x 2) (4)

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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:

- Greece was threatened by Soviet expansion after World War Two (Source 1A)
- The Greek Civil War began in 1946 as the Communist Party of Greece (KKE) attempted to seize power from an exiled Greek Government (own knowledge)
- Britain could no longer afford to assist Greece due to its unstable post war economy (Source 1A)
- The USA decided to assist Greece since Britain could no longer contain the spread of communism in the Eastern Mediterranean (Source 1A)
- The KKE received support from the Soviet Union's satellite states (Source 1B)
- Yugoslavia supplied the KKE with weapons, ammunition and provisions (Source 1C)
- Yugoslavia also assisted the KKE with propaganda for the war (Source 1B)
- Other Soviet satellites such as Albania provided refuge for the KKE (Source 1B)
- In a speech on 12 March 1947, American President Truman stated that Greece was threatened by Communists (Source 1C)
- President Truman asked the US Congress to provide four million dollars to the Greek government to avoid a communist coup (own knowledge)
- Serbia provided a guerrilla training camp for the Greek rebels (Source 1C)
- The Soviet Union and the USA clashed over Greece due to the ideological differences between Communism and Capitalism (Source 1D)
- 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 Greece became the battleground for the Cold War in the late 1940s.** • 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 Greece became the battleground for the Cold War in the late 1940s.** • 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 Greece became the battleground for the Cold War in the late 1940s.** • 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 FACTORS CONTRIBUTED TO THE OUTBREAK OF THE CIVIL WAR IN ANGOLA BETWEEN 1975 AND 1976?

2.1

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

- 'Holden Roberto (FNLA)'
- 'Agostinho Neto (MPLA)'
- 'Jonas Savimbi (UNITA)' (3 x 1) (3)

2.1.2 *[Definition of a historical term from Source 2A – L1]*

- The state of wanting or being able to do things for yourself and make your own decisions, without help or influence from others.
- Any other relevant response (1 x 2) (2)

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

- 'Angola was to be administered by a coalition government composed of the three nationalist groups'
- 'Elections for a constituent assembly were to be held in October'
- 'Portugal would retain a 24 000-man army in Angola'
- '…the three nationalist movements would contribute 8000 men each towards establishing a national army'

(any 1 x 2) (2)

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

- To stop the civil war/to bring an end to the fighting between the groups to prepare for peace
- It was done in a spirit of co-operation which was in line with the Alvor agreement
- Any other relevant response

(any 1 x 2) (2)

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

- The three nationalist organisations were not prepared to compromise
- Any other relevant response

(1 x 2) (2)

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2.2

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

- 'Zaire'
- 'CIA' (2 x 1) (2)

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

- Identified with capitalism through its association with Zaire
- To use a capitalist aligned FNLA to stop communist expansion in Angola
- Any other relevant response (any 1 x 2) (2)

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

- 'Zambia'
- 'South Africa' (2 x 1) (2)

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

- The civil war in Angola was a manifestation of the cold war tensions between the USA and the Soviet Union
- There was competition for the country's resources to benefit the foreign players
- Any other relevant response (2 x 2) (4)

2.3

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

- 'Portuguese mercenaries' (1 x 1) (1)

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

- The FNLA would be well placed to take over the government after elections were held
- Taking control of the capital city (where government offices would be placed) would ensure that they had control of the administration of the government
- To remove MPLA from Luanda before elections were held
- Any other relevant response (any 2 x 2) (4)

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2.4 *[Ascertaining the similarities between Sources 2B and 2C – L3]*

- Source 2B refers to the MPLA winning the first round of the civil war by retaining Luanda and Source 2C shows that the FNLA troops were stopped from entering Luanda by the MPLA
- Source 2B refers to all three of Angola's nationalist parties being aided by foreign organisations/countries and Source 2C shows that the FNLA troops being supported by Portuguese mercenaries
- Any other relevant response (2 x 2) (4)

2.5

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

- 'Cuba'
- 'Soviet Union' (2 x 1) (2)

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

- Unconventional military tactics (hit and run/ambush/sabotage) adopted by UNITA during the Angolan Civil War in 1976
- Any other relevant response (any 1 x 2) (2)

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

- UNITA had lost 600 men in the battle of Huambo
- UNITA could not stand MPLA's conventional army at the battle of Huambo
- The MPLA was extremely powerful due to support from the Soviet Union and Cuba
- UNITA was not supported militarily by the CIA/USA any longer
- Any other relevant response (any 2 x 2) (4)

2.5.4 *[Ascertaining the reliability of Source 1D –L3]*

The source is RELIABLE because:

- It is an extract of a letter written by UNITA leader, Jonas Savimbi, to President Kenneth Kaunda of Zambia in 1976
- The information in the source can be corroborated by other historical sources regarding UNITA's defeat at Huambo and their subsequent change of strategy to guerrilla warfare after 1976
- Any other relevant response (2 x 2) (4)

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

Candidates could include the following aspects in their response:

- Three nationalist movements (MPLA, UNITA, FNLA) competed for power in Angola after the end of Portuguese rule in 1975 (Source 2A)
- The Avlor Agreement was signed between the three main groups and Portugal in January 1975 but failed to create a climate of trust and stability (Source 2A)
- Each national movement had its own ideology and was backed by likeminded foreign nations: MPLA (Marxist), FNLA (Nationalist), UNITA (Maoism and later Reaganism) (Source 2B)
- FNLA was backed by Zaire and the CIA (Source 2B)
- UNITA was supported by Zambia and China, and later by South Africa and the USA (Source 2B)
- MPLA received assistance from the Soviet Union and Cuba (Source 2B)
- Regional and ethnic divisions also added to the separation of these three nationalist movements (own knowledge)
- The MPLA emerged as the strongest nationalist party after clashes began in the capital Luanda in 1975 (Source 2B and 2C)
- UNITA changed its strategy to guerrilla warfare in 1976 due to heavy losses endured by the hands of the MPLA and its Cuban ally (Source 2D)
- The guerrilla tactics and foreign backing resulted in decades of civil war in Angola from 1975 to 2002 (own knowledge)
- Any other relevant response

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Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g., **shows no or little understanding of what factors contributed to the outbreak of the civil war in Angola between 1975 and 1976.** • Uses evidence partially to report on topic 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 what factors contributed to the outbreak of the civil war in Angola between 1975 and 1976.** • 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 what factors contributed to the outbreak of the civil war in Angola between 1975 and 1976.** • 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 SEGREGATIONISTS ATTEMPT TO STOP INTEGRATION AT CENTRAL HIGH SCHOOL IN LITTLE ROCK, ARKANSAS IN 1957?

3.1

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

- 'Minnijean Brown'
- 'Terrance Roberts'
- 'Elizabeth Eckford'
- 'Ernest Green'
- 'Thelma Mothershed'
- 'Melba Patillo'
- 'Gloria Ray'
- 'Jefferson Thomas'
- 'Carlotta Walls' (any 3 x 1) (3)

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

- 'a white mob gathered in front of the school'
- 'Governor Orval Faubus deployed the Arkansas National Guard to prevent the black students from entering' (2 x 1) (2)

3.1.3 *[Definition of a concept from Source 3A – L1]*

- A legal document that instructs a person/entity/party to do or abstain from doing a specific act
- A decision made by a judge or other legal authority in a court of law
- Any other relevant response (any 1 x 2) (2)

3.1.4 *[Interpretation of information from Source 3A – L2]*

- The failure of integration in Central High School would encourage other states to resist changes
- The segregationists would use loopholes in the law to delay change
- Any other relevant response (2 x 2) (4)

3.2

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

- To show attempts by the white racists to stop the enrolment of the African American students into Central High School, Little Rock on 4 September 1957
- To show the use of the Arkansas National Guard against/in conflict with US school integration policy
- Any other relevant response (any 1 x 2) (2)

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

a)

- White liberals viewed the intervention of the Arkansas National Guard as unconstitutional and supported integration
- Any other relevant response (1 x 2) (2)

b)

- White segregationists welcomed the intervention of the Arkansas National Guard in barring African American students from entering Central High School because they wanted the status to remain
- Any other relevant response (1 x 2) (2)

3.3 [Ascertaining the similarities between Sources 3A and 3B - L3]

- Source 3A states that the segregationists tried to prevent the nine African American students from entering the school and Source 3B portrays the white mob trying to stop the students
- Source 3A reveals that the Governor instructed the security officers to block the entrance and Source 3B shows the Arkansas National Guard preventing the students from entering the school
- Any other relevant response (2 x 2) (4)

3.4

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

- 'Alabama'
- 'Tennessee'
- 'Texas' (3 x 1) (3)

3.4.2 *[Explanation of a historical term from Source 3D – L2]*

- People who supported the mixing of African American students with white students at Central High School in Little Rock, Arkansas in 1957
- People who endorsed the desegregation of Central High School in Little Rock, Arkansas in 1957
- Any other relevant response (any 1 x 2) (2)

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

- 'Angry segregationists compared the soldiers to Hitler's storm troopers'
- '… called for their states to secede (separate) from the Union' (2 x 1) (2)

3.4.4 *[Interpretation of information from Source 3C – L2]*

- The intervention of the federal government demonstrated its intention to protect the rights of every citizen in the USA
- It was a breakthrough with regards to the civil rights of African Americans being upheld
- Any other relevant response (any 1 x 2) (2)

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3.5

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

- 'But the long term plan was to reduce the presence of soldiers over time'
- 'One way or another, the black students would have to learn how to survive on their own' (any 1 x 1) (1)

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

- 'tripped'
- 'punched'
- 'spat' (any 1 x 1) (1)

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

- Segregationists used every possible opportunity to remind the black students that they were not wanted/accepted at Central High School
- Segregationists devised/planned methods to harass/victimise/abuse the black students at Central High School on a regular/continuous basis throughout the school day
- Any other relevant response (any 1 x 2) (2)

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

- Martin Luther King Jr was a leading civil rights activist/one of the most prominent African American figures during the 1950s and 1960s
- The presence of Martin Luther King Jr signified the importance of Earnest Green's graduation to all African Americans in the struggle for racial equality
- Any other relevant response (2 x 2) (4)

3.5.5 *[Ascertaining the usefulness of Source 3D –L3]*

The source is USEFUL because:

- The source elaborates on the complicity of the local authorities to racial segregation
- The source specifies the types of ill- treatment metered out by the racist students to the Little Rock Nine
- The source is from a book by a reputable author with insight into the history of the Civil Rights Movement
- Any other relevant response (any 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 integration of nine African American students at Central High School, Little Rock was stopped by the Governor of Arkansas, Orval Faubus, who deployed the Arkansas National Guard to stop their entry on 4 September 1957 (Source 3A and 3B)
- A large white mob also gathered outside the school to intimidate the black students from entering on 4 September 1957 (Source 3A)
- Elizabeth Eckford, one of the nine African American students, arrived alone and was verbally abused by the mob (own knowledge)
- On 23 September 1957, the Little Rock Nine, entered Central High School for the first time but had to leave school immediately due to a threat of mob violence (Source 3A)
- Governor Faubus attempted to challenge the federal government with regards to school desegregation in Little Rock (Source 3C)
- The Little Rock Nine had to be escorted by army personnel deployed by the American President to ensure their safety and entry into Central High School (Source 3C)
- The nine African American students experienced relentless abuse from white segregationists at Central High School (Source 3D)
- In September 1958, Governor Faubus closed all the Little Rock high schools in an attempt to halt the progress of integration (own knowledge)
- 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 segregationists attempted to stop integration at Central High School in Little Rock, Arkansas in 1957.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0 – 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g., **shows some understanding of how the segregationists attempted to stop integration at Central High School in Little Rock, Arkansas in 1957.** • 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 segregationists attempted to stop integration at Central High School in Little Rock, Arkansas in 1957.** • 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 Viet Cong was able to counter the strategies of the United States of America during the Vietnam War between 1963 to 1975

MAIN ASPECTS

Candidates should include the following aspects in their response:

- **Introduction**: Candidates should explain to what extent the Viet Cong was able to counter the strategies of the United States of America during the Vietnam War between 1963 to 1975. They should also provide an outline of how they will support their line of argument.

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
- 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)
- Use of chemical weapons e.g., Napalm gas made USA unpopular and many countries condemned the USA
- President Johnson introduced Operation Rolling Thunder in March 1965 to quickly eliminate the Vietcong
- Guerrilla warfare by the Vietminh and Vietcong (difficulty in separating guerrillas from villagers – farmers/peasants)
- Vietcong responded with the TET Offensive (1968) – surprised attacks on 100 cities

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- 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 war and 'save face'
- The role of the media, students and disarmament movements in bringing pressure on the US government to withdraw from Vietnam
- 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

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

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QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

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

SYNOPSIS

Candidates need to indicate whether they agree or disagree with the statement. Candidates need to substantiate their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should take a stance and indicate whether they agree or disagree with the statement. They should indicate how they intend supporting 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 administration skills (colonial legacy)
- The Congo started with a lot of political instability
- Mobutu seized power from Kasavubu through a coup d'etat in 1965
- Mobuto was a dictator who denounced the idea of multiple leaders and political parties
- After holding the 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 western imposition)
- Mobutuism made the Congo an autocratic state which frustrated the opposition but cemented Mobuto's power
- Mobuto 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
- Mobuto 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 DEVELOPMENTS

- Mobuto 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
- Mobuto Sese Seko created a kleptocracy in which a group of appointed public officials abused their positions for financial gain
- Mobuto 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 Zaire 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 able to develop their own talents in many spheres of life
- They could 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
- Mobuto phased out religious instruction and took full control of education
- New schools had been established with 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 USA and USSR during the Cold War
- After ruling for more than 30 years Mobuto 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 critically discuss how the Black Power philosophy was a potent tool in the hands of the African Americans to challenge racial discrimination and segregation in the United States of America in the 1960s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should critically discuss how the Black Power philosophy was a potent tool in the hands of the African Americans to challenge racial discrimination and segregation in the United States of America in the 1960s. They should also provide an outline of how they will support their line of argument.

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
- 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
- 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
- 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'
- Stokely Carmichael believed that the non-violent strategy failed because of ongoing violence against African Americans

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- In1966 Bobby Seale and Huey Newton formed the Black Panther Party (BPP) for Self-Defence – against police brutality
- Adopted 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
- 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

- 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: 150

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