



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

JUNE 2021

**HISTORY P1
MARKING GUIDELINE
(EXEMPLAR)**

MARKS: 100

This marking guideline consists of 24 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.
- When assessing open-ended source-based questions, learners should be credited for any relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

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.

$\frac{32}{50}$

- 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 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 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 Keep the **PEEL** structure in mind when assessing an essay.

P	Point: The candidate introduces the essay by taking a line of argument/making a major point.
E	Explanation: The candidate should explain in more detail what the main point is all about and how it relates to the question posed (line of argument).
E	Example: The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following symbols MUST be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised ^
- Wrong statement _____
- Irrelevant statement |
|
|
- Repetition R
- Analysis A√
- Interpretation |√
- Line of argument LOA ⇕

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 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	

COMMENT

Some omissions in content coverage.
Attempts to sustain a line of argument.

MARKING MATRIX FOR ESSAY: TOTAL: 50

<p>PRESENTATION</p> <p>➔</p> <p>CONTENT</p> <p>↓</p>	<p>LEVEL 7</p> <p>Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.</p>	<p>LEVEL 6</p> <p>Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.</p>	<p>LEVEL 5</p> <p>Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.</p>	<p>LEVEL 4</p> <p>Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.</p>	<p>LEVEL 3</p> <p>Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.</p>	<p>LEVEL 2</p> <p>Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.</p>	<p>LEVEL 1*</p> <p>Little or no attempt to structure the essay.</p>
<p>LEVEL 7</p> <p>Question has been fully answered. Content selection fully relevant to line of argument.</p>	47–50	43–46					
<p>LEVEL 6</p> <p>Question has been answered. Content selection relevant to a line of argument.</p>	43–46	40–42	38–39				
<p>LEVEL 5</p> <p>Question answered to a great extent. Content adequately covered and relevant.</p>	38–39	36–37	34–35	30–33	28–29		
<p>LEVEL 4</p> <p>Question recognisable in answer. Some omissions or irrelevant content selection.</p>			30–33	28–29	26–27		
<p>LEVEL 3</p> <p>Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.</p>				26–27	24–25	20–23	
<p>LEVEL 2</p> <p>Question inadequately addressed. Sparse content.</p>					20–23	18–19	14–17
<p>LEVEL 1*</p> <p>Question inadequately addressed or not at all. Inadequate or irrelevant content.</p>						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 BERLIN BECOME A FOCAL POINT OF THE COLD WAR AFTER 1945?**

- 1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- Germany should be divided into four zones. (1 x 2) (2)
- 1.1.2 *[Definition of concept from Source 1A – L1]*
- Cold War is a war of words without physical fighting.
 - It is an ideological struggle between capitalist West and Communist East.
 - A period of tension from end of WW2 to 1989. (1 x 2) (2)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- Germany was to be divided so that it cannot start the war again.
 - To limit its power and expansion.
 - Berlin was a capital city that fell into Russian side, so the Western allies wanted to benefit from it
 - Any other relevant response (Any 2 x 2) (4)
- 1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- The USA and USSR were together after WW2 and now they are fighting each other
 - Neither USA nor USSR wanted to submit to each other in this confrontation
 - They are in a stage of hostility to each other
 - Any other relevant response (Any 2 x 2) (4)
- 1.1.5 *[Extraction of evidence from Source 1A – L1]*
- London
 - Washington
 - Paris (Any 3 x 1) (3)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- Occurred in 1948 (1 x 1) (1)
- 1.2.2 *[Extraction of evidence from Source 1B – L1]*
- Partial blockade of Berlin in April
 - Full blockade in June (Any 2 x 1) (2)
- 1.2.3 *[Extraction of evidence from Source 1B – L1]*
- The institution of the Marshall Plan for European Recovery
 - The London Conferences of Winter and Spring of 1948
 - The resultant London Programme which called for a separate West Germany and Currency Reform as a means to reach this end (Any 2 x 1) (2)

- 1.2.4 *[Interpretation of evidence from Source 1B – L2]*
- Western Allies introduced airlifts
 - Any other relevant response (1 x 2) (2)
- 1.2.5 *[Interpretation of evidence from Source 1B – L2]*
- His objectives were not successful
 - The Western Allies continued to supply Western Berliners
 - Western Germany was already separated from East Germany
 - Any other relevant response (2 x 2) (4)
- 1.2.6 *[Determining the usefulness of the evidence from Source 1B – L3]*
- The source states the reasons why the Berlin Blockade was initiated
 - Blockade was initiated because of the division of Berlin
 - It occurred when Germany was divided into Federal Republic and Democratic Republic
 - Any other relevant response (Any 2 x 2) (4)
- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- Democracy (1 x 2) (2)
- 1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- Berlin Blockade created more tension between East and West
 - The Western Allies formed NATO for any attack
 - USSR formed Warsaw Pact for any attack to counteract NATO
 - Any other relevant response (Any 1 x 2) (2)
- 1.4. *[Interpretation of evidence from Source 1D – L1]*
- Russia wanted to control the whole Berlin, its arms folding around Berlin
 - Stalin closed all the access routes to Berlin preventing USA, Britain and France to supply Berlin with necessities
 - Britain, France and United States have a share in Berlin, their flags flying inside Berlin
 - Any other relevant response (Any 2 x 2) (4)
- 1.5 *[Interpretation of evidence from Source 1D – L2]*
- Source 1A states that Berlin was divided into four zones. Source 1D shows the division where there is a British, French and American flag and also the 'Soviet occupation'
 - Source 1A states that there were disagreements in the division of Berlin. Source 1D shows the disagreement in which this figure representing USSR wanted to occupy the whole Berlin
 - Any other relevant responses (Any 2 x 2) (4)

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

- The Yalta allies decided to divide Germany and Berlin into four zones of occupation
- In Potsdam each occupying power could remove property and reparations from own zone, but not sabotage German economic stability (Own knowledge)
- World opinion is in favour of peace and wanted Russia to withdraw their missiles from Cuba and the US to suspend the blockade against Cuba (Source 1C)
- US and USSR agree to end crisis by withdrawing US missiles in Turkey in exchange for Russian withdrawal of missiles from Cuba (Source 1D and own knowledge)
- Compromise leads to end of crisis (Own knowledge)
- Cuba's independence is guaranteed (Own knowledge)
- Any other relevant response

Use the following rubric to allocate a mark:

	CRITERIA	
LEVEL 1	<ul style="list-style-type: none"> • Use evidence in an elementary way. • Question not answered. • Shows little or no understanding of how Cuba, The Soviet Union and the United States of America responded to the Cuban missile crisis. • Uses evidence partially or cannot write a paragraph. 	0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is usually relevant and largely related to the topic. • Shows some understanding of how Cuba, The Soviet Union and the United States of America responded to the Cuban missile crisis. • Uses evidence in a basic way to write a paragraph. 	3–5
LEVEL 3	<ul style="list-style-type: none"> • Use relevant evidence. • Demonstrate a thorough understanding of how Cuba, The Soviet Union and the United States of America responded to the Cuban missile crisis. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	6–8

(8)
[50]

QUESTION 2: WHY DID FOREIGN POWERS BECOME INVOLVED IN THE ANGOLAN WAR OF INDEPENDENCE?

- 2.1 2.1.1 *[Definition of historical concepts from Source 2A – L1]*
- An economic system based on state ownership of the means of production
 - An economic system that prohibits the private ownership of property and the means of production
 - Any other relevant response (Any1 x 2) (2)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- Instinctive fear of communist expansion (1 x 2) (2)
- 2.1.3 *[Extraction of evidence from Source 2A – L1]* (2 x 1) (2)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- MPLA was communist
 - MPLA was opposed to SA's apartheid policy
 - MPLA allowed ANC to open bases to continue the armed struggle against SA
 - MPLA allowed SWAPO to set up bases to continue the struggle for independence
 - Any other relevant response (Any 2 x 2) (4)
- 2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- Both organisations wanted to win SA's support, promising that they would ban SWAPO activities in Angola
 - SWAPO used Angola to continue the armed struggle against SA – if they were denied access through Angola they would not be able to continue the struggle for the independence of Namibia
 - Any other relevant response (Any 2 x 2) (4)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- (a) The Soviet Union and Cuba
 - (b) The USA (2 x 1) (2)
- 2.2.2 *[Extraction of evidence from Source 2B – L1]*
- 'The Angolan people had requested their protection against imperialist aggression ...' (1 x 2) (2)

- 2.2.3 *[Interpretation of evidence from Source 2A – L2]*
- The US was opposed to the communist invasion of Angola because it would jeopardise their capitalist interests there.
 - US interference was based on economic interests and not ideological beliefs
 - USA had rights to extract oil in Angola – Chevron
 - US could not afford to lose oil contract as the Arab countries launched an oil boycott against her in the 1970s.
 - Angola's natural resources were a major source of revenue for the US and therefore Russian interference had to be stopped at all costs.
 - Any other relevant response (Any 2 x 2) (4)
- 2.2.4 *[Evaluation of the usefulness of Source 2B – L3]*
Useful to a great extent
- It was written by a knowledgeable historian
 - The information can be confirmed by other historical sources
 - The source gives the reasons for the foreign intervention in Angola
 - The source also emphasises that the reasons for the interference were not only ideological but also economic.
 - Any other relevant response (Any 2 x 2) (4)
- 2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- They sent arms
 - They sent instructors (2 x 1) (2)
- 2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- Cuba had no intention of participating in the Angolan War of Independence
 - Cuba had no plans to become involved in the Angolan conflict
 - Cuban involvement would only take place if requested
 - Any other relevant response (Any 1 x 2) (2)
- 2.3.3 *[Extraction of evidence from Source 2C – L1]*
- At the request of the MPLA
 - To help the Angolan patriots (loyalists) resist the invasion of the South African racists. (2 x 1) (2)
- 2.3.4 *[Determining reliability of Source 2C – L3]*
Reliable to a great extent
- It is a primary source – give first-hand information
 - Castro was the president of Cuba and was directly involved in the conflict
 - The date of the source corresponds with the date of the civil war
 - Any other relevant response (Any 2 x 2) (4)

- 2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*
- To show that they were proud of their victory over the SADF and UNITA
 - To show that the military force of the SADF was vulnerable.
 - It shows their determination to ensure that the MPLA and communism in Angola were protected
 - Any other relevant response (Any 2 x 2) (4)
- 2.4.2 *[Interpretation of evidence from Source 2D – L2]*
- SADF would have regarded it as propaganda
 - SADF wanted revenge
 - Any other relevant response (Any 1 x 2) (2)

2.5 *[Interpretation, analysis and synthesis of evidence from relevant sources – L3]*

Candidates may include the following aspects in their responses:

- SA opposed to the communist MPLA. (Source 2A)
- SA supports UNITA and FNLA because they were anti-communist (Source 2A)
- Both UNITA and FNLA pledged to counter SWAPO attacks on South Africa. (Source 2A)
- Russia and the US became involved due to economic and ideological reasons (Source 2B)
- US wanted to contain the spread of communism in Angola and Southern Africa (Source 2B)
- The US had oil contracts in Angola and was opposed to communist expansion which would put it at risk. (Own knowledge and Source 2B)
- Russia and Cuba supported the MPLA because they were communist (Source 2B)
- Russia and Cuba intervened because the MPLA requested help (Source 2B)
- Angola's geographical location was of strategic value to both the USA and Russia (Source 2C)
- Cuba became involved at the request of the MPLA (Source 2C)
- Cuba became involved to stop the South African military's advance in Angola (Source 2C)
- Foreign involvement led to war between the MPLA and UNITA and SADF (Source 2D)
- SAW defeated during the Battle of Cangamba (Source 2D)
- Any other relevant response

Use the following rubric to allocate a mark:

CRITERIA		
LEVEL 1	<ul style="list-style-type: none"> • Use evidence in an elementary way. • Question not answered. • Shows little or no understanding of why foreign powers became involved in the Angolan independence war. • Uses evidence partially or cannot write a paragraph. 	0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is usually relevant and largely related to the topic. • Shows some understanding of why foreign powers became involved in the Angolan War of Independence. • Uses evidence in a basic way to write a paragraph. 	3–5
LEVEL 3	<ul style="list-style-type: none"> • Use relevant and relevant evidence. • Demonstrate a thorough understanding of why foreign powers became involved in the Angolan War of Independence. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	6–8

(8)
[50]

QUESTION 3: HOW DID THE PROCESS OF SCHOOL INTEGRATION UNFOLD AT CENTRAL HIGH SCHOOL IN LITTLE ROCK, ARKANSAS?

- 3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- He had received the information that caravans of automobiles filled with white supremacists were heading toward Little Rock
(1 x 2) (2)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- He therefore declared Central High School off limits to Negroes
(1 x 2) (2)
- 3.1.3 *[Extraction of evidence from Source 3A – L1]*
- To gaze upon the incredible spectacle of an empty school building surrounded by 250 armed National Guard troops.
(1 x 2) (2)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- African Americans will die
 - Many people will be killed
 - Plenty of bloodshed if integration will be allowed at Little Rock
(1 x 2) (2)
- 3.1.5 *[Determining the usefulness of Source 3A – L3]*
The source is USEFUL:
- It outlines the role played by Daisy Bates to bring an end to segregation at Little Rock
 - Daisy Bates had been communicating with Little Rock Nine parents
 - Any other relevant response
(2 x 2) (4)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- ensure the protection of all students
(1 x 2) (2)
- 3.2.2 *[Extraction of evidence from Source 3B – L1]*
- They did not have a telephone
 - She was not contacted to let her know that Daisy Bates of the NAACP had arranged for some ministers to accompany the students in a group
(2 x 1) (2)
- 3.2.3 *[Interpretation of evidence from Source 3B – L2]*
- They were racist and full of hatred towards Elizabeth Eckford
 - Elizabeth was not welcomed by the mob at Central High School
 - The mob was against integration of African Americans
 - Any other relevant response
(Any 2 x 2) (4)

- 3.2.4 *[Interpretation of evidence from Source 3B – L2]*
- Right to human dignity
 - Right to security
 - Right to freedom of speech
 - Right to free movement
 - Any other relevant response (Any 2 x 2) (4)
- 3.3 3.3.1 *[Interpretation of evidence from Source 3C – L2]*
- To show how violent the mob was to Elizabeth Eckford as they are shouting her
 - To show that this white mob did not want integration, they are chasing her out of the school surroundings
 - Any other relevant response (Any 2 x 2) (4)
- 3.3.2 *[Interpretation of evidence from Source 3C – L2]*
- She is brave and doesn't show any fear
 - She is confident
 - She is calm and in a relax mood
 - Any other relevant response (Any 1 x 2) (2)
- 3.3.3 *[Comparison on sources to determine similarities – L3]*
- Source 3B states that Elizabeth Eckford tried to squeeze herself out of the white mob as they were denying her an entry to the school. Source 3D shows the white mob following Elizabeth and trying to block her way by chasing her out of the school
 - Both sources highlight the fact that the white mob was unfriendly to Elizabeth Eckford
 - Source 3B states that the mob started to shout at her by saying 'Lynch her'. Source 3D shows the white mob shouting at Elizabeth Eckford
 - Any other relevant response (Any 2 x 2) (4)
- 3.4 3.4.1 *[Extraction of evidence from Source 3D – L1]*
- The three white girls wanted to let her know that they didn't want her in their school
 - The other kids were either egging them on (2 x 1) (2)
- 3.4.2 *[Extraction of evidence from Source 3D – L1]*
- Two, four, six, eight! We don't want to integrate (1 x 2) (2)
- 3.4.3 *[Interpretation of evidence from Source 3D – L2]*
- Hazel Bryan was racist
 - She did not want integration
 - She got the support from the white mob (for her kind of behaviour)
 - Any other relevant response (Any 2 x 2) (4)

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

Candidates may include the following aspects in their responses:

- African American students given a chance to attend in a better school
- The white mob decided to come and observe the integration process at Central High School (Source 3A)
- Governor Faubus delivered the infamous words that the blood will run in the streets if Negroes attempt to enter at Central High School (Source 3A)
- Parents of Little Rock Nine were frightened by these infamous words (Source 3A)
- Arrangement for the protection of the Little Rock Nine was made by NAACP (Source 3B)
- As Elizabeth was trying to pass through, the mob moved her away (Source 3B and 3C)
- The mob started to shout Elizabeth calling her by names (Source 3B and 3C)
- She tried to get help from the guards but there was no sign instead some in the white mob spat on her spat (3B and 3C)
- The three girls, motivated by their parents behaved in an unfriendly manner to show that they didn't want to integrate (Source 3D)
- Hazel Bryan showed an angry face poisoned with hate to Elizabeth Eckford (Source 3D)
- Any other relevant response

(8)

Use the following rubric to allocate a mark:

LEVEL	CRITERIA	
LEVEL 1	<ul style="list-style-type: none"> • Use evidence in an elementary way. • Question not answered. • Shows little or no understanding of the role of the Black Power Movement in uplifting black communities in the US in the 1960s. • Uses evidence partially or cannot write a paragraph. 	0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is usually relevant and largely related to the topic. • Shows some understanding of the role of the Black Power movement in uplifting black communities in the US in the 1960s. • Uses evidence in a basic way to write a paragraph. 	3–5
LEVEL 3	<ul style="list-style-type: none"> • Use relevant and relevant evidence. • Demonstrate a thorough understanding of the role of the Black Power movement in uplifting black communities in the US in the 1960s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	6–8

(8)

[50]

SECTION B: ESSAY QUESTIONS**QUESTION 4: CASE STUDY – VIETNAM**

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

SYNOPSIS

Candidates must critically discuss why the USA was unable to defeat a small nation of Vietnamese peasants during the Vietnam War between 1963 and 1973.

An outline of the tactics and strategies employed by the USA's army and the Vietmihn/Vietcong (National Liberation Front) during the war should be highlighted.

MAIN ASPECTS

Candidates may include the following aspects in their response:

Introduction: Candidates should critically discuss the statement and develop a relevant line of argument.

ELABORATION**USA strategies:**

- Reasons for the USA's deployment of troops to Vietnam
- Villagisation/strategic hamlet programme (USA and South Vietnam government created new villages and attempted to separate villagers (farmers) from guerrillas) of which it was a failure
- Gulf of Tonkin resolution (1964) gave President Johnson wide military powers resulting in the escalation of warfare in Vietnam
- The USA's mass aerial bombing – "Operation Rolling Thunder"
- Operation Ranch Hand (used chemicals to destroy forests (Agent Orange) and crops (Agent Blue))
- US sent young and inexperienced soldiers to Vietnam
- US used search and destroy missions (My Lai massacre) to destroy villages supported by Viet Cong (this resulted in a number of civilian deaths)
- The role of the media, students and disarmament movements in bringing pressure on the US government to withdraw from Vietnam
- President Nixon's Vietnamisation policy/including WHAM (Winning the hearts and minds of the Vietnamese) was an attempt by the USA to withdraw from war and save face
- The USA withdraw all troops by 1973 and North Vietnam took control of Saigon in 1975
- Any other relevant response

Vietcong strategies:

- North Vietnam received military support from the USSR and China so the Vietminh and Vietcong had access to some modern weapons
 - Guerrilla warfare was effectively used by the Vietcong, supported by Vietminh from the north and used tactics such as booby traps, underground tunnels, hit and run and sabotage
 - Tet offensive (1968) was launched by Vietminh and Vietcong against urban centres and USA bases throughout Vietnam
 - The local Vietnamese population supported the Vietcong to liberate their country
 - Ho Chi Minh Trail used by Vietminh (North) to support Vietcong in the south
 - The Vietcong increased its support base because of the tactics used against the USA soldiers
 - Vietnamese were united in the defence of their country
 - Any other relevant response
-
- Conclusion: Candidates should tie-up their arguments with relevant conclusions.

[50]

QUESTION 5: INDEPENDENT AFRICA: COMPARATIVE CASE STUDY – THE CONGO AND TANZANIA

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

SYNOPSIS

Candidates should indicate whether or not they agree with the statement and support their answer with relevant historical evidence. Candidates must specifically look at the economic, social and cultural challenges facing both countries after independence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should critically discuss the successes and challenges facing Tanzania and the Congo with specific reference to their economic, social and political development after gaining independence from colonial rule.

ELABORATION**ECONOMY**

- The Congo and Tanzania inherited a single-product economy from their colonisers.
- Tanzania followed a socialistic economic model.
- Congo followed a capitalistic model.
- Both countries struggled to develop their respective economies.
- Nyerere adopted an African Socialism model outlined in the Arusha Declaration which led to the nationalisation of industries and land.
- Its aim was to cut ties with Western countries and create self-sufficiency and self-dependency.
- Society would be stable and free of economic inequalities.
- Mobuto initially nationalised industries using the Zairianisation policy – which involved taking farms and businesses from the foreign owners who were replaced by Congolese.
- When it failed due to lack of skills and poor management he adopted a capitalistic model and returned businesses to foreign owners.
- Nyerere introduced Villagisation or Ujaama.
- A rural community with farming/collective labour.
- Lack of tools, water and management skills led to resistance which the police and military forces could not control.
- This led to destruction and abandonment of fields.
- Tanzania remained the poorest and most underdeveloped country.
- Tanzania reduced corruption of government officials through the “Leadership Code”.
- Both countries had to accept foreign aid and allow investments which Nyerere initially viewed as neo-colonialism.

SOCIAL CHALLENGES:Education:

- Both countries inherited a colonial education system that promoted Eurocentric values
- Both countries were challenged by skills shortages; only a few technicians and engineers were available.
- Both countries were taught European history and languages, the African content was regarded as inferior and not taught.

Tanzania:

- Promoted Swahili (local language) over English
- Introduced a massive literacy campaign that saw illiteracy drop drastically (from 80% to 20%) between 1961 and 1981
- Nyerere produced, 'Education for Self-Reliance' (1967) which promoted basic literacy in primary schools in all rural areas.

Congo:

- Inherited only 14 university graduates
- Expanded its higher education system
- Increased primary education from 1,6 million to 4,6 million people between 1960 and 1974
- Unlike Swahili in Tanzania, French remained the language of instruction in Congo.

Africanisation:

- Villagisation (Ujamaa) in Tanzania embraced traditional community values based on self-reliance
- Zairianisation in Congo replaced experienced Belgian human resources with local people and replaced European names with local names, e.g. Congo to Zaire

POLITICAL ASPECTSCongo:

- Attaining independence through democratic elections (the Congo 1960) J. Kasavubu became President and P. Lumumba became the prime minister
- After holding multi-party elections at independence, the Congo became a one-party state within the first five years after gaining the independence
- Mobutu Sese Seko remained as president for life until his death in 2007
- Mobutu Sese Seko created a kleptocracy where a group of appointed public officials abused their position for financial gain
- Brought back African values
- Strong centralised government
- Political stability (though based on authoritarianism)
- Any other relevant response

Tanzania:

- Attaining independence through democratic elections (Tanzania 1961: J. Nyerere – amended the constitution to become President (1962)
- Smooth transition (peaceful change/racial harmony/commitment to promotion of human equality and dignity)
- After holding multi-party elections at independence, it became a one-party state
- Nyerere remained as president between the 1960s and 1970s
- Nyerere introduced the Leadership Code in the Arusha Declaration which demanded high levels of integrity from public officials
- African socialism/ Ujamaa was appropriate for inhabitants
- Establishment of the United Republic of Tanzania (1964)
- Centralised and unitary state
- Any other relevant response

Conclusion: Candidates should tie up their arguments with relevant conclusions.

[50]

**QUESTION 6: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s:
THE BLACK POWER MOVEMENT IN THE USA.**

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

SYNOPSIS

Candidates should indicate to what extent the Black Power Movement influenced the actions of African Americans in the 1960s. Candidates should use relevant examples to support their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should indicate to what extent the Black Power Movement influenced the actions of African Americans in the 1960s.

ELABORATION**Origins of the Movement:**

- The Black Power Movement came out of dissatisfaction with the Civil Rights Movements.
- The Civil Rights Movement had focused on black and white Americans working together but inequalities remained. African Americans still faced poverty and racial discrimination.
- Some African American were disappointed with the Civil Rights Movement and believed that King was too moderate
- They wanted change in the USA to happen faster and they were prepared to use violence to do this.
- Black Power Movement promoted black pride, unity and self- reliance
- Black nationalists believed that the use of force was justified in order to gain social, political and economic power for Black Americans

Role of Malcolm X:

- Malcolm X, leading figure in the Black Power Movement, powerful speaker and dedicated human rights activist
- In 1952 he became a leading member of the nation of Islam, a black Muslim group which believed that white society was holding African Americans back and they desired separation of races
- Eloquence and charisma attracted many new members to this organisation membership grew from 500 in 1952 to 30 000 in 1963
- Promoted the use of violence to achieve the aims of Black Power
- Challenged the peaceful approach of Martin Luther King Jnr
- After a pilgrimage to Mecca in 1963-1964, Malcolm X changed his ideas about integration as he had seen how Muslims of all nationalities and races could live together peacefully
- Founded the Organisation of Afro-American unity in 1964. He became less militant and adopted views that were not popular with black nationalists

The Black Panther

- Huey Newton and Bobby Seale formed the Black Panther Party (BPP) for Self Defence in 1966
- They aimed to protect African American neighbourhoods from police brutality and racism
- The Black Panthers promoted African Americans carrying guns to defend themselves
- The idea of Black Power scared many white Americans
- The BPP started programmes to help ease poverty in Black communities such as Free Breakfast for Children, feeding thousands of poor and hungry black children everyday
- Clinics where adults and children could get free medical care
- A tutoring scheme to help black children succeed at school
- The BPP drew up a ten-point programme that included the following demands:
- Full employment and an end to capitalism that preyed on the African American community
- Decent housing and education for African Americans
- An end to police brutality
- The Black panthers were very popular in the 1960s as they were involved in defending the rights of both workers and ethnic minorities like the African American communities in the ghettos

The role of Stokely Carmichael

- Stokely Carmichael joined the Civil Rights Movement when he saw the bravery of those involved in a sit-in
- Became a member of SNCC and a Freedom Rider
- His commitment to Martin Luther King's passive resistance ideals changed in 1966 after James Meredith, a civil rights activist engaged in a peaceful protest march, was shot
- Carmichael and other activists continued on the march to honour Meredith and during the march he was arrested
- When he was released from jail, Carmichael made a famous speech using the term 'Black Power' for the first time and he urged African Americans to take pride in being black
- He was in favour of African dress and Afro hairstyles
- He wanted African Americans to recognise their heritage and build a sense of community
- He also adopted the slogan 'Black is beautiful' which promoted pride in being black
- Carmichael started to criticise other leaders, like King, and how they wanted to work with whites
- He later left the SNCC and joined the BPP where he promoted the Black Power Movement as a leader, speaker and writer
- He later wrote a book linking Black Power to Pan-Africanism
- Any other relevant answer

Conclusion: Candidates should tie up their argument with relevant conclusion

[50]

TOTAL: 100