



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS

HISTORY P1

2017

MEMORANDUM

This memorandum consists of 21 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

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- 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
- 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 SITUATION IN EUROPE AFTER 1946?**

1.1

1.1.1 *[Explanation of a historical term in Source 1A – L1]*

- A policy introduced by the United States to prevent the spread of communism in Europe
- The Truman Doctrine and the Marshall Plan attempted to contain the spread of totalitarianism
- Any other relevant response (any 1 x 2) (2)

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

- Could have applied it everywhere
- Could have applied it militarily
- Could have focused on economic aid given to nations seeking to reconstruct their economies
- Could have assigned priority to occupation policies, especially in Germany and Japan (any 3 x 1) (3)

1.1.3 *[Interpretation of information from Source 1A – L2]*

- The USA's economy would grow and be stronger
- Any other relevant response (any 1 x 2) (2)

1.2

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

- Through breaking the vicious circle
- Through restoring the confidence of the people of Europe
- The manufacturer and farmer must be able and willing to exchange their products for currencies (any 2 x 1) (2)

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

- There will be political stability in the world
- For assured peace
- To stop hunger, poverty and chaos
- To permit the emergence of political and social conditions in which free institutions can exist (any 1 x 2) (2)

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

- The USA was prepared to stop the spread of communism
- The USA was prepared to assist countries to crush communism/wage war against communism
- The USA would safeguard capitalism and democracy
- Any other relevant response (any 2 x 2) (4)

1.2.4 *[Evaluate the usefulness of Source 1B – L3]*

The source is USEFUL because:

- It is an extract from the speech given by George Marshall
- It supplies the actual date and place where the Marshall Plan was announced
- The information indicates how the Marshall Plan was implemented
- The source also explains the role that the United States of America would play in the implementation of the Marshall Plan
- Any other relevant response (any 2 x 2) (4)

1.3

1.3.1 *[Extraction of information in Source 1C – L1]*

- It could undermine the Soviet sphere of influence in Eastern Europe
- It could mobilise Eastern Europe into an anti-Soviet coalition (2 x 1) (2)

1.3.2 *[Interpretation of information from Source 1C – L2]*

(a)

- Stalin had hoped for co-operation, even on a limited scale, with the West
- Any other relevant response (any 1 x 2) (2)

(b)

- Stalin had no hope for any compromise or co-operation with the West
- Any other relevant response (any 1 x 2) (2)

1.3.3 *[Interpretation of information from Source 1C – L2]*

- The Marshall Plan intended to encircle the Soviet Union by supporting neighbouring countries
- The Marshall Plan would leave the Soviet Union open to exploitation by other foreign powers from the West
- The Marshall Plan would create an anti-Soviet bloc
- The Marshall Plan would undermine the Soviet Union's influence in Eastern Europe
- Any other relevant response (any 2 x 2) (4)

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

- Poland
- Czechoslovakia
- Hungary
- Bulgaria
- Romania (any 3 x 1) (3)

1.4 *[Ascertaining differences in Sources 1C and 1B – L3]*

- Source 1C gives the Soviet Union's response to the Marshall Plan and Source 1B states the American response to the Marshall Plan
- Source 1C states that the main purpose of the Marshall Plan was to undermine the Soviet sphere of influence and Source 1B indicates that the Marshall Plan's main aim was to assist European countries economically
- Source 1C states that the Marshall Plan was an offensive threat to the Soviet Union while Source 1B claims that the USA was prepared to help any country
- Any other relevant response (any 2 x 2) (4)

1.5

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

- The Marshall Plan was depicted as providing economic and humanitarian aid
- That if countries did not accept the Marshall Plan, they would remain poor, for example, with no buttered bread and with tattered clothing of the children
- Failure to accept the Marshall Plan could lead to economic under-development in certain countries
- Any other relevant response (any 2 x 2) (4)

1.5.2 *[Interpretation of information from Source 1D – L2]*

- It shows that the Marshall Plan would provide economic aid in the form of basic necessities
- It shows that the Marshall Plan will provide financial assistance to buy the basic needs
- Any other relevant response (any 1 x 2) (2)

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

Candidates could include the following aspects in their response:

- The USA came up with an Economic Plan to assist in the reconstruction of the European economies after the Second World War (own knowledge)
- The USA implemented the Marshall Plan as part of its containment strategy (Source 1A)
- Some Western countries and the USA saw the Marshall Plan as an effort to economically reconstruct Europe (Sources 1A, 1B and 1D)
- The Soviet Union saw the Marshall Plan as a strategy which could be used to weaken communist influence in countries in Western Europe (Source 1A)
- The USA could use the Marshall Plan to create political stability and peace in Europe (Source 1B)
- To restore the people's confidence in the future of Europe (Source 1B)
- The Soviet Union felt that the Marshall Plan would undermine Soviet influence in Europe (Source 1C)
- The Soviet Union felt that the Marshall Plan was intended to create a hostile environment for Communist controlled countries (Source 1C)
- The Soviet Union created the COMECON, the Molotov Plan and satellite states (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 how the United States of America and the Soviet Union responded to the economic situation in Europe after 1946. • 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 situation in Europe after 1946. • 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 how the United States of America and the Union of Soviets Socialist Republics responded to the economic situation in Europe after 1946. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]

QUESTION 2: HOW SIGNIFICANT WAS THE BATTLE OF CUITO CUANAVALÉ FOR SOUTHERN AFRICA?2.1.1 *[Extraction of evidence from Source 2A – L1]*

- Cuba (1 x 1) (1)

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

- The 'racist army' was defeated
- Led to 'southern African liberation'/ independence of Namibia/ negotiated settlement in South Africa
- Any other relevant response (any 2 x 2) (4)

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

- Supplies (food, medicines) and communications (roads, bridges) into and out of Cuito Cuanavale were cut off
- Surrounded and under attack
- Any other relevant response (any 1 x 2) (2)

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

- The battle halted the military aggression of apartheid forces
- Military defeat of apartheid forces made South Africa more willing to enter into peace negotiations
- The negotiations resulted in the withdrawal of South African troops from Angola and Namibia
- Led to Namibia's independence (New York Accords)
- Led to talks between the African National Congress and the National Party
- Any other relevant response (any 2 x 2) (4)

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

- Angolan
- Namibian
- Cuban (3 x 1) (3)

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

- Managed to contain Angolan rebel soldiers in Northern Angola
- Prevented rebel soldiers from re-enforcing the apartheid army in the south (any 1 x 2) (2)

2.2

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

- Nelson Mandela and Fidel Castro were comrades/ allies in the struggle for the liberation of Southern Africa
- Shows that there are very close ties between the ANC and Cuba
- Suggests that South Africa would maintain close ties with Cuba under an ANC led government
- Any other relevant response (any 2 x 2) (4)

2.2.2 *[Evaluate the usefulness of evidence in Source 2B – L3]***The source is USEFUL because:**

- It depicts the raised fist which was a symbol of struggle as well as a symbol of victory
- Mandela has just been released after 27 years in prison and the ANC was unbanned – that is why Mandela was in Cuba
- After the SADF's defeat at Cuito Cuanavale by Cuban forces, the apartheid government had agreed to Namibia's independence and begin negotiations with the ANC
- Castro and Mandela were celebrating the defeat of the apartheid state
- The fact that Mandela went to Cuba as his first visit after his release highlights the importance of Cuban relations with the ANC/ highlights Mandela's and Castro's friendship
- Any other relevant response (any 2 x 2) (4)

2.3

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

- Cuito Cuanavale was two thousand kilometres from Pretoria
- Cuito Cuanavale was over ten thousand kilometres from Havana (2 x 1) (2)

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

- Cuba sent medical practitioners to South Africa to address the shortages of doctors and health professionals in rural areas
- Cuba sent professionals to assist in a range of areas such as health, education, science and technology after the ANC government came to power in 1994
- Although Cuba withdrew its troops from Angola after the Battle of Cuito Cuanavale, it remained committed to supporting the liberation struggle through humanitarian aid and personnel
- Cuba offered medical training scholarships to South African students
- Any other relevant response (any 2 x 2) (4)

2.4

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

- Angola
- Cuba (2 x 1) (2)

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

- Cuban troops defeated the 'apartheid army'
- The Cubans sacrificed their lives because of solidarity with the liberation struggle (any 1 x 2) (2)

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

- They believed that the ANC view was 'biased' and 'mistaken'
- They argued that the SADF did win the Battle of Cuito Cuanavale citing fewer losses of troops and equipment than the Cuban/Angolan forces
- They believed that the government was misrepresenting the past and used military accounts of the battle (such as Geldenhuys) to support their view
- For many veterans, the belief in the victory at the Battle of Cuito Cuanavale and the Border War had shaped their identity
- Any other relevant response (any 2 x 2) (4)

2.5 *[Comparison of Sources 2A and 2D – L3]*

- In Source 2A, the ANC (South African government) understood Cuito Cuanavale as a great victory for Cuba/Angola whereas in Source 2D the SADF veterans claim that the SADF won the battle
- In Source 2A the ANC (South African government) has produced an official booklet to commemorate the Cuban/Angolan victory at Cuito Cuanavale whereas in Source 2D the SADF veterans and supporters have written books, blogs and used social media to publicise their view that the SADF won the battle
- Source 2A stated that for the ANC (South African government), the victory at Cuito Cuanavale was an important part of the history of the liberation struggle whereas in Source 2D, for the SADF veterans and supporters, victory at Cuito Cuanavale was an important event in Afrikaner history
- Any other relevant response (any 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:

- It led to peaceful negotiations for the withdrawal of South African troops from Angola and Namibia (Source 2A)
- It led to Namibia's independence (Source 2A)
- It led to a negotiated settlement in South Africa (Source 2A)
- It led to the signing of the New York Accords (own knowledge)
- It led to post-apartheid diplomatic relations between South Africa and Cuba and highlights the friendship between Mandela and Castro (Sources 2B and 2C)
- It led to support given by Cuba to South Africa (Sources 2B and 2C)
- It helped bury a once powerful (apartheid) regime (Source 2C)
- It helped free tens of millions of Africans in Angola, Namibia and South Africa including political prisoners (Source 2C)
- It strengthened the anti-imperialist forces of Africa (Source 2C)
- It established unbreakable ties between South Africa and Cuba (Source 2C)
- Controversy as to who won the battle has continued long after the end of the war (Source 2D)
- 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 significance of the Battle of Cuito Cuanavale for Southern Africa. • 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 significance of the Battle of Cuito Cuanavale for Southern Africa. • 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 significance of the Battle of Cuito Cuanavale for Southern Africa. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS: 6–8

(8)
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QUESTION 3: HOW DID THE CITIZENS OF LITTLE ROCK, ARKANSAS, RESPOND TO THE DESEGREGATION OF CENTRAL HIGH SCHOOL IN THE 1950s?

3.1

3.1.1 *[Explanation of a historical term from Source 3A – L1]*

- A process that allowed for separation of schools based on race
- Admission to schools based on race/ schools racially separated
- Any other relevant response (any 1 x 2) (2)

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

- Racial segregation of children in public schools violated the Equal Protection Clause and is therefore illegal (1 x 2) (2)

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

- Black girls in segregated schools had low racial self- esteem
- Created dangerous inferiority complexes
- Adversely affected African American students' ability to learn
- African Americans would not succeed in life
- Any other relevant response (any 2 x 2) (4)

3.2

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

- Superintendent Virgil Blossom. (1 x 1) (1)

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

- Parents of elementary students wanted the continuation of segregation at schools (1 x 2) (2)

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

- Begin with nominal desegregation in the fall of 1957 at Central High School
- Expand to Junior level in 1960
- Expand, tentatively to the elementary level by 1963 (3 x 1) (3)

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

The transfer provision was going to:

- Embark on the desegregation of schools at a slow pace
- Delay the integration of schools
- Provide for segregated schools/Horace Mann will remain predominantly African American
- Any other relevant response (any 2 x 2) (4)

3.3

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

- Do you want 'Negroes' in our schools?
- Vote against integration
- Vote for segregated schools (any 1 x 1) (1)

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

- Do you want 'Negroes' in our schools?
- If you do not then go to the polls this coming Monday
- Vote for removal Lamb, Matson, Tucker; vote against removal McKinley, Rowland, Laster
- The schools will be integrated this Fall
- Please vote right (any 3 x 1) (3)

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

- It discouraged people from voting for integration of schools
- Voting for integration of schools would be making a wrong decision
- It did not support integration of schools
- Vote to keep Central High School segregated
- Any other relevant response (any 2 x 2) (4)

3.4

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

- To show how the National Guard disregarded an order by the Federal court on the issue of integration
- To show Elizabeth Eckford being prevented access to Central High School
- To show the National Guard keeping Governor Faubus' order of stopping African-American children access to Central High School
- Any other relevant response (any 2 x 2) (4)

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

- The National Guard acted on orders from Governor Faubus
- The National Guard feared a retaliation from the anti-integrationists
- The National Guard did not support the integration of schools/ they were racists
- Any other relevant response (any 2 x 2) (4)

3.4.3 *[Evaluate the usefulness of evidence in Source 3D – L3]***The source is USEFUL because:**

- It shows the National Guard preventing Elizabeth Eckford from entering Central High School
- It shows evidence that the National Guard was deployed at Central High School
- It shows that Elizabeth Eckford could not attend school on that day (4th September 1957)
- It shows that the National Guard were prepared to use force to stop integration (they were armed)
- It shows that the Supreme Court decision was not implemented
- Any other relevant response (any 2 x 2) (4)

3.5 *[Comparison of Sources 3C and 3D - L3]*

- Source 3C is a pamphlet from the Mothers' League encouraging conservative white American parents to vote for a segregated School Board while Source 3D shows the National Guard redirecting Elizabeth Eckford from entering Central High School
- Source 3C encourages white American parents to Vote Right (against integration) while Source 3D shows the National Guard redirecting Elizabeth Eckford from entering Central High School
- Source 3C mentions that 'Negroes' were not wanted in white American schools and Source 3D shows that African Americans were not allowed in white American schools
- Both sources 3C and 3D are from an anti-integrationist point of view
- Both sources 3C and 3D show that African Americans were discriminated against
- 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:

- The Supreme Court ruled that segregated schools were unconstitutional (Source 3A)
- The Little Rock School Board agreed to comply with the Supreme Court ruling (Source 3A)
- Virgil Blossom was instructed to formulate a desegregation plan for schools (Source 3A)
- The School Board adopted the Phase Programme Plan (gradual desegregation) (Source 3B)
- The School Board was secretly not intending to have schools fully integrated (own knowledge)
- The elementary school parents spoke against integration (Source 3B)
- The plan spread over phases starting with Central High School (Source 3B)
- The Mothers League was formed to resist integration (Source 3C and own knowledge)
- The National Guard prevented Elizabeth Eckford from entering Central High School (Source 3D)
- The governor of Arkansas, Governor Faubus was opposed to the integration of schools (own knowledge)
- The Civil Rights Movement supported integrationists (own knowledge)
- The human rights of African Americans in Arkansas were violated (own knowledge)
- Any 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 citizens of Little Rock, Arkansas, responded to the desegregation of Central High School in the 1950s. • 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 citizens of Little Rock, Arkansas, responded to the desegregation of Central High School in the 1950s. • 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 how the citizens of Little Rock, Arkansas, responded to the desegregation of Central High School in the 1950s. • 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 need to explain to what extent they agree with the statement. They need to highlight whether the military tactics that the Vietcong used against the US army were superior. An analysis of how the Vietcong counteracted America's invasion of Vietnam should also be elaborated upon.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance by indicating whether the military tactics that the Vietcong used against the US army were superior.

ELABORATION

- Reasons for the US involvement in Vietnam: to stop the spread of communism/ domino theory
- Villagisation was a strategic hamlet programme (USA and South Vietnam government created new villages, to separate villagers from guerrillas). It was a failure, because the villagers themselves were the Vietcong
- The Gulf of Tonkin Incident led to the US Congress eventually passing the Gulf of Tonkin Resolution which gave President Johnson wide spread military powers to escalate the war effort in Vietnam
- President Johnson instructed the mass aerial bombing of the Vietcong 'Operation Rolling Thunder' which did not have the desired effect
- The Ho Chi Minh Trail was one of the tactics that the Vietcong used
- The Vietcong received supplies from the north
- The Vietcong successfully used the terrain and climate to outsmart the US army
- 'Operation Ranch Hand' in which chemicals were used e.g. Agent Orange to destroy forests, Agent Blue to destroy crops and the devastation effects of Napalm. USA's military tactics proved ineffective against the Vietcong
- The Tet offensive: The Vietcong took control of towns (with USA bases)
- The USA used search and destroy missions which led to the Mai Lai Massacre March 1968 and resulted in large numbers of civilian deaths. Both the Vietnamese civilians and Vietcong deplored this action and sought revenge. It created media sympathy for the Vietcong and increased local support to the Vietcong
- The USA sent young and inexperienced soldiers, the average age was 19 years, against battle hardened Vietnamese soldiers
- The Vietcong used excellent guerrilla-tactics such as booby traps
- The US troops fought in a foreign country against a nationalist army fighting for the liberation of their own country

- The role of the media, students (Kent-University riots), musicians and disarmament movements pressured the US government to withdraw from Vietnam
 - The success of the Vietcong led to Nixon's policy of Vietnamisation
 - The USA withdrew their troops by 1973 and Saigon fell 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 original argument based on relevant evidence using analytical and interpretative skills]

SYNOPSIS

In writing this essay, candidates should critically discuss the economic policies that were implemented in the Congo and in Tanzania after attaining independence in the 1960s.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- Introduction: Candidates should critically discuss whether the Congo and Tanzania were able to develop strong economic policies and indicate how they intend supporting their line argument.

ELABORATION**Similarities**

- The Congo and Tanzania inherited single-product economies from their respective colonisers
- At independence the Congo and Tanzania lacked a vibrant manufacturing industry
- The Congo and Tanzania had a few qualified technicians and engineers
- Mobutu and Nyerere nationalised land and industry to distribute wealth equally
- Neither the Congo nor Tanzania had oil reserves so both suffered economic crisis when oil prices rose in the 1970s
- Both Mobutu (1970s) and Nyerere (1980s) decided to privatise sectors of the economy due to an economic crisis
- Both the Congo and Tanzania took loans from foreign countries and organisations: From the 1960s the Congo received financial aid from the capitalist west; while from the 1980s Tanzania was forced to take World Bank loans and was subjected to structural adjustment policies
- Neither Congo nor Tanzania succeeded in developing a significant manufacturing industry
- Both Congo and Tanzania remained reliant on the export of agricultural products and minerals
- Both Congo and Tanzania struggled to develop economically
- Any other relevant response

Differences

- The Congo embraced a capitalist economic system; whereas Tanzania adopted a socialist economic model
- The Congo relied heavily on foreign aid and expertise from the early 1960s; whereas Tanzania attempted to be self-sufficient and rejected neo-colonialism
- The Congo aimed to industrialise the economy and develop a manufacturing base whereas Tanzania built on its agricultural base, villagisation policy and Ujaama
- The Congo's economy was characterised by elitism and nepotism whereas Tanzania made attempts to reduce corruption of government officials through a 'Leadership Code'
- The economy of the Congo produced vast differences in wealth between rich and poor; while Tanzania attempted to minimise economic inequality
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

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

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

SYNOPSIS

Candidates should indicate whether Malcolm X was the only one responsible for the birth of the Black Power Movement in the USA. They are expected to also highlight the role played by Stokely Carmichael and the Black Panther Party.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should state that in developing and popularising the philosophy of Black Power, Malcolm X was just one of the role players. They should indicate that other role players were Stokely Carmichael and the Black Panther Party.

ELABORATION

- Emergence of the Black Power philosophy in the USA during the 1960s

Malcolm X

- Was a powerful speaker and a dedicated human rights activist
- Believed in black separation, self-determination (black nationalism) and he advocated self-respect and self-discipline
- Believed in and instilled the concepts of Black self-pride and self-esteem/ self-respect/ self-help and 'Black Pride' by encouraging African Americans to stand up for their human rights
- Wanted African Americans to stand up against white American authorities in pursuit of freedom, justice and equality through violence when necessary
- Promoted the use of violence as a means of self defence against those who attacked African Americans
- Any other relevant response

Stokely Carmichael

- Became chairman of the SNNC (Student Non-Violent Coordinating Committee) in 1966 and decided to embrace the teachings of the Black Power Movement
- 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)
- Believed that non-violence was a strategy that was not working because of on-going violence that white Americans meted out against African Americans
- Advocated for the exclusion of 'white' liberals as a philosophy for African Americans
- Was in favour of African clothing and African hairstyles as a symbol of Black Pride
- Joined the Black Panther Party (for Self-Defence) which put into action the Black Power/ 'Black Pride' philosophy

Black Panther Party

- The role of Bobby Searle and Huey Newton in the formation of the Black Panther Party
- They were involved in initiating and supporting community based programmes and feeding schemes as well as anti-poverty centres; embarked on defending African Americans against police brutality; focused on socio-economic conditions of African Americans and also operated several community survival programmes
- Ten (10) point plan served as the Black Panther manifesto that covered its social, political and economic goals
- The Black Panther Party got involved in street patrols; monitored police activities and defended themselves by carrying guns (militant approach) to stop the on-going brutality by police on African American communities and harassment of young black men
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]**TOTAL: 150**