



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2021**



**HISTORY P1  
MARKING GUIDELINE**

**MARKS: 150**

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This marking guideline consists 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	<ul style="list-style-type: none"> <li>Extract evidence from sources.</li> <li>Selection and organisation of relevant information from sources.</li> <li>Define historical concepts/terms.</li> </ul>	30% (15)
LEVEL 2	<ul style="list-style-type: none"> <li>Interpretation of evidence from the sources.</li> <li>Explain information gathered from the sources.</li> <li>Analyse evidence from the sources.</li> </ul>	40% (20)
LEVEL 3	<ul style="list-style-type: none"> <li>Interpret and evaluate evidence from sources.</li> <li>Engage with sources to determine its usefulness, reliability, bias and limitations.</li> <li>Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions.</li> </ul>	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 (✓✓✓✓)

**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.

$\frac{32}{50}$

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

**2. ESSAY QUESTIONS****2.1 The essay questions require candidates to:**

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

**2.2 Marking of essay questions**

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

### 2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to 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 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	<b>Point:</b> The candidate introduces the essay by taking a line of argument/making a major point.
E	<b>Explanation:</b> 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	<b>Example:</b> 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	<b>Link:</b> 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 ↑

## 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.

## MARKING MATRIX FOR ESSAY: TOTAL: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
<b>PRESENTATION</b>  <b>CONTENT</b> 	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.	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.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	Little or no attempt to structure the essay.
<b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
<b>LEVEL 6</b> Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
<b>LEVEL 4</b> Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
<b>LEVEL 3</b> 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	
<b>LEVEL 2</b> Question inadequately addressed. Sparse content.					20–23	18–19	14–17
<b>LEVEL 1*</b> 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

**SECTION A: SOURCE-BASED QUESTIONS****QUESTION 1 HOW DID THE BERLIN BLOCKADE CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE WESTERN POWERS AND THE SOVIET UNION?**

- 1.1 1.1.1 *Extraction of evidence from Source 1A – L1]*
- Germany (1 x 1) (1)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- Germany was divided into four occupational zones
  - Berlin was divided as well, with the Western part of the city in Allied hands and the East under Soviet control (2 x 1) (2)
- 1.1.3 *[Extraction of evidence from Source 1A – L1]*
- ‘forcing the country to pay war reparations’
  - ‘contribute its industrial technology to help post war Soviet recovery’ (Any 1 x 1) (1)
- 1.1.4 *[Interpretation of evidence from Source 1A – L1]*
- This is because no agreement had been reached at Yalta or Potsdam on a uniform currency for the different zones.
  - The Allies did not inform Russia of the introduction of the new currency, although they jointly controlled Berlin.
  - Any other relevant response (Any 1 x 2) (2)
- 1.1.5 *[Extraction of evidence from Source 1A – L2]*
- ‘Soviets immediately issued their own currency, the Ostmark, into Berlin and eastern Germany’
  - ‘That same day – June 24, 1948 – they blocked all road, railway and canal access to the Allied-occupied zones of Berlin, announcing that the four-way administration of the city had come to an end’ (2 x 1) (2)
- 1.2 1.2.1 *[Definition of a historical concept from Source 1B – L1]*
- Cold War is an ideological battle between capitalism and communism without engaging in physical combat.
  - Any other relevant response (Any 1 x 2) (2)
- 1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- They were avoiding a ‘hot war’.
  - They did not want to be perceived as the aggressor.
  - Germany had just emerged from a 6-year war, and another war would have caused devastation.
  - An armed conflict in Berlin would have led to the deaths of thousands of Germans.
  - Any other relevant response (Any 2 x 2) (4)

- 1.2.3 *[Definition of historical concepts from Source 1B – L2]*
- Economic system based on private ownership.
  - Any other relevant response (Any 1 x 2) (2)
- 1.2.4 *[Extraction of evidence from Source 1B – L1]*
- The did not want to risk an armed conflict with the Soviet Union (1 x 1) (1)
- 1.2.5 *Extraction of evidence from Source 1B – L1]*
- USA
  - Britain
  - France (Any 2 x 1) (2)
- 1.2.6 *[Interpretation of evidence from Source 1B – L2]*
- To speed up the economic recovery of West Berlin.
  - Showing the world that capitalism was better than communism.
  - To demonstrate the success of capitalism.
  - To prevent possible riots amongst the residents of West Berlin.
  - To bring about divisions in East Germany and East Berlin
  - To cause divisions amongst communist thinking
  - Any other relevant response (Any 1 x 2) (2)
- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- Food
  - Coal
  - Clothes
  - Other necessities (Any 2 x 1) (2)
- 1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- They were cut off from essential necessities.
  - Residents were cut off from relatives who lived in the other zones.
  - Residents of West Berlin were now exposed to power outages, food shortages and food rationing.
  - Residents of West Berlin were adversely hit by the blockade.
  - Any other relevant response (Any 1 x 2) (2)
- 1.3.3 *[Interpretation of evidence from Source 1C – L2]*
- They wanted to showcase their resistance against the blockade.
  - They did not want to give in to communist pressure.
  - They wanted to show Russia that they were not dependent on them.
  - To demonstrate their determination to live under a capitalist order.
  - They would have lost their independence had they accept help from the Russians.
  - Any other relevant response (Any 2 x 2) (4)



1.3.4 *[Evaluate the usefulness of evidence from Source 1C – L3]*

**The source is USEFUL because:**

- It shows that the Allies did not give in to Russian pressure.
- It gives the finer details of the airlift that the Allies used to provide West Berlin with supplies
- It demonstrates the Allies' resolve to limit communism.
- It demonstrates the Allies' determination to protect and support capitalist and democratic countries.
- Any other relevant response (Any 2 x 2) (4)

1.4 1.4.1 *[Interpretation of evidence from Source 1D – L3]*

- It shows Western powers delivering the necessities in West Berlin.
- They used airplanes to deliver food to West Berlin because of the Blockade.
- Any other relevant response (Any 2 x 2) (4)

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

- Airplanes (1 x 1) (1)

1.5 *[Comparison of evidence from Sources 1C and 1D – L3]*

- Source 1C states that British and American soldiers made about 400 000 flights into Western Berlin carrying necessities and Source 1D shows soldiers delivering necessities to West Berlin.
- Source 1C states that British and American soldiers delivered nearly two million tons of food, coal, clothing and other essentials while Source 1D clearly depicts the crates in which the food, coal and essentials were transported.
- Both sources show that food were delivered through air lifts
- Any other relevant response (Any 2 x 2) (4)

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

Candidates may use the following as points to answer the question:

- The United States, France and Soviet Union divided Germany and Berlin into four zones (Source 1A)
- The Western powers decided to combine their sectors to form West Berlin while Russia named their zone East Berlin (Own knowledge)
- No agreement was reached on a uniform system of government in different zones (Own knowledge)
- Western powers introduced a new currency and it led to prosperity in the West compared to the poverty in East Berlin.

- Stalin perceived the introduction of the new currency as a violation of post war agreements (Source 1A)
- Stalin blocked all the access routes and canals to gain total control Berlin (Source 1A)
- Western allies were not prepared to risk armed conflict with the Soviets as a way to open access routes to West Berlin (Source 1B)
- They decided to supply their sectors with all the necessities through airlifts (Source 1B, 1C and 1D)
- Flights were landing every 45 seconds at one of the three airports in West Berlin (Source 1C and Source 1D)
- Stalin on the other side was not prepared to risk a war by shooting those airplanes (Source 1B)
- In May 1949, Stalin ended/lifted the Blockade (Source 1B)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g., shows little or no understanding <b>on how the Berlin Blockade contributed to Cold War tensions between the USA and the Soviet Union.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g., shows some understanding <b>on how the Berlin Blockade contributed to Cold War tensions between the USA and the Soviet Union.</b></li> <li>• Uses evidence a very basic manner.</li> </ul>	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g., demonstrates a thorough understanding <b>on how the Berlin Blockade contributed to Cold War tensions between the USA and the Soviet Union.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	MARKS 6–8

(8)  
[50]

**QUESTION 2: WHY DID ANGOLA BECOME THE FOCAL POINT OF THE COLD WAR IN AFRICA DURING THE 1970s?**

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- 'Diamonds'
  - 'Oil' (2 x 1) (2)
- 2.2.2 *[Definition of a historical concept from Source 2A – L1]*
- A peace agreement between fighting parties to bring an end to an armed conflict
  - Any relevant response (Any 1 x 2) (2)
- 2.1.3 *[Extraction of evidence from Source 2A – L1]*
- 'Portugal' (1 x 1) (1)
- 2.1.4 *[Extraction of evidence from Source 2A – L1]*
- 'MPLA'
  - 'FNLA'
  - 'UNITA' (3 x 1) (3)
- 2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- Russia wanted to spread communism in Africa.
  - Russia wanted to obtain naval bases in Africa
  - Russia wanted to sign trade agreements with African countries
  - Any relevant response (Any 2 x 2) (4)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- '... the superpowers and their allies delivered military assistance to their preferred clients' (1 x 2) (2)
- 2.2.2 *[Interpretation of evidence from Source 2B – L2]*
- The USA wanted to prevent the communist MPLA from taking over Angola.
  - The USA wanted to safeguard her petroleum interests in Angola.
  - The USA did not want to send troops to Angola since she was already defeated in Vietnam; hence they supported these movements to overthrow the MPLA.
  - Any other relevant response (Any 1 x 2) (2)
- 2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- The MPLA and Castro were communist allies.
  - Many Cubans were of Angolan descent.
  - Any other relevant response (Any 1 x 2) (2)
- 2.2.4 *[Definition of historical concept in Source 2B – L2]*
- The right of Angolan citizens to govern themselves free from colonial rule.
  - Any other relevant response (Any 1 x 2) (2)

- 2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- 'Russians'
  - 'Cubans'
- (2 x 1) (2)
- 2.3.2 *[Extraction of evidence from Source 2C – L1]*
- 'Ruacana'
  - 'Calueque'
- (2 x 1) (2)
- 2.3.3 *[Interpretation of evidence from Source 2C – L2]*
- The MPLA was a communist organisation.
  - The MPLA was against SA Apartheid policy
  - The MPLA allowed SWAPO and ANC to establish military bases in Angola.
  - SA did not want to be surrounded by communist neighbouring states.
  - Any other relevant response
- (Any 2 x 2) (4)
- 2.3.4 *Evaluate the usefulness of evidence from Source 2C – L3]*
- The source is USEFUL because:**
- It gives an objective view of SA's involvement in the Angolan Civil War of 1975
  - The purpose of the source is to inform the reader about SA's reasons for intervening in Angola.
  - It highlights the SA government's fear of communism.
  - It shows that SA had economic and political interest in SWA that they wanted to protect.
  - Any other relevant response.
- (Any 2 x 2) (4)
- 2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*
- SA and UNITA had a very good relationship.
  - SA and UNITA were allies.
  - SA and UNITA supported each other's objectives during the Angolan Civil War
  - SA favoured or preferred UNITA as the ruling party in Angola.
  - Any other relevant response
- (Any 2 x 2) (4)
- 2.4.2 *[Interpretation of evidence from Source 2D – L2]*
- UNITA is the enemy of the MPLA and SA; hence the two are allies.
  - UNITA is the enemy of the MPLA and therefore UNITA is a friend of SA.
  - Any other relevant response
- (Any 1 x 2) (2)

2.5 *[Comparison of information from Source 2C and Source 2D – L3]*

- Source 2C states that SA supported UNITA whilst this support is clearly depicted in Source 2D.
- Source 2C states that SA started to train UNITA soldiers whilst this support is clearly depicted in the photograph where Magnus Malan is seen next to PW Botha and Jonas Savimbi
- Both sources depict SA and UNITA as allies.
- Any other relevant answer (Any 2 x 2) (4)

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

Candidates may include the following aspects in their responses.

- After independence, the three movements competed for power in Angola (Own knowledge)
- Angola was rich in diamonds and oil and thus sparked foreign interference (Source 2A)
- The superpowers and their allies delivered military assistance to their preferred clients (Source 2B)
- The foreign powers provided aid to different liberation movements (MPLA, FNLA and UNITA) in Angola (Source 2A and 2B)
- The USA supplied aid and training to FNLA and UNITA (Source 2B)
- The Soviet Union also provided military training and equipment to the MPLA (Source 2B)
- SA supported UNITA because they wanted to prevent the spread of communism in Southern Africa (Source 2B)
- SA wanted to break its own isolation and therefore welcomed the US request to support UNITA (own knowledge)
- MPLA negotiated with Castro for Cuban assistance (Source 2B)
- SA was against the communist MPLA (Source 2C)
- South Africa supported UNITA (Source 2B)
- South Africa had economic interests in SWA – Ruacana and Calueque dams (Source 2C)
- SA supported UNITA as official government of Angola (Source 2C and 2D)
- SA and UNITA united in their effort to topple the MPLA as the official government of Angola. (Source 2C and 2D)
- Any other relevant answer

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g., shows little or no understanding <b>on why Angola became the focal point of the Cold War in Africa during the 1970s.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to the topic e.g., shows some understanding <b>on why Angola became the focal point of the Cold War in Africa during the 1970s.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. demonstrates an insight <b>on why Angola became the focal point of the Cold War in Africa during the 1970s.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	MARKS 6–8

(8)  
[50]



**QUESTION 3: WHAT CHALLENGES DID THE LITTLE ROCK NINE FACE DURING THE INTERGRATION OF CENTRAL HIGH SCHOOL IN 1957?**

- 3.1 3.1.1 *[Extraction of information from Source 3A – L1]*
- 'that the racial segregation in educational facilities was unconstitutional' (1 x 2) (2)
- 3.1.2 *[Definition of historical concept in Source 3A – L1]*
- The end of segregation and the opening of facilities to all races.
  - Any other relevant response (Any 1 x 2) (2)
- 3.1.3 *[Interpretation of evidence from Source 3A – L2]*
- It meant that segregated schools and universities were against the law.
  - It meant that segregated educational facilities were not accepted and protected in the constitution.
  - Any other relevant response (Any 1 x 2) (2)
- 3.1.4 *[Extraction of evidence from Source 3A – L1]*
- 'Eighty students' (1 x 1) (1)
- 3.1.5 *[Interpretation of evidence from Source 3A – L2]*
- They were more comfortable amongst their own people.
  - They wanted to avoid racism towards them at Little Rock.
  - They did not want to be humiliated.
  - They knew their safety would not be guaranteed.
  - They avoided prosecution at the hands of the KKK.
  - Any other relevant response (Any 1 x 2) (2)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- 'All alone, her knees shaking ...' (1 x 2) (2)
- 3.2.2 *[Extraction of evidence from Source 3B – L1]*
- 'A jeering mob blocked her path'
  - 'The mob surrounded her'
  - 'Get a rope'
  - 'Drag her over to this tree!'
  - 'Let's take care of the nigger' (Any 3 x 1) (3)
- 3.2.3 *[Interpretation of evidence in Source 3B – L2]*
- The white mob was opposed to integration at Central High School
  - The white mob was still racist.
  - The white mob believed that whites were superior, and blacks were inferior.
  - Any other relevant response (Any 2 x 2) (4)

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

- Grace Lorch was not a racist
- Grace Lorch did not perceive blacks to be inferior.
- Grace Lorch was in favour of integration.
- Grace Lorch saw all races as equal.
- Grace Lorch had sympathy for the plight of Blacks.
- She showed sympathy to Eckford
- Any other relevant response (Any 2 x 2) (4)

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

- Racial integration was not tolerated by the white community in Arkansas.
- Racial integration would be very hard to implement.
- Racial integration was even prevented by the state police.
- Any other relevant response (Any 2 x 2) (4)

3.3.2 *[Evaluating the reliability of evidence in Source 3C – L3]*

**The source is RELIABLE to a large extent because:**

- It is a primary source providing first-hand information about the event.
- The information can be confirmed by other historical sources.
- The photographer was present during the event – eyewitness
- Any other relevant response (Any 2 x 2) (4)

3.4 *[Comparison of evidence in Sources 3B and 3C – L3]*

- Source 3B declares that Elizabeth was greeted on her way to school by an angry white crowd, while Source 3C portrays the angry crowd
- Source 3B states that the National guardsmen did nothing to protect Elizabeth while Source 3C portrays the National Guardsmen as passive soldiers who observe the event instead of protecting Elizabeth.
- Any other relevant response (Any 2 x 2) (4)

3.5 3.5.1 *[Extraction of evidence from Source 3D – L1]*

- ‘... he had taken the action to defend the rule of law’
- ‘and prevent mob rule and anarchy’ (2 x 1) (2)

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

- ‘Black students were subjected to verbal and physical assaults from a faction of white students.’
- ‘Melba Patillo, one of nine, had acid thrown in her eyes.’
- ‘Elizabeth Eckford was pushed down a flight of stairs.’
- ‘The three male students in the group were subjected to more conventional beatings.’
- ‘Minnijean Brown was suspended after dumping a bowl of chili over the head of a taunting white student’ (Any 2 x 1) (2)

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

- He was against racial integration of schools.
- Faubus was a racist
- Faubus wanted to prevent the Black learners from entering the school
- Any other relevant response (Any 1 x 2) (2)

3.5.4 *[Definition of historical concept in Source 3D – L2]*

- Refers to the situation where African Americans and whites would share the same facilities without racial discrimination.
- Any other relevant response (Any 1 x 2) (2)

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

Candidates may include the following aspects in their responses:

- Racial discrimination was very common in the southern states and Arkansas was also affected (Source 3A)
- *Brown versus Board of Education of Topeka* ruled that racial segregation in educational facilities was unconstitutional (Source 3A)
- Integration at Little Rock was approved but because it was located in the south, many challenges were expected (Source 3A)
- Elizabeth Eckford, one of the Little Rock Nine was denied entry at Central High School (Source 3B)
- An angry white mob surrounded, shouted and harassed her (Source 3B)
- The guards did nothing to protect Elizabeth Eckford (Source 3B and 3C)
- The president decided to enforce integration by force (Source 3D)
- Black students were subjected to verbal and physical assaults (Source 3D)
- Governor Faubus fought school integration plan by closing Little Rock's high school rather than allowing integration (Source 3D)
- Despite challenges, majority of Black students graduated (Source 3D)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> <li>• Cannot extract evidence or extract evidence from the sources in a very elementary manner <b>e.g., shows no or little understanding of the challenges that the Little Rock Nine faced during integration of Central High School in 1957.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> <li>• Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic <b>e.g., showing an understanding of the challenges that the Little Rock Nine faced during integration of Central High School in 1957.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> <li>• Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic <b>e.g., demonstrates a thorough understanding of the challenges that the Little Rock Nine faced during integration of Central High School in 1957.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	MARKS 6–8



(8)  
[50]

**SECTION B: ESSAY QUESTIONS****QUESTION 4: THE COLD WAR – VIETNAM**

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

**SYNOPSIS**

Candidates need to agree or disagree with the statement and support their argument with relevant historical evidence. In disagreeing with the statement candidates should identify and discuss the other military strategies that were used to contain communism.

**MAIN ASPECTS**

Candidates should include the following aspects in their responses:

Introduction: Candidates should agree or disagree with the statement and briefly explain their reasons.

**ELABORATION**

- After the French Vietnamese war, Vietnam was divided, along the 17<sup>th</sup> Parallel, into North and South Vietnam
- North Vietnam was under a communist regime, while South Vietnam was under a capitalist regime
- The USA gave unconditional support to South Vietnam.
- South Vietnam was ruled by the corrupt and unpopular Ngo Dinh Diem
- The National Liberation Front was formed and had a guerrilla army, the Vietcong.
- Ngo Dihn Diem was overthrown – instability in South Vietnam
- Vietcong started a protracted campaign to unify Vietnam
- China and North Vietnam supported the Vietcong
- The USA got involved – to prevent the spreading of communism in South East Asia – the ‘Domino Effect’
- The Vietcong received supplies from the communist North Vietnam through the Ho Chi Minh Trail
- **USA’s operation Rolling Thunder:** Bombing campaigns directed against North Vietnam. Thousands of civilians were killed by the bombs. Bombing was intensive and it lasted for eight years. The operation failed, partly because North Vietnam was mainly a farming country and there were no military or industrial targets. Russia and Chinese were able to replace all military supplies that the Americans destroyed.
- **Tet Offensive:** On 30<sup>th</sup> January 1968 the Viet Cong and North Vietnamese Army launched widespread attacks on about 100 cities and towns. These attacks were timed to coincide with the first day of the Tet holiday although there was an agreement to observe a ceasefire during the holiday. The attack came as a surprise to the South and its American allies.

- **The USA's use of technological weapons:** Americans used some methods that relied on the application of science to warfare. Helicopters were used to transport troops. A great problem for the Americans was finding the VC in the thick, tropical jungle. They therefore developed 'Agent Orange' to destroy the bush where the VC soldiers could hide. 'Agent Blue' was used by Americans and it polluted the land, which remained infertile for many years. America also used chemicals that caught fire. Napalm produces a thick gel that attaches itself to the skin and burns through to the muscle and bone.
- **Search and destroy policy:** The purpose of the policy was to find the enemy and destroy him. One problem was identifying the enemy. Innocent civilians were the victims of the bombs. So it was very much a hit-and-miss policy.
- The USA's public opposition to the war
- The USA's heavy losses
- The USA's withdrawal
- **Fall of Saigon:** The capital of South Vietnam was Saigon and the American embassy itself was seized by guerrillas after six and half hours. Americans watched this event on TV. The symbol of American power and prestige that dominated downtown Saigon has been disposed of with bullet holes.
- American perspective of the war
- Vietnamese perspective of the war
  
- Any other relevant response.
  
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

**[50]**

**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 must focus on the political and economic challenges that the Congo faced after attaining independence. They should also emphasise all the successes that have been achieved despite the circumstances.

**MAIN ASPECTS**

Candidates should include the following aspects in their responses:

**Introduction:** Candidates should critically discuss the successes and challenges faced by Congo with specific reference to the economic and political aspects after attaining independence from colonial rule.

**ELABORATION****POLITICAL ASPECTS****Congo:**

- Attained independence through democratic elections (the Congo 1960) – J. Kasavubu became President and P. Lumumba became the Prime Minister
- After holding multi-party elections at independence, the Congo became a one-party state within the first five years after gaining independence
- Mobutu Sese Seko remained as president for life until his death in 2007
- Mobutu aimed at promoting a sense of national unity and pride in Zairian identity and culture
- He changed the name of the Congo to Zaire
- The new name signified the beginning of a programme of 'Zaireanisation'
- Mobutu supported the losing faction in the Angolan Civil War
- Mobutu Sese Seko created a kleptocracy where a group of appointed public officials abused their positions for financial gain
- Brought back African values
- Strong centralised government
- Political stability (though based on authoritarianism)
- Any other relevant response

**ECONOMIC ASPECTS**

- The Congo inherited a single-product economy from her coloniser.
- The Congo followed a capitalistic model
- The Congo struggled to develop its economy
- Mobutu initially nationalised industries using the Zairianisation policy – which involved taking farms and businesses from the foreign owners who were replaced by Congolese.
- The Congolese people became very angry because the country's economy collapsed

- The Congolese were without food and ethnic groups quarrelled to control valuable resources
- When it failed due to lack of skills and poor management, he adopted a capitalistic model and returned businesses to foreign owners.
- He supported the idea of free enterprise and encouraged foreign companies to involve themselves in the economic development of Zaire
- The Congo had to accept foreign aid and allow investments which initially was viewed as neo-colonialists
  
- Any other relevant response.
  
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

**[50]**

**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 should indicate to what extent the Black Power Movement was successful in changing the lives of African Americans in the 1960s.

**MAIN ASPECTS**

Candidates should include the following aspects in their responses:

Introduction: Candidates should indicate to what extent the Black Power Movement was successful in changing the lives of African Americans in the 1960s. They must also indicate how they intend to support their line of argument.

**ELABORATION****Causes**

- Blacks in the north was still discriminated against and still economically disempowered
- Blacks were disillusioned with the slow pace of change and peaceful protest actions of the CRM
- Police brutality was a contributing factor
- Grew nationalist feelings – the right to govern themselves

**Black Power:**

- This philosophy advocated self-reliance and self determination
- Urged blacks to take pride in themselves
- Urged blacks to control their own politics in their communities
- Urged blacks to protect themselves from police brutality

**The Black Panther Party**

- Newton and Searle formed the BPP for self defence
- They patrolled the cities to protect Blacks against police brutality
- Implemented the Ten Point Programme
- Demanded better housing and job opportunities for Blacks
- Implemented the Survival Programmes
- Free breakfast for children, literacy classes, feeding schemes and free medical clinics
- Demanded that Black History be taught in Black schools
- Rejected white ideas of fashion
- Was opposed to racial integration

**The role of Malcolm X:**

- Malcolm X was a powerful speaker and dedicated human rights activist
- Malcolm X believed in black separation, self-determination (black nationalism) and he advocated self-respect and self-discipline
- He believed in the concept of Black self-pride and self-esteem/self-respect/self-help
- Called for assertiveness (aggressiveness) in their revolution e.g. race riots at Watt, Detroit
- Wanted African Americans to stand up against white authorities in pursuit of freedom, justice and equality by whatever means possible
- Promoted the use of violence as a means of self defence against those who attacked African Americans
- Any other relevant response

**The role of Stokely Carmichael:**

- Stokely became the chairman of SNCC (Student Non-violent Coordinating Committee) in 1966 and decided to embrace the teachings of the Black Power Movement
- In 1966 he popularised the Black Power slogan 'Black is beautiful'
- Advocated the principles of Black Power (do things for yourself; control politics in their communities; take pride in own culture and defend themselves against racial oppression and manipulation)
- He believed in non-violence as a strategy that was not working because of on-going violence that was used by white Americans against African Americans
- Advocated the exclusion of 'white' liberals as a philosophy for African Americans
- Stokely Carmichael was in favour of African clothing and African hairstyles as a symbol of Black Pride
- Carmichael joined the Black Panther Party (for self-defence) which put into action the Black Power/Black Pride philosophy
- The Black Panther Party was formed by Bobby Searle and Huey Newton
- They were involved in initiating and supporting community-based programmes and feeding schemes as well as anti-poverty centres; for defence against police brutality; focused on socio-economic conditions of African Americans and also operated community survival programmes
- The Ten (10)-point plan served as the Black Panther Party Manifesto that covered its social, political and economic goals
- The Black Panther Party got involved in streets patrols; monitored police activities and defended themselves by carrying guns (military approach) to stop the on-going police brutality and harassment of young urban black men.
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

**[50]****TOTAL: 150**