Downloaded from Stanmorephysics.com

Province of the
EASTERN CAPE
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo
Provinsie van die Oos Kaap: Department van Onderwys
Porafensie Ya Kapa Botjahabela: Lefapha la Thuto

NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2025

HISTORY P1

MARKS: **150**

TIME: **3 hours**

This question paper consists of 9 pages and an addendum of 14 pages.

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

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 CIVIL RIGHTS MOVEMENT

   SECTION B: ESSAY QUESTIONS

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

   QUESTION 5: INDEPENDENT AFRICA: CHALLENGES FACED BY CONGO AFTER INDEPENDENCE

   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 at least ONE hour per question.

6. When answering the 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 neatly and legibly.

Copyright reserved

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question in this section, but not more than TWO questions. The source material that is required to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID GROWING SPHERES OF INFLUENCE IN EUROPE CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA (USA) AND THE SOVIET UNION (USSR)?

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

1.1 Refer to Source 1A.

1.1.1 How, according to the source, did the major European powers find themselves after the war? (2 x 1) (2)

1.1.2 Why, according to the source, was the United States still viewed as the world's leading military power after the war? (2 x 1) (2)

1.1.3 Define the historical concept '*imperialist expansion*' in the context of the role played by the United States in Europe, after the war. (1 x 2) (2)

1.1.4 Why do you think the United States accused Stalin of breaching the Yalta Agreement on the right to self-determination? (1 x 2) (2)

1.1.5 Using the information in the source and your own knowledge, explain how the division of Europe into two blocs became the heart of the struggle between the Superpowers. (2 x 2) (4)

1.2 Study Source 1B.

1.2.1 Give TWO reasons, from the source, that suggests that the Soviet Union was spreading communism in Eastern Europe. (2 x 1) (2)

1.2.2 According to the source, where did Churchill believe the Iron Curtain descended? (2 x 1) (2)

1.2.3 Comment on why Churchill and Truman both believed that communism posed a threat to peace and stability in the post-war world. (1 x 2) (2)

Copyright reserved

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

1.3 Read Source 1C.

1.3.1 How, according to the source, did Stalin describe Churchill? (1 x 2) (2)

1.3.2 Quote evidence from the source that proves that Stalin was preparing for a possible military confrontation with the West. (1 x 2) (2)

1.3.3 Define the concept '*Iron Curtain*' in your own words. (1 x 2) (2)

1.3.4 Explain why so many Soviets opted for post-war cooperation with the West? (1 x 2) (2)

1.3.5 Comment on why it took Stalin many months to convince his people of the perceived danger from the West and to build a real "Iron Curtain" around his empire. (1 x 2) (2)

1.3.6 Explain the usefulness of this source to historians researching how Churchill's speech contributed to growing tensions in Europe. (2 x 2) (4)

1.4 Consult Source 1D.

1.4.1 What messages does the cartoonist convey regarding Soviet expansion in Eastern Europe? (2 x 2) (4)

1.4.2 Explain in your own words, why Stalin wanted to have control over so many countries in Eastern Europe? (1 x 2) (2)

1.5 Compare Source 1B and Source 1C. Explain how the information in Source 1B supports the information in Source 1C regarding the increasing hostility between the USA and the USSR. (2 x 2) (4)

1.6 Using the information in the relevant sources and your own knowledge. Write a paragraph of about EIGHT lines (about 80 words) explaining how the growing spheres of influence in Europe contributed to Cold War tensions between the United States of America and the Soviet Union. (8)

[50]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

QUESTION 2: WHAT WERE THE REASONS FOR THE INVOLVEMENT OF SOUTH AFRICA IN THE ANGOLAN CIVIL WAR?

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

2.1 Read Source 2A.

2.1.1 Define the concept *'civil war'* in your own words. (1 x 2) (2)

2.1.2 When, according to the source, did a civil war break out in Angola? (1 x 1) (1)

2.1.3 Quote evidence from the source that proves that the MPLA was a socialist party. (2 x 1) (2)

2.1.4 Comment on the statement, "In June 1975 the internal conflict reached a critical level in favour of the MPLA." (1 x 2) (2)

2.1.5 Why do you think the South African Government agreed to give covert (secret) military support to UNITA and the FNLA? (2 x 2) (4)

2.2 Consult Source 2B.

2.2.1 Why, according to the source, was Angola, so important to South Africa in the 1960s and early 1970s? (2 x 1) (2)

2.2.2 According to the source, why was much of the cooperation between Portugal and South Africa conducted in secret? (3 x 1) (3)

2.2.3 List TWO reasons from the source, why the South African Government feared the prospect of a hostile government in Luanda once the country became independent. (2 x 1) (2)

2.2.4 Explain why the United States viewed the MPLA as a puppet party of the Soviet Union. (1 x 2) (2)

2.2.5 Explain the concept *'expansionism'* in the context of the Soviet Union's involvement in Angola. (1 x 2) (2)

2.3 Read Source 2C.

2.3.1 What, according to the source, did Vorster believe would have happened had South Africa not became involved in Angola? (2 x 1) (2)

2.3.2 Why do you think the MPLA did not disclose (reveal) the presence of the Russians and the Cubans? (1 x 2) (2)

2.3.3 Comment on, "South Africa did do the free world a service in Africa by causing this to emerge very clearly." (1 x 2) (2)

Copyright reserved

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

2.3.4 Explain the limitations of this source for historians researching the involvement of South Africa in the Angolan Civil War. (2 x 2) (4)

2.4 Consult Source 2D.

2.4.1 What message does the photograph convey about the initial involvement of South Africa during the Angolan Civil War? (2 x 2) (4)

2.4.2 Why do you think, the South African Government would not want a photograph like this to be published in 1975? (1 x 2) (2)

2.5 Compare Source 2B and Source 2C. Explain how the evidence in Source 2B supports the information in Source 2C regarding South Africa's opposition to a MPLA run government in Angola. (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 reasons for the involvement of South Africa in the Angolan Civil War. (8)

[50]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

QUESTION 3: WHAT CHALLENGES DID THE CIVIL RIGHTS ACTIVISTS FACE IN THEIR ATTEMPTS TO DESEGREGATE BIRMINGHAM?

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

3.1 Read Source 3A.

3.1.1 According to the source, which two groups participated in the Birmingham Campaign? (2 x 1) (2)

3.1.2 List FOUR forms of non-violent protests that were used when the campaign was launched. (4 x 1) (4)

3.1.3 Define the term '*segregation*' in the context of the United States of America. (1 x 2) (2)

3.1.4 Why do you think the city government obtained a state court injunction (ruling) against the protests? (1 x 2) (2)

3.2 Refer to Source 3B.

3.2.1 According to the source, what did Martin Luther King believe was required in a non-violent campaign? (4 x 1) (4)

3.2.2 Define the concept '*racial prejudice*' in your own words. (1 x 2) (2)

3.2.3 Why do you think Martin Luther King felt that the legal system in Birmingham was unjust. (1 x 2) (2)

3.2.4 Comment on what Martin Luther King meant with the statement, 'We know through painful experience that freedom is never voluntarily given by the oppressor.' (1 x 2) (2)

3.2.5 Comment on the reliability of the source to a historian researching the role of Martin Luther King in the Birmingham Campaign. (2 x 2) (4)

3.3 Consult Source 3C.

3.3.1 What message is portrayed in the photograph regarding desegregation in Birmingham? (1 x 2) (2)

3.3.2 Explain how photographs like this would have benefited the Civil Rights Campaign. (1 x 2) (2)

Copyright reserved

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

3.4 Study Source 3D.

3.4.1 Who, according to the source, was 'mad' with the protestors? (2 x 1) (2)

3.4.2 Why do you think the students viewed the protest as a victory? (1 x 2) (2)

3.4.3 Using the source and your own knowledge, explain how the response of the Birmingham Authorities could be viewed as an excessive use of force against the protestors? (2 x 2) (4)

3.4.4 Explain why the speaker was 'admonishing (advising) the people to be non-violent' over the public address system. (1 x 2) (2)

3.5 Compare Source 3C and Source 3D. Explain how the evidence in Source 3C is supported by the information in Source 3D regarding the response of the authorities to the protestors in Birmingham. (2 x 2) (4)

3.6 Using the information in the relevant sources and your own knowledge. Write a paragraph of about EIGHT lines (about 80 words) explaining the challenges the civil rights activists faced in their attempts to desegregate Birmingham. (8)

[50]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

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

"Although the Viet Cong were out gunned by the United States of America, they were smarter and had more to fight for in Vietnam."

Do you agree with the statement? Support your answer using relevant historical evidence. **[50]**

QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

To what extent were the political and economic policies, introduced by Mobuto Sese Seko responsible for turning the Congo into a one-party state. **[50]**

Use relevant historical evidence to support your answer.

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

The Black Power Movement marked a shift from non-violent protest to a more militant approach in the struggle for African American rights.

Critically discuss how effective this approach was in bringing about change in the United States during the 1960s and 1970s.

Use relevant historical evidence to support your answer. **[50]**

TOTAL: 150

Copyright reserved

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

Province of the
EASTERN CAPE
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo
Provinsie van die Oos Kaap: Department van Onderwys
Porafensie Ya Kapa Botjahabela: Lefapha la Thuto

NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2025

HISTORY P1 ADDENDUM

This addendum consists of 14 pages.

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

QUESTION 1: HOW DID GROWING SPHERES OF INFLUENCE IN EUROPE CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA (USA) AND THE SOVIET UNION (USSR)?

SOURCE 1A

The source below explains how Europe was divided into two separate blocs after World War II.

The end of the Second World War did not signal a return to normality; on the contrary, it resulted in a new conflict. The major European powers that had been at the forefront of the international stage in the 1930s were left exhausted and ruined by the war, setting the scene for the emergence of two new global superpowers. Two blocs developed around the Soviet Union and the United States, with other countries being forced to choose between the two camps. The USSR came out of the war territorially enlarged and with an aura of prestige from having fought Hitlers Germany. The country was given a new lease of life by its heroic resistance to the enemy, exemplified by the victory at Stalingrad. The USSR also offered an ideological, economic and social model extending as never before to the rest of Europe.

The United States was the great victor of the Second World War. Its human and material losses were relatively low, and even though the US Army was almost completely demobilised a few months after the end of hostilities, the United States remained the world's leading military power. Its navy and air force were unrivalled, and until 1949 it was the only country with the capacity to produce nuclear weapons.

Each country feared the newfound power of the other. The Soviets felt surrounded and threatened by the West and accused the United States of spearheading 'imperialist expansion'. For their part, the Americans were concerned at Communist expansion and accused Stalin of breaching the Yalta Agreement on the right of free peoples to self-determination.

From 1947, Europe, divided into two blocs, was at the heart of the struggle between the two superpowers. The Cold War reached its first climax with the Soviet blockade of Berlin. The explosion of the first Soviet atomic bomb in the summer of 1949 reinforced the USSR in its role as a world power. This situation confirmed the predictions of Winston Churchill, who, in March 1946, had been the first Western statesman to speak of an 'Iron Curtain' that now divided Europe in two.

[From http://www.cvce.eu/obj/the_cold_war_1945_1989_full_text-en-6dfe06ed4790-48a4-8968-855e90593185.html. Accessed on 09 February 2025]

This document was downloaded from www.ecexams.co.za.
Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

SOURCE 1B

The extract below refers to Winston Churchill's famous 'Sinews of Peace' speech delivered in 1946. Churchill, who had won the war in Europe, only to lose in the British general election in July 1945, eagerly accepted the invitation to appear on the same platform as the President of the United States.

Churchill knew that while the world looked forward to putting the horrors of war behind, events at the beginning of 1946 portended (warning sign) an even darker future ahead. In the wake of the Allied victory, the Soviet Union had begun shaping Eastern Europe in their image, bringing the governments of many nations into line with Moscow. On February 9, Premier Joseph Stalin gave a speech in which he declared that war between the East and West was inevitable (unavoidable). On February 22, the American Ambassador to Moscow, George F. Kennan, sent the famous "Long Telegram" warning of the Soviet Union's perpetual hostility towards the West.

Then, on March 5, 1946, at Westminster College in Fulton, Churchill's famous words "From Stettin in the Baltic, to Trieste in the Adriatic, an iron curtain has descended across the continent," ushered in the Cold War and framed the geo-political landscape for the next 50 years. The former Prime Minister, with President Truman at his side, articulated (expressed) the threat that the Soviet Union and communism posed to peace and stability in the post-war world. Invoking the spirit of the Atlantic Charter he called for a strengthening of Anglo-American ties and for the United Nations to become a peace-promoting world organization that would succeed where its predecessor, the League of Nations had failed.

"The Sinews of Peace," the title Churchill himself gave his address, endures today as one of the statesman's most significant speeches. It not only made the term "iron curtain" a household phrase, but it coined the term "special relationship," describing enduring alliance between the United States and Great Britain

[From https://winstonchurchill.org/resources/speeches/1946-1963-elder-statesman/the-sinews-of-peace/. Accessed on 09 February 2025]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

SOURCE 1C

The extract below is from a book written by Vladislav Zubok, professor of international history, with expertise on the Cold War, the Soviet Union and Stalinism, in which he deals with Stalin's response to Churchill's 'Iron Curtain' Speech.

Winston Churchill's "Iron Curtain" speech was never published by the Soviet press -- only in May 1998 did it appear in Russian in a historical archival journal. Stalin himself informed his people about it in Pravda. He compared Churchill to Hitler and described him as "a warmonger" who aimed at "Anglo-Saxon ... racial" world domination. At the same time, he claimed that the Soviet Union, despite recent war losses, was capable of waging and winning another war. Stalin's harsh reaction was calculated, not emotional.

By the autumn of 1945, the Soviet dictator had begun preparations for a possible confrontation with the West. In addition to atomic and other military projects, he launched a campaign to disabuse (remove from) his lieutenants of any "illusions" about the West's – and Churchill's – good will.

The "Iron Curtain" speech gave him a pretext (reason) for mobilizing the Soviet people against their former allies. It was not an easy task. Many Soviets, exhausted and hungry, opted for post-war cooperation with the West – not for a closed empire from Berlin to Vladivostok. And many could not care less about a mythical "war threat" from the West. On the contrary, most Soviets remembered the U.S. Lend-Lease program, including U.S. canned food sent to their nation during the war, and hoped this assistance might continue. It was even rumoured among peasants that Western powers might "force" Stalin to disband the hated collective farms.

Those military professionals, who dreaded a combination of U.S. atomic power and British air bases around the Soviet Union, took Stalin's response to Churchill as provocative bravado (arrogance). In March 1946, Stalin for the first time purged his top brass, among them the conqueror of Berlin, Marshal Georgi Zhukov. It took many more months for Stalin to convince his people of the perceived danger from the West and to build a real "Iron Curtain" around his empire.

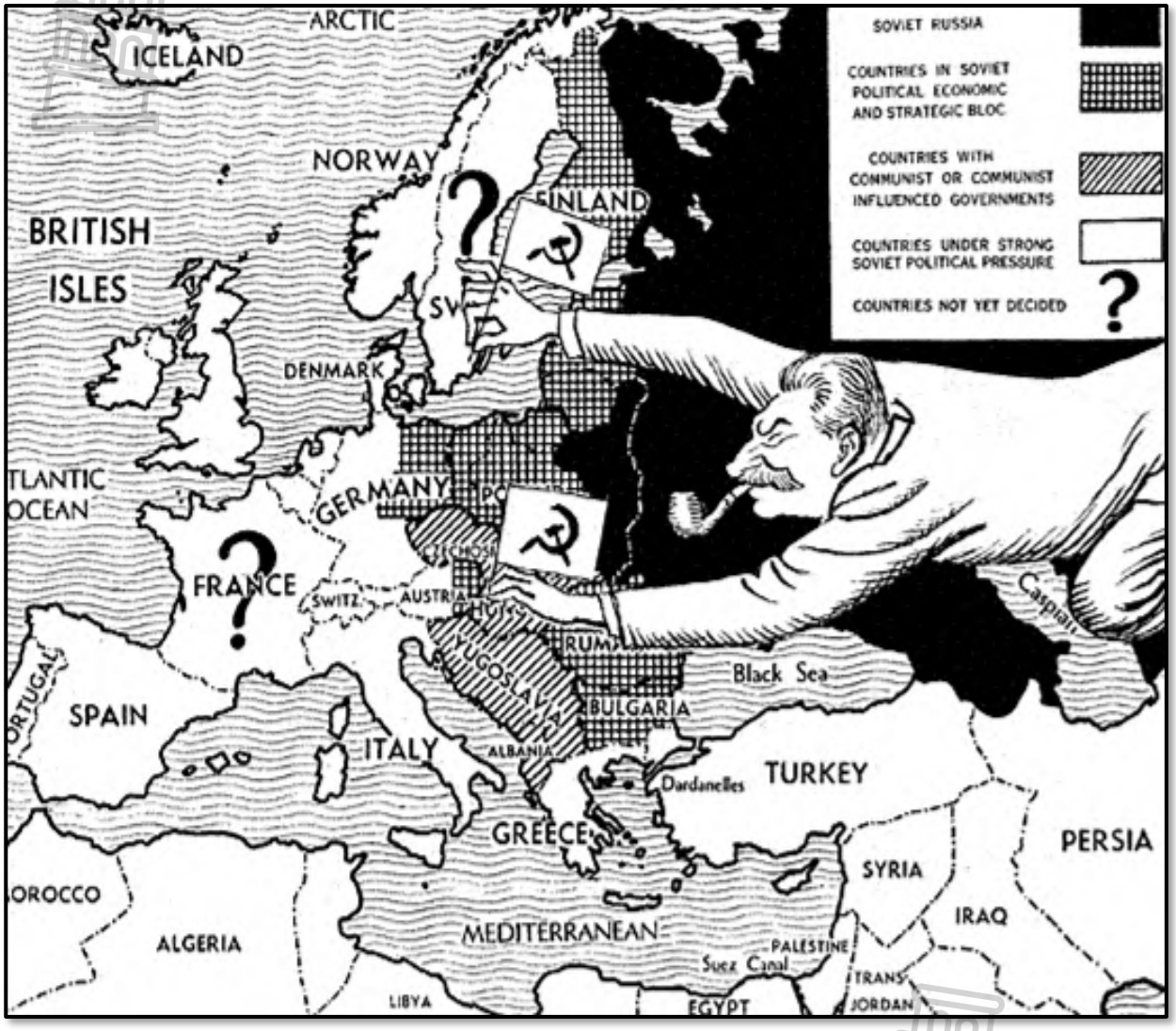
[From Inside the Kremlin's Cold War by Vladislov Zubok Publish 1996]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

SOURCE 1D

The following cartoon is by British cartoonist Leslie Illingworth [June 1947]. It depicts Stalin's attempts to extend Soviet control beyond Eastern Europe, reflecting the concerns over the growing ideological threat.



[From *https://www.jchistorytuition.com.sg/jc-history-tuition-notes-origins-of-the-cold-war-cartoon-case-studies/*. Accessed on 08 February 2025]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

QUESTION 2: WHAT WERE THE REASONS FOR THE INVOLVEMENT OF SOUTH AFRICA IN THE ANGOLAN CIVIL WAR?

SOURCE 2A

The source below is part of a memoir by Johan Du Preez, the co-author of the book, Operation Savannah. It focusses on how foreign countries became involved in Angola.

In his book, Angola – Operation Savannah 1975–1976 (Pretoria 1989), prof. F.J. du Toit Spies stated that the independence process in the Portuguese colonies of Mozambique and Guinee-Bissau went off relatively smoothly. However, in Angola a civil war broke out between three opposing freedom movements – UNITA, the FNLA and the MPLA – each wanting to be in control of the country on 11 November 1975, the date set for Portugal to leave.

Ideologies played an important role. The MPLA had a Marxist base and had the support of Russia, Cuba and other communist countries with, amongst others, with their military forces already deployed in Angola. UNITA and the FNLA leaned towards the West, receiving lesser, mainly clandestine (secret) support from America and France.

In July 1975, the internal conflict reached a critical level in favour of the MPLA. UNITA and the FNLA approached South Africa for support. Involvement by America's Central Intelligence Agency (CIA), led to the South African government agreeing to render covert (secret) military support to these two movements. As a result, the South African Defence Force (SADF) became involved in a clandestine (secret) military operation in Angola over the period July 1975 – January 1976. The campaign was known as Operation Savannah.

[From *https: Operation Savannah - The battle of the casualties of the war. Johan Du Preez July 2017]*

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

SOURCE 2B

The extract below, written by Christopher Saunders, a historian, highlights the reasons for the involvement of South Africa in the Angolan Civil War.

What happened after Angolan independence was of course shaped in part by earlier relations between the two countries. Prior to the Lisbon coup of April 1974, the Portuguese rulers of Angola had been close allies of apartheid South Africa, and during the 1960s and early 1970s the South African government saw Angola as a key part of the buffer of white-ruled states that separated South Africa from black-ruled Africa to the north and provided South Africa with a protective shield. South Africa had a consulate-general in Luanda, but much of the co-operation between the two countries was conducted in secret, to avoid external scrutiny. Portugal did not want to be seen to be working openly with racist South Africa and the South African government did not want its electorate (voters) to know the extent of its commitments in the Portuguese colonies.

Relations between South Africa and Angola changed dramatically as a result of the Lisbon coup of late April 1974, for though the Portuguese remained in nominal control of Angola until 11 November 1975, the country was soon riven (torn apart) by civil war and external intervention. The South African government no longer had a friendly neighbour there and was now faced with the prospect of a hostile government in Luanda once the country became independent, one that would give succour (help) and support to SWAPO and would provide bases at which MK cadres could be trained before returning to fight in South Africa. On 11 November 1975 in Luanda the MPLA proclaimed itself to be the government of an independent Angola. The US not only failed to prevent what it saw as a puppet party of the Soviet Union coming to power, the large Cuban military force now stationed in Angola was seen by both the US and the South Africans as working under the orders of Moscow and as an agent of Soviet expansionism.

To the South African government, the arrival of the Cubans, more than the advent of the MPLA regime, meant a major new threat had developed in a country in the region in which it saw itself as hegemonic (dominant). It was feared in both Pretoria and Washington that the Cubans might intervene elsewhere in the region. Politicians and bureaucrats in Pretoria, much influenced by right-wingers in the US administration, saw Moscow's aim as the take-over of all Southern Africa. In such a context, there was no question of either the US or South Africa opening diplomatic relations with newly independent Angola, and the South Africans continued to give active support to Jonas Savimbi's UNITA.

[From https://scielo.org.za/scielo.php?script=sci_arttext&pid=S0259-01902011000100007. Accessed on 20 February 2025]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

SOURCE 2C

The extract below is from a speech delivered in Parliament in 1976 by the Prime Minister B.J. Vorster.

Let us now approach the matter from a different point of view. Let us ask ourselves what would have happened if South Africa had not become involved. Then, firstly, the MPLA, with Russian and Cuban help, would have taken over the whole of Angola and would have sub-jugated (conquered) the entire population. They would have had the harbours of Lobito, Mocamedes and other harbours at their disposal right at the outset. They would have had the Benguela railway line at their disposal. They would have created the impression in the outside world that the people of Angola wanted the MPLA and were well-disposed (friendly) to the MPLA.

Initially the MPLA did not disclose (reveal) the presence of the Russians and the Cubans. They concealed their presence; they did not mention them, and the Russians and the Cubans did not announce their own presence there either. They tried to create the impression that it was the MPLA that was finding favour with the people of Angola and had the support of all the people in Angola. They did this although they controlled only one-third of the population and less than one-third of the territory.

I maintain in all seriousness that South Africa's involvement exposed the Russian-Cuban involvement. Even if South Africa did nothing else, South Africa did do the free world a service in Africa by causing this to emerge very clearly. But what would have happened further? The OAU would have recognized the MPLA unanimously or with few dissenting (opposing) votes at its conference, and South Africa would have been condemned in one morning at Addis Ababa. This did not happen.

[From *https://www.sahistory.org.za/archive/extract-speech-made-house-assembly-january-1976-reply-motion-no-confidence-government*. Accessed on 22 February 2025]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

SOURCE 2D

This rare photograph, taken deep into Angola of a SADF Eland 90 Armoured Car of Combat Group Foxbat at the Re-Supply point at the abandoned Clinic at Santa Comba Angola, during Operation Savannah in 1975.



[From https://samilhistory.com/tag/operation-savannah/. Accessed 22 February 2025]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

QUESTION 3: WHAT CHALLENGES DID THE CIVIL RIGHTS ACTIVISTS FACE IN THEIR ATTEMPTS TO DESEGREGATE BIRMINGHAM?

SOURCE 3A

The source below highlights the start of the Birmingham campaign in 1963.

In April 1963, King and the Southern Christian Leadership Conference (SCLC) joined Birmingham's local campaign organized by Rev. Shuttlesworth and his group, the Alabama Christian Movement for Human Rights (ACMHR). The goal of the local campaign was to attack the city's segregation system by putting pressure on Birmingham's merchants during the Easter season, the second-biggest shopping season of the year.

The campaign was originally scheduled to begin in early March 1963 but was postponed until April. On April 3, 1963, it was launched with mass meetings, lunch counter sit-ins, a march on city hall, and a boycott of downtown merchants. King spoke to Birmingham's Black citizens about nonviolence and its methods and appealed for volunteers. When Birmingham's residents enthusiastically responded, the campaign's actions expanded to kneel-ins at churches, sit-ins at the library, and a march on the county courthouse to register voters.

On April 10, 1963, the city government obtained a state court injunction (ruling) against the protests. After debate, campaign leaders decided to disobey the court order. King contemplated whether he and Ralph Abernathy–SCLC's second-in-command–should be arrested. King decided that he must risk jail. On Good Friday, April 12, 1963, King was arrested in Birmingham after violating the anti-protest injunction and was placed in solitary confinement

[From *https://www.blackpast.org/african-american-history/birmingham-campaign-1963/*. Accessed on 10 February 2025]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

SOURCE 3B

The source below contains extracts from Martin Luther King's famous letter titled '*From a Birmingham jail'* written on the 16th April *1963*

In any non-violent campaign there are four basic steps: 1) collection of the facts to determine whether injustices are alive; 2) negotiation; 3) self-purification; and 4) direct action. We have gone through all of these steps in Birmingham … Birmingham is probably the most thoroughly segregated city in the United States. Its ugly record of police brutality is known in every section of the country. Its unjust treatment of Negros in the courts is a notorious reality. There have been more unsolved bombings of Negro homes and churches in Birmingham than in any city in this nation.

We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed. Frankly I have never yet engaged in a direct-action movement that was "well timed", according to the timetable of those who have not suffered unduly from the disease of segregation.

Let us all hope that the dark clouds of racial prejudice will soon pass away and the deep fog of misunderstanding will be lifted from our fear-drenched communities and in some not too distant tomorrow the radiant stars of love and brotherhood will shine over our great nation with all of their scintillating beauty.

[From *https://billofrightsinstitute.org/primary-sources/letter-from-birmingham-jail*. Accessed on 10 February 2025]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

SOURCE 3C

The photograph below, captured by Charles Moore, shows civil rights demonstrators being sprayed with high-pressure water hoses by the Birmingham Fire Department.



[From *https:// civilrightsheritage.com/wp-content/uploads/2014/08/birmingham-hose.jpg*. Accessed on 10 Februarie 2025]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

SOURCE 3D

The source below is an eyewitness account of Len Holt, a civil rights activist of the events that unfolded during one of the Birmingham protests in 1963.

Over the police radio I heard Bull Connor's voice. He was mad. He had been betrayed. Never before had the students demonstrated before 1 pm. I suspect the merchants were mad. And the kids downtown, all 600 of them, sang "We Shall Overcome." And they did overcome. No arrests were made. When the police finally got to the area, they merely ripped up the signs and told the youngsters to go home. The jails were full.

For the students, "home" was back to the 16th St. Baptist Church. A policeman went to the church to tell somebody from the Movement to ask the students to leave. When the announcement was made in the church, 2,000 persons went downtown. These thousands were joined by 2,000 spectators and made a wild, hilarious parade through downtown Birmingham, singing "We Shall Overcome."

Then the nearly 4,000 persons returned to the church from the "victory march." And while the throngs joyously sang inside, preparations were being made outside. The cars with dogs drove up. About 300 police officers surrounded the church and park area. Fire hoses were set up.

For a few minutes I left the area of the church and went to a nearby office. When I emerged, I saw 3,000 Negroes encircled in the Kelly-Ingram Park by policemen swinging clubs. The hoses were in action with the pressure wide open. On one side the students were confronted by clubs, on the other, by powerful streams of water. The firemen used the hoses to knock down the students. As the streams hit trees, the bark was ripped off. Bricks were torn loose from the walls. The hoses were directed at everyone with a black skin, demonstrators and non-demonstrators.

A stream of water slammed the Rev. Fred Shuttlesworth against the church wall, causing internal injuries. Mrs. Colia LaFayette, 25-year-old SNCC field secretary from Selma, Alabama, was knocked down and two fire hoses were brought to bear on her to wash her along the sidewalk.

Meanwhile, over the public address system inside the church, I could hear a speaker admonishing (advising) the people to be nonviolent. "We want to redeem the souls of people like Bull Connor."

[*Len Holt, "Eyewitness: The Police Terror at Birmingham," National Guardian newsweekly, May 16, 1963. As reprinted from Black Protest: 350 Years of History, Documents, and Analyses, by Joanne Grant.*]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

ACKNOWLEDGEMENTS

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

http://www.cvce.eu/obj/the_cold_war_1945_1989_full_text-en-6dfe06ed4790-48a4-8968-855e90593185.html

https://winstonchurchill.org/resources/speeches/1946-1963-elder-statesman/the-sinews-of-peace/

du Preez, J. (2017). Operation Savannah: The battle of the casualties of the war

Zubok, V. M., & Pleshakov, C. (1996). Inside the Kremlin's Cold War: From Stalin to Khrushchev. Harvard University Press.

https://www.jchistorytuition.com.sg/jc-history-tuition-notes-origins-of-the-cold-war-cartoon-case-studies

https://www.businesswriting.co.za/wp-content/uploads/2019/01/Operation-Savannah-The-battle-of-the-casualties-of-the-war-MC_26-8.pdf

https://scielo.org.za/scielo.php?script=sci_arttext&pid=S0259-01902011000100007

https://www.sahistory.org.za/archive/extract-speech-made-house-assembly-january-1976-reply-motion-no-confidence-government

https://samilhistory.com/tag/operation-savannah/

https://www.blackpast.org/african-american-history/birmingham-campaign-1963/

https://billofrightsinstitute.org/primary-sources/letter-from-birmingham-jail

https://civilrightsheritage.com/wp-content/uploads/2014/08/birmingham-hose.jpg

https://www.crmvet.org/nars/bhamholt.htm

Copyright reserved

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

Province of the
EASTERN CAPE
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo
Provinsie van die Oos Kaap: Department van Onderwys
Porafensie Ya Kapa Botjahabela: Lefapha la Thuto

NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2025

HISTORY P1
MARKING GUIDELINE

MARKS: **150**

This marking guideline consists of 28 pages.

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

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 the sources. • Explain information gathered from the sources. • Analyse evidence from the sources.	**40% (20)**
LEVEL 3	• Interpret and evaluate evidence from sources. • Engage with sources to determine its usefulness, reliability, bias and limitations. • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions.	**30% (15)**

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

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

1.3 Assessment procedures for source-based questions

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

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

Paragraph question

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

- Read the paragraph and place a bullet (.) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.
- At the end of the paragraph indicate the ticks **(√)** that the candidate has been awarded for the paragraph; as well as the level (1, 2 or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ + _____ + _____
_____ + _____ + _____
√√√√ Level 2

Used mostly relevant evidence to write a basic paragraph.

- Count all the ticks for the source-based question and then write the mark on the right-hand bottom margin e.g.

32/50

- Ensure that the total mark is transferred accurately to the front/back cover 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*.

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

2.3 **Global assessment of the essay**

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate facts in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The construction of an argument
- The appropriate selection of factual evidence to support such argument
- The learner's interpretation of the question.

2.4 **Assessment procedures of the essay**

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 Keep the **PEEL** structure in mind when assessing an essay.

P	**Point:** The candidate introduces the essay by taking a line of argument/making a major point.
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.

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

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 |√
- Line of argument LOA ↕

2.5 **The matrix**

2.5.1 Use of the matrix in the marking of essays

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

(a) The first reading of essays will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

(b) The second reading of essays will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

(c) Allocate an overall mark with the use of the matrix.

C	LEVEL 4	} 26–27
P	LEVEL 3	

COMMENT

Some omissions in content coverage.
Attempts to sustain a line of argument.

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

MARKING MATRIX FOR ESSAY: TOTAL: 50 MARKS

PRESENTATION → / CONTENT ↓	LEVEL 7 Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	LEVEL 6 Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	LEVEL 5 Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	LEVEL 4 Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	LEVEL 2 Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	LEVEL 1* Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	**47–50**	**43–46**					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	**43–46**	**40–42**	**38–39**				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	**38–39**	**36–37**	**34–35**	**30–33**	**28–29**		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			**30–33**	**28–29**	**26–27**		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				**26–27**	**24–25**	**20–23**	
LEVEL 2 Question inadequately addressed. Sparse content.					**20–23**	**18–19**	**14–17**
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						**14–17**	**0–13**

*Guidelines for allocating a mark for Level 1:

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Question includes basic and generally irrelevant information; no attempt to structure the essay = 1–6
- Question inadequately addressed and vague; little attempt to structure the essay = 7–13

Copyright reserved

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

SECTION A: SOURCE BASED QUESTIONS

QUESTION 1: HOW DID GROWING SPHERES OF INFLUENCE IN EUROPE CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA (USA) AND THE SOVIET UNION (USSR)?

1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- 'Exhausted'
- 'Ruined by war' (2 x 1) (2)

1.1.2 [*Extraction of evidence from Source 1A – L1]*
- Its navy and air force were unrivalled
- it was the only country with the capacity to produce nuclear weapons
- Any other relevant response (Any 2 x 1) (2)

1.1.3 *[Explanation of a historical concept from Source 1A – L1]*
- The USA expanding its power and influence over other regions.
- Any other relevant response (1 x 2) (2)

1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- Communist Governments were imposed on Eastern European countries
- Citizens in Eastern European Countries lost their right to vote
- The citizens in these countries were forced to accept communism
- Any other relevant response (Any 1 x 2) (2)

1.1.5 *[Interpretation of evidence from Source 1A – L2]*
- Europe became the centre of conflict between the USA and the USSR
- Many conflicts between the two countries took place in Europe
- The Berlin Blockade was one example of the struggles between the USA and USSR
- Both sides were competing against each other in Europe.
- Any other relevant response (Any 2 x 2) (4)

1.2 1.2.1 [*Extraction of evidence from Source 1B – L1*]
- Soviet Union begun shaping Eastern Europe in their image
- Bringing the governments of many nations into line with Moscow

(2 x 1) (2)

1.2.2 [*Extraction of evidence from Source 1B – L1*]
- Stettin in the Baltic
- To Trieste in the Adriatic (2 x 1) (2)

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

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

- They regarded communism as a hostile ideology seeking global influence
- Communist take overs in Eastern European countries could lead to war
- They were worried that Soviet Union may try to destabilise countries, in order to gain communist, take overs
- They considered communism an aggressive challenge to international peace
- Any other relevant response (Any 1 x 2) (2)

1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*

- 'as a Warmonger who aimed at Anglo-Saxon racial world domination' (1 x 2) (2)

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

- "the Soviet dictator had begun preparations for a possible confrontation with the West" (1 x 2) (2)

1.3.3 [Definition of a historical concept from Source 1C – L1]

- The ideological and physical divide between the Soviet Union (Communism) and Western Europe (Democracy) during the Cold War
- The division of Europe during the Cold War, characterized by the Soviet Union's efforts to isolate its satellite states from the West through a combination of political, military and ideological barriers
- Any other relevant response. (Any 1 x 2) (2)

1.3.4 [*Interpretation of evidence from Source 1C – L2*]

- They had been devastated by the war
- They had become reliant on American canned food
- They feared the consequences of another war
- Any other relevant response. (Any 1 x 2) (2)

1.3.5 [*Interpretation of evidence from Source 1C – L2*]

- The people of the Soviet Union did not perceive the West to be a threat.
- Ordinary Soviet citizens saw the West as allies
- Any other relevant response (Any 1 x 2) (2)

1.3.6 *[Ascertaining the Usefulness of the Source 1C – L3]*

The source is USEFUL because:

- It contains extracts of Stalin's immediate and calculated response to Churchill's
- The source was written by a Vladislav Zubok, a cold war historian and expert on the Soviet Union making it a well-informed and credible account of Stalin's response to Churchill's speech
- The source explains how the Stalin used to Churchill's speech to turn the Soviet people against the West.
- Any other relevant response (Any 2 x 2) (4)

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

1.4 1.4.1 *[Interpretation of evidence from Source 1D – L2]*

- Stalin adopted an aggressive policy of expansion in Eastern Europe after the war
- Communism was expanding rapidly in Europe
- Action needed to be taken by the West to keep Stalin in line
- Any other relevant response (2 x 2) (4)

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

- To ensure that he had more Communist friendly support
- To create a buffer zone between Western Europe and Russia
- The increase Russia/communist influence and control
- To win the Cold War competition with the West
- Any other relevant response. (Any 1 x 2) (2)

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

- **Both** sources mention the possibility of war between the USA and the USSR.
- **Source 1B** says Churchill warned in his "Iron Curtain" speech that the Soviet Union posed a threat to peace and stability.
  Source 1C shows Stalin reacting by portraying Churchill as a warmonger and preparing for confrontation
- **Source 1B** states that the 'Long Telegram' warned of the Soviet Union's perpetual hostility to the west.
- **Source 1C** states that Stalin had begun preparations for a possible confrontation with the West
- Any other relevant response (Any 2 x 2) (4)

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

- After World War II the division of Europe into two armed camps created increasing tension between the West and the Soviet Union (own knowledge)
- Each country feared the newfound power of the other (Source 1A)
- The Soviets felt threatened by the West and accused the West of imperialist expansion (Source 1A)
- The West was concerned with Communist expansion (Source 1A)
- The Soviet blockade of Berlin increased tensions between the two superpowers (Source 1A)
- The Soviet Union began shaping Eastern Europe in their image (Source 1B)
- The 'Long Telegram' warned of the Soviet Union's hostility towards the West (Source 1B)
- The creation of the "Iron Curtain" increased tension between the West and the Soviet Union
- Churchill and Truman believed that the Soviet Union and Communism posed a threat to the peace and stability of the post-war world (Source 1B)
- Stalin viewed Churchill as a warmonger who aimed at Anglo-Saxon … racial world domination (Source 1C)

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

- Stalin used the Iron Curtain speech to mobilize the Soviet people against the West (Source 1C)
- Stalin's attempts to increase Communist influence in Europe created increased tension between the West and the Soviet Union. (Source 1D)
- The Iron Curtain divided Europe into Capitalist and Communist states – creating tension (Source 1D)
- Any other relevant response (8)

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

Use the following rubric to allocate a mark:

	CRITERIA	MARKS
LEVEL 1	• Uses evidence in an elementary manner e.g., **shows little or no understanding of how the growing spheres of influence in Europe contributed to Cold War tensions between the United States and the Soviet Union** • Uses evidence partially or cannot write a paragraph.	**0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g., **shows understanding of how the growing spheres of influence in Europe contributed to Cold War tensions between the United States and Soviet Union.** • Uses evidence in a very basic manner to write a paragraph.	**3–5**
LEVEL 3	• Uses relevant evidence e.g., **demonstrates a thorough understanding of how the growing spheres of influence in Europe contributed to Cold War tensions between the United states and the Soviet Union.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**6–8**

(8)
[50]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

QUESTION 2: WHAT WERE THE REASONS FOR THE INVOLVEMENT OF SOUTH AFRICA IN THE ANGOLAN CIVIL WAR?

2.1 2.1.1 [*Definition of a historical concept from Source 2A – L1]*
- War between citizens of the same country
- Any other relevant response (1 x 2) (2)

2.1.2 [E*xtraction of evidence from Source 2A – L1]*
- 11 November 1975 (1 x 1) (1)

2.1.3 *[Extraction of evidence from Source 2A – L1]*
- Marxist base
- Supported by Russia, Cuba and other Communist countries (2 x 1) (2)

2.1.4 [*Interpretation of evidence from Source 2A – L2]*
- The MPLA was starting to gain control of Angola
- UNITA and the FNLA were being defeated
- A MPLA victory was very possible
- Any other relevant response (Any 1 x 2) (2)

2.1.5 [*Interpretation of evidence from Source 2A – L2]*
- The South African government did not want to draw any attention to itself from outside countries
- Supporting UNITA and the FNLA goes against South Africa's policy of Apartheid
- The South African Government did not want Angola to become communist
- The South African Government wanted to secretly protect its interests in Namibia
- Any other relevant response (Any 2 x 2) (4)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- "as a key part of the buffer of white-ruled states that separated South Africa from black-ruled Africa to the north"
- provided South Africa with a protective shield (1 x 2) (2)

2.2.2 *[Extraction of evidence from Source 2B – L1]*
- To avoid external scrutiny
- Portugal did not want to be seen to be working openly with racist South Africa
- South African government did not want its electorate (voters) to know the extent of its commitments in the Portuguese colonies. (3 x 1) (3)

2.2.3 *[Extraction of evidence from Source 2B – L1]*
- would give succour (help) and support to SWAPO
- would provide bases at which MK cadres could be trained before returning to fight in South Africa (2 x 1) (2)

Copyright reserved

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

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

- They believed that the MPLA were controlled by Soviet Union
- They believed that the Soviet Union were using the MPLA to extend their control in Angola
- Any other relevant response (Any 1 x 2) (2)

2.2.5 *[Explanation of historical concept from Source 2B – L2]*

- The Soviet Union's Policy of increasing its influence and control in Southern Africa
- Any other relevant response (1 x 2) (2)

2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*

- the MPLA, with Russian and Cuban help, would have taken over the whole of Angola
- would have sub-jugated (conquered) the entire population

(Any 2 x 1) (2)

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

- They wanted to keep the actions of Russia and Cuba a secret
- The announcement of Russian and Cuban support in Angola would lead to the West supporting UNITA and the FNLA
- Any other relevant response (Any 1 x 2) (2)

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

- South Africa's involvement created awareness to the involvement of Russia and Cuba in Angola
- If South Africa did not get involved in Angola, it would lead to the spread of Communism – threat to the "Free World"
- Any other relevant response (Any 1 x 2) (2)

2.3.4 [Interpretation of evidence from Source 2C – L3]

The Source is LIMITED because:

- The source only gives the point of view of the South African Government.
- The source It is biased towards the role played by the National Party Government in Angola, as it was from the Prime Minister, B.J Vorster
- It does not indicate that the Government was looking after its own interests in the area
- The information in the source makes the National Party look like the saviour of the Angolan people
- Any other relevant response (Any 2 x 2) (4)

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2*]

- South Africa's initial involvement in Angola was limited
- The South African government only sent a small number of troops into Angola
- South Africa wanted to keep its involvement in Angola secret
- The South African Government did not involve itself openly in the Angolan Civil War
- Any other relevant response (Any 2 x 2) (4)

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

- They did not want their presence in Angola known
- They feared how countries like Russia and Cuba would respond
- They were worried how white South African's would respond to their support of an African Liberation movement
- Any other relevant response (Any 1 x 2) (2)

2.5 [*Comparison of evidence from Sources 2B and 2C to ascertain how they support each other – L3*]

- Source **2B** views the MPLA as a hostile government
- Source **2C** states that the MPLA would have conquered the entire Angolan population
- In Source **2B** the South African Government feared that the MPLA was a puppet party of the Soviet Union
- Source **2C** states that the MPLA was supported by the Russians and the Cubans
- Source **2B** states that the South African Government viewed the arrival of the Cubans as a major threat to their power in the region
- Source **2C** states that the Russians and the Cubans operated in secret when they arrived in Angola
- **Both** sources highlight support of Communist regimes towards the MPLA
- **Both** sources imply that if the MPLA came to power they would be supported by communist governments
- Any other relevant response (Any 2 x 2) (4)

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

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

- After independence Angola was plunged into a civil war (own knowledge)
- Three liberation movements from Angola were involved in the war (own knowledge)
- The involvement of foreign countries in the Angolan Civil War increased the Cold War tensions (own knowledge)
- UNITA and the FNLA approached South Africa for support (Source 2A)
- The involvement of the CIA led to the South African government offering secret military support to the UNITA and the FNLA (Source 2A)
- The aim of South Africa was to expel the MPLA from Angola (Source 2B)
- The South African Government wanted to rid Angola of Communism (Source 2B)
- Angola was viewed as a key part of the buffer between white-ruled states that separated South Africa from black-ruled Africa to the North (Source 2B)
- South Africa feared a hostile government if the MPLA came to power (Source 2C)
- They were concerned that Angola would provide support to SWAPO and provide bases for MK cadres to be trained before returning to fight in South Africa (Source 2C)
- The South African Government feared the presence of a Communist government in Angola (Source 2C)
- The arrival of Cubans in Angola posed a threat to South Africa's power in the region (Source 2C)
- South Africa was concerned that he Cubans might intervene elsewhere in the region (Source 2C)
- South Africa supported UNITA in an attempt to prevent the Communist backed MPLA from taking control in Angola
- The MPLA with the aid of Russia and Cuba, would have taken over the whole of Angola (Source 2D)
- If the OAU recognized the MPLA as the ruling party of Angola, South Africa would have been condemned by the OAU (Source 2D)
- Any other relevant response (8)

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

Use the following rubric to allocate a mark:

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

(8)
[50]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

QUESTION 3: WHAT CHALLENGES DID THE CIVIL RIGHTS ACTIVISTS FACE IN THEIR ATTEMPTS TO DESEGREGATE BIRMINGHAM?

3.1 3.1.1 [*Extraction of evidence from Source 3A – L1]*
- Southern Christian Leadership Conference (SCLC)
- Alabama Christian Movement for Human Rights (ACMHR) (2 x 1) (2)

3.1.2 [*Extraction of evidence from Source 3A – L1]*
- Mass Meetings
- Lunch counter sit-ins
- A march to city hall
- A boycott of downtown merchants (4 x 1) (4)

3.1.3 [Explanation *of a historical term from Source 3A – L2]*
- The separation of black and white Americans
- A form a racial discrimination in the United States
- Any other relevant response (1 x 2) (2)

3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- The protest was affecting local businesses
- The protest was gaining more support
- The government was against desegregation
- Any other relevant response (Any 1 x 2) (2)

3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- collection of the facts to determine whether injustices are alive
- negotiation
- self-purification
- direct action (4 x 1) (4)

3.2.2 [Definition of a historical term from Source 3B – L1]
- A negative attitude or belief about people of a different race
- Any other relevant response (1 x 2) (2)

3.2.3 *[Interpretation of evidence from Source 3B – L2]*
- African Americans had very few legal rights in Birmingham
- The legal system treated African Americans unfairly
- Very few bombings of African American houses and churches were ever solved
- Any other relevant response (Any 1 x 2) (2)

Copyright reserved

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

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

- The Birmingham government was not willingly going to give equal rights to African Americans
- Nothing would change in Birmingham, unless the Government was put under pressure to make changes
- Any other relevant response (Any 1 x 2) (2)

3.2.5 [*Ascertaining Reliability of Source 3B – L3*]

The Source is RELIABLE because:

- It is a primary source as it is an extract of a letter written by Martin Luther King Jr in his cell after his arrest in Birmingham
- The date of the source corresponds with the date of the Birmingham march
- The source informs the readers about the conditions and the reasons for the march in Birmingham.
- The source can be corroborated with Source 3A regarding the arrest of King
- Any other relevant response (Any 2 x 2) (4)

3.3 3.3.1 *[Interpretation of evidence from Source 3C – L2]*

- Birmingham still applied segregatory laws and reacted strongly against civil rights protestors
- The culture of police brutality against African Americans still prevailed
- The Birmingham authorities strongly opposed desegregation
- Harsh methods were used in order to prevent further Civil Rights protests
- Any other relevant response (Any 1 x 2) (2)

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

- Public opinion would likely have been more supportive of Civil Rights activist
- Photographs like this exposed the injustices taking place in America
- Could lead to more support for the Civil Rights Movement
- Any other relevant response (Any 1 x 2) (2)

3.4 3.4.1 [Extraction of evidence from Source 3D – L1]

- Bull Connor
- The merchants (2 x 1) (2)

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

- No arrests were made
- The police did not arrest any of the students
- The police did not use violence against the protestors
- Any other relevant response (Any 1 x 2) (2)

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

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

- The police assaulted unarmed protestors with clubs
- Dogs were used to attack the protestors
- The number of police that responded could be viewed as excessive
- The use of fire hoses had the potential to inflict serious harm on the unarmed protestors
- Any other relevant response (Any 2 x 2) (4)

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

- If the protests responded with violence, the actions of the authorities could have been justified
- The movement used nonviolent protest, marches, and demonstrations to achieve its goals
- He feared that the authorities might react in an even harsher manner
- Any other relevant response (Any 1 x 2) (2)

3.5 [*Comparison of evidence from Source 3C and Source 3D to ascertain similarities – L3]*

- Source **3D** states that the students were confronted by powerful streams of water
- Source **3C** shows students being hit by a stream of water
- **Source 3D** states that a stream of water slammed Rev. Fred Shuttlesworth against the church wall
- **Source 3C** shows protestors slammed against the wall by a water stream
- Source **3D** mentions the use of water hoses in the protest
- Source **3C** shows water hoses used against the protestors
- Any other relevant response. (Any 2 x 2) (4)

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

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

- Birmingham was one of the most segregated cities in in America (own knowledge)
- Black citizens faced legal and economic disparities, and violent retribution when they attempted to draw attention to their problems (own knowledge)
- The city government obtained a state court injunction (ruling) against the protests (Source 3A)
- Leaders of the campaign were arrested and placed in solitary confinement (Source 3A)
- Martin Luther King was arrested (Source 3B)
- Fireman was instructed to use water hoses to disperse the protestors (Source 3C)
- The police arrested many of the protestors (Source 3D)
- Signs were torn up and protestors were told to go home (Source 3D)
- The police attacked the protestors with clubs (Source 3D)
- The police used dogs to attack the protestors (Source 3D)
- Fireman used fire hoses to spray the protestors (Source 3D)
- The water streams were so powerful that as the streams hit trees, the bark was ripped off. Bricks were torn loose from the walls (Source 3D)
- A stream of water slammed Rev. Fred Shuttlesworth against the church wall, causing internal injuries (Source 3D)
- The local authorities used harsh methods in response to the peaceful protest (own knowledge)
- The aim was to prevent any further civil disobedience in Birmingham
- Any other relevant response (own knowledge) (8)

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

Use the following rubric to allocate a mark:

	CRITERIA	MARKS
LEVEL 1	• Cannot extract evidence or extract evidence from the sources in a very elementary manner **e.g. shows no or little understanding of what challenges did the civil rights activists face in their attempts to desegregate Birmingham.** • Uses evidence partially to report on topic or cannot report on topic.	**0–2**
LEVEL 2	• Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic **e.g.**, **shows some understanding of what challenges did the civil rights activists face in their attempts to desegregate Birmingham.** • Uses evidence in a very basic manner.	**3–5**
LEVEL 3	• Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic **e.g., demonstrates a thorough understanding of what challenges did the civil rights activists face in their attempts to desegregate Birmingham.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**6–8**

(8)
[50]

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

SECTION B: ESSAY QUESTIONS

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

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

SYNOPSIS

Candidates should explain whether they agree or disagree that "Although the Viet Cong were out gunned by the United States of America, they were smarter and had more to fight for in Vietnam". They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should take a stance by indicating whether they agree or disagree that "Although the Viet Cong were out gunned by the United States of America, they were smarter and had more to fight for in Vietnam". They should also provide an outline of how they would support their line of argument.

ELABORATION

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

- Conditions immediately before the war:
- The division of Vietnam and the formation of the Vietcong
- Reasons for USA involvement: containment and domino theory
- USA's first intervention in South Vietnam was to send weapons and military advisors between 1957 and 1965 – first phase against the Vietcong (Vietnamese communist)
- Ho Chi Minh Trail was used by the Vietminh (communist guerrillas from North Vietnam) to support the Vietcong – Helped to supply the Vietcong with food and weapons.
- Under Kennedy the USA used their resources to introduce 'Safe Village' policy/Hamlet strategy/Villagisation – trying to isolate/separate guerrillas from villagers (1963)
- Safe village policy failed because the Vietcong operated inside villages (Smarter)
- Lyndon Johnson and The Gulf of Tonkin incident and resolution (1964)
- The USA relied on modern technology for a conventional war (They were not prepared for the unconventional warfare tactics)
- USA sent 3 500 marines on 8 March 1965 and ground troops to Vietnam/ conventional military strategy were confused by guerrilla tactics (Smarter tactics)
- Operation Ranch Hand (1962 – 1971) – use of chemical defoliants (Agent Orange to destroy the forest) and Agent Blue (to destroy agricultural products and food to weaken the Vietcong)
- The dense vegetation was used to the Vietcong's advantage (Smarter)
- Use of chemical weapons made USA unpopular, and many countries condemned the USA
- President Johnson introduced Operation Rolling Thunder in March 1965 hoping to eliminate the Vietcong in a matter of weeks

Copyright reserved

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

- Guerrilla warfare by the Vietminh and Vietcong (difficulty in separating guerrillas from villagers – farmers/peasants)
- Vietcong responded with the Tet Offensive (1968) – successful surprised attacks on 100 cities controlled by the USA
- Number of USA soldiers killed increased - led to anti-war demonstrations
- USA sent young and inexperienced soldiers to Vietnam – modern weapons could not assist due to inexperience of young USA soldiers
- USA used modern weapons for search and destroy missions (better Weapons)
- (My Lai massacre) to destroy villages supported by Vietcong - This resulted in large numbers of civilian deaths – which called for more support for the Vietcong
- USA 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 Vietcong also 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
- ➢ American Soldiers very quickly lost their moral to fight
- ➢ Not fighting for a cause / Unlike the Vietnamese (More to fight for)
- The Vietcong increased its support base because of the tactics used against the USA soldiers
- The Vietnamese were united in the defence of their country (more to fight for)
- Vietnamisation: President Nixon came up with the policy of strategic withdrawal from Vietnam.
- Also called WHAM (Winning the Hearts and Minds of the Vietnamese) signalled the failure of USA to stop Vietnam from becoming a communist state and its subsequent withdrawal
- USA withdrew all troops by 1973 (President Nixon had signed the Paris Peace Accords on 27 January 1973 – ending USA involvement in the Vietnam war
- North Vietnam took control of Saigon in 1975
- The desire to defend their country gave birth to the determination that triumphed over modern weapons used by the USA
- Vietnam was united under communist control
- Any other relevant response
- Conclusion: Candidates should tie up their arguments with relevant conclusion. **[50]**

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

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 explain to what extent the political and economic policies introduced by Mobutu Sese Seko were responsible for turning the Congo into a one-party state. They should support their line of argument with evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates need to explain to what extent the political and economic polices introduced by Mobutu Sese Seko in the newly independent Congo in the early 1960s transformed the Congo into a one-party state. They should support their line of argument with relevant historical information.

ELABORATION

Political policies

- Colonial legacies: (as background information)
- Paternalism – Congolese were treated as children – with no responsibility in administration or representation of the government.
- Belgium did not prepare for the proper transition of a new leadership take over Congo became independent on 30 June 1960 with Joseph Kasavubu as President and Patrice Lumumba as Prime Minister.
- Kasavubu preferred that Congo be a federal state while Lumumba was for a strong centralised national government/Lumumba also in conflict with Moise Tshombe
- The newly independent Congo started with lots of political instability, e.g. Tshombe focused on secession of Katanga for its own independence – a sign for the need of strong political policies
- Mobutu seized power from Kasavubu through a coup d'état in 1965
- He applied authoritarianism to achieve political stability (begging of a one party state)
- In 1967 Mobutu managed to stop the Katanga rebellion and gave his country a new constitution as a **one party-state under his party**, the Popular Movement for the Revolution (MPR)
- Congo became a **one-party state within the first five years** after gaining independence with all opposition suppressed (authoritarian)
- Mobutu developed a state ideology (Mobutuism) self-centred leadership – (ensuring that Congo was a one-party state)
- Mobutuism made Congo an autocratic state under himself as a military dictator (poor leadership)
- He was supported by the USA because he was seen as an anti-communist ally
- He created a strong **centralised government** and controlled all appointments, promotions and the allocation of government revenue – led to nepotism

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

- He introduced a policy of Zaireanization, a policy that replaced skilled foreigners or those occupying strategic management positions with the unskilled locals – which led to maladministration and mismanagement in political leadership roles
- Any other relevant response

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

Economic policies

- Colonial legacies: (as background information)
- Exploitation – Belgian prosperity based on exploitation of cotton; rubber plantations; and mines (copper, tin & diamond) by colonial companies; Profits from minerals (mines) based on exploitation of Congolese workers
- At independence Congo was considered most prosperous but with the economic wealth owned by foreign owners
- Mobutu inherited: a capitalist economy (from Belgium)
- Economy in the hands of white settlers and foreigners
- Economy rich in natural resources: copper, cobalt, diamonds, and other materials which was based on foreign investment
- He introduced **nationalisation**: Mobutu nationalised the country's copper mining industry and used profits from copper industry to finance his 10-year industrialisation plan (ensuring his government controlled all the finances)
- Nationalised foreign owned companies without compensation
- Foreign companies placed under control of his allies and family members (ensuring greater financial control)
- Introduced Zaireanisation (replacing foreigners with Zairian nationals) (good leadership – empowering locals and reversing paternalism)
- Zaireanisation led to corruption, nepotism, theft and mismanagement (possible because of no opposition)
- The economy was characterised by nepotism and elitism (Created big gap between the elite and ordinary citizens/rich and poor) (poor leadership)
- Weak economic policies led to the decline in the state of infrastructure such as roads etc. (no opposition to these polices)
- Mobutu created a kleptocracy – wherein a group of appointed public officials abused their position for financial gain
- Mobutu was forced to introduce Retrocession (return of foreign owners) (ineffectiveness of Zaireanisation) – His previous polices did not inspire people
- Very few foreign owners returned
- Congo's economy collapsed (poor economic policies) – Ineffectiveness of his one-party state
- Congo became dependent on foreign aid and investment, e.g. from the World Bank
- Mobutu remained as 'president for life' until his death in 2007
- Any other relevant response
- Conclusion: Candidates should tie their argument with a relevant conclusion **[50]**

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

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 effective the Black Power Movement shift from non-violent protest to a more militant approach was in bringing about change in the United States of America during the 1960s and the1970s. The critical discussion should provide a balanced view by indicating where the approach was **effective** or **ineffective** in bringing about change in the United States of America. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should critically discuss how effective the Black Power Movement shift from non-violent protest to a more militant approach was in bringing about change in the United States of America during the 1960s and the 1970s. The critical discussion should provide a balanced view by indicating where the approach was effective or ineffective in bringing about change in the United States of America.

ELABORATION

- Conditions in the USA: (Background information)

- African Americans still economically and politically crippled in the USA due to discriminatory (Jim Crow) laws
- Lacked a sense of pride due to socio-economic circumstances (Lived in ghettos and slum areas/poor housing/under-resourced facilities)
- African Americans became impatient with the slow pace of change and the impact of the Civil Rights Movement in the 1960s.
- African Americans subjected to police brutality – led to growth of nationalist feelings.

Black power philosophy

- Black Power philosophy advocated instilling confidence amongst African Americans by promoting a sense of assertiveness; self-reliance; black pride; control of politics in their own communities (advocated by Stokely Carmichael); African Americans to protect themselves against police brutality.
- African Americans to seek freedom from White authority
- Promotion of Afro hairstyle and African clothing coined the slogan 'Black is beautiful'

Black Panther Party

- 1966 Bobby Searle and Huey Newton formed the Black Panther Party (BPP) for Self-Defence – against police brutality
- BPP's Ten Point Plan would instil confidence amongst African Americans social, political and economic goals that were formulated 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.

Copyright reserved

Free past papers and study resources: studypapers.co.za

Downloaded from Stanmorephysics.com

- 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 African Americans history must be taught in black schools
- COINTELPRO, the FBI's counterintelligence program, targeted the Black Panther Party.
- Leaders were arrested or killed
- Militant image sometimes overshadowed community development programmes
- Internal divisions and government repression led to decline by late 1970s.

Malcom X

- Malcolm X promoted armed self-defence against white oppression
- He argued that bloodshed was necessary for revolution (black nationalism) and advocated for self-respect and self-discipline.
- Promoted the concept of 'Black Pride'
- Encouraged African Americans to stand up and challenge white Ame in pursuit of freedom, justice and equality by whatever means possible
- Supported the use of violence as a means of self-defence against those who attacked African Americans.

Stokely Carmichael

- Stokely Carmichael believed that the non-violent strategy fai violence against African Americans
- Advocated the exclusion of white 'liberals' as a philosophy fo
- He promoted the idea to split the USA into separate black an
- He was against the USA's involvement in the Vietnam war

Achievements:

- 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

Shortcomings:

- Limited in achieving long-term structural economic change; confrontational stance led to state repression and reduced broad public support.
- Did not achieve full economic equality – poverty and unemployment persisted.
- Schools in predominantly black areas remain underfunded.
- Discrimination still persists in policing, employment, and healthcare.
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion **[50]**

TOTAL: 150

Copyright reserved

Free past papers and study resources: studypapers.co.za