



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

JUNE 2016

**HISTORY P1
MEMORANDUM**

MARKS: 100

This memorandum consists of 19 pages.

1. SOURCE-BASED QUESTIONS

1.1 The following cognitive levels were used to develop source-based questions:

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	<ul style="list-style-type: none"> Extract evidence from sources. Selection and organisation of relevant information from sources. Define historical concepts/terms. 	30% (15)
LEVEL 2	<ul style="list-style-type: none"> Interpretation of evidence from 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 information below indicates how source-based questions are assessed:

- In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓ ✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓)

Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (.) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.
- At the end of the paragraph indicate the ticks (✓) that the candidate has been awarded for the paragraph; as well as the level (1,2, or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ . _____ . _____
 ✓✓✓✓

Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the right hand bottom margin e.g.

32
50

Ensure that the total mark is transferred accurately to the front/back cover the answer script.

2. ESSAY QUESTIONS**2.1 The essay questions require candidates to:**

- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

2.2 Marking of 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 essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The construction of argument
- The appropriate selection of factual evidence to support such argument
- The learner's interpretation of the question.

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly 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 ^
- Wrong statement _____
- Irrelevant statement |
|
|
- Repetition R
- Analysis A√
- Interpretation 1√

2. The matrix

2.5.1 Use of the matrix in the marking of essays.

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

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

C	LEVEL 4	



- (b) The second reading of essays will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

- (c) Allocate an overall mark with the use of the matrix.

C	LEVEL 4	}26–27
P	LEVEL 3	

MARKING MATRIX FOR ESSAY: TOTAL: 50

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

* **Guidelines for allocating a mark for Level 1:**

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Question includes basic and generally irrelevant information; no attempt to structure the essay = 1–6
- Question inadequately addressed and vague; little attempt to structure the essay = 7–13

SECTION A: SOURCE BASED QUESTIONS**QUESTION 1: HOW DID THE CREATION OF NEW SPHERES OF INTERESTS INTENSIFY COLD WAR TENSIONS BETWEEN THE UNION OF SOVIET SOCIALIST REPUBLIC AND THE UNITED STATES OF AMERICA AFTER 1945?**

- 1.1 1.1.1 *[Explanation of historical concept from Source 1A – L1]*
- A classless society
 - Production is controlled by the state on behalf of the community
 - Any other relevant response. (1 x 2) (2)
- 1.1.2 *[Extraction of information from Source 1A – L1]*
- Capitalism allowed the distribution of wealth unevenly. (1 x 1) (1)
- 1.1.3 *[Analysis and interpretation of evidence from Source 1A – L2]*
- Stalin saw it as a possible cause of war/cause of conflicts
 - Stalin blamed capitalists as a cause of Russian hardships.
 - Any other relevant response (2 x 2) (4)
- 1.1.4 *[Extraction of information from Source 1A – L1]*
- Recover from the damage the last war caused.
 - To prepare for the next war that the contradictions (opposing views) of capitalism were sure to bring about. (2 x 1) (2)
- 1.2 1.2.1 *[Extraction of information from Source 1B – L1]*
- To warn the capitalist world of the iron curtain that had descended across Europe.
 - To warn cities in central and east Europe of being subjected to Soviet influence. (2 x 1) (2)
- 1.2.2 *[Extraction of evidence from Source 1B – L1]*
- To expand her power and doctrines. (1 x 1) (1)
- 1.2.3 *[Evaluate biasness of information from Source 1B - L3]*
Candidates should state either BIASED or NOT BIASED and support their argument with evidence
- Biased**
- Churchill speech is about communist threat and did not refer to it as part of the Cold War.
 - Churchill does not refer to the spheres already under capitalist influence.
 - His speech is not balanced as a capitalist supporter; he showed communism as a danger to the capitalists
 - Any other relevant response (4)
- Not biased**
- The Soviet Union had expanded as Churchill indicated.
 - Churchill was referring to the direction of Russian expansion.
 - He was warning the capitalist countries about Russian influence.
 - Any other relevant response (2 x 2) (4)

- 1.3 1.3.1 *[Extraction of information from Source 1C – L1]*
- Breaking the vicious circle
 - Restoring confidence of the European people in the economy of their countries.
 - The manufacturer and the farmer must cooperate. (3 x 1) (3)
- 1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- Claimed to be fighting against hunger, poverty and desperation
 - To stop the spread of communism-policy of containment
 - To promote the capitalist doctrine
 - Any other relevant response (2 x 2) (4)
- 1.3.3 *[Extraction of evidence from Source 1C – L1]*
- Any government that is willing to assist in the task of recovery will find full cooperation.
 - Any government which tries to block the recovery of other countries cannot get help from them (USA).
 - Governments, political parties or groups which seek to perpetuate human misery in order to profit will encounter opposition from the United States. (3 x 1) (3)
- 1.4 1.4.1 *[Interpretation of evidence from Source 1D – L2]*
- Stalin intended to prevent European (his satellite states) countries from accepting the Marshall Plan.
 - Stalin did not want to see economic recovery in Europe.
 - Stalin did not like the Marshall Plan, a threat to his expansionist policy.
 - Any other relevant response (2 x 2) (4)
- 1.4.2 *[Interpretation of information from Source 1D – L2]*
- Represent socialism/communism as an ideology of the Soviet Union.
 - Any other relevant response (1 x 2) (2)
- 1.4.3 *[Analysis of information from Source 1D – L2]*
- To protect his control over the satellite states against USA intervention.
 - An attempt to keep Europeans states economically weak.
 - To create a fertile ground for his expansionist policy-spread of communism.
 - Any other relevant response (2 x 2) (4)
- 1.4.4 *[Interpretation of information from Source 1D – L2]*
- COMECON was introduced to counter the Marshall Plan.
 - COMINFORM
 - Molotov Plan (1 x 2) (2)

1.5 *[Comparison of differences between Source 1C and 1D – L3]*

- Source 1C refers to the need for help to return the economic health of the world and Source 1D shows the Soviet Union trying to block it.
- The two sources show conflict of interest between the USA and the Soviet Union.
- Both sources say Stalin was aware of the need to help the poverty stricken states but could not accept that as it was from the US.
- Both sources say Stalin saw it as an attempt to contain his expansionist policy.
- Any other relevant response

(2 x 2) (4)

1.6 *[Interpret, Evaluate and synthesis of evidence from relevant sources – L3]*

Candidates must focus on the following aspects:

- Stalin condemned capitalism and intended to replace it with communism throughout the world (Source 1A).
- Churchill saw communism as a threat to world peace, and it was infiltrating through the vulnerability of poverty stricken states (Source 1B).
- Churchill condemned communist expansion in his Iron Curtain speech (Source 1B).
- The Marshall Plan divided Europe into halves; states that welcomed the plan and those that rejected it as influenced by Stalin (Source 1C).
- Stalin expelled Romania that accepted the Marshall Plan from the ranks of communism (Source 1C).
- Stalin objected to the European economic recovery (Source 1D).
- Any other relevant response

Use the following rubric to allocate a mark.

	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, for e.g. shows little or no understanding of how the Berlin blockade intensified Cold War tensions between the USA and the Soviet Union. • Partial use of evidence to or cannot write a paragraph. 	0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic for e.g. shows 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 for e.g. 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: WHY DID CUBA BECOME INVOLVED IN THE ANGOLAN CIVIL WAR?

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- Expansionist (colonising) aims
 - The Soviet Union ordered Cuba into Angola (Soviet ‘puppet’) (2 x 1) (2)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- Cuba is too small to think about expanding into Africa
 - Cuba has taken nothing from Angola except its dead soldiers
 - Cuba went to Angola in response to a request for support from Neto (leader of the MPLA government)
 - Angola did not consult the Soviet Union before sending troops to Angola (3 x 1) (3)
- 2.1.3 *[Extraction of evidence from Source 2A – L1]*
- Agostinho Neto (1 x 1) (1)
- 2.1.4 *[Explanation of evidence in Source 2A – L2]*
- The Soviet Union supported Cuban troops with logistics
 - The Cubans had weapons but relied on the Soviets for ammunition
 - Both Cuba and the Soviet Union were supporting the MPLA in their struggle (against UNITA / South Africa – ‘racism’ and ‘colonialism’)
 - The Soviet Union provided additional weapons to Cuba as their war effort expanded
 - Any other relevant answer. (2 x 2) (4)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- Many of the Cuban people were descended from slaves who were stolen from Africa. (1 x 2) (2)
- 2.2.2 *[Extraction of evidence from Source 2A – L1]*
- South Africa
 - United States (Yankees) (2 x 1) (2)
- 2.2.3 *[Interpretation of evidence in Source 2A – L2]*
- The Angolan government was under attack from South Africa troops in 1975. (4)
- 2.3 2.3.1 *[Interpretation of evidence in Source 2C – L2]*
- It implies that the Soviet Union is more powerful than Cuba (as an adult tiger is stronger and more powerful than her cub).
 - Cuba is not acting as an independent nation, the Soviets are in control (as a mother controls her cub).
 - Any other relevant answer (2 x 2) (4)

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

- The fact that 10–13 thousand Cuban troops are stationed in Angola which Vorster believes will influence Angolan government policy. (1 x 2) (2)

2.3.3 *[Interpretation of evidence in Source 2C – L2]*

- He believed that once the MPLA had consolidated power, the Cubans would attempt to destabilise southern Africa.
- Vorster believed that the Cubans wanted to spread Communism through Southern Africa.
- He believed that South Africa / southern tip of Africa was of strategic importance to the communists in their plan to dominate the world.
- The Cape sea route was important for Europeans so the Soviets would be in a strong position if they could take control this trade route
- South Africa had raw materials which would be valuable to the Soviets in a conventional war.

2.4 *[Explanation of different perspectives in Sources 2B and Sources 2C – L3]*

- Source 2B is written by Castro the Cuban leader; Source 2C is written by Vorster the South African leader – they were fighting on different sides in the Angolan civil war.
- Castro (Source 2B) believed that South Africa was attempting to take control of Angola and spread their racist policies (apartheid); whereas Vorster (Source 2C) believed that Castro was attempting to take control of Southern Africa and spread communism.
- Both leaders need to justify to their people why their countries are involved in a war in Angola.
- The two leaders had very different ideological viewpoints.
- Any other relevant answer. (2 x 2) (4)

2.5 2.5.1 *[Extract evidence from Source 2D – L1]*

- The hand represents the Soviet Union – The hammer and sickle on the ring is from the Soviet Union flag
- Cigar represents Cuba (Cuban is a big international cigar producer and famous for their cigars). (2 x 2) (4)

2.5.2 *[Interpretation of evidence in Source 2D – L2]*

- Cuba and the Soviets are a negative/damaging force in Africa – they are shown using Africa as an ashtray
- The Soviets are controlling Cuban involvement in Africa – Soviet hand holding Cuban cigar.
- Cuba is the one being 'burnt' (cigar) i.e. suffering the brunt of the war through casualties and costs.
- Any other relevant answer. (2 x 2) (4)

2.5.3 *[Engage with question of historical usefulness in Source 2D – L2]*

- The cartoon is directly relevant to the research topic as it contains references to Cuba and Angola and was printed in 1975, the year the Angolan Civil War broke out.
- The cartoon provides a perspective from one of the countries involved in the war (South Africa) in 1975
- The cartoon suggests that the Soviet Union were controlling Cuba and directing their involvement in Cuba – the historian would then investigate to see if there was corroborating evidence to support this idea.
- The cartoon provides insight into the South Africa government's explanation for the Cuban involvement in Angola.
- The researcher would identify the cartoon as biased and would need to look for other sources with different viewpoints (e.g. to give the Cuban or Soviet view of events).
- Any other relevant answer.

(2 x 2) (4)

2.6 *[Interpretation, analysis and synthesis of evidence from sources and using own knowledge to evaluate their usefulness – L3]***Learners need to include some of the following points in their answer:**

- Cuba aimed to colonise Angola – Castro denies this saying that Cuba is far too small a country to be able to expand into Angola. (Source 2A).
- Cuba was in Angola under Soviet command and control – Castro claims that the Cubans went into Angola without informing the Soviets (Source 2A and 2D).
- Cuba was using Angola as a base from which to spread communism in Southern Africa – Castro does say that they are supporting the MPLA (a Marxist-Leninist/ socialist party) but Castro says that his troops will be withdrawn when they are no longer needed (Source 2A)
- Cuba wanted to extract mineral wealth from Angola – Cuba claims that all they have ever taken from Angola are the bodies of Cuban soldiers (Source 2A).
- Cuba wanted to destroy apartheid in South Africa – Castro claims that Cuba wanted to defend Angola from being attacked by South Africa.
- Castro claims that Cuba is in Angola to defend the MPLA government as part of Cuba's internationalist mission to support people fighting against colonialism.
- Castro argues that many Cubans are descended from Africans who were sold into slavery – therefore they have a duty to defend their 'brothers and sisters'.
- Any other relevant answer.

(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 e.g. shows no or little understanding of the different reasons given to explain Cuban involvement in Angola. • Uses evidence partially to report on topic or cannot report on topic. 	0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding the different reasons given to explain Cuban involvement in Angola. • Uses evidence in a basic manner. 	3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. shows a thorough understanding of the different reasons given to explain Cuban involvement in Angola. • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows understanding of the topic. 	6–8

(8)
[50]

QUESTION 3: WHAT WAS THE SIGNIFICANCE OF THE LITTLE ROCK NINE IN THE STRUGGLE FOR THE DESEGREGATION OF SCHOOLS?

- 3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- “They were turned away by the National Guard”
 - “The frenzy of the mob”
 - “They were removed from the school under police escort” (1 x 2) (2)
- 3.1.2 *[Interpretation of evidence from Source 3A – L2]*
- They were against the integration of the school
 - They wanted to protect white supremacy
 - Any other relevant response (1 x 2) (2)
- 3.1.3 *[Extraction of evidence from Source 3A – L1]*
- The president federalised the National Guard
 - Called the National Guard to the school
 - Issued orders of ‘cease and desist’ (2 x 2) (4)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- Showed their rejection of blacks
 - Wanted to prevent incident to be exposed in media
 - Wanted to show their anger against school integration
 - Any other relevant response (2 x 2) (4)
- 3.1.5 *[Extraction of evidence from Source 3A – L1]*
- National Guard turned students away
 - Lackadaisical attitude of police
 - Meek and mild attitude of police leading to beating of African-American journalists
 - Any other relevant response (2 x 2) (4)
- 3.1.6 *[Interpretation of evidence from Source 3A – L3]*
- JUSTIFIED TO LESSER EXTENT**
- Police are supposed to uphold the law and act against transgressors
 - They should have adhered to the instructions of the president
 - The provisions of the court order should have been defended
 - Any other relevant response.
- NOTE:** Consider any relevant substantiation in support of to a great extent. (2 x 2) (4)

- 3.2 3.2.1 *[Explanation of concept from Source 3B – L1]*
- End racial discrimination and creating equal opportunities from all races
 - Any other relevant answer (1 x 2) (2)
- 3.2.2 *[Extract evidence from Source 3B – L1]*
- For the stand he took in bringing back law and order in Little Rock Arkansas
 - For the benefit that his actions will bring in harmonising the nation (2 x 1) (2)
- 3.2.3 *[Compare evidence from Source 3B – L1]*
- The Little Rock Nine incident (1 x 1) (1)
- 3.2.4 *[Interpretation of evidence from Source 3B – L2]*
- ACCURATE TO LARGE EXTENT**
- King condemns violence orchestrated by a small white group and believes that a non-racial and peaceful society will emerge victorious
 - Violence and coercion entrench racial animosity and is not beneficial to harmony
 - King's predictions were correct given the fact that the civil rights movement eventually ended racial discrimination
 - Integration was finally achieved justifying the actions of the President
 - Any other relevant response.
- NOTE:** Any relevant substantiation for a great extent should be considered. (2 x 2) (4)
- 3.2.5 *[Interpretation of evidence from Source 3B – L2]*
- He was against violence
 - Believed in passive resistance
 - Any other relevant response (1 x 2) (2)
- 3.2.6 *[Determining usefulness of Source 3B – L3]*
- It is an authentic telegram reflecting Kings standpoint as Civil Rights leader on the Little Rock Nine incident
 - It provides a critique against the forces who opposed school integration
 - It recognises the firm action taken by the President and benefits this will have for the US nation building project
 - Any other relevant response (2 x 2) (4)
- 3.3 *[Compare evidence in Sources 3A and 3B – L3]*
- Source 3A – Governor Faubus did not protect the students and allowed the National Guard to turn them away.
 - Source 3A – The Governor did not act against the mob that was present at the school for some days
 - Source 3A – The President acted by calling the National Guard away from the school and federalise it
 - Any other relevant response (2 x 2) (4)

- 3.4 3.4.1 *[Interpretation of evidence from Source 3C – L2]*
- Police escorting the nine Negro Students after they were admitted and White groups protested against their admission.
 - Any other relevant response (1 x 2) (2)
- 3.4.2 *[Interpretation of evidence from Source 3C – L2]*
- It intensified the struggle for civil rights that followed subsequently
 - The Civil rights Movement mobilised people across the colour line into campaigning against separation of society
 - Laid the foundations for the abolishment of racial discrimination
 - Was a forerunner to school desegregation in the US.
 - Any other relevant response (2 x 2) (4)

3.5 *[Interpretation, analysis and synthesis of evidence from all sources – L3]*

Candidates must include the following in their response:

- Laid foundation for struggle against racial integration (Source 3A)
- Sparked further resistance against racial discrimination (Source 3A)
- It challenged the separate but equal notion of education in the US
- Showed the tenacity of these students to their course (Source 3A)
- Eisenhower restored law and order (Source 3B)
- The police failed to disperse the mob (Source 3A)
- The National Guard was called away from the school (Source 3A)
- 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: EXTENTION OF THE COLD WAR: CASE STUDY VIETNAM**

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

- Candidates should include the following aspects in their answer:

SYNOPSIS

Candidates should explain to what extent the USA succeeded in the Vietnam War referring to the implementation of its foreign policy by different Presidents and how the Vietnamese reacted to this

MAIN ASPECTS**INTRODUCTION**

- Introduction: Candidates should take a stance and substantiate it with relevant evidence.

ELABORATION

- US foreign policy of containment and Domino theory aimed at stopping the spread of communism
- Miscalculated moves made by various presidents to escalate attacks through Operation Rolling Thunder and effects of Tet offensive
- Reasons for failure (Use of inexperienced soldiers, lack of understanding Vietnam terrain, overconfidence of US military, Vietnamese tactics on ground superior than US, US unfamiliar with guerrilla tactics)
- US antagonising Vietnamese through bombings, destroying farms and use of napalm
- US failed to understand tenacity and commitment of Vietcong
- The effective utilisation of the Chi Minh trail by Vietcong guerrillas
- US failed to save Vietnam from falling under communist rule
- Any other relevant point

CONCLUSION

- Candidates should tie up their arguments with a relevant conclusion.

[50]

**QUESTION 5: INDEPENDENCE IN AFRICA IN THE 1960s AND 1980s:
CONGO AND TANZANIA**

[Plan, construct and discuss an argument based on evidence using analytical and interpretative skills – L3]

SYNOPSIS

Candidates should critically discuss political successes and challenges faced by both Tanzania and Congo after gaining independence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should indicate their viewpoint and how they intend to support it.

ELABORATION

Types of leaders that emerged, types of government they set up and political stability.

- Leadership influenced by decline of nationalism and liberal democracy
- The rise of one party system and socialism versus pluralism and individualism
- In Congo, Patrice Lumumba based his government on 'positive neutralism, rejected foreign influences
- Mobutu Sese Seko, supporter of centralisation, but a capitalist turned dictator leading a PMR
- In Tanzania, Julius Nyerere led TANU as a political party, was a socialist
- Rejected tribalism based on ethnicity and racial discrimination
- Julius Nyerere led Tanzania as a one party state though not a dictator himself.
- Believed in African Socialism, committed to the promotion of human equality and dignity
- Took a non-alignment stance,

Challenges:

- Political instability in Congo after gaining independence, tension, ethnic rivalry and uncertainties
- Leaders differed, Kasavubu, preferred a federal state, Lumumba wanted a centralised and unitary state.
- Stability brought by Mobutu, through a one party system, establishing an authoritarian rule
- Tanzania under Julius Nyerere experienced stability through the adoption of African Socialism and the policy of *Ujamaa*
- Tanzania never experienced political coup de tats like the Congo.
- African leaders caught in between the two systems, a sophisticated political system and a warm socialist system that was later changed to African socialism
- Any other relevant response.

CONCLUSION

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

[50]

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

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

- Candidates should include the following aspects in their answer:

SYNOPSIS

Candidates should respond to the statement highlighting the significant role played by the Black power Movement as a radical move from the passive approach in the struggle for civil rights in the USA.

MAIN ASPECTS

- Introduction: Candidates should take a stance and substantiate it with relevant evidence.

ELABORATION

- Black Power Movement emerged as reaction and disagreement to passive resistance strategy
- Its leaders such as Malcolm X believed that a true black revolution could not depend on white support and reconciliation
- Emergence of black radicalism in the 1960's due to unemployment and police brutality
- Spontaneous riots revealed black despair-race riots in Watts
- Early 1970's call for Black Power became popular-due to the impact it had in instilling pride and self-worth in African Americans
- Black Panthers Movement and its 10 point plan
- Role of Malcolm X and Carmichael in intensifying struggle calling for radical approach
- Self-defence and fighting back if necessary promoted by Black power movement
- Celebrating African American history, music etc. in the 60's
- Any other relevant point

CONCLUSION

Candidates should tie up the arguments with a relevant conclusion.

[50]

TOTAL: 150