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# basic education

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

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**HISTORY P1**

**FEBRUARY/MARCH 2015**

**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"> <li>Extract evidence from sources</li> <li>Selection and organisation of relevant information from sources</li> <li>Define historical concepts/terms</li> </ul>	30% (15)
LEVEL 2	<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>	40% (20)
LEVEL 3	<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>	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 responses.

### 2.3 **Global assessment of the essay**

The essay will be assessed holistically (globally). This approach requires the educator 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 essays.

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 contextualised (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

**Λ**

- wrong statement \_\_\_\_\_
- irrelevant statement |  
|  
|
- repetition **R**
- analysis **A**√
- interpretation 1√

## 2.5 The matrix

### Use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix for marking essays should be used. In assessing the essay note should be taken of 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.

- 2.5.1 The first reading of an 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	

- 2.5.2 The second reading of an essay will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

- 2.5.3 Allocate an overall mark with the use of the matrix.

C	LEVEL 4	} 26 - 27
P	LEVEL 3	

**GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 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>
<p><b>PRESENTATION</b></p> <p>→</p> <p><b>CONTENT</b></p> <p>↓</p>	<p>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, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.</p>	<p>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.</p>	<p>Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.</p>	<p>Planned and constructed an argument. Evidence is used to some extent to support the line of argument. Conclusions reached based on evidence.</p>	<p>Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.</p>	<p>Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion</p>	<p>Little or no attempt to structure the essay.</p>
<p><b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.</p>	47 - 50	43 - 46					
<p><b>LEVEL 6</b> Question has been answered. Content selection relevant to the line of argument.</p>	43 - 46	40 - 42	38 - 39				
<p><b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.</p>	38 - 39	36 - 37	34 - 35	30 - 33	28 - 29		
<p><b>LEVEL 4</b> Question is recognisable in answer. Some omissions or irrelevant content selection.</p>			30 - 33	28 - 29	26 - 27		
<p><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.</p>				26 - 27	24 - 25	20 - 23	
<p><b>LEVEL 2</b> Question inadequately addressed. Sparse content.</p>					20 - 23	18 - 19	14 - 17
<p><b>LEVEL 1</b> Question inadequately addressed or not at all. Inadequate or irrelevant content.</p>						14 - 17	0 - 13

**SECTION A: SOURCE-BASED QUESTIONS****QUESTION 1: HOW DID THE UNITED STATES OF AMERICA AND THE SOVIET UNION ATTEMPT TO CREATE SPHERES OF INTEREST IN EUROPE BETWEEN 1946 AND 1951?**

- 1.1 1.1.1 *[Explanation of historical concept from Source 1A – L1]*
- A dividing line between countries under the Soviet Union' sphere of influence and those under capitalism
  - An imaginary line (as understood by Churchill) that separated Eastern Europe and Soviet Union from European countries under the Western (capitalist) sphere of influence
  - Churchill intimated Stalin who was slowly taking over previously democratic/capitalist countries and bringing them into the Soviet sphere of influence
  - Any other relevant response (1 x 2) (2)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- Warsaw
  - Berlin
  - Prague
  - Vienna
  - Budapest
  - Belgrade
  - Bucharest (any 4 x 1) (4)
- 1.1.3 *[Extraction of evidence from Source 1A–L1]*
- 'Athens (Greece) alone is free to decide its future at an election under British, American and French observation'
  - Greece was free to hold elections
  - Elections were held in Greece under the British, American and French observation
  - Any other relevant response (any 1 x 2) (2)
- 1.1.4 *[Interpretation of evidence from Source 1A– L2]*
- East European governments were under the control of Communist Parties that had a strong hold over them
  - Communists governments were regarded by Churchill and Western countries as dictatorial
  - Any other relevant response (2 x 2) (4)



- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- Political institutions
  - Economic institutions (2 x 1) (2)
- 1.2.2 *[Extraction of evidence from Source 1B – L1]*
- The United States of America's Congress was exercising financial discipline and was careful as to how it spent its money
  - The United States of America's Congress was unwilling to commit the USA to involvement in European affairs
  - Any other relevant response (1 x 2) (2)
- 1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- Acheson said the crisis in Turkey and Greece was a result of Cold War conflict and needed USA intervention
  - He said if Turkey and Greece fell then Iran, African countries and other European countries would also fall under communism
  - Acheson convinced the United States of America's Congress that only the United States of America could block the communist onslaught
  - Any other relevant response (any 2 x 2) (4)
- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- Czechoslovakia
  - Poland (2 x 1) (2)
- 1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- He realised that countries in Eastern Europe might accept aid from the Marshall Plan
  - East European countries were generally poor and would therefore welcome financial aid even if it was from the West
  - He saw it as a strategy by the USA to extend their sphere of influence in Eastern Europe
  - Any other relevant response (any 2 x 2) (4)
- 1.3.3 *[Interpretation of evidence from Source 1C – L2]*
- To counter the Marshall Plan by creating a group of communist government that would counteract the influence of the west
  - To co-ordinate and promote trade between countries within the Soviet sphere of influence to discourage contact with non-communist countries.
  - To commit member parties to a common strategy to counter the growing influence from the west
  - Any other relevant response (any 2 x 2) (4)

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

- In Source 1B Acheson expresses his fear that if Turkey and Greece fell to the communists, Iran, Africa and Europe would also fall. The coup (take over) by Moscow on Czechoslovakia and the Berlin Crisis (Source 1C) confirms Acheson's fear as expressed in Source 1B
- In Source 1B Acheson is concerned about a 'communist onslaught', some people in the West believed that the establishment of the Cominform confirmed this fear, as stated in Source 1C
- Any other relevant response (2 x 2) (4)

1.5 1.5.1 *[Interpretation of evidence from Source 1D – L2]*

- (a)
- Truman is portrayed as gentle/polite/respectful/welcoming (cap off his head as a sign of respect to his customers)
  - Any other relevant response (1 x 2) (2)
- (b)
- Stalin is shown as aggressive (pushing and grabbing customers into his taxi)
  - Any other relevant response (1 x 2) (2)

1.5.2 *[Detecting bias in Source 1D – L3]*

**Candidates should indicate whether the cartoonist's portrayal of events is BIASED or is NOT BIASED.**

**BIASED**

- The cartoon was published in Britain (within the USA's sphere of influence) and depicts Stalin (communism) as more aggressive than Truman (capitalism)
- Stalin is portrayed as aggressive, by pushing and grabbing customers to go into his taxi (forcing countries into communism)/Stalin's customers may not know the package to the hotel as it has 'inclusive terms'
- Truman is portrayed as a gentleman – with a cap off his head as a sign of respect to his customers/Greece and Turkey are seated comfortably in Truman's taxi/Truman's customers know that they would find comfortable accommodation in the hotel they were taken to
- Any other relevant response

**OR**

**NOT BIASED**

- The cartoon shows the actual events - Stalin did force countries to become communist against the will of the majority (e.g. Coup in Czechoslovakian in 1948)
- The Soviet Union did expand its sphere of influence by force in Eastern Europe.
- Truman did assist European countries with aid (Marshall Plan)
- Any other relevant answer (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:

- The Soviet Union (Moscow) took control of Central and Eastern European countries towards the end of the Second World War. Churchill referred to this as the *Iron Curtain* (Source 1A)
- The USA pronounced that the Truman Doctrine was a commitment by USA to act against and prevent communism from spreading further into Western Europe (Source 1B)
- USA set up the European Recovery Plan (Marshall Plan) to provide aid to countries so that they fall under the sphere of the West (capitalism) (Source 1C)
- The Marshall Aid won the hearts and minds of many since USA invested \$13 billion in aid between 1948 and 1951 (Source 1C)
- The Soviet Union responded to the Marshall Plan through the Cominform which ensured that foreign communist parties could take over (Source 1C)
- The Soviet Union spent roughly the same amount as the USA (\$13 billion) to retain its sphere of influence in Eastern Europe (Source 1C)
- The Soviet Union used force to increase her sphere of influence (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 the actions taken by the United States and the Soviet Union to create spheres of interest in Europe</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</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 some understanding of the actions taken by the United States and the Soviet Union to create spheres of interest in Europe</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	<b>MARKS 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough of the actions taken by the United States and the Soviet Union to create spheres of interest in Europe</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: WHAT FACTORS CONTRIBUTED TO THE OUTBREAK OF THE CIVIL WAR IN ANGOLA BETWEEN 1975 AND 1976?**

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- Holden Roberto (FNLA)
  - Agostinho Neto (MPLA)
  - Jonas Savimbi (UNITA) (3 x 1) (3)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- A coalition government of the three nationalist groups was created
  - Elections for the constituent assembly to be held in October 1975
  - The three nationalist movements to contribute 8 000 men each to the national army (any 2 x 1) (2)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- To stop the civil war/to bring an end to the fighting between the groups
  - To prepare for peace
  - It was done in a spirit of co-operation which was in line with the Alvor agreement
  - Any other relevant answer (any 1 x 2) (2)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- FNLA's armed force estimated at 15 000 troops was the largest amongst the three nationalist movements
  - It was well equipped, having received weapons and training from USA and China through Zaire (the Congo)
  - Supported by Chipenda's [former MPLA general] army which had defected from MPLA
  - Any other relevant response (any 1 x 2) (2)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- Zaire (1 x 1) (1)
- 2.2.2 *[Interpretation of evidence from Source 2B – L2]*
- FNLA was not a Marxist organisation
  - Identified with capitalism through its association with Zaire
  - To use a capitalist aligned FNLA to stop communist expansion in Angola
  - Any other relevant response (any 1 x 2) (2)

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

- Zambia
- South Africa (2 x 1) (2)

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

- UNITA was capitalist and received support from South Africa and USA
- MPLA was communist and received support from Cuba and the Soviet Union
- Any other relevant response (2 x 2) (4)

2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*

- The FNLA were well armed and engaged in military attacks
- The FNLA had enlisted the support of Portuguese mercenaries to increase their capacity
- The FNLA had attempted to take control of Luanda using military force
- Any other relevant answer (any 1 x 2) (2)

2.3.2 *[Analyse information from Source 2C – L2]*

- The FNLA would be well placed to take over the government after elections were held
- Taking control of the capital city (where government offices would be placed) would ensure that they had control of the administration of the government
- To remove MPLA from Luanda before elections were held
- Any other relevant response (any 2 x 2) (4)

2.4 2.4.1 *[Explanation of historical term from Source 2D – L1]*

- Military tactic or strategy of hit and run, ambush or sabotage usually supported by a small army of soldiers
- Unconventional tactics were used to ensure they obtained quick grip of power
- Any other relevant response (1 x 2) (2)

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

- UNITA had lost 600 men in the battle of Huambo
- UNITA could not stand MPLA's conventional army at the battle of Huambo
- The MPLA was extremely powerful due to support from the Soviet Union and Cuba
- UNITA was not supported militarily by the CIA/USA any longer
- Any other relevant response (any 2 x 2) (4)

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

- To receive and take care of his family members
- To allow his aged mother to die peacefully in Zambia
- Any other relevant response (any 1 x 2) (2)

2.4.4 *[Interpretation of information from Source 2D – L2]*

- Leader of courage and determination
- Led by example – went to the bush himself
- Selfish leader – protected only his family members and his commanders by sending them to Zambia (to avoid war in Angola)
- Unconcerned about the plight of other Angolans – only took care of people associated with UNITA
- Any other relevant response (any 1 x 2) (2)

2.4.5 *[Detection of bias from Source 2D – L3]*

- The letter was written by UNITA leader (Savimbi) and speaks about UNITA only
- Justifies why UNITA went to the bush to continue with the civil war
- Savimbi claimed that his reason for remaining in the bush was to ensure that he fought for the freedom rights of his people
- Any other relevant response (any 2 x 2) (4)

2.5 *[Ascertaining similarities between Sources 2B and 2C – L3]***Learners must refer to BOTH sources in their answer**

- Source 2B refers to the MPLA winning the first round of the civil war by retaining Luanda while Source 2C shows that the FNLA troops were stopped from entering Luanda by the MPLA
- Source 2B refers to the MPLA making an effort of pushing the enemies out of Luanda while Source 2C shows that the FNLA troops were stopped 32 km outside Luanda
- Both liberation organisations enjoyed external support, the MPLA from French and American oil companies (Source 2B) while the FNLA was supported by Portuguese mercenaries (Source 2C)
- Any other relevant answer (any 2 x 2) (4)

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

In ascertaining the **USEFULNESS** of the source, candidates could include the following aspects in their response:

**SOURCE 2A**

- It's based on an official agreement (the Alvor Agreement) of the three Angolan liberation movements, signed on 15 January 1975
- It refers to the transitional government which was set up amongst the liberation movements before the elections scheduled for 11 November 1975 was held
- The information in the source is relevant and can be corroborated by many other sources
- Any other relevant response

**SOURCE 2D**

- As a letter, it is valid and first-hand information
- It was written by Jonas Savimbi who was the leader of one of the liberation movements in Angola
- It shows that Savimbi had some humane qualities as well as a leader
- It is relevant and refers to what occurred at the time
- This evidence can be corroborated by many other available sources
- 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 identifying which ONE of the sources is most useful in researching the factors that contributed to the outbreak of the civil war in Angola between 1975 and 1976.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic</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 some understanding of identifying which ONE of the sources is most useful in researching the factors that contributed to the outbreak of the civil war in Angola between 1975 and 1976.</b></li> <li>• Uses evidence in a very basic manner</li> </ul>	<b>MARKS 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of identifying which ONE of the sources is most useful in researching the factors that contributed to the outbreak of the civil war in Angola between 1975 and 1976.</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: WAS THE INTEGRATION OF CENTRAL HIGH SCHOOL IN LITTLE ROCK A VICTORY FOR THE CIVIL RIGHTS MOVEMENT IN 1957?**

- 3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- Waited for the African American students to arrive in order to prevent them from entering the school
  - To prevent the desegregation of Central High (any 1 x 2) (2)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- (a) Physically stopping them/using force/intimidating tactics (1 x 1) (1)
- (b) Encouraged journalists to leave the area (1 x 1) (1)
- 3.1.3 *[Explanation of historical term from Source 3A – L1]*
- A segregationist was someone who wanted to prevent the racial integration of students at Central High School
  - Segregationists wanted black and white American children to attend separate schools
  - Any other relevant answer (any 1 x 2) (2)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- He was inspired by the dignity with which Elizabeth Eckford had faced a jeering crowd
  - He did not want the mob to feel that they had won by making him run away
  - Wilson was a highly respected journalist, an ex-marine, it was a matter of pride not to run away from a mob of segregationists
  - Any other relevant answer (any 2 x 2) (4)
- 3.2 3.2.1 *[Interpretation of evidence from Source 3B – L2]*
- The mob struck, inflicting kicks and blows upon the journalists
  - One of the men kicked Alex Wilson (the journalist) after hitting him with a brick
  - One of the men in the photograph has his fists raised as if he was ready to fight
  - A crowd of men looked on but did not try to help the journalist or stop him from being attacked
  - Any other relevant answer (any 2 x 2) (4)



- 3.2.2 *[Interpretation of evidence from Source 3B – L2]*
- They were racists/segregationists
  - They did not want journalists to report on events at Central High
  - He was an African American
  - Any other relevant answer (1 x 2) (2)
- 3.3 3.3.1 *[Extraction of evidence from Source 3C – L1]*
- Non-violence
  - Christian principles (any 1 x 1) (1)
- 3.3.2 *[Extraction of evidence from Source 3C – L1]*
- Terrorised
  - Stoned
  - Threatened (3 x 1) (3)
- 3.3.3 *[Interpretation of evidence from Source 3C – L2]*
- The power of using non-violent tactics to bring about change
  - The power that comes from using morally correct strategies to bring about freedom and justice
  - Soul force is a Gandhian philosophy rooted in peace, dignity and moral righteousness and it did support the use of violence to solve problems (1 x 2) (2)
- 3.3.4 *[Interpretation of evidence from Source 3A – L2]*
- Believed that segregation/discrimination would not exist in America by the end of the century
  - Was convinced that freedom was imminent (would come soon)
  - He believed that because segregation was morally wrong it could not last forever
  - He believed that justice and freedom would eventually be won
  - Any other relevant answer (any 2 x 2) (4)

3.4 *[Interpretation and evaluation of information in Sources 3A, 3B and 3C – L3]*

- The events in Little Rock, Arkansas became a matter of national interest and was reported in newspapers (media) across the country (Source 3A)
- Journalists from other southern states reported on events in Little Rock (Sources 3A, 3B and 3C)
- The image of a journalist being brutally attacked won widespread public support for the Civil Rights Movement (Source 3B)
- The media emphasised the non-violence of the Civil Rights Movement by quoting Martin Luther King Jnr. in contrast to the violence of the white mob in Little Rock (Source 3C)
- The moral conscience of the nation was stirred by the media exposing images of racial hatred and the attacks on innocent African Americans (Source 3B)
- Any other relevant answer (any 2 x 2) (4)

3.5 3.5.1 *[Extraction of evidence from Source 3D – L1]*

- Taunted
- Tripped up
- Ink poured on them
- Clothes ruined
- Physical attacks (any 4 x 1) (4)

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

- Saw himself as a representative of African American children who did not have the opportunity to study at Central High School
- Wanted to prove to all those who doubted that schools could be integrated that it was possible
- Did not want the segregationists to defeat him and prevent him from achieving his goal of graduating from Central High School
- It was a matter of personal pride for him to complete his studies
- Any other relevant answer (any 2 x 2) (4)

3.5.3 *[Ascertaining the usefulness of Source 3D – L3]*

- The information in the source speaks directly to the experience of integration at Central High School
- The source is taken from an interview with the first African American student that graduated from Central High School
- The source gives the historian personal insights into the life of a student who experienced integration at Central High School
- The source allows for historical empathy
- Any other relevant answer (2 x 2) (4)

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

Candidates could include the following aspects in their response:

- Martin Luther King Jr's commitment to 'soul force' (Source 3B) was successful as the school was integrated
- The 'daybreak of freedom and justice' which Martin Luther King Jr. speaks of (Source 3B) was achieved as federal troops escorted the nine African American learners into the previously segregated Central High School (Sources 3B and 3C)
- Civil rights activists and the nine African American learners maintained their commitment to non-violence despite the extreme violence that was perpetrated against them (Sources 3A, 3B, 3D)
- Despite the violence perpetrated by white segregationists to prevent desegregation, nine African American learners did attend Central High School in 1957 (Sources 3C and 3D)
- The president showed support for the Civil Rights Movement by sending in federal troops to enforce the desegregation of Central High School (Source 3C)
- Little Rock was highlighted because it was the first time that federal troops had been used to enforce the Supreme Court's ruling that it was unconstitutional to segregate schools (Source 3C)
- Ernest Green became the first African American student to graduate from Central High School (Source 2D)
- Any other relevant answer

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 whether the integration of Central High School in Little Rock Arkansas was a victory for the Civil Rights Movement</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</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 some understanding of whether the integration of Central High School in Little Rock Arkansas was a victory for the Civil Rights Movement</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	<b>MARKS 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough knowledge of whether the integration of Central High School in Little Rock Arkansas was a victory for the Civil Rights Movement</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]

**SECTION B: ESSAY QUESTIONS****QUESTION 4:**

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

**SYNOPSIS**

Candidates must be able to indicate whether they agree with the statement and demonstrate how they intend developing their line of argument.

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate whether they agree that the withdrawal of soldiers from Vietnam signalled the defeat of the United States of America.

**ELABORATION**

- The United States' involvement in the Vietnam war was to contain the spread of communism
- Background: Between 1957 and 1965, the South Vietnamese army fought the Vietcong (communist trained rebels in the South) who were supported by the Viet Minh (communist guerrillas in North Vietnam)
- March 1965, 3 500 the first 'official' US combat troops were sent to support the South Vietnam army to avoid being taken over by communists
- The USA thought their technological superiority would end the war in Vietnam
- The war was not a conventional war - the Vietcong used guerrilla tactics to defend their country which confused and lead to heavy losses for the US army
- In response the USA began with 'Operation Rolling Thunder' in 1965 (a bombing mission from March 1965 to destroy the North Vietnamese, this was a failure
- Tet offensive (1968) - Vietcong launched surprise guerrilla attacks on South Vietnam towns and American bases they captured about 80% of them
- Tet offensive showed that the Americans could not win the war because the Vietcong were strategic
- Role of media and anti-war movement regarding the USA's involvement in Vietnam
- The communists from North Vietnam (Viet Minh) provided supplies to South Vietnam through the Ho Chi Minh Trail
- 'Operation Ranch Hand' in 1968 the US used chemical defoliants such as 'Agent Orange' to destroy the forest and 'Agent Blue' to destroy agricultural products
- In response the Vietcong used unconventional tactics and strategies to challenge the US incursion in Vietnam
- By 1973 a ceasefire was agreed upon (USA, North Vietnam and South Vietnam)
- 1973 Vietnamisation (Nixon Doctrine) was a secret plan to bring an end to the war/US troops withdrawn from Vietnam

- In 1975 Saigon (South Vietnam) fell to communist North Vietnam
- Any other relevant response

Conclusion: Candidates should tie their argument with a relevant conclusion

[50]

### QUESTION 5:

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

#### SYNOPSIS

In writing this essay, candidates must explain to what extent the economic policies that were introduced in the Congo and Tanzania were successful after attaining independence from colonial rule up to the 1980s.

#### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a line of argument and show how the Congo and Tanzania developed their economic policies after independence.

#### ELABORATION

- **The economic situation in the Congo and Tanzania at independence**
  - In both countries the economy was reliant on the export of minerals and raw materials
  - Neither the Congo nor Tanzania had well developed infrastructure (roads, railway links)
  - In both countries the majority of people were small scale subsistence farmers
- **The policies introduced to stabilise and improve their economies were largely a failure**

#### **The Congo**

- Zairianisation (replaced foreigners with Zairians) failed due to (inexperience/corruption/mismanagement/neglect)
- Application of retrocession (replacing Zairians with foreigners)
- The Congo continued to earn foreign currency from mining and the export of minerals during this period but the wealth was concentrated in the hands of a small elite
- The Congo did not diversify its economy so it remained heavily reliant on prices paid for export goods
- The Congo continued to remain heavily reliant on foreign aid and loans from its supporters in the west which created a dependency syndrome

**Tanzania:**

- Nyerere attempted to resist neo-colonialism by nationalising industries and not attempting to modernise the economy using foreign aid or loans
- *Ujaama*, the economic and social policy of 'familyhood', resulted in the economy becoming stagnant
- Villagisation (collective villages) improved service delivery/attempted to create a more stable society that was largely free from economic inequalities
- Farmers refused to leave their ancestral land therefore agricultural production fell
- Arusha Declaration (abolished exploitation/led to the reduction of income gap between the poor and the rich/ownership of the country's resources) Most nationalised companies went bankrupt
- Exports dropped rapidly
- By 1980s Tanzania depended on foreign aid and had been forced to take loans from the IMF leading to heavy reliance on foreign capital

Conclusion: Candidates should tie their argument with a relevant conclusion

**[50]**

**QUESTION 6:**

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

**SYNOPSIS**

In writing this essay, candidates need to evaluate the roles played by Malcolm X and Stokely Carmichael in popularising the ideas and actions of the Black Power Movement.

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

- Introduction: Candidates should evaluate the statement and then highlight the ideas and actions of the Black Power Movement and the role played by Malcolm X and Stokely Carmichael in popularising Black Power Movement.

**ELABORATION**

- Malcolm X adopted a self-defence approach (rejected non-violence approach of Civil Rights Movement)
- Instilled a feeling of black pride (called themselves African American, pride in African heritage and history, music, clothing, hairstyles)
- Self-defence and programmes to uplift African American Community (Black Panthers) from 1966 spread throughout USA.

**Malcolm X**

- Malcolm X advocated the concepts of black power – to fight for equality for African Americans
- Drew support from young urban African Americans to join/eloquent speaker and charisma attracted more members (from 500 in 1952 to 30 000 in 1963)
- Philosophy of Black Power Movement – 'Black Pride' to promote the self-worth for African Americans
- In a 1964 speech ('ballot or bullet') in Detroit, Malcolm X advocated the use of self-defence (discrediting the non-violence of the Civil Rights Movement)
- A militant revolutionary – to fight back in self-defence (adopted by Black Panther)
- Fight for social services – health medical care, build international working class unity

**Stokely Carmichael**

- As a response to the attack on James Meredith in 1966 and repeated arrest by police, Carmichael decided to leave Martin Luther King Jnr's Civil Rights Movement.
- SNCC (Student Non-violent Coordinating Committee) joined the BPM.
- First used the slogan 'Black Power' in 1966
- Urged African Americans to take pride in being black (by dress, hairstyle/heritage)
- Joined the Black Panthers Party and promoted black power
- Inspired African Americans through his writings
- Conclusion: Candidates should tie up their argument with a relevant conclusion **[50]**

**TOTAL: 150**