



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

FEBRUARY/MARCH 2017

MEMORANDUM

MARKS: 150

This memorandum consists of 23 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 	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.
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	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

*** Guidelines for allocating a mark for Level 1:**

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

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: HOW DID THE UNITED STATES OF AMERICA AND THE SOVIET UNION RESPOND TO THE ECONOMIC CRISIS IN EUROPE AFTER 1945?**

- 1.1 1.1.1 *[Explanation of a historical concept in Source 1A – L1]*
- A US policy that attempted to curb/stop communist expansion in European countries after 1945
 - Any other relevant explanation (any 1 x 2) (2)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- It was an economic and social reconstruction plan for Europe
 - To speed up recovery in the countries still suffering the effects of the Second World War
 - It was the key to political stability in Europe
 - To crush the Soviet influence in Europe (any 2 x 1) (2)
- 1.1.3 *[Extraction of evidence from Source 1A – L1]*
- Stalin was extremely sceptical of the plan
 - Stalin ordered those under his Eastern Bloc to reject American aid
 - Created a Soviet plan (COMECON) as a response to the Marshall Plan. (2 x 1) (2)
- 1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- The Marshall Plan was offered as financial aid to European countries
 - Truman asked the Congress to facilitate the implementation of the Marshall Plan in 16 Western European countries
 - Financial aid was given to Greece and Turkey with the purpose to stop the spread of communism there
 - Aid was given to the 16 Western European countries in the form of money to be used to buy American imports/goods
 - Any other relevant response (any 2 x 2) (4)
- 1.1.5 *[Extraction of evidence from Source 1A – L1]*
- As a response/reaction to the Marshall Plan (1 x 2) (2)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- It was the first time/ unheard of that a victorious nation went to rebuild the battlefields
 - Bellows claimed it was the first time that a victorious nation went to reconstitute the economy (2 x 1) (2)

- 1.2.2 *[Interpretation of evidence from Source 1B – L2]*
The USA wanted to:
- Protect and sustain the system of capitalism
 - Prevent the spread of communism
 - Maintain their independence and preserve democracy
 - Any other relevant response (2 x 2) (4)
- 1.2.3 *[Extraction of evidence from Source 1B – L1]*
- Bridges
 - Highways
 - Hospitals
 - Airports
 - Schools (any 2 x 1) (2)
- 1.3 1.3.1 *[Extraction of evidence in Source 1C – L1]*
- United States moved towards the renunciation of the principles of collaboration
 - Economic resources used as an instrument of political pressure
 - The USA tried to impose its will on other independent states (1 x 2) (2)
- 1.3.2 *[Interpretation of evidence in Source 1C – L2]*
- The USA made countries dependent on it by using its monopolies
 - The USA could control other countries economy and politics
 - The USA could interfere in these countries international affairs/internal affairs
 - Any other relevant response (any 2 x 2) (4)
- 1.3.3 *[Evaluate the usefulness of Source 1C – L3]*
Candidates should indicate to what extent the source is USEFUL and support their answer with relevant evidence.
- USEFUL TO A LARGE EXTENT**
- The source is a speech by the Soviet Foreign Minister during the implementation of the Marshall Plan
 - The source indicates how a high ranking Soviet interpreted the purpose of the Marshall Plan
 - The information does reflect the official stance taken by the Soviet Union on the Marshall Plan
 - Any other relevant response

OR

USEFUL TO A LESSER EXTENT

- The source could be seen as being biased against the USA because it was an opinion of the Soviet Foreign Minister
- The source had a negative opinion of the Marshall Plan
- The source also makes some assumptions of the USA's purpose for the future which was not substantiated
- Any other relevant response (any 2 x 2) (4)

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

- Source 1B is a response from an American government official giving a positive feedback on the purpose of the Marshall Plan while Source 1C is the response from a Soviet government official which gives a negative summary of the Marshall Plan
- Source 1B indicates that European countries could decide for themselves how they were going to use the Marshall Plan while Source 1C states that the USA will impose its will on the participating European countries
- Source 1B does not make any mention of how the Marshall Plan will be used to split Europe into two camps and that it showed hostility towards the Soviet Union but Source 1C mentions that the Marshall Plan was an attempt to split Europe into two camps one of which would be hostile towards the interests of the Soviet Union
- Any other relevant comparison (any 2 x 2) (4)

1.5 1.5.1 *[Interpretation of information in Source 1D – L2]*

- The Marshall Plan was economically successful/well resourced (tractors being used/smiling driver on the tractor) and the Marshal Stalin plan was poorly resourced
- Eastern European countries (satellite states) doubted the COMECON (Marshal Stalin plan) (Stalin trying to convince countries/person to use his economic plan – people seem unwilling)
- Eastern European countries could notice how the Western Countries benefitted from the Marshall Plan as only a border separated these countries (a person can be seen looking over a small fence)
- The COMECON's (Marshal Stalin plan) assistance was seen as far less than that of the Marshall Plan (tractor against an old plough)
- The COMECON (Marshal Stalin plan) would fall directly under Soviet control (plough signifies communism)
- The Marshal Stalin plan placed a burden on satellite states as depicted by a heavy yoke (pulling while sweating)
- Any other relevant response (any 2 x 2) (4)

1.5.2 *[Interpretation of evidence in Source 1D – L2]*

- The Marshall Plan and COMECON (Marshal Stalin plan) were both economic plans to assist European countries after the Second World War
- The Marshall Plan is a more modern and efficient system with enough finance and machinery to sustain itself while the COMECON (Marshal Stalin plan) lacked the finances and efficient machinery
- Both the USA and the Soviet Union attempted to assist European countries, however the Soviet Union's help is portrayed as backward and financially unsustainable
- Any other relevant response (any 2 x 2) (4)

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

In responding to this question, the candidate is required to refer to both perspectives. Candidates could include the following aspects in their responses:

USA

- Introduced the Marshall Plan which was part of the policy of containment to prevent European countries from falling in the Soviet sphere of influence (Sources 1A and 1B)
- Designed an economic policy to help countries in Europe to rebuild their infrastructure and their own economies (Sources 1A and 1B)
- Increased exports to Europe and benefited from the counterpart fund (Source 1B)
- Made the Marshall Plan available to all countries that needed help (Source 1A)
- Ensured that the Marshall Plan remained financially stronger than the COMECON (Marshall Stalin plan) (Source 1D)
- Any other relevant response

SOVIET UNION

- Stalin became sceptical and negative towards the Marshall Plan (Sources 1A and 1C)
- Eastern Bloc countries were ordered to reject the Marshall Plan (Source 1A)
- The Marshall Plan was rejected because it violated the principles of the United Nations (Source 1C)
- Regarded the Marshall Plan as a tool of the USA to impose its will onto countries leading to economic and political control (Source 1C)
- Interpreted the Marshall Plan as means to form an anti-Soviet bloc (Sources 1A and 1C)
- Countered the Marshall plan by creating the COMECON for Eastern Bloc countries (Source 1A)
- 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 how the United States of America and the Soviet Union responded to the economic crisis in Europe 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 how the United States of America and the Soviet Union responded to the economic crisis in Europe 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. shows a thorough understanding of how the United States of America and the Soviet Union responded to the economic crisis in Europe 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 CAUSES AND CONSEQUENCES OF CUBA'S INVOLVEMENT IN THE BATTLE OF CUITO CUANAVALÉ BETWEEN 1987 AND 1988?

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
The Angolan army suffered a humiliating defeat at the Lomba river at the hands of the SADF (any 1 x 2) (2)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- SADF units were stationed deep inside Angola
 - General Malan visited troops inside Angola
 - SADF drew up military plans for two new operations, Hooper and Parker (any 2 x 1) (2)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- South Africa was no longer just offering assistance to the UNITA forces
 - South Africa had admitted publically that SADF troops were fighting in Angola (and not only in Namibia)
 - South Africa took a leading role in attempting to defeat FAPLA in the Angolan civil war
 - Any other relevant answer (any 1 x 2) (2)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- Angolan troops were under attack from UNITA and SADF forces
 - The 'fight and talk' strategy suggested by Soviet military advisors had failed
 - Cuba had assisted the MPLA government of Angola in the past
 - Castro had often expressed his commitment to internationalism
 - Any other relevant answer (any 2 x 2) (4)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- Thousands of SADF troops have been deployed to fight FAPLA troops in Angola
 - SADF carried out an important operation in south-eastern Angola
 - It was an unequal battle (any 2 x 1) (2)
- 2.2.2 *[Extraction of evidence from Source 2B – L1]*
- Meticulous planning
 - A total of 50 000 Cuban troops had been committed to Angola
 - Cuban troops gained control of the skies there for the first time in twelve years
 - 998 tanks were sent by the Cubans
 - More than 600 armoured vehicles
 - 1 600 artillery, mortars and anti-aircraft defence weapons
 - Determination to achieve victory
 - Combining boldness and heroism (any 3 x 1) (3)

- 2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- Fidel Castro was responsible for directing, although not physically with them, the Cuban army at Cuito Cuanavale; their victory showed that Fidel Castro was a great military strategist
 - Fidel Castro was the leader of Cuba and responsible for the decision to send in troops to Angola and the victory at Cuito Cuanavale reflected well upon his leadership decisions
 - Raul Castro wanted to show that the positive consequences of Cuban internationalism (involvement in Angola) proved that Fidel Castro was a great statesman
 - Any other relevant answer (any 1 x 2) (2)
- 2.2.4 *[Interpretation of evidence from Source 2B – L2]*
- Despite heavy bombardment by the SADF, South Africans failed to capture Cuito Cuanavale (were defeated)
 - Cuba's involvement at Cuito Cuanavale secured victory for the Angolans (FAPLA/ MPLA)
 - The failure of the SADF to take Cuito Cuanavale had long-term consequences, for example, the SADF military was humiliated, and there was greater will to negotiate a settlement which led to the withdrawal of the SADF and Cuban troops from Angola.
 - Cuito Cuanavale was a strategically important victory for the Cubans/Angolans against the SADF/UNITA forces (successfully defended)
 - Any other relevant response (any 2 x 2) (4)
- 2.3 *[Comparison of information in Sources 2A and 2B – L3]*
- In Source 2A the SADF is shown as having regained a superior position in the Battle of Cuito Cuanavale before the Cubans arrived and in Source 2B Castro supported this view and shows how much military assistance was needed from Cuba to defeat the SADF
 - In Source 2A, Dos Santos called upon Cuba for help knowing that they would provide support and Source 2B shows the willingness and degree of Cuban support for the Angolan government as part of Cuba's commitment to internationalism
 - Any other relevant answer (2 x 2) (4)
- 2.4 2.4.1 *[Interpretation of evidence from Source 2C – L2]*
- Cuban and Angolan soldiers worked together to secure a victory at Cuito Cuanavale (shown holding up Angola together)
 - Cuba's and Angola's military victory upheld the sovereignty, independence of the MPLA government (soldiers holding up a map of Angola)
 - It implies that Cubans fought as equals alongside the Angolan troops (brothers in arms). They are the same size, wore the same uniforms and carried the same guns
 - Any other relevant answer (2 x 2) (4)

- 2.4.2 *[Interpretation of evidence from Source 2C – L2]*
- The memorial celebrates male, military power and strength. It suggests that it is these men who were responsible for the survival of Angola (strong men in uniforms and with guns, holding up the map of Angola)
 - The Battle of Cuito Cuanavale was remembered as an important battle in the history of Angola
 - It shows that the Angolan and Cuban soldiers worked together for a common purpose
 - There is no recognition of the women and children who fought alongside the men in the Battle of Cuito Cuanavale, nor of the women who played a supporting role in the Cuban and Angolan military
 - There is no acknowledgement of the Angolan civilians who lost their lives in the Battle of Cuito Cuanavale
 - Any other relevant response (any 2 x 2) (4)
- 2.5 2.5.1 *[Explanation of a historical concept from Source 2D – L1]*
- To gain independence from colonial rule
 - To follow your rules and laws as enshrined in your respective country's constitution
 - Any other relevant response (1 x 2) (2)
- 2.5.2 *[Extraction of evidence from Source 2D – L1]*
- It was victory for the whole of Africa
 - It enabled Namibia to win independence
 - Broke the myth of invincibility of the apartheid army
 - Inspired the dispossessed and marginalised South Africans
 - Resulted in the unbanning of South African liberation movements
 - A milestone in the history of liberation
 - A turning point in the struggle to free Africa (any 3 x 1) (3)
- 2.5.3 *[Evaluating the usefulness of evidence in Source 2D – L3]*
- The source is taken from a speech delivered by former president Nelson Mandela
 - The results which Mandela refers to can be supported/ corroborated from other evidence
 - The source confirms that Cuban troops played a significant role in the Battle of Cuito Cuanavale
 - Evidence in the source suggests that there were far-reaching consequences of Cuba's involvement in the Battle of Cuito Cuanavale
 - Any other relevant answer (any 2 x 2) (4)

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

Candidates could include some of the following aspects in their response:

Causes

- The SADF won a decisive victory at the Lomba River and Angolan sovereignty was threatened (Source 2A)
- The SADF had established a strong foothold and positioned its troops deep inside Angola
- Dos Santos asked Cuba for assistance when Russian plans failed (Source 2A)
- Cuba was committed to internationalism (Source 2B)
- Cuba had supported the MPLA government in the Angolan civil war since the mid-1970s (own knowledge)

Consequences

- The SADF was defeated due to the military presence and strength of Cuba
- It enabled Namibia to win independence (Source 2D)
- The SADF defeat broke the myth of invincibility of the apartheid army (Source 2D)
- The liberation movements within South Africa were inspired by Cuban strength and commitment to internationalism (Source 2D)
- Cuban soldiers fought and died alongside their Angolan comrades (Source 2C)
- The Cubans sent a large number of military personnel and equipment to fight in Angola (Source 2B)
- 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 little or no understanding of the causes and consequences of Cuba's involvement in the Battle of Cuito Cuanavale between 1987 and 1988. • Uses evidence partially to report on topic or cannot report on topic 	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 an understanding of the causes and consequences of Cuba's involvement in the Battle of Cuito Cuanavale between 1987 and 1988. • Uses evidence in a basic manner 	MARKS: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of the causes and consequences of Cuba's involvement in the Battle of Cuito Cuanavale between 1987 and 1988. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6–8

(8)
[50]

QUESTION 3: WHAT IMPACT DID THE CLOSURE OF HIGH SCHOOLS HAVE ON THE COMMUNITY OF LITTLE ROCK, ARKANSAS, IN 1958?

- 3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- (a) Deep concern for proper education of their children (1 x 1) (1)
- (b) Interruption of proper educational processes (1 x 1) (1)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- It was because the last hope of the relief from an intolerable situation has been exhausted
 - To prevent the integration of schools (2 x 1) (2)
- 3.1.3 *[Explanation of a historical concept from Source 3A – L1]*
- A process that allowed African American learners to attend the same schools with white American learners e.g. Central High School in Little Rock
 - Process where learners of different races would attend the same school together
 - Racial mixing of learners (African Americans and White Americans) at schools
 - Any other relevant response (any 1 x 2) (2)
- 3.1.4 *[Interpretation of evidence in Source 3A – L2]*
- Integration of schools would:
- Lead to violence/bloodshed in schools in Little Rock
 - Lead to destruction of the schooling system
 - Any other relevant response (any 2 x 2) (4)
- 3.1.5 *[Extraction of evidence from Source 3A – L1]*
- The federal government had no authority to require any state to operate public schools
 - The federal government had no authority to tell the state government for what purposes it levied taxes and how taxes were used
 - The federal courts said only that an agency of the state cannot maintain segregated school (any 2 x 1) (2)
- 3.1.6 *[Evaluating the usefulness of Source 3A – L3]*
- This source contains the official speech made by Governor Faubus
 - It was the action taken after Governor Faubus signed the Bills of Extraordinary Session of the General Assembly
 - High Schools in Little Rock were closed during the 1958-1959 academic year; that information can be corroborated with information from other sources
 - Information about the closure of high schools in Little Rock can be found in the Little Rock historical archives
 - Any other relevant response (any 2 x 2) (4)

- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- (a) White learners: 2 915 (1 x 1) (1)
- (b) Black learners: 750 (1 x 1) (1)
- 3.2.2 *[Interpretation of evidence in Source 3B – L2]*
- The opening of private schools for black learners could be seen as going against the demand for equal access to education for all Americans
 - Black private schools could have perpetuated segregated system of education
 - Few black families could have afforded private education for their children
 - Supreme Court ruling of 1954 had ruled against segregated education
 - Any other relevant response (any 2 x 2) (4)
- 3.3 3.3.1 *[Interpretation of evidence in Source 3C – L2]*
- To show how televised lessons were conducted during the Lost Year
 - To show that learners were expected to learn without educators guidance/support
 - To show the effects of Faubus' action regarding the closure of all high schools
 - Any other relevant response (any 2 x 2) (4)
- 3.3.2 *[Interpretation of evidence in Source 3C – L2]*

Candidates should indicate SUPPORT or DO NOT SUPPORT and support their answer with relevant evidence.

SUPPORT

- No formal assessment was given to learners
- No teachers to guide learners
- Learners seem disinterested
- No records of learners who actually listened to lessons
- Any other relevant response

OR

DO NOT SUPPORT

- Shows learners listening to a televised lesson
- Shows an image of learning taking place
- Learners taking notes
- Any other relevant response (any 2 x 2) (4)

- 3.4 *[Comparison of information in Sources 3B and 3C - L3]*
- Source 3B refers to displaced learners while Source 3C shows learners watching a televised lesson
 - Source 3B refers to alternative schooling while Source 3C shows learners taking notes in a living room
 - Source 3B refers to the Lost Year while Source 3C shows learners during the Lost Year
 - Any other relevant response (2 x 2) (4)
- 3.5 3.5.1 *[Extraction of evidence from Source 3D – L1]*
- To condemn the school closing action
 - To support the reopening of schools (2 x 1) (2)
- 3.5.2 *[Extraction of evidence from Source 3D – L1]*
- To recall the segregationist board members
 - They contacted registered voters and visited people door to door to create enough support to recall the three segregationist board members and retain the three moderate ones (any 1 x 2) (2)
- 3.5.3 *[Analysis of evidence in Source 3D – L2]*
- Schools in Little Rock were ultimately desegregated
 - The Federal government had successfully implemented integration of the schools
 - The American constitution was upheld
 - 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 used state machinery to close schools (own knowledge)
- Governor Faubus influenced white parents against school desegregation (own knowledge)
- Schooling was interrupted by Governor Faubus' actions (Source 3A)
- The effects of school desegregation on learners and parents (Source 3B)
- 2915 white learners were displaced while 750 black learners were displaced (Source 3B)
- 93% of white learners were able to find alternative schooling while 50% of black learners could not find alternative schooling (Source 3B)
- Many learners lost out on schooling (own knowledge)
- Several groups were organised either to support the closure of schools or to keep them open (3B)
- Learners watched televised lessons (Source 3C)
- Televised lessons not effective as learners were not monitored (own knowledge)
- WEC and STOP worked together for the reopening of all schools (Source 3D)
- Parents attitude towards desegregation shifted towards limited desegregation (Source 3D)
- Relations between some white and black parents improved (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 the impact that the closure of high schools had on the community of Little Rock, Arkansas in 1958 • 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 an understanding of the impact that the closure of high schools had on the community of Little Rock, Arkansas in 1958 • 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 impact that the closure of high schools had on the community of Little Rock, Arkansas in 1958 • Uses evidence very effectively in an organised paragraph that shows an 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 evaluate whether the United States of America lost the war due to the opposition within the country or because of its military failure on the battlefields of Vietnam. Candidates should identify the different forms of opposition to the war in Vietnam and weigh these factors against the impact of the military strategies that were used on the battlefields of Vietnam.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- **Introduction:** Candidates are expected to contextualise the question, establish a clear line of argument and indicate how they will answer the question.

ELABORATION**Reasons for USA's involvement in Vietnam**

- Stop the spread of communism in Asia
- Gulf of Tonkin Resolution (1964)
- The Domino Theory

Opposition within the United States of America (USA Politics)

- Anti-war demonstrations
- Opposition to conscription (e.g.: Mohammed Ali, university learners)
- The role of the media
- Veteran anti-war protest

Military failure on the battlefields

- Conscription of young inexperienced soldiers/guerillas in Vietnam were highly experienced from struggle wars against colonial powers
- USA's mass aerial bombing 'Operation Rolling Thunder' from 1965 (conventional warfare)/guerilla tactics presented no visible targets for bombing; Ho Chi Minh Trail kept supplies from North Vietnam moving into South Vietnam
- '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; guerrillas won support of farmers
- The TET offensive (January 1968) (The US controlled towns and cities ambushed by guerrillas)
- The US army used search and destroy methods (My Lai massacre) to destroy villages supported by Vietcong/killing of women and children turned locals against the US to support the guerrillas; media published pictures that won sympathy for Vietnam
- President Nixon's Vietnamisation policy/including WHAM (Winning the hearts and minds of the Vietnamese) was an attempt by the USA to withdraw from war and 'save face'
- The USA withdrew all troops by 1973 and North Vietnam took control of Saigon in 1975
- 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 argument based on evidence using analytical and interpretative skills]

SYNOPSIS

In writing this essay, candidates must critically discuss the aims, implementation and effects of policies of Zairianisation (the Congo) and Ujamaa (villagisation) (Tanzania) and how they failed to 'Africanise' their economies of the Congo and Tanzania after attaining independence in the 1960s. Candidates should also indicate why both countries failed to achieve full economic independence, and provide relevant evidence to support their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- **Introduction:** Candidates should contextualise the question and show how Mobutu Sese Seko and Julius Nyerere of newly independent Congo and Tanzania respectively hoped to 'Africanise' their economies. Candidates should establish their line of argument in response to the question.

ELABORATION**Africanisation in the Congo: Zairianisation****Aims**

- To replace foreigners with Congolese nationals in key positions
- To take Congo's means of producing wealth into African hands by nationalising land, mines and industry
- To diversify the economy and develop an industrial and manufacturing sector

Implementation

- Replaced experienced and skilled foreigners with inexperienced locals
- Nationalisation of farmlands, industry and mining

Effects

- Lack of skilled Congolese technicians and managers made it difficult for industry to operate without foreign support.
- As a result the government was forced to re-privatise industry and mines
- Reversal of Zairianisation (retrocession)
- Failure to diversify the economy resulted in the Congo's on-going dependence on trading raw materials for manufactured goods as well as foreign aid and investment
- Foreign powers (USA and France) were unwilling to lose control of the rich mineral reserves in the Congo and continued economic support to the Congo
- The Congo failed to 'Africanise' economy and continued to rely heavily on aid and investment from its western allies such as the USA and France (neo-colonialism)
- Any other relevant answer

Africanisation in Tanzania: Ujamaa (Villagisation)**Aims**

- African Socialism
- To replace foreigners with Tanzanian nationals in key positions and develop African leadership among its citizens through the Leadership Code
- To take Tanzania's means of production by nationalising industry and land
- Established 'collective' farms through the policy of Ujamaa to promote self-sufficiency
- Nyerere wanted to avoid neo-colonialism so initially refused to take aid or assistance from foreign countries

Implementation

- Removed villagers and peasants from their original land to collective villages (ujamaa)
- Villagers opposed to the policy were forcefully removed

Effects

- Villagers resisted forced removals associated with the policy of Ujamaa
- Economy ceased to grow. Low production resulted in Tanzania suffering severe shortages of food and manufactured goods
- Growing dependence on foreign aid and loans after oil crisis of 1970s became more prevalent
- Tanzania was forced to take World Bank loans which led to debt and a dependency syndrome
- Tanzania remained one of the least developed countries in Africa
- Nyerere admitted that poverty could not be eliminated in Tanzania with existing world balance of economic power
- 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 are expected to refer to conditions of the African Americans before the 1960s and explain to what extent the ideas and actions of Malcolm X, Stokely Carmichael and the Black Panther Party gave African Americans a new sense of identity in the United States of America during the 1960s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- **Introduction:** Candidates should take a line of argument by indicating to what extent the ideas and actions of Malcolm X, Stokely Carmichael and the Black Panther Party gave African Americans a new sense of identity in the United States of America during the 1960s and indicate how they will answer the question.

ELABORATION**The situation in the USA before the 1960s**

- Lack of political organisation for African Americans
- Lack of a strong cultural identity among African Americans
- Lack of a sense of pride due to socio-economic circumstances (Lived in ghettos and slum areas/poor housing/under-resourced facilities)
- Any other relevant response

Ideas and actions of:**Malcolm X**

- An influential speaker and a dedicated human rights activist
- Believed in black separation, self-determination (black nationalism) and he advocated self-respect and self-discipline
- Promoted the concept of 'Black Pride' (self- esteem/self- respect/self - help)
- Encouraged African Americans to stand up against white American authorities in pursuit of freedom, justice and equality by whatever means possible
- Supported the use of violence as a means of self defence against those who attacked African Americans
- Any other relevant response

Stokely Carmichael

- Believed that non-violence was a strategy that was not working because of on-going violence that was used by some white Americans against African Americans
- 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)
- Advocated the exclusion of white 'liberals' as a philosophy for African Americans
- In 1966 he popularised the Black Power slogan 'Black is Beautiful'
- Promoted African clothing/Afro hairstyles/music/literature/heritage as symbols of Black Pride
- Joined the Black Panther Party (for Self-Defence) which put into action the Black Power/Black Pride philosophy
- Any other relevant response

Black Panther Party:**Putting the ideas of the Black Power Movement into action**

- Initiated and supported community based programmes/feeding schemes/anti-poverty centres; focused on socio-economic conditions of African Americans and also operated community survival programmes
- Ten (10) point plan served as the Black Panther manifesto that covered its social, political and economic goals for the upliftment for African American community
- The Black Panther Party got involved in street patrols; monitored police activities and defended themselves against police brutality; by carrying guns (militant approach) to stop the on-going police brutality and harassment of young black men
- Any other relevant response

Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

TOTAL: 150