



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS

HISTORY P1

2016

MEMORANDUM

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  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 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: WAS THE UNITED STATES OF AMERICA (USA) SUCCESSFUL IN PREVENTING THE SPREAD OF COMMUNISM TO GREECE FROM 1947 ONWARDS?**

1.1

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

- A bitter winter in 1947 devastated the British economy (1 x 1) (1)

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

- Clement Attlee (1 x 1) (1)

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

- Loy Henderson
- Dean Acheson
- Jack Hickerson
- George Marshall (any 2 x 1) (2)

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

- To make it seem it was a very urgent matter
- He wanted his wish (of assisting Greece) to be realised
- He wanted George Marshall to realise the situation in Greece was critical
- A major crisis – urgent/quick response
- Any other relevant response (any 2 x 2) (4)

1.2

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

- Financial support
- Support in improving its public administration (2 x 1) (2)

1.2.2 *[Interpretation of evidence from Source 1B – L2]*

- Truman wanted the money to be used for economic recovery in Greece
- To make Greece self-supporting
- The money must not be misused on any other project
- To safeguard democracy/capitalism
- For the purposes of accountability
- Any other relevant response (any 2 x 2) (4)

1.2.3 *[Definition of a historical concept from Source 1B – L1]*

- A system of government based on the will of the people
- A government where the people are represented by elected representatives
- The citizens of the country take active part in the decisions made on issues that affect them and society in general
- Political system aligned with capitalism in the Cold War against communism
- Any other relevant response (any 1 x 2) (2)

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

- 85% (1 x 1) (1)

1.3

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

- Supplied weapons to them
- Gave them financial support/ money (2 x 1) (2)

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

- America built military bases
- American capitalists opened many businesses
- Americans decided to buy anything that seemed profitable (3 x 1) (3)

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

- It was an American way of expanding her markets without necessarily helping host countries with their economic problems
- It was a subtle way of making countries economically dependent on America
- The communists referred to it as 'Dollar-imperialism' / politically dominating economically weak countries
- It was a form of neo-colonialism
- Any other relevant response (any 2 x 2) (4)

1.3.4 *[Determine the usefulness of Source 1C – L3]*

Candidates should indicate whether the information in the source would be USEFUL or NOT USEFUL.

USEFUL

- It was an extract from an article that was published in a Soviet newspaper (*Pionerskaya Pravda*)
- It provides the Soviet perspective on the USA's policy of containment
- The article was published in 1947 at the height of the Cold War in Europe
- It provides information on how the USA intended to support Greece and Turkey
- Any other relevant response

OR**NOT USEFUL**

- It can be considered being biased information from a Soviet perspective
- The information could be regarded as Soviet propaganda against the US's policy of containment
- The information is critical about American's foreign policy
- Any other relevant response (any 2 x 2) (4)

1.4

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

- America supported the Greek government with financial aid (dollar sign on the gun)
- America supported the Greek government with military aid (the gun)
- America driving the communists out of Greece
- Any other relevant response (any 2 x 2) (4)

1.4.2 *[Interpretation of evidence from Source 1D – L2]*

- The communist insurgents did not want the financial assistance of the USA
- The communist insurgents refused to accept democracy/capitalism
- Any other relevant response (any 2 x 2) (4)

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

- Source 1C: American foreign policy stated that they will support any country with weapons and money and in Source 1D: America is shown supporting Greece with money (dollar sign) and weapons (guns)
- Source 1C: America supported the Greek government 'in their struggle against their own people' and in Source 1D: The insurgents dressed in Greek traditional clothing indicates that they were anti-democratic forces
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following points in their response:

- USA was successful because it took over the responsibility of supporting Greece and Turkey (Source 1A)
- USA announced its policy in preventing the spread of communism by means of military and financial support (Sources 1B, 1C and 1D)
- The Truman Doctrine was used to prevent the spread of communism by providing financial and military support to economically devastated countries (Sources 1B, 1C and 1D)
- Marshall Plan provided financial aid to limit the spread of communism (Sources 1C and 1D)
- The USA influenced the pro-capitalist Greek government (own knowledge)
- The USA controlled the supervision of funds to the Greek government (Source 1B)
- Insurgents were driven out of Greece with American aid (Source 1D)
- Greece became a democratic and capitalist country which shows the USA was successful in preventing the spread of communism (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 whether the United States of America (USA) was successful in preventing the spread of communism to Greece from 1947 onwards. • 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 whether the United States of America (USA) was successful in preventing the spread of communism to Greece from 1947 onwards. • Uses evidence in a very 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 whether the United States of America (USA) was successful in preventing the spread of communism to Greece from 1947 onwards. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)
[50]

QUESTION 2: HOW DID VARIOUS HISTORIANS VIEW THE BATTLE OF CUITO CUANAVALÉ?

2.1

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

- The controversy was over who won the pivotal (key) engagement in southern Africa
- Whether or not the SADF won the Battle of Cuito Cuanavale
- Who won the Battle of Cuito Cuanavale (any 1 x 2) (2)

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

- Resistance to its frontal attacks on well-fortified positions at Tumpo proved a decisive setback to the SADF's bid to capture Cuito Cuanavale and its airstrip
- Cuban forces outflanked the SADF
- The loss of the South African Air Force's superiority in the air
- SADF faced heavy casualties if they did not withdraw (any 2 x 1) (2)

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

- They believed that they had won the Battle of Cuito Cuanavale because the SADF had experienced fewer casualties / they based their argument on statistics
- The SADF won a tactical victory at the Lomba River
- Any other relevant response (any 1 x 2) (2)

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

- The SADF claimed to have won the Battle of Cuito Cuanavale (on the basis of fewer casualties) but in the long term, they failed to defeat Angola
- The SADF won a tactical victory at the Lomba River but could not win the overall battle
- Although the SADF managed to prevent FAPLA/Cuban forces destroying UNITA, Savimbi never came to power in Angola
- South Africa lost control of South West Africa when Namibia became independent in 1989 under SWAPO
- SADF could not stop the support of communist MPLA to SWAPO in Namibia
- SADF was fighting to maintain white supremacy in South Africa. Shortly after the Battle of Cuito Cuanavale the liberation organisations were unbanned and democratic elections were held in 1994
- Any other relevant response (any 2 x 2) (4)

2.1.5 *[Explaining the usefulness of evidence in Source 2A – L3]*

- The author is a professional historian who has read widely about the topic and discusses different perspectives on the topic
- The source was created during the 25th anniversary of the Battle of Cuito Cuanavale
- The source provides a range of different viewpoints (balanced interpretation) about the Battle of Cuito Cuanavale
- The source provides a range of 'factual' details about the Battle of Cuito Cuanavale as well as analysis of its outcome
- The source provides relevant and insightful information for the purpose of research
- Any other relevant response (any 2 x 2) (4)

2.2

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

- It gave renewed confidence to the liberation movement (SWAPO)
 - The military balance of power changed in favour of liberation and self-determination of Africans
 - Severe economic constraints on South Africa and its military setbacks in Angola turned the balance of power in favour for Namibia's independence
 - South Africa was at a military disadvantage due to presence of Cubans in Angola
 - The Cuban presence on the Namibian border in 1988 had a decisive influence on negotiations for peace in Angola
 - South Africa was willing to negotiate in the light of Namibia's independence
- (any 2 x 1) (2)

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

(a)

- Cuban troops were withdrawn from Angola (1 x 1) (1)

(b)

- The ANC relocated their military camps from Angola to Uganda (1 x 1) (1)

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

- Kasrils believed that the Battle of Cuito Cuanavale had benefitted/ freed all sides that were involved in the conflict
- The end of Namibian colonisation and apartheid were seen as outcomes of the Battle of Cuito Cuanavale
- The peace between South Africa and Angola after the Battle of Cuito Cuanavale opened up new business opportunities
- Any other relevant answer (any 2 x 2) (4)

2.3 *[Compare information in Sources 2A and 2B – L3]*

- Both Sources 2A and 2B show that the military balance of power shifted as a result of the Battle of Cuito Cuanavale – the SADF lost power to Cuban and the liberation forces
- Both Sources 2A and 2B makes reference to claims that were made by SADF generals that South Africa had fewer losses and therefore 'won' the Battle of Cuito Cuanavale
- Both Sources 2A and 2B suggest that even if the SADF claimed that they were not defeated at the Battle of Cuito Cuanavale, it was an important factor in ending apartheid and the liberation of Namibia
- Any other relevant response (any 2 x 2) (4)

2.4

2.4.1 *[Extraction of information in Source 2C – L1]*

- The 'myth' that the South African offensive were defeated at the Battle of Cuito Cuanavale by Cuban and Angolan troops
- South Africa lost 50 aircraft, 47 tanks and hundreds of men (1 x 2) (2)

2.4.2 [Definition of a historical concept in Source 2C – L1]

- The spreading of false/ inaccurate information or ideas to deliberately influence people's opinion i.e. Cuba and Angola were victorious after the Battle of Cuito Cuanavale
- Any other relevant response (any 1 x 2) (2)

2.4.3 [Extraction of information in Source 2C – L1]

- 'The Cuban propaganda version of this heroic battle'
 - 'it was not until after the war had ended that the facts emerged'
 - Cuba and Angola were already negotiating for peace
 - 'The South Africans ... had been the real victors...'
 - 4 785 people were killed on Cuban/FAPLA side, 94 tanks and hundreds of combat vehicles destroyed against the 31 South Africans whom were killed, 3 tanks destroyed and 11 armoured cars and troop carriers lost
 - 'After 13 years in Angola the Cubans had still not achieved their aim ...'
- (any 2 x 1) (2)

2.4.4 [Interpretation of evidence from Source 2C – L2]

- Cuban and Angolans negotiated for peace in Angola
- The author argued that South Africa had won a decisive military victory at the Battle of Cuito Cuanavale – they had lost very few men or armoured vehicles
- The author claimed that Cuban sources exaggerated the South African losses (e.g. only 3 tanks were destroyed not the 47 the Cubans claimed)
- The Cubans claimed that 'hundreds of men' were killed but the author argues that only 31 SADF soldiers were killed
- The author claimed that the Cubans had failed to defeat UNITA (which was supported by South Africa)
- Any other relevant answer (any 2 x 2) (4)

2.5

2.5.1 [Interpretation of evidence from Source 2D – L2]

- The SADF had been victorious ('WINNERS') in the Battle of Cuito Cuanavale
- The SADF withdrawing from Angola
- Any other relevant response (any 1 x 2) (2)

2.5.2 [Interpretation of evidence from Source 2D – L2]

Candidates should indicate whether they AGREE OR DISAGREE with the statement and support their answer with relevant evidence.

AGREE ('WINNERS')

- The SADF suffered far fewer casualties and military losses than the Cubans, this was used as evidence that they won the battle
- The Cubans and Angolans had already negotiated for peace
- The banner shows that they were 'winners'
- Any other relevant answer

NOT AGREE (NOT 'WINNERS')

- It could have been part of South African propaganda to claim that SADF had won the Battle of Cuito Cuanavale
- The SADF failed to capture Cuito Cuanavale and withdrew their troops into Namibia which is evidence that they did not win the Battle of Cuito Cuanavale
- SADF could not stop SWAPO from ensuring that Namibia got independence
- The political landscape in the region changed, Namibian independence led to temporary peace in Angola
- Any other relevant answer (any 2 x 2) (4)

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

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

- South African generals and some military historians argued that the Battle of Cuito Cuanavale was a military victory for South Africa (Sources 2A, 2B, 2C and 2D)
- SADF lost fewer soldiers and military hardware than Cuba and Angola and failed to defeat UNITA – used this as evidence of the SADF victory (Sources 2A, 2B, 2C and 2D)
- Baines (Source 2A) and Kasrils (Source 2B) suggested that even if the SADF won the Battle at Cuito Cuanavale, they lost the political war because Namibia became independent and Apartheid ended soon afterwards
- Some historians focused on the narrow military gains and losses at Cuito Cuanavale (1987-1988) (Source 2D)
- Some writers focused on the longer term political implications of the Battle Cuito Cuanavale in shifting the balance of power in the region (Sources 2A and 2B)
- The Battle of Cuito Cuanavale had economic and political benefits for South Africa (reduction of spending on arms, trade with Angola) (Source 2B and 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 little or no understanding of how various historians viewed the Battle of Cuito Cuanavale. • 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 various historians viewed the Battle of Cuito Cuanavale. • Uses evidence in a very 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 various historians viewed the Battle of Cuito Cuanavale. • 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 EXPERIENCE DURING THE INTEGRATION OF CENTRAL HIGH SCHOOL IN 1957?

3.1

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

- Received information that caravans of automobiles filled with white supremacists were heading towards Little Rock (1 x 2) (2)

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

- African American pupils would not be allowed to enrol at Central High School
- White conservatives used violence to stop the integration of Central High School
- Faubus threatened African American students that they would be killed if they entered Central High School
- Any other relevant response (any 2 x 2) (4)

3.1.3 *[Explanation of historical concepts 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
- To end segregation at Central High School by ensuring that African Americans attended school
- Racial mixing of students (African American and White American) at Central High School
- Any other relevant response (any 1 x 2) (2)

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

- Confused
- Frightened
- Voiced their fears by repeating the words 'blood will run the streets of Little Rock' (any 2 x 1) (2)

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

- They were intimidated by Faubus' speech (the night before or on the eve of the 3 September 1957) that blood will run in the streets'
- The NAACP advised African American students against attending school
- Their parents feared for their safety
- Feared how white American segregationists would react
- Any other relevant response (any 2 x 2) (4)

3.2

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

- Through a side door (1 x 1) (1)

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

- The crowd chased the African American reporters away
- They beat up African American reporters (2 x 1) (2)

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

- Wanted assistance so that law and order could be maintained
- Violence got out of control and became difficult to handle
- The National Guards and the police were unable to control the mob
- To protect the Nine African American students
- To help with the enforcement of integration at Central High School
- Any other relevant response (any 2 x 2) (4)

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

- Escorted the Little Rock Nine to and from Central High School
- Guarded them while in classes (any 1 x 2) (2)

3.3

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

- African American students were escorted to and from school by the federal troops
- Federal troops were heavily armed
- The Federal government intended to enforce integration at previous white American schools
- The situation at Little Rock was volatile
- Any other relevant response (any 2 x 2) (4)

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

- The federal troops had to deal with the unruly and violent crowd
- To show that they would use force when necessary
- To protect the African American students from harm/ danger
- The National Guards and the police were unable to control the mob
- Any other relevant response (any 2 x 2) (4)

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

- In Source 3B the Mayor of Little Rock, Woodrow Mann asked the federal troops for assistance while in Source 3C the troops can be seen stationed at Central High School
- In Source 3B President Eisenhower instructed the US federal troops to escort the Little Rock Nine to Central High School on 25 September 1957 while Source 3C shows the troops guarding some of the Little Rock Nine to an army car for their safe return home after attending school
- Any other relevant answer (2 x 2) (4)

3.5

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

- To tell them that one of them will have to walk with Ernest Green at his graduation (1 x 1) (1)

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

- 'I have no problem'
 - 'I will walk with him'
 - 'I didn't think anything about it'
 - 'More determined that I was going to walk with him. And I walked with him'
 - 'I was angry at the [white Americans] who did that, they really angered me'
- (any 2 x 1) (2)

3.5.3 [Ascertaining the reliability of evidence from Source 3D – L3]

- It is an extract from an interview with Jane Emery, a white contemporary American student at Central High School/ first hand account
 - The interview was held between Mrs Huckaby (Principal) and five girl students
 - Jane Emery was co-editor of *The Tiger* school newspaper
 - It sheds light on the racial attitudes that still existed at Central High School just before the graduation ceremony
 - It provides information that not all white Americans were against desegregation
 - 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 points in their response:

- Little Rock Governor Faubus did not support desegregation of Central High School (own knowledge)
- Faubus threatened the safety of African Americans by stating that 'blood will run in the street' (Source 3A)
- Parents were traumatised by threats (frightened, confused and afraid) (Source 3A)
- African American students had to enter the Central High School through the side door which affected their morale (Source 3B)
- They were removed from Central High School for their own safety (Source 3B)
- Escorted to and from school and guarded while in classes (Sources 3B and 3C)
- Could only use civilian transport one month after the school had re-opened (Source 3B)
- Ernest Green could not get an escort for his graduation (Source 3D)
- Ostracised and harassed by some white American students (own knowledge)
- Their families were intimidated by the conservative white Americans (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 challenges that were faced by the Little Rock Nine during the integration of Central High School in 1957. • Uses evidence partially or cannot write a paragraph on the topic. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent on the topic, e.g. shows some understanding of challenges that were faced by the Little Rock Nine during the integration of Central High School in 1957. • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. that shows a thorough understanding of challenges that were 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 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 state whether they agree with the statement or not. They need to highlight how the military tactics and strategies that the American army used against the Vietcong between 1963 and 1975 led to their inability to win the war. An analysis of how the Vietcong counteracted American military tactics and strategies should also be elaborated upon.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a line of argument by indicating whether the military tactics of the USA's army compromised their war effort against the Vietcong.

ELABORATION

- Reasons for the US involvement in Vietnam: stop the spread of communism/ domino theory/ policy of containment
- Villagisation was a strategic hamlet programme (USA and South Vietnam government created new villages which was guarded in an attempt to separate villagers from guerrillas). It was a failure, because most villagers supported the Vietcong
- Use of the Gulf of Tonkin incident led to the US Congress eventually passing the Gulf of Tonkin Resolution which gave President Johnson wide military powers to escalate the war effort in Vietnam
- President Johnson instructed the mass aerial bombing 'Operation Rolling Thunder' which did not have the desired effect, e.g. How Chi Minh Trail remained active. The civilian casualties turned many Vietnamese against the USA and more Americans did not support the war - USA's military tactics proved ineffective against guerrilla warfare
- 'Operation Ranch Hand' in which chemicals were used e.g. Agent Orange to destroy forests, Agent Blue to destroy crops and the devastation of Napalm effected support negatively. Chemicals affected more civilians than enemy soldiers
- 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
- USA sent young and inexperienced soldiers, the average age was 19 years, against battle-hardened Vietnamese soldiers with excellent guerrilla-tactics. The US soldiers were not used to the weather, terrain and climate. Draft dodging led to a negative response from home
- US troops fighting 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
- Tet Offensive, 31 January 1968, by the Vietcong showed that the USA could not win the war as its own bases were vulnerable to attack and more than 80% of towns and villages fell into Vietcong hands

- Nixon's Vietnamisation policy failed as well as the bombardment of North Vietnam, Laos and Cambodia, including WHAM (Winning hearts and minds of the Vietnamese) was an attempt by the USA to withdraw from war and 'save face'
- 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 compare the political and economic policies that were implemented in the Congo (under Mobutu Sese Seko) to those that were implemented in Tanzania (by Julius Nyerere) from the 1960s to the 1980s.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- Introduction: Candidates should critically discuss whether the political and economic policies of the Congo and Tanzania were similar/ different and indicate how they intend supporting their line argument.

ELABORATION**Similarities (Political policies)**

- The Congo and Tanzania introduced one-party systems of governance
- The Congo and Tanzania believed in a centralised, stable and unitary system of government
- The Congo and Tanzania held elections
- The Congo and Tanzania emphasised the importance of Africanisation (Zairenisation and villagisation respectively)
- Any other relevant response

Similarities (Economic policies)

- The Congo and Tanzania inherited single-product from colonialist
- At independence both lacked a manufacturing industry
- The Congo and Tanzania had few qualified technicians and engineers
- Mobutu and Nyerere nationalised land and industry
- Neither the Congo or Tanzania had oil reserves so both suffered economic crisis when oil prices rose in the 1970s
- Both Mobutu (1970s) and Nyerere (1980s) had to privatise sectors of the economy due to an economic crisis
- Both countries took loans from foreign countries and organisations: From 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 country succeeded in developing a significant manufacturing industry
- Both countries remained reliant on the export of agricultural products and minerals
- Any other relevant answer

Differences (Political policies)

- Capitalism in the Congo and African Socialism in Tanzania
- Political instability in the Congo versus peaceful transition in Tanzania
- In the Congo, kleptocracy led to corruption as officials abused their power, in Tanzania the 'Leadership Code' demanded high level of accountability
- In the Congo, Mobutu Sese Seko encouraged ethnicity and tribalism while in Tanzania, Nyerere rejected tribalism
- Any other relevant response

Differences (Economic policies)

- 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 cronyism; whereas Tanzania reduced corruption of government officials through a 'leadership code'
- The Congo economy produced great 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: BLACK POWER MOVEMENT

[Plan, construct and discuss an argument based on evidence using analytical and interpretative skills]

SYNOPSIS

Candidates should state to what extent the principle of self-reliance was successfully implemented by Malcolm X, Stokely Carmichael and the Black Panther Party in the USA and support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate to what extent the principle of self – reliance was successfully implemented by Malcolm X, Stokely Michael and the Black Panther Party and indicate how they will support their argument.

ELABORATION

- Reasons for the emergence of the Black Power Movement
- The philosophy of the Black Power Movement in the USA during the 1960s

Malcolm X

- Malcolm X was a powerful speaker and a dedicated human rights activist
- Malcolm X believed in black separation, self- determination (black nationalism) and he advocated self-respect and self-discipline
- Believed in the concept of Black self-pride and self- esteem/ self- respect/ self-help 'Black Pride'
- Wanted African Americans to stand up against white American authorities in pursuit of freedom, justice and equality by whatever means possible
- Promoted 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 was used by white Americans 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
- Encouraged the philosophy of 'Black is beautiful'
- Joined the Black Panther Party (for Self-Defence) which put into action the Black Power/' Black Pride' philosophy

Black Panther

- Black Panther Party was formed by Bobby Searle and Huey Newton
- They were involved in initiating and supporting community based programmes and feeding schemes as well as anti-poverty centres; for defence against police brutality; focused on socio-economic conditions of African Americans and also operated community survival programmes
- 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 streets patrols; monitored police activities and defended themselves 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**