



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2016



**HISTORY P1
MEMORANDUM**

MARKS: 150

This memorandum consists of 22 pages.

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

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

- In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

1.3 **Assessment procedures for source-based questions**

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

Paragraph question

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

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

- 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 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised ^
- Wrong statement _____
- Irrelevant statement |
|
|
- Repetition R
- Analysis A√
- Interpretation 1√

2. 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	

MARKING MATRIX FOR ESSAY: TOTAL: 50

PRESENTATION →	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument. Very good use of evidence to support the argument.	LEVEL 6 Well planned and structured. Synthesis of information. Constructed an argument. Evidence used to support the argument.	LEVEL 5 Writing structured. Constructed an argument. Evidence used to support argument.	LEVEL 4 Clear attempt to construct an argument. Evidence used to a large extent to support the argument.	LEVEL 3 Some attempt to organise the information into an argument. Evidence not well used in supporting the argument.	LEVEL 2 Largely descriptive /with little some attempt to develop an argument.	LEVEL 1 Answer not at all well-structured.
CONTENT ↓							
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	39–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	33–34	28–29		
LEVEL 4 Question recognisable in answer. Some omissions/irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Sparse content. Question inadequately addressed.					20–23	18–19	15–17
LEVEL 1 Question not answered. Inadequate content. Significant irrelevance.						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

QUESTION 1: THE COLD WAR – THE ORIGINS OF THE COLD WAR**HOW DID THE BERLIN CRISIS INTENSIFY THE COLD WAR TENSIONS BETWEEN THE UNITED STATES OF AMERICA AND THE SOVIET UNION IN THE 1960s?**

1.1 1.1.1 *[Definition of a historical concept from Source 1A – L1]*

- Economic system in which the means of production are controlled by private owners for private profit.
- State plays a very limited role in the economy.
- Any other relevant answer. (1 x 2) (2)

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

- To drive the USA, Britain and France out of West Berlin. (1 x 2) (2)

1.1.3 *[Using evidence from Source 1A – L1]*

- The West responded by implementing the Berlin Airlift.
- West Berlin was supplied from the air.
- Food, fuel and other supplies were delivered daily to West Berlin. (1 x 2) (2)

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

- The Berlin Airlift was proving to be a runaway success.
- The Blockade was not achieving its stated objectives.
- Instead of starving West Berlin, it had an abundance of supplies to the envy of East Berlin.
- Any other relevant response (2 x 2) (4)

1.1.5 *[Interpretation, analysis and evaluation of evidence from Source 1A to formulate an opinion – L2]*

- Economic development of East Germany would be negatively affected.
- Delivery of key services to the people will be adversely affected.
- Industrialisation would become a pipe dream.
- Any other relevant answer. (2 x 2) (4)

1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*

- Temporary barriers were put up.
- Asphalt and cobblestones were ripped up.
- Concrete slabs and hollow blocks were used.
- Traffic was turned away at sector boundaries. (3 x 1) (3)

1.2.2 *[Interpretation and analysis of information from Source 1B – L2]*

- The world was on the brink of a third world war.
- Real and actual war between the two superpowers was imminent.
- The destruction of the world was inevitable as the two countries had nuclear capabilities at that stage.
- The escalation of conflict was a real threat for the world.
- Any other relevant answer. (2 x 2) (4)

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

- Kennedy and Khrushchev re-affirmed the universal access to Berlin for the four superpowers. (1 x 2) (2)

1.3 *[Comparison and interpretation of evidence from Sources 1A and 1B – L3]*

- Source 1A refers to the need to solve the refugee problem and Source 1B refers to the actual building of the wall to prevent people from crossing to West Berlin.
- When the blockade failed in Source 1A, the building of the wall commences in Source 1B.
- Both sources deal with the tension that was between the USSR and the West emanating from the division of Berlin.
- Any other relevant response. (2 x 2) (4)

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

- The people of West Berlin demand unity for Berlin.
- Emphasis on the right of the people to be free to make choices whether to remain in East Berlin or to move over to West Berlin.
- The wall is seen as an affront to the human rights of the people of Berlin.
- West Berliners express their opposition to the Berlin Wall.
- Any other relevant response. (3 x 1) (3)

1.4.2 *[Interpretation and analysis of evidence from Source 1C – L2]*

- The authorities in West Berlin did not enforce strict compliance with regard to the wall as opposed to East Berlin.
- There was no imminent danger on the youths playing on the wall on the West Berlin side.
- There was no risk of people leaving West Berlin to East Berlin but those leaving East Berlin to West Berlin were in danger as can be seen from the barbed wire.
- The wall divided ordinary people from families, friends and work.
- The human rights of people were violated.
- Any other relevant answer (2 x 2) (4)

1.5 1.5.1 *[Extraction of information from Source 1D – L1]*

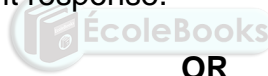
- To boost the morale of West Germany.
- To improve security in West Berlin.
- Unity of Europe.
- To maintain the confidence of the world in democracy and capitalism. (3 x 1) (3)

1.5.2 *[Interpretation, evaluation and analysis of usefulness of evidence from Source 1D – L3]*

The candidate must indicate whether the source is USEFUL or not and then use relevant historical evidence to support their answer.

USEFUL

- The Soviet Union was seen as a threat to world peace.
- The security of West Germany had to be guaranteed.
- The sources commit the Allied powers to deliver on their promises they had made to the people of the world that they will preserve democracy and freedom.
- Reference is made to the defence the rights of the people of Berlin.
- To confront the communists and defend basic freedoms of the people of Berlin and the world.
- The USA was strengthened and mobilised its military.
- Any other relevant response.

**OR****NOT USEFUL**

- Contains a one-sided view (Kennedy).
- The claims against the Soviet Union had not been independently corroborated.
- The source promotes capitalism and portrays communism as a bad ideology and this is not countered by those in favour of communism.
- Any other relevant answer. (2 x 2) (4)

1.6 *[Paragraph – interpretation, analysis and synthesis of evidence/information from relevant sources – L3]*

- The Berlin crisis did indeed worsen the relations between the USA and the USSR.
- The Soviet Union was threatened by this US encroachment in Eastern Europe. (Source 1A)
- Khrushchev once said West Berlin “stuck like a bone in the Soviet throat.” (Source 1A)
- USSR wanted to demonstrate that they were in control in Berlin.
- USSR imposed the Berlin blockade (Source 1A)
- This was the first serious crisis of the Cold War and the world was on the brink of war. (Source 1A)

- The USA viewed the blockade as an act of gross violation of human rights.
- The USSR thought that they had scored a strategic victory over the USA. (Source 1A)
- The USA implemented an airlift of supplies.
- The airlift brought the world to the brink of war (Source 1A)
- The blockade was lifted and a wall was built to divide Berlin. (Source 1B)
- On 25 October 1961 USA and USSR faced off each other and the world held a collective breath. War was imminent. (Source 1B)
- Both countries had nuclear capabilities.
- Kennedy and Khrushchev agreed to re-affirm the principle of four-power access to Berlin. (Source 1B)
- The USA began to mobilise its forces and the Congress was requested for additional defence build-ups. (Source 1D)
- The USA began to amass more weapons in anticipation of a Soviet offensive. (Source 1D)
- Again the world was on the brink of a nuclear war.
- The delicate balance of power was nevertheless maintained.
- Any other relevant response.

(8)

Use the following rubric to allocate a mark.

LEVEL	CRITERIA	MARKS
Level 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner. • Partial use of evidence to respond to the question. • Little or no understanding of how the Berlin crisis worsened relations between the USA and the Soviet Union. • Cannot respond to the question asked. • Question not answered. 	0–2
Level 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic. • Some understanding of how the Berlin crisis worsened relations between the USA and the Soviet Union. • Uses evidence in a basic manner but it relates to the question asked. 	3–5
Level 3	<ul style="list-style-type: none"> • Uses evidence that is relevant and appropriate. • Demonstrates a thorough understanding of how the Berlin crisis worsened relations between the USA and the Soviet Union. • Evidence relates very well to the question. • Evidence is used very effectively in an organised paragraph. 	6–8

[50]

QUESTION 2: INDEPENDENT AFRICA**WHAT IMPACT DID THE INVOLVEMENT OF FOREIGN POWERS IN THE ANGOLAN CIVIL WAR HAVE ON POST-INDEPENDENCE ANGOLA?**2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*

- South Africa
 - Cuba
 - Russia
 - USA
- (2 x 1) (2)

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

- UNITA received monetary assistance from South Africa.
 - Received aid from the USA.
 - Smuggled diamonds to support its war effort.
- (1 x 2) (2)

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

- When a government takes control of key sectors of the economy.
 - Prohibition of private ownership of certain strategic means of production.
 - Any other relevant response.
- (1 x 2) (2)

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

- Wanted to re-build the Angolan economy faster.
 - Wanted to harness the available experience in the private sector for the benefit of Angola's emerging mining sector.
 - To build a solid base for a strong socialist dispensation.
 - Any other relevant answer.
- (2 x 2) (4)

2.1.5 *[Interpretation and analysis of evidence from Source 2A – L3]***USEFUL**

- Foreign powers intervened in Angola.
 - South Africa and USA gave a lot of support to UNITA to enable it to sustain the war.
 - The involvement of several foreign powers made it necessary for the government to protect the sovereignty of Angola.
 - The illicit diamond trade was beneficial to UNITA.
 - The MPLA started a programme of nationalisation of the key sectors in the economy.
 - Any other relevant response.
- (2 x 2) (4)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*

- To prevent a communist government from coming to power in Angola.
 - Wanted to assert US authority in Africa.
 - Wanted to use Angola to recover from the humiliation of Vietnam.
 - To restore that balance of power between the super-powers.
- (3 x 1) (3)

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

- The civil war was prolonged.
- (1 x 1) (1)

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

- Om Sowjet invloed in Angola te beperk.
 - The USA was acting in line with the policy of containment.
 - The US involvement in the war gave UNITA support to continue to fight thereby frustrating the efforts of the communist backed MPLA.
 - The USA was humiliated in Vietnam and was therefore looking for an opportunity to save face.
 - Any other relevant response.
- (2 x 2) (4)

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

- To rescue UNITA from defeat.
 - To capture the town of Cuito.
- (2 x 1) (2)

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

- “The UNITA soldiers did a lot of dying that day.”
- (1 x 1) (1)

2.3.3 *[Evaluation and comparison of two viewpoints from Source 2C – L2]*

- Viewpoint 1 refers to the failure of SADF to take over Cuito Cuanavale, whilst Viewpoint 2 states that the intention was never to take over Cuito.
 - In Viewpoint 1 SADF is said to have used heavy military machinery to attack the town, whereas in Viewpoint 2 SADF makes the point that they did not want to jeopardise the delicate negotiations that have started.
 - In Viewpoint 1 Cubans claim SADF failed dismally whilst in Viewpoint 2 SADF refers to statistical data to prove the point that they had the upper hand.
 - Any other relevant response.
- (2 x 2) (4)

2.3.4 *[Interpretation and analysis of evidence from Source 2C – L2]*

- To support their argument that they did not lose.
- To debunk the Cuban viewpoint about Cuito.
- To influence the public into believing that the SADF withdrew on its own accord.
- Any other relevant answer. (2 x 2) (4)

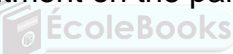
2.4 2.4.1 *[Extraction of evidence from Source 2D – L1]*

- Namibia (1 x 1) (1)

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

- Kasrils, like many in the ANC, believed that Cuito Cuanavale was a catalyst in the democratic breakthrough in South Africa.
- The liberation of Namibia was also facilitated by the SADF withdrawal from Angola after the Battle of Cuito Cuanavale.
- The liberation of Southern Africa was completed after Cuito.
- Any other relevant response. (2 x 2) (4)

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

- The SADF recruited many young men to fight in Angola.
- There was a commitment on the part of the SADF to remain engaged in Angola. 
- The jovial mood of the recruits (visual clues) suggests they thought the war was going to end favourably for South Africa.
- Any other relevant response. (2 x 2) (4)

2.5 *[Paragraph – interpretation, analysis and evaluation of evidence/information from relevant sources – L3]*

- Foreign involvement in the civil war had a negative impact on Angola.
- The involvement of SA, Cuba, USA and the USSR internationalised the Angolan civil war. (Source 2A)
- With US and SADF support UNITA became a strong fighting force. (Source 2A)
- More than 1,1 million civilians were killed and millions were maimed. (Source 2A)
- Angola has the highest number of amputees as a result of the war.
- Revenue from oil was committed to the war effort (Source 2A) at the expense of benefitting the ordinary people.
- The USA became involved in the war for selfish reasons. She wanted to exorcise the humiliation of Vietnam. (Source 2B)
- As a result of US involvement the civil war was prolonged. (Source 2B)
- Cuba tilted the scale in favour of Angolan government forces. (Source 2C)

- Cuba deployed hi-tech weaponry during the Cuito Cuanavale battle (Source 2C)
- SADF had been embarrassed and outclassed (Source 2C)
- The military frailties of SADF were exposed by the Cuban regiments.
- Cuito Cuanavale was the last straw for SADF. (Source 2C)
- Cuito heralded the freedom of the whole of Southern Africa. (Source 2D)
- South Africa's influence was diminished.
- Any other relevant response

(8)

Use the following rubric to allocate a mark.

LEVEL	CRITERIA	MARKS
Level 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner. • Partial use of evidence to respond to the question. • Little or no understanding of the impact the involvement of foreign powers had on post-independence Angola. • Cannot respond to the question asked. • Question not answered. 	0–2
Level 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic. • Some understanding of the impact the involvement of foreign powers had on post-independence Angola. • Uses evidence in a basic manner but it relates to the question asked. 	3–5
Level 3	<ul style="list-style-type: none"> • Uses evidence that is relevant and appropriate. • Demonstrates a thorough understanding of the impact the involvement of foreign powers had on post-independence Angola. • Evidence relates very well to the question asked. • Evidence is used very effectively in an organised paragraph. 	6–8

[50]

QUESTION 3: CIVIL SOCIETY PROTESTS IN USA, 1950s TO 1970s**HOW SUCCESSFUL WAS THE DESEGREGATION OF SCHOOLS IN LITTLE ROCK, ARKANSAS, DURING THE 1950s?**3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*

- A law abiding citizen.
- War veteran.
- Fought in the Second World War.
- He recognises the supremacy of the Federal law. (Any 3 x 1) (3)

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

- To tell the Guard to continue to preserve order.
- To tell the Guard to allow African American children to attend Central High School. (2 x 1) (2)

3.1.3 *[Interpretation of evidence from Source 3A – L2]*

- Faubus had resisted integration of education at Little Rock.
- Faubus had mobilised the National Guard to prevent the African American students from entering Central High School.
- Eisenhower wanted to achieve a resolution of the impasse through negotiations/dialogue.
- Eisenhower wanted to impress upon Faubus the supremacy of the Federal law and the orders of the Supreme Court.
- Any other relevant response (2 x 2) (4)

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

- The state of Arkansas was bound to lose in court.
- Faubus, as Governor, would be humiliated.
- A trial of strength between the president and governor was not advisable. (1 x 2) (2)

3.1.5 *[Interpretation and analysis of evidence from Source 3A – L3]*

The candidate must indicate whether Eisenhower's action was JUSTIFIED or not and then use relevant historical evidence to support their answer.

JUSTIFIED

- Law and order had to be restored in Little Rock.
- He defended the rights of the black students.
- The government made an unambiguous commitment that it will not tolerate racism.
- He was enforcing federal legislation and the decision of the courts in respect of equal education.

- Faubus had defied a legitimate and just instruction from the president.
- Any other relevant response.

OR

- Faubus claims to be a law abiding citizen.
- This could be construed as interference by the federal government.
- Faubus was waiting a directive from the courts.
- Any other relevant response. (2 x 2) (4)

3.2 3.2.1 [*Interpretation of evidence from Source 3B – L1*]

- Bringing together people of different racial groups to unite and accept one another.
- Opening of education facilities to accommodate all races.
- Any other relevant answer. (1 x 2) (2)

3.2.2 [*Interpretation of evidence from Source 3B – L2*]**Faubus did not act in line with the statement he made.**

- Faubus is trying to find a justification to disregard the court decision regarding integration of schools.
- He argues that the decision of the court could only be implemented over time, not instantly.
- He believed that integration would result into violence.
- He was of the view that the Federal government wanted to force state governments to agree on integration even if this was against their constitutions.
- Any other relevant answer.

Faubus acted in line with his statement. This answer may be allowed even though this would be moving from a narrow base.

- He believed that the interest of the individual states must be protected.
- Faubus wanted to exploit the powers that a state has in a federal system.
- He argued that he was enjoined to give effect to the constitution of the State of Arkansas.
- Any other relevant response. (2 x 2) (4)

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

- That the state of Arkansas should not be hurried into integration of schools.
- He has not opposed to integration per se.
- He was performing his duties under the constitution of Arkansas.

- He wanted to make clear the point that he had a public mandate and he owed it to the people of Arkansas to protect their interest.
- Any other relevant answer. (2 x 2) (4)

3.3 *[Comparing, interpreting and evaluating information from Sources 3A and 3B – L3]*

- In Source 3A Faubus states his commitment to uphold the Federal Constitution, but in Source 3B he argues for the respect of the constitution of Arkansas.
- In Source 3A Faubus creates the impression that he would immediately instruct the National Guard to allow the African American students to enter Central High School, whereas in Source 3B he argues that the Federal government must understand that integration cannot be achieved instantly.
- In Source 3A he professes loyalty to the Federal government whilst in Source 3B he clearly exhibits split loyalty.
- Any other relevant response. (2 x 2) (4)

3.4 3.4.1 *[Interpretation of and information from Source 3C – L2]*

- Every day they were subjected to rejection by the white students.
- They were tortured daily and found no happiness.
- The school environment did not affirm their right to learn at Central High.
- Any other relevant response. (2 x 2) (4)

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

- Elbowed
- Poked
- Kicked
- Punched
- Pushed (3 x 1) (3)

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

- Families endured threatening phone calls.
- Some parents lost their jobs.
- Black community was harassed by bomb threats, gunshots and bricks thrown through the windows. (2 x 1) (2)

3.5 3.5.1 *[Interpretation of evidence (visual clues) from Source 3D – L2]*

- There is evidence of a relaxed atmosphere.
- There is a measure of acceptance for Brown as shown by the smiles all around her.
- Any other relevant response. (1 x 2) (2)

3.5.2 *[Interpretation of evidence (visual clues) from Source 3D – L2]*

- The situation was still tense and volatile.
- There was an uneasy peace that prevailed.
- Integration was still fraught with challenges.
- Any other relevant response. (1 x 2) (2)

3.6 *[Interpretation, analysis and synthesis of information from relevant sources to evaluate the extent of the success of desegregation of schools – L3]*

- The integration of schools succeeded to a greater extent albeit with numerous challenges.
- This Little Rock Nine incident pitted the state of Arkansas against federal government authority (Sources 3A and 3B)
- President Eisenhower met with Governor Faubus to discuss the reaction of Faubus to integration of Central High. (Source 3A)
- Eisenhower chose to stand and enforce the rights of all Americans and this point was communicated to Faubus. (Source 3A)
- Eisenhower impress upon Faubus the importance of ensuring that the National Guard protect the right of all in Little Rock. (Source 3A)
- Faubus attempted to ignore the instructions of the president. (Source 3B)
- Faubus wanted to see a gradual move towards integration not a speedy implementation of integration as required by the Federal government. (Source 3B)
- Faubus wanted to protect the interests of the conservative and reactionary elements within the state of Arkansas. (Source 3B)
- Even though the nine students were eventually enrolled at the school, they endured constant abuse and prejudice, even from school authorities. (Source 3C)
- Even the entire black community was impacted negatively by the incident. (Source 3C)
- Despite the various challenges, desegregation of the school was achieved. Melba Pattilo Beals eventually became a professor of journalism. (Source 3C)
- Source 3D shows glimpses of a positive environment which can count as a success story of integration.
- However there was still an element of uneasiness and tension as attested to by the presence of soldiers in the background. (Source 3D)
- Any other relevant response. (8)

Use the following rubric to allocate a mark.

LEVEL	CRITERIA	MARKS
Level 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner. • Question not answered. • Partial use of evidence to respond to the question. • Little or no understanding of how successful was the desegregation of schools in Little Rock. • Cannot respond to the question asked. 	0–2
Level 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic. • Some understanding of how successful was the desegregation of schools in Little Rock. • Uses evidence in a basic manner but it relates to the question asked. 	3–5
Level 3	<ul style="list-style-type: none"> • Uses evidence that is relevant and appropriate. • Demonstrates a thorough understanding of how successful was the desegregation of schools in Little Rock. • Evidence relates very well to the question asked. • Evidence is used very effectively in an organised paragraph. 	6–8

[50]



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

The candidate should take a viewpoint as to whether USA was successful or not in preventing the spread of communism in Vietnam. The candidate must focus on the conflict between Vietnam and USA as an attempt to withstand the USA's imposition of capitalism and rejection thereof by Vietnam between the 1960s and 1970s. The candidate should refer to the military strategies of both belligerents, the military strength, financial clout of USA against the resolve and determination of the people of Vietnam.

MAIN ASPECTS**INTRODUCTION**

- Introduction should focus on the involvement of USA in Vietnam and the rejection thereof by the Vietnamese people. The candidate must in the introduction refer to the strengths of the two countries. Candidates must briefly outline their line of argument, whether the USA was successful or not.

ELABORATION

- After the French Vietnamese War, Vietnam was divided, along the 17th 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'
- Safe villages – Strategic Hamlet Programme
- The Vietcong received supplies from communist North Vietnam through the Ho Chi Minh Trail
- The USA's Operation Rolling Thunder
- Tet Offensive – "Khrushchev Offensive"
- USA's use of chemical warfare – napalm
- WHAM – Winning Heart and Minds of the Vietnamese
- My Lai Massacre – war crimes
- US public opposition to the war
- USA's heavy losses
- US withdrawal
- Fall of Saigon
- American perspective of the war
- Vietnamese perspective of the war

CONCLUSION

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

[50]

QUESTION 5: INDEPENDENT AFRICA: COMPARATIVE CASE STUDY – TANZANIA AND THE CONGO**SYNOPSIS**

Candidates must focus on the successes achieved and challenges faced by both Tanzania and Congo with special reference to the economic development of both countries. A proper contextualisation of the candidate's response is expected. The candidates must give detailed comparison of the two countries with supporting relevant examples.

MAIN ASPECTS**INTRODUCTION**

- Introduction should focus on the comparative nature of the essay where the different economic achievements and challenges of the two countries are discussed.

ELABORATION**Tanzania: Villagisation/Ujamaa**

- Nyerere believed in African socialism
- TANU adopted the Arusha Declaration in 1967
- Adoption of ujamaa as content for Arusha Declaration
- Implementation of ujamaa
- Compulsory movement to ujamaa villages
- Resistance to ujamaa by the peasants
- Concept of family hood and communal farming.
- Limited economic achievements
- Constraints – failures of ujamaa and the economic impact
- The impact of IMF and World Bank loans on Tanzania
- Reliance on cash-crops and decrease in food security
- Nyerere's admission of the failures of ujamaa

Congo: Zairianisation of economy

- Congo gained independence from Belgium in 1960
- Replacement of foreigners with inexperienced Congo nationals
- Lack of skills led to neglect and decay of key infrastructure
- Congo has substantial natural resources – remained a poor country
- Mismanagement of the economy under Mobutu
- Corruption and theft of state resources
- One-product economy not viable
- Government unable to service its foreign debts
- In the 1970s the inflation rate reached 100%
- Poor infrastructure
- Development of elite classes
- Kleptocracy – government by thieves

CONCLUSION

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

[50]

QUESTION 6: CIVIL SOCIETY PROTESTS IN USA, 1950s TO 1960s – THE BLACK POWER MOVEMENT**SYNOPSIS**

Candidates must discuss the essential philosophy of the Black Power Movement, its tactics as they differ to that of the Civil Rights Movement and the specific roles played by Malcolm X and Stokely Carmichael.

MAIN ASPECTS**INTRODUCTION**

- Introduction should focus the philosophy of the Black Power Movement, its tactics and the roles of Malcolm X and Stokely Carmichael. It may also be relevant and acceptable when the candidate juxtaposes Black Power Movement against the Civil Rights Movement.

ELABORATION

- Segregation in USA – briefly
- Inequalities between black and white Americans
- Rejection of non-violence protest by Black Power Movement
- African Americans who supported Black Power Movement – believed that use of violence was justified – to gain equality for all races
- Rejection of the tactics of the Civil Rights Movement as they pertain to promotion of non-violence
- The elevation of the struggle for civil rights to a struggle for human rights
- Black Power Movement encouraged African Americans to be proud of their African Heritage
- This movement had Malcolm X as its chief proponent.
- Malcolm X was a member of the Nation of Islam – and was influenced by the teachings of Elijah Mohammad.
- Malcolm X's political philosophy appealed to the youth
- He said the fight for civil rights must be escalated to that for human rights
- USA should be reported to the UNO for its human rights violation
- Influenced by his pilgrimage to Mecca, Malcolm X adopted a new approach to racial integration
- He was suspended from the Nation of Islam
- Formed the Organisation of Afro-American Unity in 1964
- Less militant – not popular with black nationalists
- Assassination of Malcolm X, 21 February 1965
- Stokely Carmichael was a former chairman of the SNCC
- He believed that blacks should not associate with white radical revolutionaries
- Carmichael in the leadership of the Black Panther Party – Ten Point Plan
- His views on peace and violence
- “Prime Minister” of the Black Panther Party
- Impact of the Black Panther Party

CONCLUSION

Candidates should tie up the argument with a relevant conclusion.

[50]**TOTAL: 150**