



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**HISTORY P1**

**NOVEMBER 2015**

**MEMORANDUM**

**MARKS: 150**

**This memorandum consists of 24 pages.**

**1. SOURCE-BASED QUESTIONS****1.1 The following cognitive levels were used to develop source-based questions:**

<b>Cognitive Levels</b>	<b>Historical skills</b>	<b>Weighting of questions</b>
<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Extract evidence from sources</li> <li>• Selection and organisation of relevant information from sources</li> <li>• Define historical concepts/terms</li> </ul>	<b>30% (15)</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Interpretation of evidence from sources</li> <li>• Explain information gathered from sources</li> <li>• Analyse evidence from sources</li> </ul>	<b>40% (20)</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Interpret and evaluate evidence from sources</li> <li>• Engage with sources to determine its usefulness, reliability, bias and limitations</li> <li>• Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions</li> </ul>	<b>30% (15)</b>

**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 has been 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.

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✓✓✓✓

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 on the right hand bottom 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 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 essays 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 essays 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: 50**

	<b>LEVEL 7</b>	<b>LEVEL 6</b>	<b>LEVEL 5</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1*</b>
<b>PRESENTATION</b>  <b>CONTENT</b> 	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.
<b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
<b>LEVEL 6</b> Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
<b>LEVEL 4</b> Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
<b>LEVEL 3</b> 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	
<b>LEVEL 2</b> Question inadequately addressed. Sparse content.					20–23	18–19	14–17
<b>LEVEL 1*</b> 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 EAST AND WEST BERLINERS RESPOND TO THE CONSTRUCTION OF THE BERLIN WALL IN 1961?**

1.1

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

- 2,7 million East Germans fled to West Germany through West Berlin (1 x 2) (2)

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

- A political theory/ideology based on the writings of Karl Marx which aimed to establish a classless society
- Communism can be referred to as an economic system in which the state owned and controlled the land, industry, property and wealth of the nation
- Any other relevant response (any 1 x 2) (2)

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

- East Germany was supposed to be a role model of communism
- If the ideology of communism did not work in East Germany then it would have been seen to have failed in practice
- Any other relevant response (any 2 x 2) (4)

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

- The mass migration of more than 300 000 people from GDR (East Germany)
- The loss of highly experienced and qualified people to West Germany
- The East German economy would have collapsed if the flight of qualified and scarce personnel did not stop (any 2 x 1 ) (2)

1.1.5 *[Interpretation of information in Source 1A – L2]*

- Kennedy implied that if the wall had not been built there was a possibility that war would have broken out
- Kennedy's statement suggests that the US was willing to tolerate the wall because it reduced the tension in both Berlin and Germany
- Any other relevant response (any 2 x 2) (4)

## 1.2

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

- Positive
- Carefree/upbeat (2 x 1) (2)

1.2.2 *[Interpretation of information in Source 1B – L2]*

- The East Germans were aware that if they did not leave East Berlin immediately, then soon all the borders would be closed and they would be entrapped under communist rule
- East Germans needed to leave immediately if they wanted freedom and not be under communist rule
- Any other relevant response (any 1 x 2) (2)

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

- They jumped over the barbed wire/'fence'/'wall'
- They jumped out of windows from multi-storey buildings that were situated on the border of West Berlin
- They swam across rivers and lakes in the city (3 x 1) (3)

1.2.4 *[Interpretation of information in Source 1B – L2]*

- Fechter had fallen into 'no-man's-land' the area on the east side of the wall
- West Berlin soldiers did not want to risk their lives in trying to assist him
- The guards on both sides were worried about starting a 'shooting war' (an open gun battle)
- The East German guards had been ordered to 'shoot to kill' and may have been unsure as to what to do with an injured person
- The East German soldiers may have seen Fechter as a traitor and therefore did not want to help him
- It could have led to an outbreak of another war
- Any other relevant response (any 2 x 2) (4)

## 1.3

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

- For Khrushchev East Berliners had no right to freedom of movement since the wall had been built
- The East Berliners were being imprisoned in East Berlin against their will as illustrated by the barbed wire
- Their right to life was being violated as shown by the dead bodies on top of the Berlin Wall
- East Berlin was like a concentration camp
- Any other relevant response (any 2 x 2) (4)

1.3.2 *[Detecting bias in Source 1C – L3]***BIASED because:**

- It was drawn by an American cartoonist in the context of the Cold War so it is likely that it will present a negative picture of communist rule in East Berlin
- Khrushchev was portrayed as being callous and an insensitive leader and he does not seem to care about the people who have died trying to escape from East Berlin
- The wall is portrayed in a negative light; there is no reference to Kennedy's suggestion that the wall reduced tensions between East and West and may have prevented the outbreak of war
- Communism is shown as ruthless/callous
- The cartoon suggests that the communists did not have any regard for human rights
- Any other relevant response (any 2 x 2) (4)

## 1.4

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

- 'Doesn't the West know what to do'
- 'Where are the protective powers?'
- 'Betrayed by the West'
- Protest rally (a crowd of 250 000 attended)
- The mayor spoke with bitterness
- Demonstrations (any 3 x 1) (3)

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

- The people living within the Soviet bloc were being imprisoned against their will
- Armed patrols were ordered to 'shoot to kill' if people tried to flee/escape
- Barbed wire and a wall was built to prevent the East Berliners from escaping
- The journalist may have wanted to shock his readers and show how strongly he was opposed to the Berlin Wall
- Any other relevant response (any 1 x 2) (2)

1.5 *[Comparison of evidence and ascertaining the similarities between Sources 1A and 1D – L3]*

- Source 1D indicates that the Western powers could not conceal their lack of concern for the construction of the Berlin Wall while Source 1A states that the 'barbed wire barrier' went up on the night of 12 to 13 August 1961
- In Source 1D the West Berlin mayor, Willy Brandt, was unable to conceal his bitterness of the West's failure to react to the construction of the Berlin Wall and stated 'Berlin expects more than just words' while in Source 1A President Kennedy stated that 'a wall is a hell of a lot better than a war'
- Source 1D refers to 13 August 1961 as 'Black Sunday' while Source 1A indicated that the Wall went up on the night of 12 to 13 August 1961
- 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 aspects in their response.

In responding to this question, the candidate is required to explain how **BOTH** East and West Berliners responded to the construction of the Berlin Wall

**East Berliners' responses**

- Many East Berliners risked their lives by attempting to escape to West Berlin (Sources 1B and 1C)
- They tried to escape by swimming across lakes, jumping over the barbed wire and jumping out of windows (Source 1B)
- Some East Berliners were killed in the process of trying to escape from East Berlin (Sources 1B and 1C)
- East German police regularly shot, injured and killed East Berliners who tried to escape (Source 1B)
- East Germans knew they had to 'act fast if they wanted to get out' (Source 1B)
- Some East Berliners were happy to remain under Communist rule (own knowledge)
- Any other relevant response

**West Berliners' responses**

- Some West Berliners just watched and were unable to help East Berliners who tried to cross the wall, for example, Fechter (Source 1B)
- Some West Berliners helped East Berliners to escape (own knowledge)
- West Berliners were angry and felt betrayed by the West for not assisting in the prevention of the construction of the wall (Source 1D)
- West Berliners protested and demonstrated against the building of the wall (Source 1D)
- Any other relevant response

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of how East and West Berliners responded to the construction of the Berlin Wall in 1961.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>	<b>MARKS 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows an understanding of how East and West Berliners responded to the construction of the Berlin Wall in 1961.</b></li> <li>• Uses evidence in a basic manner to write a paragraph.</li> </ul>	<b>MARKS 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>shows a thorough understanding of how East and West Berliners responded to the construction of the Berlin Wall in 1961.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS 6–8</b>

(8)  
[50]

**QUESTION 2: WHY DID THE BATTLE OF CUITO CUANAVALÉ BECOME THE FOCAL POINT OF THE COLD WAR IN ANGOLA BETWEEN 1987 AND 1988?**

2.1

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

- Angola
- Cuba

(2 x 1) (2)

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

- South African troops attempted to help rescue UNITA
- To stop the Angolan advance (FAPLA) on the Lomba River (any 1 x 2) (2)

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

- 'Angolan soldiers dug in and resisted obstinately'
- 'South African air force began to lose air control'
- 'The price (loss of lives) was too high and it was decided to leave Cuito Cuanavale in Angolan possession' (any 2 x 1) (2)

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

- It led to the withdrawal of SADF forces from Angola
- It revealed the military weaknesses of SADF
- Impact of the Battle of Cuito Cuanavale led to Namibia gaining independence
- The South African government and the ANC began a process of negotiation
- Any other relevant response (any 2 x 2) (4)

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

- To start the development of the country's damaged economy
- To rebuild (repair) the war damaged infrastructure
- To ensure better human relations (reconciliation) developed (any 2 x 1) (2)

2.2

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

- General Geldenhuys stated that the SADF had strictly limited objectives
- 'It was not our intention to start a war that might end in Luanda and go on for ever'
- 'We did not want to make Angola our Vietnam'
- 'Our aim, after crossing Angola, ... and then get out' (any 2 x 1) (2)

- 2.2.2 *[Analysis of evidence in Source 2B – L2]*  
**Candidates should indicate whether they AGREE or DISAGREE with the comment and support their answer with relevant evidence.**

**AGREE**

- Geldenhuys actually forbade the Chief of the Army to capture Cuito Cuanavale
- The SADF's objective was to prevent FAPLA from capturing Mavinga and Jamba and not Cuito Cuanavale
- Any other relevant response

**OR****NOT AGREE**

- The SADF would not have committed tanks and the air force in the Battle of Cuito Cuanavale if he did not think that it was of strategic importance
- The comment could be seen as a piece of propaganda to justify the failure of SADF in Cuito Cuanavale
- Any other relevant response (any 2 x 2) (4)

- 2.2.3 *[Ascertaining the validity of Source 2B – L2]*  
**Candidates should comment on the VALIDITY of the statement and support their answer with relevant evidence.**

**VALID**

- The Cuban and FAPLA forces did not achieve their objectives in capturing Mavinga and Jamba
- Cubans withdrew from Angola
- It led to the start of peace negotiations
- Any other relevant response

**OR****NOT VALID**

- FAPLA (supported by the Communists) took over the Angolan government
- UNITA (supported by SADF) did not take over the Angolan government
- SADF withdrew from the Battle of Cuito Cuanavale
- It could be a biased claim by General Geldenhuys for the purpose of propaganda
- Any other relevant response (any 2 x 2) (4)

## 2.3

- 2.3.1 *[Analysis of evidence from Source 2C – L2]*  
**TWO (2) marks to be allocated for the answer regarding who won the battle and TWO (2) marks for the motivation**

- SADF
- The loss of soldiers and military hardware is shown as minimal as opposed to the losses suffered by Cuba/FAPLA. (statistics maybe included to support their answer, e.g. 4785 Cuban/FAPLA losses against 31 SADF losses)
- Any other relevant response (any 2 x 2) (4)

2.3.2 *[Evaluation of the reliability of Source 2C – L3]*  
**Candidates should indicate whether the source is RELIABLE or NOT RELIABLE and support their answer with relevant evidence.**

**RELIABLE**

- The statistics were provided by Geldenhuys, who was the chief of SADF
- It indicates the exact statistics of losses suffered by both parties
- It gives details on a fighter aircraft that was lost as a result of an accident
- Any other relevant response

**OR**

**NOT RELIABLE**

- The figures for UNITA were not supplied and therefore the actual losses of the SADF/UNITA cannot be compared with the losses suffered by the Cuban/FAPLA forces
- There is no indication who supplied the figures
- Source could be interpreted as being biased or could have been used as propaganda by the SADF
- Any other relevant response (any 2 x 2) (4)

2.4

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

- Cuban engineers constructed airstrips
- Cuban pilots flew Soviet war planes
- Cuban 'foot' soldiers also fought in the Battle of Cuito Cuanavale (any 2 x 1) (2)

2.4.2 *[Interpretation and analysis of evidence from Source 2D – L2]*

**Candidates should indicate to what extent the claim was JUSTIFIED and support their answer with relevant evidence.**

**JUSTIFIED to a large extent because:**

- SADF held territory (Ruacana and Calueque installations) that were bombed and damaged by war planes (Soviet MIG-23s)
- Water and power supply to Ovamboland and the SADF military bases were cut
- Eleven South African conscripts were killed which was a major loss for the SADF
- The withdrawal of SADF from Angola signalled their defeat
- Any other relevant response

**JUSTIFIED to a lesser extent because:**

- Cuban forces withdrew from Angola
- SADF still remained on the border of Angola
- SADF claimed that the capture of Cuito Cuanavale was not their main objective
- Any other relevant response (any 2 x 2) (4)

- 2.4.3 *[Extraction of evidence from Source 2D – L1]*
- The escalation of armed operations within South Africa by the ANC's armed wing Umkhonto we Sizwe
  - A growing resistance amongst white South African conscripts against military service
  - Killing of 11 young South African conscripts (2 x 1) (2)

- 2.5 *[Comparison of evidence and ascertaining the differences between Sources 2C and 2D – L3]*
- According to Source 2C the SADF suffered minimal losses and therefore won the Battle of Cuito Cuanavale while Source 2D states that the SADF forces suffered huge losses, which suggest that they lost the Battle of Cuito Cuanavale
  - Source 2C shows the statistics that were presented by General Geldenhuys and was a perspective from an apartheid government army official while Source 2D is a perspective from Kasrils (NEC member of the ANC) who was opposed to the South African government's involvement in Angola
  - Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response.

- The Battle of Cuito Cuanavale was fought between the pro-communist and pro-democratic forces (Sources 2A, 2C and 2D)
- It was a battle between FAPLA/Cuban forces supporting communism and SADF/UNITA forces supporting democracy (Source 2C)
- The outcome led to negotiations (for example in New York 1988) between the United States (allied with South Africa, UNITA) and the Soviet Union (allied with FAPLA, ANC, SWAPO) (Source 2D)
- SADF, Cuba and FAPLA felt that the war had to come to an end because of the human and military losses (Sources 2A and 2C)
- Arguably it was a last major battle between foreign countries in Angola (own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of why the Battle of Cuito Cuanavale became the focal point of the Cold War in Angola between 1987 and 1988.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>	<b>MARKS 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows an understanding of why the Battle of Cuito Cuanavale became the focal point of the Cold War in Angola between 1987 and 1988.</b></li> <li>• Uses evidence in a basic manner to write a paragraph.</li> </ul>	<b>MARKS 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>shows a thorough understanding of why the Battle of Cuito Cuanavale became the focal point of the Cold War in Angola between 1987 and 1988.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS 6–8</b>

(8)

**[50]**

**QUESTION 3: HOW DID CONSERVATIVE WHITE AMERICANS RESPOND TO THE INTEGRATION OF CENTRAL HIGH SCHOOL IN LITTLE ROCK, ARKANSAS, IN 1957?**

3.1

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

- Minnijean Brown
- Elizabeth Eckford
- Ernest Green
- Thelma Mothershed
- Melba Patillo
- Gloria Ray
- Terrence Roberts
- Jefferson Thomas
- Carlotta Walls

(any 2 x 1) (2)

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

- Daisy Bates was the President of the Arkansas NAACP
- Daisy Bates was co-publisher of the Arkansas State Press, which was an influential African American newspaper

(2 x 1) (2)

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

(a)

- To determine if they all possessed the strength of character and determination to deal with confrontational situations
- Any other relevant response

(1 x 2) (2)

(b)

- To prepare the students to be mentally and psychologically strong to handle hostile situations
- Any other relevant response

(1 x 2) (2)

3.2

3.2.1 *[Explanation of a historical concept from Source 3B – 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)

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

- Faubus reacted negatively
- Faubus was against/did not support integration
- Any other relevant response

(1 x 2) (2)

- 3.2.3 *[Extraction of evidence from Source 3B – L1]*
- Widespread disorder
  - Would lead to violence
- (2 x 1) (2)
- 3.2.4 *[Interpretation of evidence from Source 3B – L2]*
- He rejected the ruling of the Federal Court that upheld the Constitution of the country
  - Conservative white Americans in Little Rock, Arkansas voted against integration of Central High School and for Governor Faubus this was a 'democratic' and fair reflection of how people felt
  - He did not want to understand that the integration of the Little Rock Nine at Central High School involved a democratic process
  - Faubus contended that the implementation of democracy was dubious (unfair) since, for him, local democracy was more important than federal democracy
  - Any other relevant response
- (any 2 x 2) (4)
- 3.3
- 3.3.1 *[Extraction of evidence from Source 3C – L1]*
- He was ashamed to admit that white American men and women could be so cruel
- (1 x 2) (2)
- 3.3.2 *[Interpretation of evidence from Source 3C – L2]*
- The National Guardsmen were in support of the mob that caused violence
  - They followed a State order to stop African Americans from coming to Central High School
  - They opposed a court order that sought to end segregation
  - They sympathised with the pro-segregationist white American community
  - They supported segregation
  - Any other relevant response
- (any 2 x 2) (4)
- 3.3.3 *[Extraction of evidence from Source 3C – L1]*  
Elizabeth Eckford did the following:
- Moved away (to a bus stop)
  - Sat there with her head down
  - Cried (tears streaming down her cheeks)
  - Responded with dignity and control
- (any 2 x 1) (2)
- 3.3.4 *[Evaluation of the usefulness of Source 3C – L3]*  
**The source is useful because:**
- It gives new insight as to what actually happened on the first day of integration at Central High School
  - It highlights the atmosphere and the subsequent violence that occurred on the first day of integration at Central High School
  - Dr Fine, was a former education editor/reporter at the credible *New York Times* newspaper
  - Dr Fine gives a first - hand account
  - Daisy Bates included the interview with Dr Fine as part of her book: *'The Long Shadow of Little Rock'*
  - Any other relevant response
- (any 2 x 2) (4)

- 3.4 *[Comparison of information in Sources 3A and 3C - L3]*
- The NAACP ensured that the Little Rock Nine (including Elizabeth Eckford) were evaluated so that they had the necessary strength and determination to face 'hostile situations' (Source 3A) while Source 3C shows her strength, Elizabeth Eckford tried on several occasions to pass the guards that were stopping her, this shows her resilience
  - The Little Rock Nine (including Elizabeth Eckford) participated in intensive counselling sessions guiding them on what to expect once classes began and how to respond to 'hostile situations' (Source 3A) and Source 3C shows that the skills they learnt were put into effect as she maintained her dignity and control in the face of the jeering crowd
  - Any other relevant response (any 2 x 2) (4)

3.5

- 3.5.1 *[Analysis of evidence from Source 3D – L2]*
- It suggests that Brotherhood (integration) at Central High School was achieved through the use of guns/bayonets/rifles and intimidation
  - A view of a pro-segregation organisation (the Capital Citizen Council) stated that integration was not voluntary but it was a forced process
  - Any other relevant response (any 2 x 2) (4)

- 3.5.2 *[Interpretation of evidence from Source 3D – L2]*
- Their opposition to the desegregation/integration of Central High School
  - To publicly appeal for local support against integration of Central High School
  - Their dislike of the intervention by the National/Federal Guardsmen (military) in ensuring that integration of Central High School took place
  - Racial prejudice as reflected in Governor Faubus' speech
  - 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:

- Prepared to resist the integration of Central High School (Source 3A)
- Protested against forcible integration (Source 3B)
- They voted against integration (Source 3B and own knowledge)
- Governor Faubus (a conservative white American) ordered the National Guard, to stop the Little Rock Nine (including Elizabeth Eckford) from entering Central High School (Source 3C)
- The mob jeered at African American students trying to enter Central High School (Source 3C)
- Designed and distributed a leaflet that was against the desegregation of Central High School (Source 3D)
- Conservative white Americans physically abused/ attacked African Americans (own knowledge)
- The Mothers League of Central High School was formed which petitioned against integration (own knowledge)
- Any other relevant response (own knowledge)

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of how conservative white Americans responded to the integration of Central High School in 1957.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>	<b>MARKS 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows an understanding of how conservative white Americans responded to the integration of Central High School in 1957.</b></li> <li>• Uses evidence in a basic manner to write a paragraph.</li> </ul>	<b>MARKS 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>shows a thorough understanding of how conservative white Americans responded to the integration of Central High School in 1957.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows understanding of the topic.</li> </ul>	<b>MARKS 6–8</b>

(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]*

**Candidates should provide a balanced response which critically discusses the military strategies of both the USA and the Vietcong in Vietnam between 1963 and 1973.**

**SYNOPSIS**

Candidates must be able to critically discuss why the USA was unable to defeat a small nation of Vietnamese peasants during the Vietnam War between 1963 and 1973. An outline of the tactics and strategies employed by the USA's army and the Vietminh/Viet Cong (National Liberation Front) during the war should also be highlighted. An analysis of how the Viet Cong were able to outflank the US army should be elaborated upon.

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

- Introduction: Candidates should critically discuss the statement and develop a relevant line of argument.

**ELABORATION****US strategies:**

- Reasons for the USA's deployment of troops to Vietnam
- Villagisation/strategic hamlet programme (USA and South Vietnam government created new villages and attempted to separate villagers [farmers] from guerrillas) which was a failure
- Gulf of Tonkin resolution (1964) gave President Johnson wide military powers resulting in the escalation of warfare in Vietnam
- US' mass aerial bombing 'Operation Rolling Thunder' (conventional warfare)
- 'Operation Ranch Hand' (used chemicals to destroy forests (Agent Orange) and crops (Agent Blue))
- US sent young and inexperienced soldiers Vietnam
- US used search and destroy missions (My Lai massacre) to destroy villages supported by Viet Cong (this resulted in large numbers of civilian deaths)
- The role of the media, students and disarmament movements in bringing pressure on the US government to withdraw from Vietnam
- President Nixon's Vietnamisation policy/including WHAM (Winning the hearts and minds of the Vietnamese) was an attempt by the USA to withdraw from war and 'save face'
- USA withdrew all troops by 1973 and North Vietnam took control of Saigon in 1975
- Any other relevant response

**Vietcong strategies:**

- North Vietnam received military support from the USSR and China so the Vietminh and Viet Cong had access to some modern weapons
  - Guerrilla warfare was effectively used by the Vietcong, supported by Vietminh from the north and used tactics such as booby traps, underground tunnels, hit and run, sabotage
  - Tet offensive (1968) was launched by Vietminh and Vietcong against urban centres and USA bases throughout Vietnam
  - The local Vietnamese population supported the Vietcong to liberate their country
  - Ho Chi Minh Trail used by Vietminh (north) to support Vietcong in the south
  - The Vietcong increased its support base because of the tactics used against the USA soldiers
  - Vietnamese were united in the defence of their country
  - 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 must evaluate the similarities and differences in leadership between Mobutu Sese Seko (Congo) and Nyerere (Tanzania) in transforming the political and economic policies of their respective countries. They need to provide relevant examples to support their line of argument.

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

- Introduction: Candidates should establish their line of argument with regards to the leadership between Mobutu Sese Seko and Nyerere and indicate how they intend supporting it.

**ELABORATION****Political Transformation of the Congo and Tanzania**

Similarities:

- Both the Congo and Tanzania were under European colonial rule until the early 1960s
- After holding multi-party elections at independence both countries became one-party-states within the first five years after gaining independence
- Both countries continued to hold elections
- Both leaders emphasised the importance of Africanisation of their political systems (they regarded democracy as 'un-African' and a western imposition)
- The leaders of both countries (Mobutu Sese Seko and Nyerere) remained as 'president for life' between the 1960s and 1970s
- In both countries opposition leaders were silenced, imprisoned and in some cases killed
- Both Sese Seko and Nyerere took pride in building their nations and vigorously promoted the pride of being Zairian or Tanzanian

Differences:

- Mobutu Sese Seko created a Kleptocracy where a group of appointed public officials abused their position for financial gain whereas Nyerere introduced the 'Leadership Code' in the Arusha Declaration which demanded high levels of integrity from public officials
- Mobutu Sese Seko was extravagant and enjoyed expensive clothes and built extravagant palaces for himself while Nyerere's leadership style was one of personal integrity and humbleness
- Mobutu Sese Seko aligned himself with the West while Nyerere adopted a policy of non-alignment with either capitalist or communist countries

**Economic Transformation of the Congo and Tanzania****Similarities**

- Both countries relied heavily on agriculture and mineral extraction and neither countries were able to develop a credible manufacturing sector
- Neither country saw a significant increase in the standard of living for the majority of it's people
- Both countries experienced economic crisis and therefore, had to rely on foreign aid/assistance

**Differences**

- Mobutu Sese Seko initially nationalised industry with his policy of Zairianisation but when this failed he adopted a capitalist model; Nyerere adopted an African socialist model (as outlined in the Arusha Declaration) which led to the nationalisation of businesses and land
- Mobutu accepted aid, investment and financial support from the West (especially USA and France); Nyerere was initially opposed to acceptance of foreign aid (saw it as neo-colonialism)
- Mobutu created a new class of elite supporters; Nyerere attempted to rid Tanzania of class divisions
- Any other relevant answer
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

**[50]**

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

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

**SYNOPSIS**

Candidates should indicate to what extent Malcolm X and Stokely Carmichael played a role in promoting the Black Power philosophy and whether they were successful in instilling 'Black Pride' among African Americans in the 1960s. Candidates should use relevant examples to support their line of argument.

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate to what extent leaders like Malcolm X and Stokely Carmichael were successful in instilling 'Black Pride' among African Americans and indicate how they intend to support their argument.

**ELABORATION**

- The emergence of the Black Power Movement

**The role of Malcolm X:**

- Malcolm X was a powerful speaker and 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'
- Called for assertiveness (aggressiveness) in their revolution e.g. race riots at Watts, Detroit
- Wanted African Americans to stand up against white authorities in pursuit of freedom, justice and equality by whatever means possible
- Promoted the use of violence as a means of self defence against those who attacked African Americans
- Any other relevant response

**The role of Stokely Carmichael:**

- Became chairman of SNCC (Student Non-violent Coordinating Committee) in 1966 and decided to embrace the teachings of the Black Power Movement
- In 1966 he popularised the Black Power slogan 'Black is beautiful'
- 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)
- He believed in non-violence as a strategy that was not working because of on-going violence that was used by white Americans against African Americans
- Advocated the exclusion of 'white' liberals as a philosophy for African Americans
- Stokely Carmichael was in favour of African clothing and African hairstyles as a symbol of Black Pride
- Carmichael joined the Black Panther Party (for Self - Defence) which put into action the Black Power/'Black Pride' philosophy

- The 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 Party 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 urban black men
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

**[50]****TOTAL: 150**