



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2014**

**HISTORY P1  
MEMORANDUM**

**MARKS: 150**

---

This memorandum consists of 21 pages.

---

## 1. SOURCE-BASED QUESTIONS

- 1.1 The following cognitive levels of questions, the associated historical skills and weighting of questions have been used to assess source-based questions.

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
<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.</li> </ul>	<b>30% (15)</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>Interpretation of evidence from the sources.</li> <li>Explain information gathered from the sources.</li> <li>Analyse evidence from the 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 following table indicates how to assess source-based questions.

<ul style="list-style-type: none"> <li>In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.</li> <li>In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed.</li> <li>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.</li> </ul>
--

## 2. EXTENDED WRITING

- 2.1 The extended writing questions focus on one of the following levels:

LEVELS OF QUESTIONS
<b>LEVEL 1</b> <ul style="list-style-type: none"> <li>Discuss or describe according to a given line of argument set out in the extended writing question.</li> <li>Plan and construct an argument based on evidence, using the evidence to reach a conclusion.</li> </ul>

**LEVEL 2**

- Synthesise information to construct an original argument using evidence to support the argument.
- Sustain and defend a coherent and balanced argument with evidence.
- Write clearly and coherently in constructing the argument.

**2.2 Marking of extended writing**

- **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 EXTENDED WRITING MARKING GUIDELINE FOR A SPECIFIC ESSAY.**
- **WHEN ASSESSING OPEN-ENDED SOURCE-BASED QUESTIONS, LEARNERS SHOULD BE CREDITED FOR ANY OTHER RELEVANT ANSWERS.**

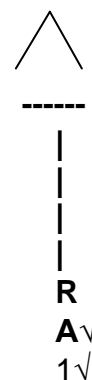
**Global assessment of extended writing**

The extended writing 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 of 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 extended writing marking 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 and**
- **The learner’s interpretation of the question**


**Assessment procedures of extended writing**

1. Keep the synopsis in mind when assessing extended writing.
2. During the first reading of the extended writing ticks need to be awarded for arelevant introduction (indicated by a bullet in marking guideline/ memorandum) each of the main points/aspects that is properly contextualised (also indicatedby bullets in the marking guideline/ memorandum) and a relevant conclusion (indicated by a bullet in marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
3. The following additional symbols can also be used:
  - Introduction, main aspects and conclusion not properly contextualised
  - Wrong statement
  - Irrelevant statement
  - Repetition
  - Analysis
  - Interpretation



## 4. The matrix

## 4.1 Use of analytical matrix in the marking of extended writing (Refer to the Matrix as attached).

PRESENTATION 	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
	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.
CONTENT 							
<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 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	
<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	0–3

- 4.1.1 The first reading of extended writing will be to determine to what extent the main aspects have been covered and to determine the **content level** (on the matrix).

C	LEVEL 4	

- 4.1.2 The second reading of extended writing will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	30 – 33
P	LEVEL 5	

**SECTION A: SOURCE BASED QUESTIONS****QUESTION 1: WHAT WAS THE IMPACT OF THE CONSTRUCTION OF THE BERLIN WALL ON EAST-WEST RELATIONS DURING THE COLD WAR?**

1.1 1.1.1 *[Definition of historical concepts from Source 1A – L1]*

***Cold War***

- Heightened hostilities between USSR and USA characterised by aggressive, hostile propaganda and threat of actual war.
- State of passive conflict between USSR and USA wherein the two super powers supported different groups involved in armed conflict in many parts of the world.
- Ideological war between USSR and USA.
- War of ideological positions to assume world domination.
- Any other relevant response.

***Communism***

- Economic and political system in which the state controls and owns the means of production and trade for equal distribution of wealth.
- Economic and political system that promotes a classless society in which the dominant working class acts as a vanguard and the ideology forced on them.
- Private ownership is prohibited.
- Any other relevant response. (2 x 2) (4)

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

- Political reasons – hated the communists
- Economic reasons – lower standard of living in Eastern Europe.
- To escape repression.
- Any other relevant response. (2 x 1) (2)

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

- Living standards were far better in West Berlin.
- Shops were full of goods to support a good lifestyle.
- Life was easy in West Berlin compared to life in East Berlin.
- Prospects of getting rich were higher in West Berlin than in East Berlin.
- Any other relevant response. (3 x 1) (3)

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

- East Berliners were leaving for West Berlin.
- The defection to West Berlin was undermining communism.
- He wanted to impose communist rule over the rebellious East Berliners.
- Did not want to see the demise of East Berlin, as thereby the demise of communism in Europe could follow.
- Any other relevant response. (2 x 2) (4)

- 1.1.5 *[Interpretation, analysis and comparison of two types of sources – L3]*
- The written source informs us of defections to West Berlin and the visual source shows us a picture of a person defecting to West Berlin.
  - Both sources highlight the desire to leave East Berlin.
  - The visual source demonstrates the unhappiness of the people of East Berlin as described in the written source.
  - Any other relevant answer. (1 x 3) (3)

- 1.1.6 *[Interpretation and analysis of evidence from Source 1A and own knowledge – L2]*
- Defectors were determined to leave East Berlin, regardless of the possible danger.
  - Defection was a matter of life and death.
  - Even soldiers and police defected.
  - The source shows fear and sacrifice.
  - Any other relevant response. (2 x 2) (4)

- 1.2 1.2.1 *[Extraction and interpretation of evidence from Source 1B – L1]*
- The USSR complains about the fact that the Western powers used Berlin to conduct secret operations against East Germany.
  - Berlin was the site of Western subversive activities.
  - Berlin was used to undermine USSR and communism in general.
  - Any other relevant response. (2 x 1) (2)

- 1.2.2 *[Interpretation, analysis and comparison of two types of sources – L2]*
- Freedom of movement was curtailed.
  - Right to choose denied.
  - Freedom of expression was violated.
  - People were killed or imprisoned.
  - Government agencies acted arbitrarily.
  - Any other relevant answer. (2 x 2) (4)

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

**The source is UNRELIABLE**

- Both viewpoints are biased.
- Each viewpoint is in favour of either the USSR or the USA.
- One-sided views are contained in the source.
- Any other relevant answer. (2 x 2) (4)

- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- People fled to West Germany.
  - Defections to West Germany.
  - Any other relevant response. (1 x 2) (2)



- 1.3.2 *[Extraction of evidence from Source 1C – L1]*
- East Germany lost skilled and professional people to West Germany.
  - The communist economy did not allow private initiatives.
  - Any other relevant response. (1 x 2) (2)
- 1.3.3 *[Interpretation of evidence from Source 1C – L2]*
- Many moved to West Germany.
  - Clear rejection and an indication of the intention not to be governed by East Germany.
  - Even police and soldiers defected.
  - Any other relevant answer. (1 x 2) (2)
- 1.3.4 *[Interpretation of evidence from Source 1C – L2]*
- Basic and technical education would suffer.
  - Shortage of skilled personnel.
  - Negative impact on the economy.
  - East Germany would find it difficult to compete with other industrialised countries.
  - Any other relevant response. (2 x 2) (4)
- 1.3.5 *[Interpretation, evaluation and analysis of evidence from Source 1C – L3]*
- West Berlin, a capitalist city, was situated in communist East Germany.
  - The West wanted to make West Berlin a model of success for capitalism much to the displeasure of East German government.
  - Berlin became a centre of espionage and suspicion.
  - East Germany wanted to drive away the West from Berlin.
  - The division of Berlin became a constant source of problems.
  - Any other relevant response. (2 x 2) (2)

1.4 *[Paragraph – interpretation, analysis and synthesis of information from Source 1A and Source 1C – L3]*

- Both sources give information relevant to the construction of the wall.
- Source 1A gives reasons for the defections and the reaction of the Soviet government.
- The written source under Source 1C highlights the impact the building of the wall had on the ordinary people of East Berlin.
- Khrushchev's obsession with power, security and control is shown.
- The visual source under Source 1A gives graphic evidence of the defections.
- The attendant consequences are evident in the fact that the defecting soldier in the visual source is practically running for his life.
- USA and Western powers were very critical of the USSR.
- Tensions between the democracies and USSR were heightened.
- Source 1C gives statistical information about the defections.
- Death figures are also obtainable in Source 1C.
- The displeasure of Russia is referred to.
- Russia remained suspicious of the West and accused the West of subversive behaviour.
- Any other relevant response. (8)

Use the following rubric to allocate a mark.

LEVEL	CRITERIA	MARKS
Level 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner.</li> <li>• Question not answered.</li> <li>• Partial use of evidence to respond to the question.</li> <li>• <b>Little or no understanding of the usefulness of Sources 1A and 1C in understanding the impact of the construction of the wall on East-West relations.</b></li> <li>• Cannot respond to the question asked.</li> </ul>	0 – 2
Level 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic.</li> <li>• <b>Some understanding of the usefulness of Sources 1A and 1C in understanding the impact of the construction of the wall on East-West relations.</b></li> <li>• Uses evidence in a basic manner but it relates to the question asked.</li> </ul>	3 – 5
Level 3	<ul style="list-style-type: none"> <li>• Uses evidence that is relevant and appropriate.</li> <li>• <b>Demonstrates a thorough understanding of the usefulness of Sources 1A and 1C in understanding the impact of the construction of the wall on East-West relations.</b></li> <li>• Evidence relates very well to the question.</li> <li>• Evidence is used very effectively in an organised paragraph.</li> </ul>	6 – 8

[50]

**QUESTION 2: WHY WAS ANGOLA THE FOCAL POINT OF THE COLD WAR CONFLICT DURING THE 1970s AND 1980s?**

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*  
• Portugal (1 x 2) (2)
- 2.1.2 *[Recall, extraction and using Source 2A as a stimulus – L1]*  
• Britain  
• France (2 x 1) (2)
- 2.1.3 *[Extraction of evidence from Source 2A – L1]*  
• Portugal's failure to prepare colonies for independence.  
• Lack of stability after independence.  
• Rival nationalist movements.  
• External backers with divergent political and economic interests.  
• Desire by leaders to achieve absolute power at the expense of their rivals. (2 x 1) (2)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*  
• African colonies were regarded as integral part of Portugal.  
• No democratic tradition that was inculcated in the colonies.  
• No plan for post-independence governance.  
• Plundering of natural resources by the colonial power.  
• Any other relevant answer. (2 x 2) (4)
- 2.1.5 *[Interpretation of evidence from Source 2A – L2]*  
• The sudden disintegration of the empire led to instability.  
• Portugal promoted and tolerated ethnic polarisation of Angola.  
• Created conditions for armed conflict.  
• Any other relevant response. (2 x 1) (2)
- 2.1.6 *[Define a historical concept from Source 2A – L1]*  
• A war that takes place between two or more groups or regions/areas of the same country. (1 x 2) (2)
- 2.1.7 *[Interpretation, evaluation and analysis of evidence from Source 2A – L3]*  
• The source is reliable because it gives information on the origins of the conflict.  
• It exposes the complicity of Portugal in the conflict.  
• It is written by an independent person who was not involved in the conflict.  
• It is not unfairly biased against Portugal. (1 x 3) (3)

- 2.2 2.2.1 *Extraction and interpretation of evidence from Source 2B – L1]*
- USA – UNITA and FNLA
  - USSR – MPLA
  - China – FNLA (3 x 1) (3)
- 2.2.2 *[Interpretation of evidence from Source 2B – L2]*
- The superpowers used the various movements to advance their external interests in Angola.
  - The movements were used to fight the proxy wars that characterised the Angolan Civil War.
  - These movements depended on the superpowers for support and resources.
  - Any other relevant response. (1 x 2) (2)
- 2.2.3 *[Interpretation and analysis of evidence from Source 2B – L2]*
- South Africa – felt threatened by the presence of a socialist government north of SWA.
  - Threatened by the presence of Cuban soldiers in Angola.
  - Attempted to prevent the expansion of communism in Southern Africa.
  - Wanted to cut the supply lines to SWAPO.
  - Any other relevant response. (2 x 2) (4)
- 2.3 2.3.1 *[Evaluation, interpretation and analysis of evidence from Source 2C – L3]*
- The source is biased and does not give a full account of the SADF's involvement in Angola.
  - The SADF is portrayed as 'winners', a fact that is highly disputed.
  - The military vehicles are entering a SADF safe camp and are being praised.
  - South Africa's performance in the war has been less than glorious.
  - Any other relevant response. (2 x 2) (4)
- 2.3.2 *[Interpretation of evidence from Source 2B and Source 2C – L2]*
- Both sources depict South Africa's involvement in the Angolan conflict.
  - Source 2B refers to SA's involvement in order to prevent SWAPO from using Angola as a base, whilst Source 2C shows Pretoria's military personnel and machinery returning from Angola.
  - Source 2C shows Pretoria's propaganda about their exploits in what Source 2B refers to.
  - Any other relevant answer. (2 x 2) (4)

- 2.4 2.4.1 *[Selection of relevant information from Source 2D – L1]*
- USA interfered in Angola long before Cuban soldiers arrived.
  - USA had supported covert operations in Angola in support of UNITA.
  - Any other relevant response. (1 x 2) (2)
- 2.4.2 *[Extraction of evidence from Source 2D – L1]*
- USA spent millions supporting UNITA.
  - USA wanted to undermine the new “communist” government in Angola.
  - Any other relevant response. (2 x 1) (2)
- 2.4.3 *[Interpretation and analysis of evidence from Source 2D – L2]*
- Congo became a base for the FNLA.
  - Namibia became a battleground for SA and SWAPO.
  - UNITA raided Zambia.
  - The independence of Namibia was delayed.
  - Cross border raids became common.
  - Created a refugee problem in Southern Africa.
  - Any other relevant response. (2 x 2) (4)
- 2.5 *[Paragraph – interpretation, analysis and evaluation of usefulness of information from Sources 2B, 2C and 2D – L3]*

Source 2B

- Traces the origins of the conflict and the complicity of the superpowers.
- The destabilising role of the superpowers is clearly exposed.
- South Africa is also identified as a factor.
- Cuban influence is identified.

Source 2C

- Proof of SA’s involvement and duplicity is shown.
- Show of force by the SADF.
- Claims of victory amounting to propaganda.

Source 2D

- USA’s involvement is exposed.
- Atrocities was committed with US support.
- UNITA enjoyed unfettered support from the USA.
- USA’s claim of intervening in Angola to balance out Cuba’s involvement is disputed. (8)

Use the following rubric to allocate a mark.

LEVEL	CRITERIA	MARKS
Level 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner.</li> <li>• Question not answered.</li> <li>• Partial use of evidence to respond to the question.</li> <li>• <b>Little or no understanding of usefulness of Sources 2B, 2C and 2D in understanding how Angola became a focal point of the Cold War.</b></li> <li>• Cannot respond to the question asked.</li> </ul>	0 – 2
Level 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic.</li> <li>• <b>Some understanding of the usefulness of Sources 2B, 2C and 2D in understanding how Angola became a focal point of the Cold War.</b></li> <li>• Uses evidence in a basic manner but it relates to the question asked.</li> </ul>	3 – 5
Level 3	<ul style="list-style-type: none"> <li>• Uses evidence that is relevant and appropriate.</li> <li>• <b>Demonstrates a thorough understanding of the usefulness of Sources 2B, 2C and 2D in understanding how Angola became a focal point of the Cold War.</b></li> <li>• Evidence relates very well to the question asked.</li> <li>• Evidence is used very effectively in an organised paragraph.</li> </ul>	6 – 8

[50]

**QUESTION 3: TO WHAT EXTENT WAS DESEGREGATION IN SCHOOLS ACHIEVED IN USA DURING THE 1950s?**

- 3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- Separate educational facilities were inherently unequal. (1 x 2) (2)
- 3.1.2 *[Interpretation and engaging with evidence from Source 3A – L2]*
- Racism had been outlawed in USA.
  - He was bound by federal legislation to protect the rights of all citizens.
  - The Supreme Court had unequivocally pronounced against the provision of separate education
  - He was promoting racial prejudice and injustice.
  - Any other relevant response. (2 x 2) (4)
- 3.1.3 *[Extraction and interpretation of evidence from Source 3A – L1]*
- He urged the President to take strong action in the Little Rock situation.
  - He demanded that federal government should take a stand against injustices.
  - He advised that the government should be fair to all.
  - Any other relevant response. (1 x 2) (2)
- 3.1.4 *[Interpretation and analysis of evidence from Source 3A – L3]*
- Law and order was restored in Little Rock.
  - Eisenhower enjoyed support across all races in the USA.
  - The government made an unambiguous commitment that it will not tolerate racism.
  - A sense of unity prevailed in support of the President's move.
  - Any other relevant response. (2 x 2) (4)
- 3.1.5 *[Extraction of information from Source 3A – L1]*
- The Southerners
  - The Negroes/African Americans
  - Whites
  - Any other relevant answer. (3 x 1) (3)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- Anger
  - Hatred
  - Any other relevant answer. (1 x 2) (2)

3.2.2 *[Interpretation, evaluation and analysis of evidence from Source 3B – L3]*

- It demonstrated deep-rooted racial hatred.
- It showed the racial polarisation of the society at the time.
- It demonstrated the use of state resources and personnel for narrow racial objectives.
- Black people were seen as the common threat to white supremacy and privilege.
- Any other relevant answer. (1 x 3) (3)

3.3 3.3.1 *[Interpretation of and engaging with information from Source 3B – L2]*

- Both sources depict racial harassment and verbal abuse of black students as they arrived at Central High.
- Source 3A refers to a white mob and Source 3B shows a picture of a white mob threatening and verbally abusing Elizabeth Eckford.
- Both sources depict the presence of members of the National Guard.
- In Source 3A Eckford refers to the failure of the troopers to protect her and others, in Source 3B the members of the troopers are seen doing nothing to stop the mob.
- Any other relevant response. (2 x 2) (4)

3.3.2 *[Analysis and interpretation of evidence from Source 3B – L2]*

- King believed in equality of all races.
- He wanted to avoid confrontation and the scenes similar to the one in Source 3B.
- He wanted to enjoin the President to act in accordance with the US constitution.
- He wanted to promote equal access to education.
- Any other relevant response. (2 x 2) (4)

3.4 3.4.1 *[Extraction and selection of information from Source 3C – L1]*

- Insulted
- Beaten
- Black students walked on their heels until they bled.
- Their lockers were destroyed.
- Threw flaming paper wads at them. (3 x 1) (3)

3.4.2 *[Interpretation and analysis of evidence from Source 3C – L2]*

- They believed in the principle of non-violence.
- They were influenced by Martin Luther King and the Civil Rights Movement.
- They wanted to maintain their dignity and the high moral ground.
- They wanted to prevent further escalation of violence.
- Any other relevant response. (2 x 2) (4)



3.4.3 *[Extraction of information from Source 3D – L1]*

- They hassled and taunted her.
- Blocked her way.
- Ran out of patience.
- Was overwhelmed by anger. (1 x 2) (2)

3.4.4 *[Extraction and interpretation of evidence from Source 3D – L1]*

- Suspended for six days.
- Reinstated on probation. (1 x 1) (1)

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

- Brown had been a victim of institutionalised racism.
- The school did nothing to protect black students against white racism.
- The school did not promote justice and racial harmony.
- The school nailed its colours to the mast in support of racism.
- The school acted arbitrarily.
- Any other relevant response. (2 x 2) (4)

3.5 *[Interpretation, analysis and synthesis of information from all the sources to evaluate the extent of the success of desegregation of schools – L3]*

- The Brown v Board of Education and Topeka case was a watershed decision for desegregation of educational institutions.
- Equal but separate policy was declared unconstitutional.
- The Little Rock Nine incident was intended to test the commitment of the state to the Supreme Court ruling.
- This incident pitted the state of Arkansas against the federal government authority.
- White parents and students racially abused the nine black students.
- Eisenhower chose to stand and enforce the rights of all Americans.
- The experiences of the Little Rock Nine, as epitomised by Eckford, showed that the road to genuine racial equality was a long and treacherous one.
- Even though the nine students were eventually enrolled at the school, they endured constant abuse and prejudice, even from school authorities.
- Minniejean Brown was expelled after she had retaliated to racial taunts and prejudice.
- Her expulsion led to jubilant scenes at the school with placards which stated: "One Down ... Eight to go!"
- The positive aspect of this saga was that in 1958, Ernest Green was the first African American to graduate from Central High School. (8)

Use the following rubric to allocate a mark.

LEVEL	CRITERIA	MARKS
Level 1	<ul style="list-style-type: none"><li>• Uses evidence in an elementary manner.</li><li>• Question not answered.</li><li>• Partial use of evidence to respond to the question.</li><li>• <b>Little or no understanding of the extent to which desegregation of schools in USA was successful.</b></li><li>• Cannot respond to the question asked.</li></ul>	0 – 2
Level 2	<ul style="list-style-type: none"><li>• Evidence is mostly relevant and relates to a great extent to the topic.</li><li>• <b>Some understanding of the extent to which desegregation of schools in USA was successful.</b></li><li>• Uses evidence in a basic manner but it relates to the question asked.</li></ul>	3 – 5
Level 3	<ul style="list-style-type: none"><li>• Uses evidence that is relevant and appropriate.</li><li>• <b>Demonstrates a thorough understanding of the extent to which desegregation of schools in USA was successful.</b></li><li>• Evidence relates very well to the question asked.</li><li>• Evidence is used very effectively in an organised paragraph.</li></ul>	6 – 8

[50]

**SECTION B: ESSAY QUESTIONS****QUESTION 4: THE COLD WAR – VIETNAM****SYNOPSIS**

Candidates should focus on the conflict between Vietnam and USA as an attempt to withstand USA's imposition of capitalism and rejection thereof by Vietnam between the 1960s and 1970s.

**MAIN ASPECTS****INTRODUCTION**

- Introduction should focus on the involvement of USA in Vietnam and the rejection thereof by the Vietnamese people. Candidates must briefly outline their line of argument.

**ELABORATION**

- After the French Vietnamese War Vietnam was divided, along the 17<sup>th</sup> Parallel, into North and South Vietnam.
- North Vietnam was under a communist regime, while South Vietnam was under a capitalist regime.
- South Vietnam was ruled by the corrupt and unpopular Ngo Dinh Diem.
- The National Liberation Front was formed and had a guerrilla army, the Vietcong.
- Ngo Dinh Diem was overthrown – lead to instability in South Vietnam.
- Vietcong started a protracted campaign to unify Vietnam.
- China and North Vietnam supported the Vietcong.
- USA got involved – to prevent the spreading of communism in South East Asia, the 'Domino Effect'.
- The Vietcong received supplies from the communist North Vietnam through the Ho Chi Minh Trail.
- USA's Operation Rolling Thunder.
- Tet Offensive – "Khrushchev Offensive"
- USA's use of chemical warfare – napalm.
- US public opposition to the war.
- USA's heavy losses
- US withdrawal
- Fall of Saigon
- American perspective of the war.
- Vietnamese perspective of the war.

**CONCLUSION**

- Candidates should tie up the argument with a relevant conclusion.

**[50]**

**QUESTION 5: INDEPENDENT AFRICA****SYNOPSIS**

Candidates must focus on the successes achieved and challenges faced by both Tanzania and Congo with special reference to the economic sector. A proper contextualisation of the candidate's response is expected. The candidate must indicate whether they agree or disagree.

**MAIN ASPECTS****INTRODUCTION**

- Introduction should focus on the comparative nature of the essay where the different economic achievements and challenges of the two countries are discussed.

**ELABORATION****Tanzania – Villagisation/Ujamaa**

- Tanzania gained independence from Britain.
- Nyerere believed in African socialism.
- TANU adopted the Arusha Declaration in 1967.
- Adoption of ujamaa as content for Arusha Declaration.
- Implementation of ujamaa.
- Compulsory movement to ujamaa villages.
- Resistance to ujamaa by the peasants.
- Concept of family hood and communal farming.
- Constraints – failures of ujamaa and the economic impact.
- The impact of IMF and World Bank loans on Tanzania.
- Reliance on cash-crops and decrease in food security.
- Successes on the social front.
- Nyerere's admission of the failures of ujamaa.

**Congo – Zairianisation of economy**

- Congo gained independence from Belgium in 1960.
- Belgium failed to prepare Congo for independence.
- Lumumba vision of unity and a strong central government.
- Difference among political leaders.
- Separatist rich Katanga Province – led by MoiseTshombe.
- Replacement of foreigners with inexperienced Congo nationals.
- Lack of skills led to neglect and decay of key infrastructure.
- Congo has substantial natural resources – remained a poor country.
- Mismanagement of the economy under Mobutu.
- Corruption and theft of state resources.
- One-product economy not viable.
- Government unable to service its foreign debts.
- In the 1970s the inflation rate reached 100%.
- Poor infrastructure.
- Development of elite classes.
- Kleptocracy – government by thieves.

**CONCLUSION**

- Candidates should tie up the argument with a relevant conclusion

**[50]**

**QUESTION 6: CIVIL SOCIETY PROTESTS IN USA, 1950s TO 1960s.****SYNOPSIS**

Candidates must discuss the essential philosophy of the Black Power Movement and the specific roles played by Malcolm X and Stokely Carmichael.

**MAIN ASPECTS****INTRODUCTION**

- Introduction should focus the philosophy of the Black Power Movement and the roles of Malcolm X and Stokely Carmichael. It may also be relevant and acceptable when the candidate juxtaposes Black Power Movement against the Civil Rights Movement.

**ELABORATION**

- Segregation in USA – briefly.
- Inequalities between black and white Americans.
- Rejection of non-violence protest by Black Power Movement.
- African Americans who supported Black Power Movement – believed that use of violence was justified – to gain equality for all races.
- Black Power Movement encouraged African Americans to be proud of their African Heritage.
- This movement had Malcolm X as its chief proponent.
- Malcolm X was a member of the Nation of Islam – and was influenced by the teachings of Elijah Mohammad.
- Malcolm X's political philosophy appealed to the youth.
- He said the fight for civil rights must be escalated to that for human rights.
- USA should be reported to the UNO for its human rights violation.
- Influenced by his pilgrimage to Mecca, Malcolm X adopted a new approach to racial integration.
- He was suspended from the Nation of Islam.
- Formed the Organisation of Afro-American Unity in 1964.
- Less militant – not popular with black nationalists.
- Assassination of Malcolm X, on 21 February 1965.
- Stokely Carmichael was a former chairman of the SNCC.
- He believed that blacks should not associate with white radical revolutionaries.
- Carmichael in the leadership of the Black Panther Party.
- His views on peace and violence.
- “Prime Minister” of the Black Panther Party.
- Impact of the Black Panther Party.

**CONCLUSION**

Candidates should tie up the argument with a relevant conclusion.

**[50]**

**TOTAL SECTION B: 50**  
**GRAND TOTAL: 150**