



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2015

**HISTORY P1
MEMORANDUM**

MARKS: 150

This memorandum consists of 22 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
LEVEL 1	<ul style="list-style-type: none"> • Extract evidence from sources. • Selection and organisation of relevant information from sources. • Define historical concepts. 	30% (15)
LEVEL 2	<ul style="list-style-type: none"> • Interpretation of evidence from the sources. • Explain information gathered from the sources. • Analyse evidence from the sources. 	40% (20)
LEVEL 3	<ul style="list-style-type: none"> • Interpret and evaluate evidence from sources. • Engage with sources to determine its usefulness, reliability, bias and limitations. • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions. 	30% (15)

- 1.2 The following table indicates how to assess source-based questions.

- | |
|--|
| <ul style="list-style-type: none"> • 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. |
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2. EXTENDED WRITING

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

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

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.**

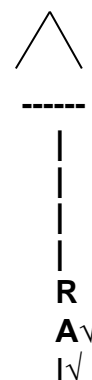
Global assessment of extended writing

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 a relevant introduction (indicated by a bullet in 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 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  CONTENT 	LEVEL 7 Very well planned and structured. Good synthesis of information Constructed an argument Very good use of evidence to support the argument	LEVEL 6 Well planned and structured Synthesis of information Constructed an argument Evidence used to support the argument	LEVEL 5 Writing structured. Constructed an argument Evidence used to support argument	LEVEL 4 Clear attempt to construct an argument Evidence used to a large extent to support the argument	LEVEL 3 Some attempt to organise the information into an argument Evidence not well used in supporting the argument.	LEVEL 2 Largely descriptive /with little some attempt to develop an argument.	LEVEL 1 Answer not at all well-structured.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47-50	43-46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43-46	40-42	39-39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38-39	36-37	34-35	33-34	28 - 29		
LEVEL 4 Question recognisable in answer. Some omissions/irrelevant content selection.			30-33	28-29	26-27		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				26-27	24-25	20-23	
LEVEL 2 Sparse content. Question inadequately addressed					20-23	18-19	15-17
LEVEL 1 Question not answered. Inadequate content. Significant irrelevance						14-17	0-13

- 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: HOW DID THE BERLIN BLOCKADE INTENSIFY COLD WAR TENSIONS BETWEEN THE USA AND THE SOVIET UNION?**

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

Policy of containment

- Policy of USA to curb the spread of communism in the world
- Preventing USSR from expanding her sphere of influence
- Any other relevant response (1 x 2) (2)

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

- Much of Europe has been destroyed by war
- People were suffering
- Any other relevant response (1 x 2) (2)

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

- To prevent Europe becoming a fertile ground for Soviet expansion
- The strengthen Europe
- To counter any offer of support from the Soviet Union
- Rebuild post-war economies
- Any other relevant response (2 x 2) (4)

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

- Would not allow Soviet satellite states to accept Marshall Aid
- Set up Cominform and Comecon
- Referred to it as “dollar diplomacy”
- Independent-minded leaders removed from power
- Any other relevant response (3 x 1) (3)

1.1.5 *[Interpretation, analysis and evaluation of evidence from Source 1A to formulate an opinion – L2]*

Candidates are expected to take a stand as to whether Stalin was justified or not and support their standpoint with reasonable arguments. A merely stated JUSTIFIED or NOT JUSTIFIED would not earn the candidate any marks.

JUSTIFIED

- He was protecting Russia’s interests
- Stalin was concerned that his authority would be undermined
- Financial assistance could be used to dominate Soviet satellite states into abandoning communism
- To safeguard the future of communism
- Any other relevant answer

OR

NOT JUSTIFIED

- Stalin undermined other nations' right of choice
- He used coercion to force compliance to his policy
- Russia dominated her satellite states
- Any other relevant answer (2 x 2) (4)

1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*

- The Berlin Blockade was the first serious crisis of the Cold War. (1 x 2) (2)

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

- To force the West out of Berlin
- To have sole access and control over the entire city of Berlin
- To prove to the West that he was in control and could frustrate their efforts
- To prevent the then emerging contrast between capitalist West Berlin and communist East Berlin
- Any other relevant answer (2 x 2) (4)

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

- Both sources refer to the Berlin Airlift
- The written source refers to the aircraft used in the Berlin Airlift and the visual source shows the pictures of the planes flying into West Berlin
- The written source mentions the bringing of supplies by planes to West Berlin and the visual source depicts an aeroplane dropping a consignment over the city of Berlin
- Any other relevant answer (2 x 2) (4)

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

- West Berlin was kept supplied on a daily basis
- An average of 5 000 tons of supplies were delivered every day
- The Soviet government lifted the blockade (3 x 1) (3)

1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*

- Some people do not understand the conflict between communism and capitalism
- That capitalists could work with communists
- People could tolerate communism (3 x 1) (3)

1.3.2 *[Interpretation and analysis of evidence from Source 1C – L4]*

- The erection of the wall was an affront to the human rights of the people of Berlin
- The internationally recognised right of freedom of choice had been violated by the wall
- There was no place for the wall in the context of a free world.
- Any other relevant answer (2 x 2) (4)

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

- People of the world are proud to be associated with Berlin
- Despite being under siege for many years Berlin remained a city of unrivalled determination
- He believed the Germans had earned the right to be free
- Any other relevant response (1 x 3) (3)

1.4 *[Interpretation, evaluation and comparison of evidence from sources 1B and 1C – L3]*

- Both sources are critical of the way the Soviet Union imposes its authority
- In Source 1B the West used an airlift to circumvent a Soviet blockade in Berlin and in Source 1C Kennedy declares the Berlin Wall an offence against humanity
- Both sources claim to be in defence of freedom, liberty and democracy for all
- Any other relevant response (2 x 2) (4)

1.5 *[Paragraph – interpretation, analysis and synthesis of information from sources 1A, 1B and 1C – L3]*

- The introduction of the Marshall Plan caused conflict (Source 1A)
- The Soviet Union was threatened by this US encroachment in Eastern Europe. (Source 1A)
- USSR wanted to demonstrate that they were in control in Berlin.
- USSR imposed the Berlin blockade (Source 1B)
- This was the first serious crisis of the Cold War (Source 1B)
- Relations between USA and USSR worsened (Source 1B)
- USA viewed the blockade as an act of gross violation of human rights.
- USSR thought that they had scored a strategic victory over the USA (Source 1B)
- USA implemented an airlift of supplies
- The airlift brought the world to the brink of war (Source 1B)
- American planes delivered a variety of supplies to West Berlin on a daily basis (Source 1B)
- Airlift successes led to the abandoning of the blockade by Russia (Source 1B)
- Russia remained suspicious of and accused the USA of subversive behaviour
- Any other relevant response (8)

Use the following rubric to allocate a mark.

	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner. • Question not answered. • Partial use of evidence to respond to the question. • Little or no understanding of how the Berlin blockade intensified Cold War tensions between the USA and the Soviet Union. • Cannot respond to the question asked. 	0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic. • Some understanding of how the Berlin blockade intensified Cold War tensions between the USA and the Soviet Union. Uses evidence in a basic manner but it relates to the question asked. 	3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses evidence that is relevant and appropriate. • Demonstrates a thorough understanding of how the Berlin blockade intensified Cold War tensions between the USA and the Soviet Union. Evidence relates very well to the question. • Evidence is used very effectively in an organised paragraph. 	6–8

(8)
[50]

QUESTION 2: WHAT IMPACT DID THE BATTLE OF CUITO CUANAVALLE HAVE ON BOTH SOUTH AFRICA AND ANGOLA?

2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*

- SADF
- UNITA
- Angolan government forces
- Cuban forces (2 x 1) (2)

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

- Cubans were superior in the air
- SADF failed to capture Cuito Cuanavale
- The Soviet-made planes gave the Cuban forces an edge over SA forces
- Any other relevant answer (1 x 2) (2)

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

- The battle resulted in the end of the protracted war
- South African troops were withdrawn from Angola
- Led to peace negotiations
- Namibia attained independence (2 x 1) (2)

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

- To concede defeat would have been embarrassing
- To placate the South African public
- To hide the actual impact of the war
- To try and keep the moral of the army high
- Any other relevant answer (2 x 2) (4)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L2]*

- The fall of Cuito was imminent
- To defend Cuito
- Force SADF out of Angola (3 x 1) (3)

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

- The SADF was defeated.
- Humiliated and embarrassed SADF retreated out of Cuito Cuanavale.
- Any other relevant response (1 x 2) (2)

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

- Cuba sent their best planes
- They sent their best pilots
- Most sophisticated anti-aircraft weapons
- Cuba deployed the most modern tanks (4 x 1) (4)

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

- SADF were annihilated in the air by Cuban forces
- SADF's military shortcomings were seriously exposed
- Cuba deployed the most advanced and sophisticated military weapons and the SADF was no match
- Any other relevant answer (2 x 2) (4)

2.4 2.4.1 *[Evaluation and analysis of evidence from Source 2C – L3]*

- SADF depicted as heroes
- South Africa attempting to muster dignity
- Creates the impression of deliberate and voluntary withdrawal
- Any other relevant response. (2 x 2) (4)

2.4.2 *[Interpretation and evaluation of relevant information from Source 2C – L3]***UNRELIABLE**

- The source is one-sided and biased
 - It is a portrayal of events from the standpoint of SADF
 - The source celebrates victory when historical evidence supports the view that SADF was defeated at Cuito
 - Any other relevant response (2 x 2) (4)
- An answer that suggests the source is reliable should not be accepted.**

2.4.3 *[Interpretation and analysis of evidence from Source 2C – L3]*

- The source is from the SADF and is in its favour
- This "victory" march is not corroborated by historical evidence
- One-sided view of the results of the war in Angola
- Any other relevant response (1 x 3) (3)

2.5 2.5.1 *[Interpretation of evidence from Source 2D – L2]*

- Declassified documents were made public to debunk America's claims
- To show the world that the USA had not been honest about their involvement in Angola
- To prove that USA became involved in Angola long before Cuba did
- Any other relevant response. (2 x 2) (4)

2.5.2 *[Evaluation and interpretation of evidence from Source 2D – L3]***CANNOT BE JUSTIFIED**

- They wanted the world to see a justification for their actions
- USA wanted to be seen as the defender of democracy
- Wanted to portray Cuba as the aggressor
- Any other relevant response (2 x 2) (4)

2.6 *[Paragraph – interpretation, analysis and evaluation of usefulness of information from sources 2B, 2C and 2D – L3]*

- The Battle of Cuito Cuanavale had varying results for both South Africa and Angola
- The involvement of Cuba led to the withdrawal of the SADF (Source 2A)
- Cuba tilted the scale in favour of Angolan government forces (Source 2A)
- Cuba deployed hi-tech weaponry during the Cuito Cuanavale battle (Source 2B)
- SADF had been embarrassed and outclassed (Source 2B)
- Military strategists decided to advise that SADF's withdrawal be controlled and managed (Source 2B and Source 2C)
- The military frailties of SADF were exposed by the Cuban regiments
- Cuito Cuanavale was the last straw
- Angola's government was able to deal with the UNITA forces who were without SADF support (Source 2B)
- Angola experienced some level of stability
- South Africa's influence was diminished
- Any other relevant response (8)

Use the following rubric to allocate a mark.

	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner. • Question not answered. • Partial use of evidence to respond to the question. • Little or no understanding of the impact of the Battle of Cuito Cuanavale on both South Africa and Angola. • Cannot respond to the question asked. 	0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic. • Some understanding of the impact of the Battle of Cuito Cuanavale on both South Africa and Angola. • Uses evidence in a basic manner but it relates to the question asked. 	3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses evidence that is relevant and appropriate. • Demonstrates a thorough understanding of the impact of the Battle of Cuito Cuanavale on both South Africa and Angola. • Evidence relates very well to the question asked. • Evidence is used very effectively in an organised paragraph. 	6–8

(8)
[50]

QUESTION 3: HOW SUCCESSFUL WAS DESEGREGATION OF SCHOOLS IN LITTLE ROCK, ARKANSAS, DURING THE 1950s?

3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*

- Segregation in public schools was ended
- Schools were integrated (1 x 2) (2)

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

- He prevented the African American students from entering the school
- Vowed to protect white interests
- Any other relevant response (1 x 2) (2)

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

- He was a racist
- Faubus did not believe in racially integrated schools
- He wanted to please the white parents who were against the racial integration of schools
- Faubus was practising what was then a normal trend in the southern states – segregated schooling
- Any other relevant response (2 x 2) (4)

3.1.4 *[Interpretation and analysis of evidence from Source 3A – L3]*

TO A GREATER EXTENT IT CAN BE JUSTIFIED

- Law and order had to be restored in Little Rock
- He defended the rights of the black students
- The government made an unambiguous commitment that it would not tolerate racism
- He was enforcing federal legislation and the decision of the courts in respect of equal education
- Faubus had defied a legitimate and just instruction from the president
- Any other relevant response (2 x 2) (4)

3.1.5 *[Analysis and engaging with information from Source 3A – L2]*

- He wanted to deny black students equal education
- He was not happy with the fact that the schools had to be racially integrated
- He wanted to protect white privilege
- He was willing to undermine the federal government
- Any other relevant response (2 x 2) (4)

3.2 3.2.1 *[Interpretation of evidence from Source 3B – L1]*

- They felt intimidated
- They were scared
- They felt vulnerable as they were surrounded by an abusive crowd
- Any other relevant answer (2 x 2) (4)

3.2.2 *[Explanation using evidence from Source 3B – L1]*

- To prevent African American students from entering Central High School. (1 x 2) (2)

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

- Both sources refer to Faubus's opposition to racial integration
- Both sources depict the presence of members of the National Guard
- Both sources refer to the fact that black students were barred from entering the school
- Any other relevant response (2 x 2) (4)

3.4 3.4.1 *[Extraction of evidence from Source 3C – L1]*

- They are holding placards that are against racial integration
- To them racial integration is tantamount to communism
- There is anger and hatred exhibited by their facial expressions
- Only white people participated in this demonstration
- Any other relevant response (3 x 1) (3)

3.4.2 *[Interpretation of information and clues from Source 3C – L1]*

- Demonstrators are angry
- Agitated
- Aggressive
- Any other relevant answer (1 x 2) (2)

3.5 3.5.1 *[Explanation of evidence from Source 3C – L1]*

- Their actions mobilised a nation
- Their actions defined the success of the Civil Rights Movement
- Shouldered the burden of integrating education
- They were courageous pioneers
- Any other relevant response (1 x 2) (2)

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

- Provides financial support to needy students
- Convenes seminars and forums to discuss education delivery systems
- Informs the public about the needs in education
- Engages local and national government bodies to improve the quality of education (2 x 1) (2)

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

- Source 3D celebrates the triumph of the *Little Rock Nine*
- Source 3D shows the legacy of the *Little Rock Nine*
- The *Little Rock Nine* are referred to as champions
- Their sacrifice was not in vain
- Any other relevant response (2 x 2) (4)

3.5.4 *[Interpretation and analysis of evidence from Source 3D – L3]*

- Abolition of institutionalised racism in education was realised
- Celebration of the triumph of justice over injustice
- Improved quality of education
- Universal access to education
- A nation that cares for the disadvantaged
- Any other relevant response (1 x 3) (3)

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 vs. Board of Education*, Topeka case was a watershed decision for desegregation of educational institutions (Source 3A)
- The *Little Rock Nine* incident was intended to test the commitment of the state to the Supreme Court ruling (Source 3A)
- This incident pitted the state of Arkansas against federal government authority (Source 3A)
- White parents and students racially abused the nine black students (Source 3B)
- Eisenhower chose to stand and enforce the rights of all Americans (Source 3A)
- The experiences of the *Little Rock Nine*, 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
- Faubus closed all Little Rock schools, but his attempts failed as the schools were later re-opened
- The *Little Rock Nine* Foundation remains the vehicle of change and the celebration of their legacy (Source 3D)
- Despite the various challenges desegregation of school was achieved. (Source 3D)
- Any other relevant response (8)

Use the following rubric to allocate a mark.

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

(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. Candidates should refer to the military strength, financial clout of USA against the resolve and determination of the people of Vietnam.

MAIN ASPECTS**INTRODUCTION**

- Introduction should focus on the involvement of USA in Vietnam and the rejection thereof by the Vietnamese people. The candidates must in their essays juxtapose the strengths of the two countries. Candidates must briefly outline their line of argument, whether they agree with the statement or not.

ELABORATION

- After the French Vietnamese War, Vietnam was divided, along the 17th Parallel, into North and South Vietnam
- North Vietnam was under a communist regime, while South Vietnam was under a capitalist regime.
- USA gave unconditional support to South Vietnam
- South Vietnam was ruled by the corrupt and unpopular Ngo Dinh Diem
- National Liberation Front was formed and had a guerrilla army, the Vietcong
- Ngo Dinh Diem was overthrown – instability in South Vietnam
- Vietcong started a protracted campaign to unify Vietnam
- China and North Vietnam supported Vietcong
- USA got involved – to prevent the spreading of communism in South East Asia – the 'Domino Effect'
- 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.

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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 political and the economic sectors. A proper contextualisation of the candidate's response is expected. The candidates must give a detailed comparison of the two countries.

MAIN ASPECTS

INTRODUCTION

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

ELABORATION

Tanzania

– Political

- Tanzania gained independence from Britain
- Rejection of neo-colonialism
- Adoption of the **Leadership Code**
- One-party state system adopted
- Rejection of opposition parties as un-African
- Promotion of unity of Tanzanians and rejection of tribalism
- The promotion of humility in leadership
- Support for Nyerere

– Villagisation/Ujamaa

- 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 familyhood 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**– Political**

- Congo gained independence from Belgium
- Belgium failed to prepare Congo for independence
- Separatist rich Katanga province – led by Moise Tshombe
- Congo never tasted stability from the start
- Civil war four days after independence
- Opposition to Patrice Lumumba from Tshombe, Kasavubu and Mobutu
- The separatist ambitions of Tshombe were a source of conflict in the Congo
- Lumumba was overthrown
- Assassination/execution of Lumumba
- Assumption of power by Mobutu
- Dictatorship and kleptocracy in the Congo
- Laurent Kabila overthrew Mobutu in 1997

– Zairianisation of economy

- Congo gained independence from Belgium in 1960
- 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

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

Candidates must discuss the essential philosophy of the Black Power Movement, its tactics as they differ to those of the Civil Rights 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, its tactics 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-violent 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
- Rejection of the tactics of the Civil Rights Movement as they pertain to promotion of non-violence
- The elevation of the struggle for civil rights to a struggle for human rights
- 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, 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: 150**