



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

NOVEMBER 2016

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 sources • Explain information gathered from sources • Analyse evidence from 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 were 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 in the bottom right-hand 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 first 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 contextualized (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√

2.5. The matrix

2.5.1 Use of the matrix in the marking of essays

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

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

C	LEVEL 4	



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

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	}26–27
P	LEVEL 3	

MARKING MATRIX FOR ESSAY: TOTAL MARKS: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
PRESENTATION  CONTENT 	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.
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
- Answer 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: WHY DID THE UNITED STATES OF AMERICA GIVE FINANCIAL AID TO EUROPEAN COUNTRIES AFTER 1945?**

1.1

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

- Western Europe lay devastated
- Ruined crop fields
- Destroyed Infrastructure
- Europe in dire need

(any 2 x 1) (2)

1.1.2 *[Interpretation of evidence in Source 1A – L2]*

- To assist in the recovery of European countries after they were devastated by the Second World War
- The programme provided financial aid to all European countries to uplift their economies
- It was used as a programme by the USA to stop the spread of communism to European countries
- They assisted for humanitarian reasons
- Any other relevant response

(any 2 x 2) (4)

1.1.3 *[Extraction of information from Source 1A – L1]*

- Great Britain
- France
- West Germany
- Italy
- Netherlands
- Belgium

(any 2 x 1) (2)

1.1.4 *[Analysis of information from Source 1A – L2]*

- West European industries produced twice as much as in pre-war years
- Record levels of European trade with America
- Large scale re-building of infrastructure
- It led to a rapid economic recovery of European countries
- Prevented a communist take-over of Western Europe
- Any other relevant response

(any 2 x 2) (4)

1.2

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

- Softening the expected economic crisis in the USA
- USA anticipated a twenty percent drop in production ... leading to ...unemployment
- Would prove especially beneficial to monopoly capital

(any 1 x 2) (2)

1.2.2 *[Extraction of information from Source 1B – L1]*

- America had to increase its exports
- America would have to grant credit to European countries

(2 x 1) (2)

1.2.3 *[Explanation of a historical concept in Source 1B – L1]*

- America's strategy (giving money / selling goods to Western Europe) to have control of the economies of European countries (and prevent the spread of communism)
- An economic system that is controlled by a group of rich people/companies/countries
- Economic system driven by profit margins/ based on private ownership/ characterised by free market system
- Any other relevant response

(any 1 x 2) (2)

1.3 *[Evaluate usefulness of Sources 1A or 1B – L3]*

Candidates should indicate which source (1A or 1B) is more USEFUL and support their response with relevant evidence.

SOURCE 1A

- It provides the information about the intention of the Marshall Plan according to George Marshall
- It provides the American (western) perspective of the Marshall Plan
- It shows the achievements of the Marshall Plan
- It shows the date, amount and countries involved in the Marshall Plan
- Any other relevant response

SOURCE 1B

- A source written by an academic, Scott D Parrish, from the University of Texas
- It analyses Varga (a Soviet economist's) view of the Marshall Plan
- It provides a Soviet / Communist perspective of the Marshall Plan
- Any other relevant response

(any 2 x 2) (4)

1.4

1.4.1 *[Interpretation of information in Source 1C – L2]*

- Europe (kneeling) is seen as obedient to American power/capital
- It depicts a 'master' as a fat-capitalist (USA) / 'servant' kneeling (European countries) relationship
- The United States of America provided financial aid (Marshall Aid) to European countries
- Soviets saw the USA using money to achieve their aims - 'dollar diplomacy/imperialism'
- Any other relevant response

(any 2 x 2) (4)

1.4.2 *[Interpretation of information in Source 1C – L2]*

- America uses its money to dominate European countries
- Shows that the USA was implementing the policy of 'Dollar Imperialism' in European countries
- The USA wanted to control / dominate the European countries
- USA is shown as unfeeling, inhuman, faceless
- Any other relevant response

(any 2 x 2) (4)

1.5 *[Comparison of information in Sources 1B and 1C – L3]*

- In Source 1B Varga suggests the main reason for the Marshall Plan was to benefit the US economy; In Source 1C the US is depicted as being made of money (has a dollar coin for a face)
- In Source 1B Varga suggests that the US used the Marshall Plan for its own political benefit; In Source 1C shows the European countries submitting to (shown bowing down) the superiority of America.
- Both (Sources 1B and 1C) sources suggest that the USA's motive for offering the Marshall Plan was to gain economic and political power over western European countries - 'Dollar Imperialism'
- Both (Sources 1B and 1C) depict the superior status of the USA
- Any other relevant responses (any 2 x 2) (4)

1.6

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

- European industrial production had risen to 35% (above the pre-war level)
- European agricultural production (had risen) to 10% above the pre-war level
- West Europe embarked on a period of economic expansion ... a degree of prosperity unimaginable (any 2 x 1) (2)

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

- The USA experienced great commercial benefits from its financial aid to West European countries
- America gave financial aid because they wanted to gain from it
- Two thirds of imports came from the USA
- More jobs for the USA's workers
- Higher profit for American firms (any 1 x 2) (2)

1.6.3 *[Interpretation of information in Source 1D – L2]*

- America received orders for goods and services from Europe which ensured increased production
- America's economy prospered as it did not experience large-scale unemployment
- America received payments for loans that were given to European countries
- Countries that received Marshall Aid were compelled to buy US goods
- Any other relevant response (any 2 x 2) (4)

1.7 *[Interpretation, evaluation and synthesis of evidence from relevant sources – L3]*
Candidates could include the following aspects in their response.

- For humanitarian reasons in the context of post-war crisis (Source 1A)
- To prevent the spread of communism in Europe (Source 1A)
- To promote the economic recovery of Europe after the Second World War (Sources 1A and 1D)
- To gain political control over Europe (Sources 1B and 1C)
- To soften the expected post-war economic crisis in the USA (Sources 1B and 1D)
- To benefit the capitalist economic system/monopoly capital (Sources 1B and 1D)

- To promote US 'Dollar Diplomacy/Imperialism' (Sources 1B and 1C)
- To reduce the threat of unemployment within the USA (Source 1D)
- To establish a sphere of influence in Europe (own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of why the United States of America gave financial aid to European countries after 1945. • Uses evidence partially or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of why the United States of America gave financial aid to European countries after 1945. • Uses evidence in a basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of why the United States of America gave financial aid to European countries after 1945. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]

QUESTION 2: WHAT WERE THE CONSEQUENCES OF THE BATTLE OF CUITO CUANAVALLE FOR SOUTHERN AFRICA?

2.1

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

- All the main goals of the war were achieved
- South Africa withdrew its troops
- Angola achieved relative peace
- Namibia gained independence (any 2 x 1) (2)

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

- Soviets did not manage to crush Savimbi
- Soviets failed to demolish Savimbi's capital at Jamba (2 x 1) (2)

2.1.3 *[Explanation of a historical concept from Source 2A – L1]*

- Spreading of misinformation about the outcome of the Battle of Cuito Cuanavale to deliberately influence people's opinion about who won
- Any other relevant answer (any 1 x 2) (2)

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

- The military victory by SADF at Cuito Cuanavale was less important in the long run than the shift in balance of power which followed
- Although the SADF claimed victory at Cuito Cuanavale the apartheid state lost the 'war' because Namibia gained independence in 1990
- It led to the end of white minority rule in South Africa (1994)
- South Africa could not force Angola to adopt capitalism
- Any other relevant answer (any 2 x 2) (4)

2.2

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

- The Angolan government had assigned Cuba with the responsibility of defending Cuito Cuanavale
- To stop the South African advance to Cuito Cuanavale
- To create a trap for the South Africans on their way to Cuito Cuanavale (any 1 x 2) (2)

2.2.2 *[Interpretation of evidence in Source 2B – L2]***Candidates could agree to a large extent**

- The South African army suffered huge losses at the Battle of Cuito Cuanavale
- The Cubans defeated the South African army and were victorious
- The South African army became ineffective
- South Africa withdrew from Angola
- Any other relevant answer

Candidates could agree to a lesser extent

- Cuba was unable to defeat the SADF and UNITA
- SADF had fewer military casualties than Cuba
- SADF claimed the capture of Cuito Cuanavale was never their goal
- SADF re-entered Namibia as winners
- Any other relevant answer

(any 2 x 2) (4)

2.2.3 *[Interpretation of evidence in Source 2B – L2]*

- The United States of America tried to act as mediators
- The United States of America tried to bring peace to the region
- The United States of America acted as intermediary/negotiators between Angola and South Africa
- Any other relevant answer

(any 2 x 2) (4)

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

- The Cubans stopped the South Africans advancing further into Angola
- The Cuban defeat of SADF made South Africa more willing to negotiate a settlement
- The Cubans prevented a political and economic 'calamity'
- After the Battle of Cuito Cuanavale the balance of power in Angola 'changed radically'
- Namibia gained its independence
- Any other relevant answer

(any 2 x 2) (4)

2.3

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

- The final agreement provided something for each party involved (1 x 2) (2)

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

- The superpowers had established a Joint Monitoring Commission to oversee the agreements (1 x 2) (2)

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

- From the mid-1980s there was greater co-operation between the USA and the USSR
- Gorbachev (the Soviet leader) was committed to a new way of thinking (perestroika and glasnost) which promoted co-operation with the USA
- The new thinking in the USSR reduced the fear of communist threat
- The apartheid government was more willing to withdraw from Angola
- Any other relevant answer (any 2 x 2) (4)

2.4

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

- South Africa
- Angola
- Cuba

(any 2 x 1) (2)

2.4.2 [Explaining the usefulness of evidence in Source 2D – L3]

Candidates should indicate whether the source is USEFUL TO A LARGER EXTENT or USEFUL TO A LESSER EXTENT and support their response with relevant evidence.

USEFUL TO A LARGE EXTENT

- It provides the names and rank of political leaders who signed the New York Accords
- The photograph illustrates that the political situation in southern Africa was of international significance
- The independence of Namibia was facilitated by the United Nations Organisation
- It shows which organisations were excluded from the New York Accords, for example SWAPO, the Namibian liberation movement played no role nor did Jonas Savimbi and UNITA
- It gives historians a clear image of the formality and protocol around signing the bilateral and tripartite agreements (New York Accords)
- It shows that southern Africa was seeking a peaceful resolution to the conflict
- Any other relevant answer

OR

USEFUL TO A LESSER EXTENT

- It does not explain why some people were included in the negotiations and others left out
- The source is limited to one moment in southern African history (there were many other events and processes that happened in the late 1980s)
- The photograph does not explain the process by which these leaders came to the agreements that they signed
- The photograph does not give details about the terms in the agreements nor whether it was upheld
- Any other relevant answer (any 2 x 2) (4)

2.5 [Compare information in Sources 2C and 2D – L3]

- Source 2C highlights the role that the United States of America played in brokering a peace agreement; Source 2D shows the bilateral and tripartite agreements that were signed in the United States of America and US Secretary of State (George Shultz) was seated at the table with Angola, South Africa and Cuban officials who were signing (even though US territory or troops were not involved)
- Source 2C shows new co-operation between USA and the USSR and in Source 2D the USA and Cuban delegates are seen co-operating at the Accords
- Any other relevant answer (2 x 2) (4)

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

Candidates could include the following aspects in their response:

- The SADF suffered setbacks at Cuito Cuanavale which shows that they were not invincible, they could be stopped (Sources 2B)
- As a result of the Battle of Cuito Cuanavale the apartheid government was forced into compromise and negotiation (New York Accords) (Sources 2A, 2B, 2C and 2D)
- The victory of Cuban forces at Cuito Cuanavale gave new confidence to the liberation movements in southern Africa (Sources 2A, 2B and 2D)
- The balance of power in southern Africa turned in favour of the liberation movements after the Battle of Cuito Cuanavale (Sources 2A, 2C and 2D)
- The defeat of SADF at Cuito Cuanavale paved the way for the independence of Namibia from South Africa (Sources 2A, 2B, 2C and 2D)
- After the Battle of Cuito Cuanavale foreign troops withdrew from Angola, although a civil war continued (Sources 2A, 2B and 2C)
- After the Battle of Cuito Cuanavale the apartheid government was more willing to release political prisoners and negotiate with the liberation movements (own knowledge)
- Any other relevant answer

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of what the consequences of the Battle of Cuito Cuanavale for southern Africa were. • Uses evidence partially to report on topic or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of what the consequences of the Battle of Cuito Cuanavale for southern Africa were. • Uses evidence in a basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of what the consequences of the Battle of Cuito Cuanavale for southern Africa were. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]

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

3.1

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

- School officials had selected 17 African-American students from over 200 applicants
- Their grades were not high enough
- Officials did not think they could handle the pressure of being a small minority in a school that was overwhelmingly white ... (2 x 1) (2)

3.1.2 *[Explanation of a historical concept from Source 3A – L1]*

- A process that allowed African American students to attend the same school with white American students
- To bring together African American and white American students at Central High School
- Racial mixing of students (African American and White American) for example, at Central High School
- Any other relevant response (any 1 x 2) (2)

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

- These students went through a rigorous selection process before they could be accepted at Central High School
- Many other identified African American students did not satisfy the selection criteria
- They were mentally and psychologically prepared to handle the pressure
- There was opposition to integration at Central High School by segregationists
- Some African American applicants withdrew because of fear for their safety/ on their own
- Any other relevant response (any 2 x 2) (4)

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

- To prevent African American students from entering Central High School
- He said that he was doing it for the protection of African American students
- For tranquillity of the city
- 'Threats to our lives' (African-American students) (any 1 x 2) (2)

3.2

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

- A sea of angry faces (1 x 1) (1)

3.2.2 *[Extraction of evidence from Source 3B – L1]*

- Jeering (mocking) mob
- A shout went through the crowd
- Knees shaking
- 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]

- They were against the process of integration that occurred at Central High School
- They were instructed by Governor Faubus not to allow African American students onto the school campus.
- They were in full support of the mob of white segregationists
- Any other relevant response (any 2 x 2) (4)

3.2.4 [Evaluating the usefulness of Source 3B – L3]

The evidence in the source is useful because it provides information about:

- What happened to Elizabeth Eckford on her first day at Central High School
- The choice that was made by Elizabeth Eckford to attend Central High School
- The choice made by Grace Lorch to assist Elizabeth Eckford
- The choice made by the mob to intimidate and verbally abuse Elizabeth Eckford
- The choice made by the National Guard not to defend Elizabeth Eckford
- Any other relevant response (2 x 2) (4)

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

- Not all white Americans were against integration
- Some white Americans openly showed their support for integration e.g. Grace Lorch
- Elizabeth Eckford was prevented from entering Central High School because of harassment from segregationists
- Integration of Central High School received intense media interest
- To expose the level of racism in southern states
- Any other relevant response (any 2 x 2) (4)

3.3.2 [Interpretation of evidence in Source 3C – L2]

- Grace Lorch was against segregation and supported integration
- Grace Lorch was a member of the NAACP
- Grace Lorch had long been involved in the Civil Rights Movement
- Grace Lorch felt sympathy/ pity towards Elizabeth Eckford
- Any other relevant response (any 2 x 2) (4)

3.4 [Comparison of information in Sources 3B and 3C - L3]

- Source 3B states that a jeering mob blocked Elizabeth Eckford from entering to Central High School and Source 3C shows a mob surrounding Elizabeth Eckford
- Both Sources (3B and 3C) show Grace Lorch assisting Elizabeth Eckford
- Source 3B states that Grace Lorch put her arm around Elizabeth Eckford to comfort her; this is evident in Source 3C
- Any other relevant response (any 2 x 2) (4)

3.5

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

- Accused her of sending Elizabeth Eckford into the mob deliberately
- To garner sympathetic publicity (2 x 1) (2)

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

- 'Elizabeth let her have it'
- 'Why did you forget me'
- 'cold hatred in her eyes'
- 'Saw the students as little more than foot soldiers in a cause'
- 'Left them woefully unprepared for their ordeal' (any 2 x 1) (2)

3.5.3 *[Analysis of evidence in Source 3D – L2]*

- Elizabeth Eckford had not broken down/cried in front of her tormentors/ she was commended for her bravery
- Elizabeth Eckford had stood up for what she believed was right (integration should take place at Central High School)
- Elizabeth Eckford's image in the world press had made the USA Congress to take a stance against segregationists
- They condemned the attackers for their racism
- The mob was condemned because they intimidated/ harassed Elizabeth Eckford
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- Governor Faubus told the National Guards to prevent the Little Rock Nine from entering Central High School (Source 3A)
- Segregationists wanted to stop the integration of Central High School (own knowledge)
- The Little Rock Nine could not go to school on the first day (Source 3D)
- Elizabeth Eckford's path was blocked by the mob of white American segregationists (Source 3B)
- The National Guard did not protect Elizabeth Eckford from the mob (Source 3B)
- The mob threatened Elizabeth Eckford (Source 3B)
- Institutional racism such as the drug store owner who refused to allow Grace Lorch to use his phone to call a cab (own knowledge)
- A lone white American woman (Grace Lorch) protected Elizabeth Eckford from the mob (Sources 3B and 3C)
- The Little Rock Nine had to go to Daisy Bates' house because the segregationists would not allow them to enter Central High School (Source 3D)
- The Little Rock Nine lost several days of schooling (Source 3D)
- Politicians wrangled over their fate (Source 3D)
- Any other relevant response

Use the following rubric to allocate a mark:

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

(8)
[50]

SECTION B: ESSAY QUESTIONS**QUESTION 4: EXTENSION OF THE COLD WAR: CASE STUDY – VIETNAM**

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

SYNOPSIS

Candidates are expected to explain to what extent the tactics and strategies that the Viet Cong used were successful in containing the spread of capitalism during the war in Vietnam (1965 –1975). An outline of the tactics and strategies employed by the Viet Cong (National Liberation Front) against the USA's army should be highlighted.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should explain to what extent the tactics and strategies that the Viet Cong used were successful in containing the spread of capitalism between 1965 and 1975 and indicate how they intend supporting their line of argument.

ELABORATION

The Viet Cong were fighting a war of national liberation/ independence / struggle for sovereignty/ the USA were in Vietnam for ideological reasons (Domino theory/ containment of communism)

- Villagisation/ Strategic Hamlet Programme (where USA and the South Vietnam government created new villages and attempted to separate villagers [farmers] from guerrillas) was unsuccessful
- Vietnamese farmers were also guerrillas (Viet Cong) and were not easily identifiable by USA soldiers
- Viet Cong used successful guerrilla tactics (booby traps, underground tunnels, surprise attacks, hit and run etc.)
- Viet Cong were highly experienced having fought liberation against colonial rule / the USA (drafted) conscripted young inexperienced soldiers, US army were not trained in guerrilla warfare
- Ho Chi Minh Trail kept supplies from North Vietnam moving into South Vietnam to assist Viet Cong
- The Viet Cong tactics presented no visible targets for attacking the USA soldiers; USA's mass aerial bombing 'Operation Rolling Thunder' from 1965 (conventional warfare) were unsuccessful
- Guerrillas / Viet Cong won support of farmers by promising them land (majority of Vietnamese were farmers)
- 'Operation Ranch Hand' (use of chemicals to destroy forests (Agent Orange) and crops (Agent Blue) effects of napalm on the Vietnamese turned them against the USA and supported the guerrillas
- The TET offensive (January 1968) (The US controlled towns and cities ambushed by guerrillas) and media coverage of the Vietnam war turned public opinion against American involvement in the war (My Lai massacre)
- Viet Cong won wide support from Vietnamese people/ President Nixon's WHAM (Winning the hearts and minds of the Vietnamese) was an attempt by the USA to withdraw from the war and 'save face' was largely ineffective
- The policy of Vietnamisation policy resulted in the USA withdrawing all troops by 1973 and North Vietnam took control of Saigon in 1975 and reunited Vietnam under communist leadership
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

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

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

SYNOPSIS

Candidates should identify both good and poor leadership qualities of Mobutu Sese Seko and Julius Nyerere. These could include the upholding of the rule of law, honesty, looking after the interests of all citizens, promoting economic growth and political stability. Candidates should then provide relevant evidence to illustrate whether Mobutu and Nyerere possessed good or poor leadership qualities.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should critically discuss the question and indicate whether or Mobutu and Nyerere possessed good or poor leadership qualities.

ELABORATION**Political**

- The qualities of a good leadership should include: upholding rule by law, looking after the interests of all citizens of the country, holding free and fair multi-party elections, protecting the civil and human rights of all people, promoting political stability and national coherence
- Mobutu Sese Seko (Congo) came into power by a military coup and Nyerere (Tanzania) was elected
- Both Mobutu Sese Seko and Nyerere introduced one-party states
- Neither country held free and fair multi-party elections. Both argued that this form of government was more appropriate to Africa than western style democracy
- In both countries opposition parties were silenced and there was evidence of imprisonment and human rights violations of those who spoke against the leadership
- The period after independence in the Congo was characterised by violence and political upheaval; In Tanzania there was little conflict at independence and the country remained politically stable
- The Congo was highly fragmented along ethnic lines with leaders competing against each other; Under Nyerere's leadership, Tanzania was unified as a single country, he encouraged a national identity and there was very little ethnic conflict

Economic

- Focus on the respective country's aim to develop or diversify the 'economy'; putting in place legislation to promote economic growth; job creation to benefit all citizens; dealing with corruption
- Mobutu's economic policy was characterised by nepotism and kleptocracy which led to the creation of a rich, powerful elite which owed its allegiance to Mobutu; Nyerere introduced a Leadership Code to prevent corruption among public sector employees. Nyerere emphasised the duty of Tanzanians to the development of all people in the nation

- During Mobutu's time in office he promoted capitalism and foreign investment but inflation rates reached 100% and social welfare was cut; Nyerere promoted Ujaama, African Socialism and self-sufficiency, but the economy collapsed in the late 1970s and Tanzania was forced to take IMF loans and accept structural adjustment programmes / both countries accepted foreign aid
- Any other relevant answer
- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

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

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

SYNOPSIS

Candidates should indicate whether the Black Power Movement focused on the promotion of the Black Power philosophy, instilling of racial pride and the development of self-respect among African Americans in the USA in the 1960s. Candidates should use relevant examples to support their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to indicate whether they agree that the Black Power Movement was concerned with the promotion of black power, the instilling of black pride and the development of self-respect among African Americans. Candidates should take a line of argument and indicate how they would support it.

ELABORATION

- Reasons for the emergence of the Black Power Movement: living in ghettos and slums areas/poor housing; under-resourced facilities (schools, health etc); lack of jobs and poverty; slow pace of change/loss of faith in the Civil Rights Movement

Attempts at promotion of the Black Power philosophy

- The role of Malcolm X: (influential through: calling for black separation, fighting for self-determination and advocating for self-respect and self-discipline)
- The role of Stokely Carmichael who advocated for the principles of Black Power (do things for themselves; control politics in their communities; take pride in their own culture; defend themselves against racial oppression and manipulation and in 1966 he popularised the Black Power slogan 'Black is beautiful')
- The role of the Black Panther Party (for self-defence) – put into action Black Power/Black Pride philosophy

Attempts at instilling racial pride:

- Accepting African identity
- Promoting the concept of African identity through slogans such as: 'Black is beautiful', promoting Afro hairstyle and African clothing
- Acknowledgement of African heritage, music and literature
- The Ten-point plan of the Black Panther Party (covered its social, political and economic goals)

Attempts at development of self-respect

- Assertiveness (e.g. race riots in Watts, Detroit and Newark)
- Wanted African Americans to stand up against white America authorities in pursuit of freedom, justice and equality by whatever means possible
- The Black Panther Party's Ten-point plan
- Community development projects (e.g. free breakfasts)

- Educational programmes (e.g. teaching African history)
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

If candidates do not agree with the statement they must support their line of argument with relevant evidence

TOTAL: 150