



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

**HISTORY P1
EXEMPLAR 2014
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.

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 extended writing 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 extended writing 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 not 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	0–3

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

- One way of life is based on the will of the majority (democracy)
- The other way is based on the will of the minority that is forcibly imposed on the majority (authoritarian) (2 x 1) (2)

1.1.2 *[Explanation of historical concepts from Source 1A – L1]*

a)

- A state and democratic system (as in the USA) in which citizens were allowed to state their views or opinions (exercise their freedom of expression) regarding issues of the government that affected them.
- A system in which citizens are allowed to criticise the government without fear of being arrested and charged.
- Any other relevant answer (1 x 2) (2)

b)

- A system of government (as in the Soviet Union) which was based 'on the will of the minority', that relied upon terror and oppression upon the majority, in retaining the same political leadership.
- A state system in which the citizens of a country feels that their human rights are not respected and that they are oppressed by the will of the leaders.
- Any other relevant answer (1 x 2) (2)

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

- Economic stability
- Orderly political system
- Hoped to prevent the spread of communism (any 2 x 1) (2)

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

- Turkey's fall would be immediate and serious
- Turkey would also be taken over by the Communists
- The Domino Theory would apply
- Confusion and disorder would spread in the Middle East
- Any other relevant response (any 1 x 2) (2)

1.1.5 *[Evaluation of reliability of Sources 1A – L3]*

Candidates should indicate why it is RELIABLE or NOT RELIABLE and support their response with relevant evidence.

RELIABLE

- Words from a speech presented by Truman (the US President)
- It was at the time (1947) when capitalism and communism were competing in expanding their sphere of influence.
- The Truman doctrine became USA's official government policy
- Greek civil war was fought between Greek government (supported by the UK and USA) and Greek Communist Party (supported by USSR)
- Any other relevant response

NOT RELIABLE

- Could be seen as biased – It is the American President's view
- Only communism seen as threat
- Any other relevant response (any 2 x 2) (4)

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

- Food
- Essential products (2 x 1) (2)

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

- To protect the ideology of capitalism
- To help Europe recover economically from the effects of the WWII
- To contain the spread of communism
- Any other relevant response (any 1 x 2) (2)

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

- 'Our policy is directed not against any country or doctrine but against hunger, poverty, desperation and chaos'
- Any government that is willing to assist in the task of recovery will find full co-operation I am sure, on the part of the United states Government' (any 1 x 2) (2)

1.3.1 *[Analysis of evidence from Source 1C – L2]*

- United Nations were not informed or consulted about the implementation of an international programme (the recovery plans).
- United States had not collaborated with other countries before announcing the Marshall Plan.
- Vyshinsky sees US actions as an attempt to interfere in the internal politics of independent states
- Any other relevant response (any 1 x 2) (2)

1.3.2 *[Analysis and Interpretation of evidence from Source 1C – L2]*

- It was an American programme
- It would ensure economic control by the USA
- It would ensure political control by USA
- USA would interfere in internal affairs of other countries
- Europe would be split into two camps
- Any relevant response (any 2 x 2) (4)

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

- It gives a biased view of the Truman Doctrine and the Marshall Plan
- The information in the source is too critical about the USA's role in Europe
- Vyshinsky does not state that the USA was merely trying to assist Europe with its economic problems – highly critical of the USA's role
- Any other relevant response (any 2 x 2) (4)

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

- USA is shown as a powerful and commanding force in Europe – it has been drawn as the captain of the ship
- America is offering economic aid through the Marshall plan but in essence it meant that the USA will ensure they are obligated to their military imperialism
- Cartoon shows military aid – guns and helmets being distributed and not any economic aid as Marshall claimed would be given.
- The life belts can be interpreted as a means of control over countries and not just economical help
- The USA is seen as saving Europe – Marshall is depicted as handing out life-belts which are usually thrown to save people who are drowning
- The life belts are given to European countries with strings attached (military aid)
- Any other relevant response (any 2 x 2) (4)

1.4.2 *[Interpretation and evaluation of evidence from Source 1D to detect bias – L3]*
Candidates should use VISUAL CLUES to detect bias in the cartoon.

YES:

- Marshall's face looks 'evil' – and is not offering gifts out of kindness
- He is giving away harnesses, not money
- Life belts that were given by the USA and had strings attached – it came with military aid too
- Guns, swords and helmets are attached to the life belts and symbolise military control
- The cartoonist implies that the real aim was to extend the sphere of influence
- Cartoon published in Czechoslovakia as propaganda – message not to use US aid
- Any other relevant response

NO:

- It depicts the Marshall plan the way it was – it was a form of economic and political support to other countries
- Other countries needed support from the USA
- Any other relevant response (any 2 x 2) (4)

1.5 *[Comparison and analysis of evidence from Sources 1B and 1D – L3]*

- Source 1B explains the economic support that the Marshall Plan would provide while Source 1D depicts it as a form of political domination over other countries.
- In Source 1B, all countries were free to decide if they wanted to use the Marshall Plan while in Source 1D, the harnesses can be interpreted for control on those who would use the Marshall Plan
- Source 1B indicates that the Marshall Plan's purpose was the revival of a working economy in the world while Source 1D does not indicate any economic help, but military aid in form of weapons and helmets.
- Any other relevant response. (any 2 x 2) (4)

1.6 *[Interpretation, analysis and synthesis of evidence from relevant sources on how the USA and USSR responded to the economic crisis in Europe after 1945 – L3]*

In responding to this question, the candidate is required to explain how the USA and USSR responded to economic crisis in Europe after 1945:

- USA provided economic and financial aid for economic stability of Europe (Source 1A)
- USA supported Greece to prevent the domino effect spreading to Turkey (Source 1A)
- USA planned to provide food and other essential products to Europe (Source 1B)
- USA – ready to assist in the return of normal economic health (Source 1B)
- USA – ready for the revival of a working economy for free institutions to exist (Source 1B)
- USSR – contributed to establishment of principles of international collaboration which was rejected by USA (Source 1C)
- USSR – established democratic countries in Eastern Europe (Source 1C)
- USSR depicted USA's Marshall Plan as not being honest to its mandate (Source 1C)
- 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 USA and the Soviet Union responded to economic crisis in Europe after 1945. • 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 understanding of how the USA and the Soviet Union responded to economic crisis in Europe after 1945. Uses evidence in a basic manner. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. shows a thorough understanding of how the USA and the Soviet Union responded to economic crisis in Europe after 1945 • Evidence relates well to the topic. • 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 DIFFERENT VIEWS REGARDING WHO WON THE BATTLE OF CUITO CUANAVALÉ BETWEEN 1987 AND 1988?

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

- To stop the FAPLA offensive against Jonas Savimbi's forces
- To intervene against the succeeding FAPLA offensive (any 1 x 2) (2)

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

- He wanted to get the SADF out of Angola (1 x 2) (2)

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

- Owing to the strength of the combined Cuban and Angolan forces
- Because a major battle 'involved serious risks' i.e. a fear of the number of casualties. (1 x 2) (2)

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

- The army of the Angolan government (FAPLA) and Cuban forces (1 x 2) (2)

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

- Namibian independence was secured as a result of negotiations after Battle of Cuito Cuanavale.
- In 1988 ANC believed that FAPLA victory would lead to greater security for Angolan MPLA government
- The South African army 'was forced to retreat' from Angola – ANC believed that South Africa had aimed to conquer Angola.
- The victory at Cuito Cuanavale inspired the anti-apartheid liberation as it revealed SADF weakness.
- Any other relevant response (any 2 x 2) (4)

2.2.3 *[Ascertain the usefulness of the evidence in Source 2B – L2]*

Candidates should indicate USEFUL or NOT USEFUL and support their response with relevant evidence.

USEFUL

- The document is an official statement by ANC in exile and clearly shows the ANC's point of view with regard to the SADF involvement in Angola ('racist army', 'crushing defeat', 'humiliated' 'strategies in a shambles')
- The source is valid and relevant to developments in the region at the time.
- It shows that the ANC considered Namibian Independence to be a 'direct result' of SADF defeat at Cuito Cuanavale.
- It shows that the ANC believed that South Africa had been attempting to 'conquer Angola' and failed.
- The document illustrates the style, language, emphasis of ANC propaganda strategy in late 1980s.
- Any other relevant response

NOT USEFUL

- It is clearly very one-sided/biased so a historian would need to use this as source as one of a many consulted in order to get a range of perspectives.
- The source does not provide any evidence to substantiate the claims that the SADF was 'forced to retreat'
- Any other relevant answer. (any 2 x 2) (4)

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

(a)

- 4 785 soldiers (1 x 1) (1)

(b)

- 32 soldiers (although Scholtz revises this up to 42) (1 x 1) (1)

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

- If the winner is decided on the basis of military losses then the Cubans/FAPLA would be the losers as they suffered far more casualties than the SADF
- Cuban/FAPLA lost 4 785 men to the SADF 42 which suggests that SADF won the battle.
- Any other relevant response (any 2 x 2) (4)

2.3.3 *[Ascertain the accuracy of the evidence from Source 2C – L3]*

Candidates should indicate either ACCURATE or NOT ACCURATE and support their response with relevant evidence.

ACCURATE:

- The author, Scholtz, was a professional journalist who was involved in the war
- Scholtz used official records to compile the table
- Any other relevant response

NOT ACCURATE:

- Scholtz was biased, as a journalist for the Afrikaans newspapers, *Beeld*
- The statistics do not include all UNITA military losses.
- Scholtz revised the estimate of SADF killed from 32 to 42.
- Any other relevant response (any 2 x 2) (4)

2.4 *[Compare information in Sources 2B and 2C – L3]*

- Source 2B speaks of SADF humiliation at Cuito Cuanavale; Source 2C shows that SADF only lost 42 men compared with Cuban/FAPLA losses.
- Source 2B suggests that SADF military doctrine and strategies were 'in a shambles' but Source 2C shows that they lost little military equipment as well as men.
- Source 2B says that SADF suffered a 'crushing defeat' while Source 2C says that Cuito Cuanavale was a 'handsome victory for the SADF'
- Any other relevant response. (any 2 x 2) (4)

2.5.1 [Explanation of historical concepts from Source 2D – L1]

(a)

- A movement by an association of communist parties of the world, formed to unite communist groups of various countries in 1919 by Lenin and used as an instrument of Soviet politics
- Its intention was to spread communism internationally to dominate over capitalism
- Any other relevant answer (1 x 2) (2)

(b)

- An integral component of the South African Defence Force that was deployed in Angola.
- Consisted of active reservists who had already completed their national service and who were trained as conventional soldiers and their units were infantry, artillery, armour, etc.
- They underwent regular training and retraining to be familiar with current military weapons, tactics and techniques
- Any other relevant answer (1 x 2) (2)

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

- Viljoen argues that international communism was defeated in southern Africa. SADF was supporting UNITA who were fighting against the USSR supported FNLA (Angolan government troops)
- Viljoen argues that the reason for the collapse of communism was that the USSR was militarily involved and unable to win – one of those areas was Angola.
- Viljoen argued that the SADF aim was not to win in Angola but to protect Savimbi's power base in Jamba was achieved.
- Any other relevant response (any 2 x 2) (4)

2.5.3 *[Evaluating the reliability of evidence in Source 2D – L3]*

Candidates should indicate why it is RELIABLE or NOT RELIABLE and support their response with relevant evidence.

RELIABLE

- The source is based on first-hand information (an interview)
- The interviewee, Constand Viljoen, was the commander of SADF during the war in Angola
- Viljoen had access to military information about aims and outcomes of the war in Angola
- The purpose of the source was to clarify the reasons for SADF involvement in Angola
- Viljoen's account is corroborated (supported) by the military statistics in Source 2C
- Any other relevant response

NOT RELIABLE

- The interviewee, Constand Viljoen, as the commander of SADF might have given a one-sided account of the war
- Viljoen's account is not corroborated (supported) by the evidence in sources 2A and 2B
- The interview was held 10 years after he was the commander of SADF – his memory could have faded on certain developments
- Any other relevant response (2 x 2) (4)

2.6 *[Interpretation, analysis and synthesis of evidence from relevant sources and using own knowledge to construct an original argument – L3]*

Learners need to include some of the following points in their answer:

VICTORY FOR THE ANGOLAN ARMY:

- Gleijeses argues that the SADF would have won battle at Cuito Cuanavale if Cubans had not sent in troops and weapons (Source 2A)
- ANC argues that SADF suffered a 'crushing defeat' at Cuito Cuanavale (Source 2B)
- ANC argued that SADF was defeated at Cuito Cuanavale because they were no military match for the combined forces Angola, SWAPO and Cuba (Source 2B)
- ANC argued that SADF defeat at Cuito Cuanavale played an important role in winning independence for Namibia.
- ANC also identified internal opposition to military conscription as a reason for SADF defeat (Source 2B)
- Any other relevant response

VICTORY FOR SADF:

- Initially the SADF was winning the war in Cuito Cuanavale having easily defeated FAPLA forces (Source 2A)
- Scholtz uses statistics to show that SADF suffered far fewer military losses than Cubans/FAPLA which supports the conclusion of a 'handsome victory for the SADF' (Source 2C)
- Viljoen argues that SADF succeeded in their strategic objectives (to defend Jamba and facilitate operation of Savimbi/UNITA)
- Viljoen sees Cuito Cuanavale as playing an important role on the defeat of world communism (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 different views of who won the Battle of Cuito Cuanavale. • 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 different views of who won the Battle of Cuito Cuanavale. • 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 different views of who won the Battle of Cuito Cuanavale. • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	MARKS: 6–8

(8)
[50]

QUESTION 3: HOW DID THE PROTEST CAMPAIGNS IN BIRMINGHAM CONTRIBUTE TO THE GRANTING OF CIVIL RIGHTS TO AFRICAN AMERICANS IN THE UNITED STATES OF AMERICA IN THE 1960s?

- 3.1.1 *[Explanation of historical concept in Source 3A– L1]*
- The separation of different race groups (in this context black and white Americans)
 - The separation of public amenities on the basis of race.
 - Any other relevant response (any 1 x 2) (2)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- Black and white Americans were required to use different water fountains
 - There were no African American clerks in downtown stores
 - There were no African American policemen or fire-fighters
 - African Americans were threatened by the police
 - The Ku Klux Klan was active in Birmingham
 - There had been more than forty bombings in African American communities in the previous decade (any 2 x 1) (2)
- 3.1.3 *[Extraction of evidence from Source 3A – L1]*
- They were fearful of racial integration
 - They believed that African Americans were inferior to white people
 - They wanted to maintain racial purity (any 1 x 2) (2)
- 3.1.4 *[Extraction of evidence from Source 3A – L1]*
- Seventeen African American churches had been bombed between 1957 and 1962 (1 x 2) (2)
- 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- African American communities were apathetic towards their campaign
 - Hostility from an established black leadership
 - Police arrests were initially 'non-violent'
 - National news did not report extensively on their cause
 - Any other relevant response (any 2 x 1) (2)
- 3.2.2 *[Interpretation of evidence from Source 3B – L1]*
- When jails were full Connor changed tactics – ordered the use of fire hoses and police dogs to disperse demonstrators (1 x 2) (2)
- 3.2.3 *[Interpretation of evidence from Source 3B – L2]*
- Spectators were 'outraged' by police attacks on children and hit back by throwing bricks and bottles
 - The spectators did not maintain the non-violence methods of the civil rights demonstrators
 - Any other relevant response (any 2 x 2) (4)

3.2.4 *[Analysis of information in Source 3B – L3]*

- The media exposed actions and brutality of the security forces, which compelled President Kennedy to intervene to secure negotiations.
- Extensive media attention both nationally and internationally won support for the Civil Rights Movement
- Any other relevant response (2 x 2) (4)

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

- Even when attacked with high-power hoses the demonstrators remain non-violent
- Demonstrators photographed sitting peacefully with arms up to protect their heads
- Demonstrators sitting on pavement soaking wet but non-violent (any 2 x 1) (2)

3.3.2 *[Evaluation of the usefulness of evidence in Source 3C – L3]*

Candidates should indicate USEFUL or NOT USEFUL and support their response with relevant evidence.

USEFUL

- The photograph appeared in the *Daily News* (newspaper) during the Birmingham campaign in 1963
- It is valid and relevant
- Provides a clear visual image of the police attacks on demonstrators and bystanders during the Birmingham campaign
- Illustrates the tactics and violence of the police against non-violent demonstrators
- An example of the sort of image which appeared in the media and won huge support for the Civil Rights Movement
- Shows the racial profile of the police (white) and demonstrators (black) in Birmingham
- Any other relevant response

NOT USEFUL

- The photographer is unknown
- The firemen do not seem to focus on the demonstrators seated on the pavement
- The photograph does not show everything that should be seen to have a holistic understanding of the demonstration
- Any other relevant response (any 2 x 2) (4)

- 3.4 *[Comparison of evidence in Sources 3B and 3C – L3]*
- Source 3B refers to media capturing images of Connor and his men suppressing protests and source 3C is a product of media coverage
 - Source 3B refers to Bull Connor ordering fire hoses to be used to contain large protests and Source 3C shows firemen using hoses on protestors
 - Source 3B talks of non-violent protestors while Source 3C shows them seated on the pavement
 - Any other relevant response (any 2 x 2) (4)
- 3.5.1 *[Explanation of historical concept from source 3D – L1]*
- The rights for African Americans in the USA to be equal to whites who were enjoying segregation that guaranteed their rights.
 - African Americans demanded, through protests and demonstrations, to have equal rights and equal opportunities like the Whites had
 - A system in which a government treat its citizens equally irrespective of race, gender and or religion affiliation.
 - Any other relevant answer (1 x 2) (2)
- 3.5.2 *[Analysis of evidence from Source 3D – L2]*
- To have equal rights for all Americans
 - To end discrimination against African Americans
 - To end desegregation in America
 - Any other relevant answer (1 x 2) (2)
- 3.5.3 *[Interpretation of evidence from Source 3D – L2]*
- The events in Birmingham revealed how explosive the racial tensions were in some areas.
 - 'The fires of frustration and discord are burning in every city'
 - People were resorting to violence and direct action out of frustration
 - Lives are in danger because of the tensions which exist
 - Police repression is not a solution to problem but is making the situation worse
 - There was need to introduce new federal laws which apply across the country to tackle the problem.
 - Any other relevant response (any 2 x 2) (4)
- 3.5.4 *[Analysis of evidence from Source 3D – L2]*
- Made a commitment (as the President) and ordered all states and legislative bodies to act decisively – and not just talk
 - He called the Congress of the United States to take a decision against racism in America/the Congress was the highest deciding institution
 - Any other relevant response (any 2 x 2) (4)

3.6 *[Interpretation, analysis and synthesis of evidence from sources and using own knowledge to evaluate their usefulness – L3]*

In responding to this question, the candidate is required to explain how the measures that were taken against the Civil Rights Movements in Birmingham contributed in gaining equal rights for Afro-Americans.

Learners need to include some of the following points in their answer:

- Birmingham was one of the most segregated cities in the USA. This campaign was a test case and showed that if equality could be won, then it could be won anywhere (Source 3A)
- Birmingham Campaign gained wide-spread media coverage and boosted support for the Civil Rights Movement (Sources 3B and 3C)
- Measures taken against the demonstrators by the police/use of dogs/water hoses/children jailed resulted in national and international outrage (Sources 3B and 3C)
- The media exposed the brutality of the security forces which compelled President Kennedy to intervene in order to secure negotiations (Sources 3B and 3C)
- Extensive media attention nationally and internationally won support for the Civil Rights Movement (Sources 3B, 3C and 3D)
- President Kennedy became involved and committed to introduce new federal laws against segregation (Source 3D)
- President Kennedy asked the Congress to end racism in America (Source 3D)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how the Birmingham Campaign contributed to the granting of civil rights for African-Americans. • Uses evidence partially to report on topic or cannot report on topic. 	MARKS 0–2
LEVEL2	<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 how the Birmingham Campaign contributed to the granting of civil rights for African-Americans. • Uses evidence in a basic manner. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. shows a thorough understanding of how the Birmingham Campaign contributed to the granting of civil rights for African-Americans. • Evidence relates well to the topic • Uses evidence very effectively in an organized paragraph that shows understanding of the topic. 	MARKS 6–8

(8)
[50]

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

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

SYNOPSIS

In writing this essay, candidates must be able to critically discuss why the USA was unable to defeat North Vietnam during the Cold War conflict between 1965 and 1973.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should focus on how Vietnam resisted the conventional army of the USA

ELABORATION

Focus on the strategies applied by the Vietcong and Vietminh in resisting against the USA's conventional war:

- The USA felt that the war in Vietnam was not a conventional like World War II
 - Guerrilla warfare by the Vietminh and Vietcong (difficulty in separating guerrillas from villagers – farmers/peasants)
 - Failure of Operation Rolling Thunder against guerrillas
 - Ho Chi Minh Trail and its significance
 - Failure of 'Operation Ranch Hand' (destroyed the environment but not the Ho Chi Minh Trail)
 - Villagisation (creation of new villages and attempts to separate villagers [farmers] from guerrillas) failed
 - WHAM (Wining the hearts and minds of the Vietnamese) signalled the failure of USA to stop Vietnam from becoming a communist state and its subsequent withdrawal
 - Highly effective use of guerrilla tactics by the Vietcong
 - Any other relevant response
- Conclusion: Candidates should round 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 explain to what extent how policies of Zairianisation and villagisation (ujamaa) failed to improve the economies of the Congo and Tanzania after attaining independence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate how the economic policies in the Congo and Tanzania failed to improve them after attaining independence. Relevant case studies should be used to support their line of argument.

ELABORATION**Economic challenges facing both the Congo and Tanzania after independence**

- Largely peasant population using old farming methods
- Lack of diversified economies – reliance on cash crops and mineral reserves
- Lack of infrastructure – only existing infrastructure was built to facilitate the export of raw materials to Europe and not for internal trade

Zairianisation

- Replace foreigners with Congolese nationals in key positions
- Lack of skills led to neglect and upkeep of infrastructure
- Corruption
- Mismanagement
- One-product economy continued
- Creation of new elite – class differentiation
- Any other answer

Villagisation (ujamaa)

- Villagers resisted the policy
- Forced relocation
- Economy ceased to grow
- Dependence of foreign aid continued
- Self – reliance not achieved
- Tanzania remained one of the least developed countries in Africa
- 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 argument based on evidence using analytical and interpretative skills]

SYNOPSIS

Candidates should indicate whether they agree or disagree with the statement. In taking a specific line of argument they need to support their response with reasons.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate whether they agree or disagree with the statement and indicate how they intend to answer the question posed.

ELABORATION

Evidence which could be used to argue that the establishment of the Black Panther Party was relevant and justifiable:

- Black Panther Party was formed by Bobby Searle and Huey Newton
 - Dealt with police brutality
 - Established mainly for defence
 - Patrol streets, monitor police activities and defend themselves by carrying guns (militant approach)
 - To improve socio-economic position of African Americans
 - 10 point plan to bring about radical change
 - Initiated and supported community based programmes
 - Ongoing police brutality and harassment of young urban black men in particular
 - Black people lived in poverty
 - Black Panthers believed that true liberation would only come through organising separately from whites
 - Any other relevant answer
-
- Conclusion: Candidates should tie up their argument with a relevant conclusion

If candidates state that the BPP was not relevant and justifiable, they need to support their answer with relevant reasons. [50]

TOTAL: 150