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Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

HISTORY P1

NOVEMBER 2014

MEMORANDUM

This memorandum consists of 22 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 sources Explain information gathered from sources Analyse evidence from 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.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

2.3 Global assessment of the essay

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

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

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the first reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualized (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised

Λ

- Wrong statement

- Irrelevant statement

|
|
|

- Repetition

R

- Analysis

A✓

- Interpretation

1✓

2.5. The matrix

2.5.1 Use of the matrix in the marking of essays

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

- (a) The first reading of extended writing 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 extended writing 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 MARKS: 50

| PRESENTATION  | LEVEL 7 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. | LEVEL 6 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. | LEVEL 5 Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument. | LEVEL 4 Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence. | LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence. | LEVEL 2 Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion. | LEVEL 1 Little or no attempt to structure the essay. |
|--|--|--|--|---|---|---|--|
| CONTENT  | | | | | | | |
| 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 | 38–39 | | | | |
| LEVEL 5 Question answered to a great extent. Content adequately covered and relevant. | 38–39 | 36–37 | 34–35 | 30–33 | 28–29 | | |
| LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection. | | | 30–33 | 28–29 | 26–27 | | |
| LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage. | | | | 26–27 | 24–25 | 20–23 | |
| LEVEL 2 Question inadequately addressed. Sparse content. | | | | | 20–23 | 18–19 | 14–17 |
| LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content. | | | | | | 14–17 | 0–13 |

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: HOW DID THE BERLIN BLOCKADE CONTRIBUTE TO COLD WAR TENSIONS BETWEEN THE WESTERN POWERS AND THE SOVIET UNION?**

1.1

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

- Britain/British
- France/French
- United States of America (USA)/Americans
- Russia (Soviet Union)/Russians

(4 x 1) (4)

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

- The Soviet Union introduced a separate currency (*Ostmark*) in their sector
- Warned the West that they had no business interfering in the affairs of East Germany
- The Soviet Union blockaded West Berlin (For example: closed roads, railroads, waterways)
- Any other relevant response

(any 2 x 2) (4)

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

- Concept used by Winston Churchill to indicate the division between Eastern and Western Europe
- It was a symbolic border between the communist bloc and western European countries during the Cold War
- Division between capitalist and communist Europe
- Any relevant response

(any 1 x 2) (2)

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

- Wanted to prevent the spread of communism/'domino effect' into Western Europe
- If Berlin fell into the hands of communism, then Western Germany would come under communist influence
- Wanted to ensure that democracy flourishes
- Did not wish to hand over 2 million West Berliners to communist rule
- West Berlin was a listening post for the West

(any 1 x 2) (2)

1.2

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

- To deliver necessities/essentials such as food, coal and clothes to West Berlin

(1 x 2) (2)

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

- Lack of fuel led to a limited supply of electricity
- Fresh food was not readily available
- Berliner's experienced cold and darkness during the winter and had no warm meals or electricity for lights

(any 2 x 1) (2)

1.2.3 [Interpretation of evidence in Source 1B – L2]

- Determined not to give in to (bullied) Soviet pressure/ Communism
- To demonstrate that they were not dependent on the Soviet government for assistance
- Disapproved of the blockade
- Believed that the West would support them
- Any other relevant response

(any 2 x 2) (4)

1.3**1.3.1 [Interpretation of evidence from Source 1C – L2]**

- It shows American planes bringing in supplies to West Berlin
- Children waiting in anticipation for supplies
- Any other relevant response

(any 1 x 2) (2)

1.3.2 [Interpretation of evidence from Source 1C – L2]

- It may have been used for propaganda purposes to highlight the West's support of West Berlin
- To show that the West was committed to containment of communism/protect capitalism
- To illustrate that the Truman Doctrine/Marshall Plan was effective
- Children in the photograph shows the humanitarian nature of the airlift
- Any other relevant response

(any 2 x 2) (4)

1.4**1.4.1 [Extraction of evidence from Source 1D – L1]**

- Grain (food)
- Fats (food)
- Heating materials

(any 2 x 1) (2)

1.4.2 [Detecting bias in Source 1D – L3]

- It is the view of a member of an East German Socialist Party who was in favour of the Soviet Union's policies
- Paints a positive picture of the Soviet Union's role in Berlin
- Portrays the USA as the cause of the hardships
- Grotewohl claimed that the airlift was 'invented' by Western powers
- Grotewohl claimed the Western powers were attempting to stir up the Germans against the Soviet Union
- Uses emotive words to portray the USA's actions
- Any other relevant response

(any 2 x 2) (4)

1.4.3 [Interpretation of evidence from Source 1D – L2]

- They prevented residents of their sectors from taking advantage of the opportunities to acquire supplies offered by the Soviet sector
- They robbed the people living in Western sectors of the opportunity to obtain supplies of food and other commodities provided by the Soviet Union directly in the shops
- The 'airlift' that followed was an invention by the western powers and was unnecessary
- Any other relevant response

(any 1 x 2) (2)

1.4.4 [Interpretation of evidence from Source 1D – L2]

Candidates should indicate whether they AGREE or DISAGREE with Grotewohl's interpretation of Western powers actions.

AGREE

- The Western powers prevented the West Berliners from obtaining supplies from the Soviet sector
- Berlin City Administration were influenced by the Western powers that occupied West Germany
- Refusing to accept aid from the USSR led to the intensification of friction between West Berliners and Soviet Union
- Any other relevant response

DISAGREE

- Biased perspective by Otto Grotewohl
- As Chairman of the United Socialist Party in East Germany, he was critical of the West and its influence in Berlin
- The Western powers were not responsible for the blockade
- The USSR was concerned about the economic recovery of West Berlin
- The Western powers only wanted to help the German population
- Any other relevant response

(any 2 x 2) (4)

1.5 [Comparison of information in Sources 1B and 1D – L3]

- Source 1D is a Soviet/ communist perspective while Source 1B is a Western/ capitalist perspective
- Source 1D indicates the provision of supplies (e.g. grain, meat) that the Soviet Union made to Berlin in 1948 while Source 1B refers to the supplies (e.g. fuel, food) that the Western nations made to Berlin in 1948
- Source 1D portrays the airlift in negative terms (unnecessary); whereas Source 1B portrays the airlift as being positive
- Any other relevant response

(any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- Division of Germany and Berlin along ideological lines (Source 1A and own knowledge)
- Introduction of new currency *Deutschmark* into western sectors and the *Ostmark* in the eastern sector (Source 1A)
- USA/West Germans were concerned about the spread of communism/ domino effect (Sources 1A and 1D)
- Western airlift undermined the impact of the Soviet Union's blockade (Source 1B)
- Blockade was used as propaganda by the West against USSR (children in West Germany suffered due to the USSR actions) (Source 1C)
- Grotewohl claimed that western countries controlled Berlin City Council and prevented Berliners from accessing food supplies sent from USSR (Source 1D)
- Implementation of the airlift by Western powers during the Berlin Blockade (Sources 1C and 1D)
- USSR claimed that Western powers were stirring up anger among Western Germans which could lead to a war (Source 1D)
- Any other relevant response

Use the following rubric to allocate a mark:

| | | |
|----------------|---|------------------------------|
| LEVEL 1 | <ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how the Berlin Blockade contributed to Cold War tensions between the Western powers and Soviet Union. • Uses evidence partially to report on topic or cannot report on topic. | MARKS 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 some understanding of how the Berlin Blockade contributed to Cold War tensions between the Western Powers and Soviet Union. • Uses evidence in a very basic manner. | MARKS 3 - 5 |
| LEVEL 3 | <ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of how the Berlin Blockade contributed to Cold War tensions between the Western Powers and Soviet Union. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. | MARKS 6 - 8 |

(8)
[50]

QUESTION 2: HOW DID FOREIGN COUNTRIES INTERVENE IN THE FIRST PHASE OF THE ANGOLAN CIVIL WAR FROM 1975 TO 1976?

2.1

2.1.1 *[Explanation of historical concepts in Source 2A – L1]*

(a)

- War fought by the Angolan liberation movements to free themselves from colonial occupation by Portugal
- War fought against colonialism or colonial oppressors
- Any other relevant response

(any 1 x 2) (2)

(b)

- An internal war to gain control of the Angolan government that was fought among Angolan political parties (MPLA, FNL and UNITA)
- War fought between civilians of the same country
- Any other relevant response

(any 1 x 2) (2)

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

- Foreign countries sent weapons to arm the different liberation movements

(1 x 2) (2)

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

- (a) Soviet Union/Cuba
- (b) USA/South Africa
- (c) South Africa

(1 x 1) (1)

(1 x 1) (1)

(1 x 1) (1)

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

- USA wanted to prevent the spread of communism/promote capitalism
- USA concerned about Cuban/USSR involvement in Angolan politics
- USA wanted to expand their own sphere of influence in independent Africa
- USA interested in exploiting rich mineral wealth of Angola
- Angola was of strategic importance
- USA was concerned about arms shipments received by MPLA from USSR
- Any other relevant response

(any 2 x 2) (4)

2.2

2.2.1 *[Interpretation of evidence from Frames 1 and 2 of Source 2B – L2]*

- The fear of a 'domino situation'
- Kissinger feared that if Angola became a communist state then other countries in the region would follow
- Any other relevant response

(any 1 x 2) (2)

2.2.2 *[Interpretation of evidence in Source 2B – L2]*

- He accepted the suggestion (as shown by his smile)
- He understood that USA should get involved in Angola to prevent the spread of communism/domino situation', as they had done in Vietnam
- He had mixed feeling
- Any other relevant response

(any 1 x 2) (2)

2.2.3 [Explaining the usefulness of Source 2B – L3]

- It shows that Kissinger (US Secretary of State) was encouraging President Ford to become involved in Angolan civil war
- Suggests that Kissinger used the spread of communism (to prevent a 'domino situation') as an argument for US intervention in Angola
- Shows the viewpoint of the British press - similarities were being drawn between the US involvement in Vietnam which ended in defeat and the Angolan civil war
- It identifies the main characters (President Ford and US Secretary of State – Henry Kissinger) who were involved in the policy regarding the US's involvement in Angola
- Any other relevant response

(any 2 x 2) (4)

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

- South Africa invaded Angola
- MPLA requested Cuba's assistance
- To prevent the independence movement from being crushed
- To prevent the assassination of revolutionaries
- To prevent a form of apartheid being installed in Angola
- To prevent the CIA from installing itself /entering and controlling Angola
- It was the 'revolutionary duty' of Cuba to support the MPLA
- It was the 'Internationalist duty' of Cuba to support MPLA
- To prevent neo-colonialism and imperialism being installed in Angola

(any 4 x 1) (4)

2.3.2 [Analyse information from Source 2C – L2]

- No domination of one country over another (The USSR over Cuba) / equals
- Both Cuba and the USSR supported the MPLA
- Any other relevant response

(any 2 x 2) (4)

2.4**2.4.1 [Extraction of evidence from Source 2D – L1]**

- Because they had to withdraw their troops without achieving their own objectives

(1 x 1) (1)

2.4.2 [Interpretation of evidence in Source 2D – L2]

Candidates should indicate to what extent the statement could be valid or not valid and support their argument with relevant evidence

To a lesser extent (Vorster's statement is not valid)

- The source refers to the withdrawal of South African troops from Angola
- The South African troops were militarily involved in the Angolan civil war to support UNITA
- He did not want to accept the withdrawal of South Africa from Angola
- Any other relevant response

To a great extent (Vorster's statement is valid)

- South Africa was in Angola only to defend the Calueque dam site
- Vorster claimed: 'South Africa's involvement was the effect of Russian and Cuban intervention and not the cause of Russian and Cuban intervention'
- Any other relevant response (any 2 x 2) (4)

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

- South Africa was involved because Cubans sent troops to Angola
- Fearful of the spread of communism into southern Africa
- Communists wanted to gain control of southern Africa as part of their plan for world domination
- South Africa became involved because of Russian and Cuban intervention in Angola
- To defend the Calueque Dam site
- Any other relevant response (any 2 x 2) (4)

2.5 *[Comparison of information in Sources 2C and 2D – L3]*

- Source 2C Castro claims that South Africa invaded Angola first and Cuba responded while in Source 2D Vorster claims that Cuba invaded Angola first and South Africa responded
- Source 2C suggests that Cuba was involved in Angola to prevent South Africans from spreading the policy of apartheid while Source 2D suggests that Cuba was attempting to spread communism throughout southern Africa
- Source 2C argues that Cuba was fighting to help liberate Angola while Source 2D suggests that Cuba wanted to take control of Angola (through the MPLA)
- Any other relevant comparison (any 2 x 2) (4)

2.6 [Interpretation, analysis and synthesis of evidence from all sources and using own knowledge – L3]

In responding to this question, the candidate is required to explain how foreign countries became involved in the Angolan Civil War of 1975-1976.

- Foreign intervention in Angola was primarily military in nature (Source 2A)
- Tanks, mortars, jet fighters etc. were sent to arm the different liberation movements (Source 2A)
- The USSR sent military equipment to the MPLA (Source 2A)
- Cuban military advisors were sent to train MPLA (Source 2A)/ South Africa provided weapons for UNITA (Source 2A)/ CIA (USA) donated money to FNLA (Source 2A)
- Castro offered support to the MPLA to ensure Angolan independence and liberation (Source 2C)
- Cuba also sent civilians to assist (Source 2C)/ Cuba sent doctors, teachers, engineers to help build Angola after independence (own knowledge)
- South Africa claimed not to be involved in the war but was present to defend their interest in the hydro-electric plant at Calauque Dam site (Source 2D and own knowledge)
- The USA was interested in exploiting the mineral wealth of Angola's Cabinda region, so it funded the FNLA which was based in that region. (own knowledge)
- Any other relevant answer

Use the following rubric to allocate a mark:

| | | |
|----------------|--|------------------------|
| LEVEL 1 | <ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how foreign countries intervened in the first phase of the Angolan Civil War between 1975 to 1976. • Uses evidence partially to report on topic or cannot report on topic. | MARKS 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 some understanding of how foreign countries intervened in the first phase of the Angolan Civil War between 1975 to 1976. • Uses evidence in a basic manner. | MARKS 3 – 5 |
| LEVEL 3 | <ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of how foreign countries intervened in the first phase of the Angolan Civil War between 1975 to 1976. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. | MARKS 6 – 8 |

(8)
[50]

QUESTION 3: WHAT ROLE DID THE UNITED STATES GOVERNMENT PLAY IN THE DESEGREGATION OF CENTRAL HIGH SCHOOL IN LITTLE ROCK, ARKANSAS, IN 1957?

3.1

3.1.1 *[Interpretation of evidence in Source 3A – L2]***Learners will be awarded two marks for the attitude and two marks for the substantiation.**

- Hostile/ aggressive - Hazel Bryan is shouting at Elizabeth Eckford
- Unfriendly - Eckford is left to walk on her own
- Curious, because the white American students are staring at Eckford as she walked to school
- Any other relevant response (any 2 x 2) (4)

3.1.2 *[Interpretation of evidence in Source 3A – L2]*

- Many white American students did not want their schools to be desegregated
- Segregation was part of Southern culture and many white Americans feared change/ transformation
- Many white American students believed that the Supreme Court and federal government should not interfere in the segregatory laws of the southern states
- Racist whites in the South felt superior and did not want to see them as equals with African Americans
- Any other relevant response (any 2 x 2) (4)

3.1.3 *[Interpretation and evaluation of evidence in Source 3A – L3]***Agree to a large extent**

- Many US citizens realised that segregation was morally wrong
- Denying African Americans the right to an equal education was seen as undemocratic
- Many white Americans might have felt ashamed about the bad and inhuman treatment that a young girl, trying to go to school, received
- Eckford was denied her civil rights and this image made many white Americans support the Civil Rights Movement in its campaign against racial discrimination
- Any other relevant response

Agree to a lesser extent

- The conscience of racists/ segregationists would not be stirred
- Most of the White Americans living in the south supported segregation
- Any other relevant response (any 2 x 2) (4)

3.2

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

- He feared that the crisis in Little Rock 'could set the process of integration back fifty years'
- It was an opportunity for the federal government to show its support for the Civil Rights Movement/back up the longings and aspirations of millions of people'
- The treatment of Elizabeth Eckford
- To ensure law and order
- To demonstrate that the federal/central government was serious about preventing discrimination and wanted the rights of all Americans to be respected irrespective of race

(any 1 x 2) (2)

3.2.2 *[Extraction of evidence from Source 3B – L1]*

- The mob was getting larger/ people were joining from all directions
- The mob was armed and dangerous
- Fighting and acts of violence broke out
- The situation was out of control
- Police could not control the situation
- There was a need to restore peace and to maintain law and order

(any 3 x 1) (3)

3.2.3 *[Interpretation of evidence in Source 3B – L2]*

- President Eisenhower did not want to have to intervene in the affairs of a state
- President Eisenhower was worried about losing the votes of whites living in southern states
- The President hoped not to have to make a public stand in favour of the Civil Rights Movement
- President Eisenhower did not see it as a crisis and therefore wanted time to consult his advisors
- Any other relevant response

(any 2 x 2) (4)

3.3

3.3.1 *[Interpretation of Source 3C – L2]*

- A 'mob' of protestors prevented the court's ruling from being implemented
- The execution of a federal law was prevented from being implemented
- The civil rights of African American students were being abused
- Any other relevant response

(any 2 x 2) (4)

3.3.2 *[Explanation of a historical concept in Source 3C – L1]*

- Human Rights – all people irrespective of their race, gender or religion are expected to be treated fairly/with equality
- The basic human rights of African American students were denied in respect of education and safety
- Any other relevant response

(1 x 2) (2)

3.3.3 [Extraction of evidence from Source 3C – L1]

- Fundamental human rights
 - Dignity and worth of a human being
 - No distinction on the basis of race, sex, language or religion
- (3 x 1) (3)

3.3.4 [Interpretation of evidence in Source 3C – L2]

- The actions in Little Rock spread a negative image of Arkansas to the country and the rest of the world
 - The situation in Little Rock became a national (not just state) concern because it impacted on the USA prestige and influence
 - Little Rock had become a federal issue which affected the whole of the USA because it was seen as a violation of the UNO's Charter on human rights
 - A federal law was disregarded at state level so it was necessary for federal government to intervene to enforce the law
 - In the context of the communist threat the USA's enemies would rejoice in this negative publicity
 - USA were seen as upholding democracy around the world but were denying African Americans their human/ civil rights
 - Any other relevant response
- (any 2 x 2) (4)

3.4

3.4.1 [Extraction of evidence from Source 3D – L1]

- Their faith in democracy had been strengthened
 - Safeguarded/protected their children's rights
 - They had a new feeling of belonging
 - They now felt purposeful
 - Belief that freedom and equality has been maintained
 - Opportunity for self-development and growth
- (any 4 x 1) (4)

3.4.2 [Evaluation of the usefulness of Sources 3D – L3]

- The content of the telegram is relevant to the research question/ first-hand information
 - Gives the viewpoints of key people involved (parents of Little Rock Nine)
 - Shows the strength of emotions/ attitude of role players around the issue of de-segregation at Little Rock
 - Reveals that the president's action was significant not only in Little Rock but to the whole Civil Rights Movement
 - It Illustrates the strength of religious beliefs within Civil Rights Movement
 - May be used as evidence showing how that the Civil Rights Movement was concerned about integration and assimilation
 - Any other relevant response
- (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- President Eisenhower initially was hesitant to become involved in state politics (Source 3A)
- The right of the state to govern without interference from federal authorities was highly valued in USA (infer from Source 3A, own knowledge)
- Eisenhower initially ignored requests from Martin Luther King Jnr. to intervene (Source 3A)
- When asked by the Mayor of Little Rock to bring in Federal troops, Eisenhower agreed (respecting state/ federal relationship) (Source 3A)
- Eisenhower/ USA government believed that the American way of life, which was underpinned by the law, was threatened in Little Rock (Source 3B)
- Eisenhower/ USA government acted to defend the decision of the courts (Source 3B)
- Eisenhower/ USA government refused to allow 'mob rule' to dictate central/federal government policy (Source 3B)
- Eisenhower stated that the issue of desegregation in Little Rock was a matter of 'principal' (rule of law) not of 'individual opinion' (Source 3B)
- The president's actions were seen to play an important role in the fight for Civil Rights in USA by Martin Luther King Jnr. (Source 3C)
- The parents of Little Rock Nine stated that Eisenhower's action restored their faith in democracy and America (Source 3C)
- The actions of the learners at Little Rock helped open the door of segregated school across the USA for all learners (Source 3D)
- The events at Little Rock played an important role in winning support for the CRM – it showed that the Federal government was able to intervene to enforce the Civil Rights of all African Americans (own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

| | | |
|----------------|--|------------------------|
| LEVEL 1 | <ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of the role that the United States Government played in the desegregation of Central High School in Little Rock Arkansas in 1957. • Uses evidence partially to report on topic or cannot report on topic. | MARKS 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 some understanding of the role that the United States Government played in the desegregation of Central High School in Little Rock Arkansas in 1957. • Uses evidence in a very basic manner. | MARKS 3 – 5 |
| LEVEL 3 | <ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of the role that the United States Government played in the desegregation of Central High School in Little Rock Arkansas in 1957. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. | MARKS 6 – 8 |

(8)
[50]

SECTION B: ESSAY QUESTIONS

QUESTION 4:

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

SYNOPSIS

In writing this essay, candidates must be able to take a line of argument and indicate to what extent the United States of America was successful in containing communism the Vietnam War between 1965 and 1975.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a line of argument and indicate how they intend supporting their standpoint.

ELABORATION

- Reasons why the United States became involved in the Vietnam War (contain the spread of communism, fear of the 'Domino Effect', spread of Capitalism)

Focus on why the USA was **unsuccessful** in containing communism:

- The USA supported Diem's corrupt capitalist regime in South Vietnam
- **Failure of 'Operation Rolling Thunder'** (bombing mission from March 1965 was to destroy the north Vietnamese economy to stop them helping the South; to destroy the National Liberation Front)
- Guerrilla warfare by the Vietminh/Vietcong confused and undermined morale of USA
- Ho Chi Minh Trail and its significance
- **Failure of 'Operation Ranch Hand'** (Conventional tactics used by the USA's army were not effective because of dense vegetation) forced to use napalm, agent orange - destroyed the environment but not the Ho Chi Minh Trail
- **Tet Offensive**
- Anti-war protests movement in USA and internationally
- **The role of the media** in showing the impact of war on the Vietnamese people and on American soldiers;
- **WHAM (Winning the hearts and minds of the Vietnamese)** signified firstly the implementation of the withdrawal process of American troops from Vietnam
- **My Lai massacre**
- **Role of Nixon** in removing US troops
- Negotiations for peace between US and Vietnam
- Saigon (South Vietnam) fell to communist North Vietnam in 1975
- Any other relevant response
- Conclusion: Candidates should tie their argument with a relevant conclusion

Focus on why the USA was **successful** in achieving its aims:

- If candidates indicate that the USA was successful in the war in Vietnam between 1965 and 1975 they need to support their argument with relevant evidence.

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QUESTION 5:

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

SYNOPSIS

In writing this essay, candidates must discuss the extent to which both the Congo and Tanzania were successful in attaining economic development and political stability after attaining independence from colonial rule.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a line of argument and support it by showing how both countries developed their economic and political policies after independence.

ELABORATION

Credit should also be given to candidates that structure their essay comparatively

The Congo:**Elements of economic ‘development’**

- Zairenisation (replacing foreigners with Zairean nationals) failed due to (inexperience/corruption/mismanagement/ neglect)
- Decline in the state of infrastructure
- Application of retrocession (reversal of Zairenisation)
- Any other relevant point

Tanzania:**Elements of economic ‘development’**

- Arusha Declaration (abolished exploitation/reduction of income gap between the poor and the rich/ownership of the country's resources)
- Villagisation (collective villages) improved service delivery/created a stable society that was free from economic inequalities). However, farmers refused to leave their ancestral lands/agricultural production fell
- Most nationalised companies went bankrupt
- Exports declined
- Tanzania depended on foreign aid / loans
- Any other relevant point

The Congo:**Elements of political ‘stability’**

- Attaining independence through democratic elections (Congo (1960): J Kasavubu became President and P Lumumba became Prime Minister)
- Positive neutralism (brought back African values)
- Strong centralised government
- Political stability (though based on authoritarianism)

Tanzania:**Elements of political ‘stability’**

- Attaining independence through democratic elections (Tanzania 1961: J Nyerere (Prime Minister) – amended the constitution to become President (1962))
 - Smooth transition (peaceful change / racial harmony/ commitment to promotion of human equality and dignity)
 - African Socialism / Ujamaa was appropriate for inhabitants
 - Establishment of the United Republic of Tanzania (1964)
 - Centralised and unitary state
- Conclusion: Candidates should tie their argument with a relevant conclusion

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QUESTION 6:

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

SYNOPSIS

Candidates need to highlight the reasons why the Black Power Movement emerged in the mid-1960s. Emphasis should be placed on the **reasons for the frustration** experienced by civil rights activists in the southern states as well as the **emergence of a new militant nationalism** among young, urban African Americans in the north.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance and develop a coherent line of argument.

ELABORATION**• Disillusionment of Civil Rights Workers in the south**

- Civil rights activists questioned the philosophy of non-violence in the light of continued violence by police
- **Stockely Carmichael** argues for Black Power
- Splits from CRM on the principle of integration and non-violence
- Joined Black Panther Party
- Any other relevant answer

• Frustration of African Americans in the north

- Poverty, lack of jobs and poor housing
- Inner city ghettos, under-resourced schools and health
- Frustrated at the slow pace of change, critical of Martin Luther King Jnr.'s strategy of non-violence
- Police brutality, uprisings, use of violence justified if it meant gaining equality
- Inspired by **Malcolm X** – self-defence strategy
- Malcolm X - Black Nationalism and self-reliance and self-determination
- **Black Panther Party** was formed Huey Newton and Bobby Seale for self-defence of African American community
- Uniforms and guns to protect the inner cities (Street patrols)
- Tried to alleviate poverty, free breakfast programme, clinics and tutoring programme
- 10 Point programme – gained respect
- Any other relevant response

• Additional reasons for emergence of Black Power

- Aimed to accelerate change – not a formal ‘movement’
- Philosophy of Black Power
- Calls for African Americans to acknowledge heritage, music, literature, build community and form own organisations
- ‘Black is beautiful’ – promotes pride in being African American (e.g. Afro hairstyle, African clothing)
- Any other relevant response

- Conclusion: Candidates should tie up their argument with a relevant conclusion

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TOTAL: 150