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MARKING GUIDELINES

EXAMINATION	NATIONAL SENIOR CERTIFICATE
GRADE	12
DATE	NOVEMBER 2024
SUBJECT	HISTORY
PAPER	1
MARK TOTAL	150
DURATION (HOURS)	3
NUMBER OF PAGES	28

SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE

SUID-AFRIKAANSE KOMPREHENSIEWE ASSESSERINGSINSTITUUT

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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	• Extract evidence from sources • Selection and organisation of relevant information from sources • Define historical concepts/terms	**30%** **(15)**
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	**40%** **(20)**
LEVEL 3	• 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 (✓✓✓✓).

1.4 In marking of questions about support/similarities, the answer can be:

- It shows / It indicates / Both sources …
- But in cases of differences between sources, the answer <u>must</u> be: In source A … but in source B …

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1.5 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 was awarded for the paragraph as well as the level (1, 2 or 3), as indicated in the holistic rubric, supported by 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 in the bottom right-hand margin, e.g. $\frac{32}{50}$

❖ Ensure that the total mark is transferred accurately to the front/back cover of 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 have an introduction, a coherent and balanced body of evidence and a conclusion.

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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 an 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), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline) and a relevant conclusion (indicated by a bullet in the marking guideline) e.g. in an answerwhere there are 5 main points there will be 7 ticks.

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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	I√

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 the essay 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 the essay 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	

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GLOBAL ASSESSMENT OF ESSAYS — TOTAL MARKS: [50]

PRESENTATION → / CONTENT ↓	LEVEL 7 Very well planned and structured. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence, 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. 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 is 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.
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 the 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 is 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

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

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

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	Level 1	Level 2	Level 3
	Extract evidence from sources **Selection and organisation of relevant information from sources** **Define historical concepts**	**Interpretation** **Understand source and author's opinion** **Simple comparison** **Explain historical concepts**	**Interpret and evaluate** **Engage in biased, reliability, usefulness** **Compare and contrast Interpretations**
CAPS	**30%**	**40%**	**30%**
1.1.1.	1		
1.1.2.	2		
1.1.3.	2		
1.1.4.		2	
1.1.5.	1		
1.1.6		4	
1.2.1.	3		
1.2.2.	1		
1.2.3.		2	
1.2.4.		2	
1.2.5	1		
1.3.1	1		
1.3.2		4	
1.3.3	2		
1.3.4		4	
1.3.5		2	
1.4.1		2	
1.4.2			2
1.5			4
1.6			8
	28%	44%	28%
2.1.1	1		
2.1.2	1		
2.1.3	2		
2.1.4		4	
2.1.5		2	
2.2.1	2		
2.2.2	4		
2.2.3	2		
2.2.4		4	
2.3.1	1		
2.3.2		4	
2.3.3		4	
2.3.4			2
2.4.1	3		
2.4.2	2		
2.5			4
2.6			8
	36%	36%	28%
3.1.1	4		
3.1.2	1		
3.1.3	2		
3.1.4		4	
3.1.5			2
3.2.1	1		
3.2.2		2	
3.2.3		4	
3.2.4			2
3.2.5	2		
3.3.1	2		
3.3.2	2		
3.3.3		4	
3.3.4		4	
3.4.1	2		
3.4.2		2	
3.5			2
3.6			8
	32%	40%	28%

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SECTION A

QUESTION 1: WHY DID THE UNITED STATES OF AMERICA AND THE SOVIET UNION COMPETE FOR EUROPEAN DOMINATION AFTER 1945?

1.1

1.1.1 *[Extract of evidence from Source 1A – Level 1]*
- "… Western Europe lay devastated by the war." (1x1) (1)

1.1.2 *[Extract of evidence from Source 1A – Level 1]*
- "The war had ruined crop fields ..."
- "… destroyed infrastructure ..." (2x1) (2)

1.1.3 *[Extraction of evidence from Source 1A – Level 1]*
- "… Marshall announced that the purpose of sending aid to Western Europe was for humanitarian ..."
- "… offered aid to communist states in the east." (2x1) (2)

1.1.4 *[Explain a historical concept from Source 1A – Level 2]*
- An economic aid provided by George Marshall of the USA to all European countries devastated by World War II.
- The Marshall Plan, also known as the European Recovery Program, was an USA programme providing aid to Western Europe following the devastation of World War II.
- Any relevant answer (Any 1x2) (2)

1.1.5 *[Extract of evidence from Source 1A – Level 1]*
- "The Marshall Plan created an economic miracle in Western Europe.
- "By the target date of the programme,four years later, Western Europe industries were producing twice as much as they had the year before the war broke out." (1x1) (1)

1.1.6 *[Interpretation of evidence from Source 1A – Level 2]*
- The struggling economies were helped by the Marshall Plan.
- The Soviet Union felt that communism was under threat.
- The Marshall Plan showed how capitalism worked.
- The Soviet Union had more reasons now to protect communism.
- Any relevant answer (2x2) (4)

[12]

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1.2

1.2.1 *[Extract evidence from Source 1B – Level 1]*
- "Belgium"
- "The Netherlands"
- "Luxembourg" (3x1) (3)

1.2.2 *[Extraction of evidence from Source 1B – Level 1]*
- "Difficulties arose between the three governments, notably because of their conflicting opinions on European cooperation, their attitude towards Germany and the use of aid made available by the Marshall Plan." (1x1) (1)

1.2.3 *[Interpretation of evidence from Source 1B – Level 2]*
- Their governments fled from German aggression and Nazism during World War II.
- Any other relevant answer (1x2) (2)

1.2.4 *[Interpretation of evidence from Source 1B – Level 2]*
- A group of states that have agreed to charge the same import duties as each other and usually to allow free trade between themselves.
- Any relevant answer (1x2) (2)

1.2.5 *[Extraction of evidence from Source 1B – Level 1]*
- "… had diverse economic structures and national interests." (1x1) (1)

[9]

1.3

1.3.1 *[Extract evidence from Source 1C – Level 1]*
- "… The Soviet Union …" (1x1) (1)

1.3.2 *[Interpretation of evidence from Source 1C – Level 2]*
- The USA used the Marshall Plan to expand its influence in Europe.
- Other countries have already introduced capitalism.
- Through the Marshall Plan, the USA and its allies exerted economic dominance over Western Europe, creating dependence on American aid and influence.
- The USA was accused of using the Marshall Plan to promote its political interests, such as containing communism and shaping European policies.
- Any relevant answer (2x2) (4)

1.3.3 *[Extraction of evidence from Source 1C – Level 1]*
- "… Yugoslavia and Poland …" (2x1) (2)

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1.3.4 *[Interpretation of the Source 1C – Level 2]*

- He deviated from communism.
- His communism was not as strict as Russia's.
- Any relevant answer (2x2) (4)

1.3.5 *[Define terms Source 1C – Level 2]*

- The Soviet Union economic aid to its satellite states to counteract the Marshall Plan.
- Soviet Union created Cominform to unite communism under the Soviet leader.
- It was a Soviet-dominated organisation founded in 1947 aimed at coordinating international communist activity and promoting Soviet interests during the Cold War. (Any 1x2) (2)

[13]

1.4

1.4.1 *[Interpretation of evidence from Source 1D – Level 2]*

- USA is shown as powerful commanding force in Europe – it has been drawn as the captain of the ship.
- USA is offering economic aid through the Marshall Plan but in essence it meant that the USA is obligated to their military imperialism.
- Cartoon shows military aid – guns and helmets being distributed and not any economic aid as Marshall claimed would be given.
- The life belts can be interpreted as a means of control over countries and not just economic help.
- The USA is seen as saving Europe – Marshall is depicted as handing out life belts which are usually thrown to save people that are drowning.
- The life belts are given to European countries with strings attached (military aid).
- Any other relevant answer (Any 1x2) (2)

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1.4.2 *[Interpretation and evaluation of evidence from Source 1D to detect bias – Level 3]*

Candidates should use visual clues to detect bias in the cartoon

YES:

- Marshall's face looks "evil" – and is not offering gifts out of kindness.
- Marshall is giving away harnesses, not money.
- Life belts that were given by the USA had strings attached – it came with military aid too.
- Guns, swords and helmets are attached to the life belts, symbolising military control.
- The cartoonist implies that the real aim was to extend the sphere of influence.
- Any relevant answer

NO:

- It depicts the Marshall Plan the way it was – economic and political support to other countries.
- Other countries needed support from the USA.
- Any other relevant answer (1x2) (2)

1.5 *[Comparison and analysis of evidence from Sources 1A and 1D – L3]*

- Source 1A explains the economic support that the Marshall Plan would provide while Source 1D depicts it as a form of political domination over other countries.
- In Source 1A, all countries were free to decide if they wanted to use the Marshall Plan while in Source 1D the harnesses can be interpreted as control over those who use the plan.
- Source 1A indicates that the Marshall Plan's purpose was the revival of a working economy in the world while Source 1D does not indicate any economic help, but military aid in the form of weapons and helmets.
- Any other relevant answer (Any 2x2) (4)

[8]

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1.6 *[Interpretation, analysis and synthesis of evidence from the relevant sources – Level 3]* Candidates could include the following aspects in their response:

- After World War II the USA and Soviet Union were the remaining superpowers but they had very different forms of government and economy – the former a capitalist democracy, the latter ~~a~~ referred to as a communist dictatorship. (Source 1A)
- Europe was devastated by the war. (Sources 1A, 1B, and 1C)
- George Marshall announced an aid to help the European economy. (Sources 1A)
- Many European countries welcomed the aid – name the countries. (Source 1C)
- The USA also offered the Marshall Plan a massive aid package aimed at supporting collapsing economies that were letting communist sympathisers gain power. (Own knowledge)
- Yugoslavia and Poland, the communist countries also accepted the plan. (Source 1B)
- The Soviet Union rejected the Marshall Plan / the recovery plan for Europe after the Second World War. (Source 1C)
- The Soviet Union saw the plan as the USA's attempt to win the countries over to favour capitalism. (Source 1C)
- The Soviet Union established the Cominform to unite the communist countries against "American Imperialism". (Source 1C)
- By 1950 the Marshall Plan had created an economic stability in countries such as Britain, France, West Germany. (Source 1A)
- The countries could no longer be attracted to communism. (Own knowledge)
- The USA wanted to extend their democratic sphere in Europe and contain communism. (Source 1A)
- The Soviet Union saw the Marshall Plan as a disguised military alliance. (Source 1 D)
- Any relevant answer

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of how the Cold War affected Europe after the Second World War.** • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.	MARKS: 0–2
LEVEL 2	• Evidence is mostly relevant and relates to the topic e.g. **shows some understanding of how the Cold War affected Europe after the Second World War.** • Uses evidence in a basic manner to write a paragraph.	MARKS: 3–5
LEVEL 3	• Uses relevant evidence e.g. **shows a thorough understanding of how the Cold War affected Europe after the WWII.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 6−8

[8]

TOTAL QUESTION 1: [50]

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QUESTION 2: HOW DID THE BATTLE OF CUITO CUANAVALE IMPACT THE OUTCOME OF THE ANGOLAN WAR IN 1987 AND 1988?

2.1

2.1.1 *[Extraction of evidence from Source 2A – Level 1]*
- "…between 14 August 1987 to 23 March 1988 ..." (1x1) (1)

2.1.2 *[Extract evidence from Source 2A – Level 1]*
- "… Tumpo River east of Cuito Cuanavale …" (1x1) (1)

2.1.3 *[Extract evidence from Source 2A – Level 1]*
- "… Operation Moduler …" (1x2) (2)

2.1.4 *[Interpretation of evidence from source 2A – Level 2]*
- Victory was not certain for all parties involved.
- South Africa found it difficult to justify the enormous cost of the war.
- Young white men were dying in the war.
- Increased militarisation of South Africa was arousing opposition.
- Any relevant answer (Any 2x2) (4)

2.1.5 *[Interpretation of evidence from Source 2A – Level 2]*
- Because the Superpowers were involved
- Any relevant answer (1x2) (2)

[10]

2.2

2.2.1 *[Extract evidence from Source 2B – Level 1]*
a) "4 785" (1x1) (1)
b) "32" (1x1) (1)

2.2.2 *[Extraction of evidence from Source 2B – Level 1]*
- The SADF, because Cuba/FAPLA lost 94 tanks and SADF, 3 tanks.
- Cuba / FAPLA lost 100 armoured vehicles and SADF, 11.
- Cuba / FAPLA lost 34 rocket launchers and SADF, none.
- Cuba / FAPLA lost 9 helicopters and SADF, none.
- Cuba / FAPLA lost 389 logistical vehicles and SADF, none.
- Any relevant answer (4x1) (4)

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2.2.3 *[Interpretation of evidence from the Source 2B – Level 1]*

- South Africa supported UNITA in the battle, so this was done intentionally to keep their statistics lower.
- The statistics would show how South Africa and UNITA suffered during the battle. (1x2) (2)

2.2.4 *[Interpretation of Source 2B – Level 2]*

- FAPLA received weaponry from Cuba**.**
- Soviet Union also supplied weaponry to FAPLA.
- Any relevant answer (2x2) (4)

[12]

2.3

2.3.1 *[Extract evidence from Source 2C – Level 1]*

- "It was not our intention to state a war that might end in Luanda and go on forever." (1x1) (1)

2.3.2 *[Interpretation of evidence from Source 2C – Level 2]*

- He did not want South Africa to lose the war where many young people would die.
- He did not want to lose a lot of money for nothing, just like the USA in Vietnam.
- South African soldiers fighting in a foreign country – just like the USA in Vietnam.
- The war taking longer than planned.
- Any relevant answer (Any 2x2) (4)

2.3.3 *[Interpretation of evidence from Source 2C – Level 2]*

- The Cubans did not capture Mavinga and Jamba.
- South Africa prevented Cuba and the FAPLA from occupying the two towns.
- Any relevant answer (2x2) (4)

2.3.4 *[The biasness of Source 2C – Level 3]*

- The source only shows the view of General Geldenhuys of South Africa.
- The source is from a South African perspective and justifies the actions taken by the SADF. (1x2) (2)

[11]

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2.4

2.4.1 *[Extraction of evidence from Source 2D – Level 1]*
- "The Angolan offensive and South African intervention."
- "The escalation of the conflict by South Africa and subsequent Cuban escalation."
- "Strategic impasse that paved the way for peace." (3x1) (3)

2.4.2 *[Extraction of evidence from Source 2D – Level 1]*
- "South Africa"
- "USA" (2x1) (2)

2.5 *[Comparison of sources 2D and 2C– Level 3]*
- Both sources mention the fact that South Africa was involved in the Battle to support UNITA.
- Source 2C – The SADF had limited objective in the Battle of Cuito Cuanavale supporting UNITA.
- Source 2D – The Chief of SADF deployed two liaison teams to help UNITA.
- Both sources allude to General Geldenhuys as the Chief of the SADF.
- Any relevant answer (2x2) (4)

[9]

2.6 *[Interpretation, analysis and synthesis of evidence from the relevant sources – Level 3]*

Candidates could include the following aspects in their response:

Nature
- 1987 Cuban and Angolan forces attacked UNITA. (Source 2A)
- South African troops came to help UNITA. (Source 2A)
- The Cuban forces were able to drive back the SADF and their air force. (Source 2A)
- The Chief of the SADF withdrew from Cuito Cuanavale fearing loss of life. (Source 2A and C)
- The Cuban and the Angolan army attempted to force SADF out of Mavinga and Jamba. (Source 2B and C)
- Angolan army was forced out of Mavinga with the help from SADF. (Sources 2B and 2C)
- South Africa supported its ally, UNITA against Cubans. (Sources 2A, 2B and 2C)
- In November 1987 a growing battle developed around Cuito Cuanavale in south-east Angola to which South African forces in support of UNITA were laying siege.
- The battle became one of the biggest set pieces in Africa since World War II. (Sources 2A and C)
- South Africa and Cuba signed an agreement to withdraw their forces from

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Angola. (Own knowledge)
- Foreign interference prolonged the civil war in Angola. (Own knowledge)
- Key infrastructures were destroyed, that led to an influx of refugees. (Own knowledge)
- Any relevant answer

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows no or little understanding of how the Battle of Cuito Cuanavale impacted the outcome of the Angolan war.** • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.	MARKS: 0–2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. **shows some understanding of how the Battle of Cuito Cuanavale impacted the outcome of the Angolan war.** • Uses evidence in a basic manner to write a paragraph.	MARKS: 3–5
LEVEL 3	• Uses relevant evidence e.g. **shows a thorough understanding of how the Battle of Cuito Cuanavale impacted the outcome of the Angolan war.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 6–8

[8]

TOTAL QUESTION 2: [50]

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QUESTION 3: HOW DID CONSERVATIVE WHITE AMERICANS RESPOND TO THE INTEGRATION OF CENTRAL HIGH SCHOOL IN LITTLE ROCK, ARKANSAS, IN 1957?

3.1

3.1.1 *[Extract evidence from Source 3A – Level 1]*

- "Minnijean Brown"
- "Elizabeth Eckford"
- "Ernest Green"
- "Thelma Mothershed"
- "Melba Patillo"
- "Gloria Ray"
- "Terrence Roberts"
- "Jefferson Thomas"
- "Carlotta Walls" (Any 4x1) (4)

3.1.2 *[Extract evidence from Source 3A – Level 1]*

- "Despite the opposition, nine students registered to be the first African Americans to attend Central High School." (1x1) (1)

3.1.3 *[Extraction of evidence from Source 3A – Level 1]*

- "… Little Rock Nine …" (1x2) (2)

3.1.4 *[Interpretation of Source 3A – Level 2]*

a) To determine their mindset and academic level for integration and guide them on what to expect once classes began. (1x2) (2)

b) To ensure that each student would be prepared for the racial onslaughts. (1x2) (2)

3.1.5 *[Test source reliability, Source 3A – Level 3]*

- The source is reliable because it was accessed through the American History Archives.
- The dates and time correspond to historical records. (1x2) (2)

[13]

3.2

3.2.1 *[Extract evidence from Source 3B – Level 1]*

- "The plan of integration now being forced upon us by the federal courts was set up by the Little Rock School Board and its superintendent."
- "We are now faced with a far different problem, and that is the forcible integration of the public schools of Little Rock against the overwhelming sentiment (feeling) of the people of the area."
- "This problem gives every evidence and indication that the attempt to

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integrate forcibly will bring about widespread disorder."

(1x1)(1)

3.2.2 *[Define a historical concept from Source 3B – Level 2]*

- Successfully allowing African Americans to attend the same school with their white counterparts. (1x2) (2)

3.2.3 *[Interpretation of evidence from Source 3B – Level 2]*

- The Federal Court decided in favour of integration.
- The Supreme Court ensured that integration is written into legislation. (2x2) (4)

3.2.4 *[Analysis of evidence in Source 3B – Level 3]*

- He is against integration which was due to a court ruling.
- Uses negative words like "forcibly", "disorder".
- Any relevant answer (Any 1x2) (2)

3.2.5 *[Extraction of evidence from Source 3B – Level 1]*

- "Disorder"
- "Violence" (2x1) (2)

[11]

3.3

3.3.1 *[Extract evidence from Source 3C – Level 1]*

- "…They put their bayonets in front of her ..." (1x2) (2)

3.3.2 *[Extract evidence from Source 3C – Level 1]*

- "… They spat on my face ..."
- "… I have been a marked man ever since …" (2x1) (2)

3.3.3 *[Interpretation of evidence from Source 3C – Level 2]*

- They were against integration.
- They were following the orders of the Governor to prohibit the African-American students from entering. (2x2) (4)

3.3.4 *[Interpretation of evidence from Source 3C – Level 2]*

- The right to education.
- The right to freedom from torture.
- The right of association.
- The right to security (protection).
- The right to freedom of movement.
- The right to privacy
- Any relevant answer (Any 2x2) (4)

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[12]

3.4

3.4.1 *[Extraction of evidence from Source 3D – Level 1]*
"To oppose the integration of Central High School in 1957." (1x2) (2)

3.4.2 *[Explanation of historical concepts from Source 3D – L2]*
- White Americans who were opposed to desegregation in schools. They wanted segregation in schools to remain.
- Any relevant answer (1x2) (2)

3.4.3 *[Comparison of Source 3D and C – Level 3]*
- Source 3C is pro-integration, but Source 3D is anti-integration
- Source 3D is a visual exaggeration of what is implied in source 3C. (1x2) (2)

[6]

3.6 *[Interpretation, analysis and synthesis of evidence from the relevant sources – Level 3]* Candidates could include the following aspects in their response:

Candidate must state their viewpoint:
- Central High School was built for exclusive use by white American students. (Own knowledge)
- Some African Americans challenged these policies initially through the federal courts. (Own knowledge)
- It was clear that the Little Rock Nine would be treated with hostility by the conservative whites. (Source 3C)
- This led to the Supreme Court's integration order which went into effect December 21, 1954. (Own knowledge)
- The Board of Central High implemented the ruling. (Source 3A and Source 3B)
- The CCC refused to accept integration. (Source 3D)
- Daisy Bates and the NAACP evaluated African American students to join the school. (Source 3A)
- They became known as The Little Rock Nine. (Source 3A)
- The Governor and people in the area were opposed to integration. (Source 3B, 3C and 3D)
- Some of the students were bullied and prevented from entering the school premises e.g. Elizabeth. (Source 3C)
- Dr Benjamin Fine was harassed for protecting Elizabeth. (Source 3C)
- The Governor ordered the National Guards to keep the African American students out of Little Rock. (Source 3C)
- Later the Governor closed the little Rock High School. His reason was to stop violence and bloodshed. (Source 3B)

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- Any relevant response

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Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g. shows **no or little understanding of how the conservative white Americans responded to the integration of Central High in 1957.** • Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.	MARKS: 0−2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of how the conservative white Americans respond to integration 1957.** • Uses evidence in a basic manner to write a paragraph.	MARKS: 3–5
LEVEL 3	• Uses relevant evidence e.g. **shows a thorough understanding of how the conservative white Americans respond to integration in 1957.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 6−8

[8]

TOTAL QUESTION 3: [50]

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SECTION B: ESSAY

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

QUESTION 4: EXTENSION OF THE COLD WAR: CASE STUDY – VIETNAM

"The Vietnam War (1954–1976) was characterised by alliances, an overwhelming number of casualties, the use of chemical weapons and an extensive media coverage."

Do you agree with the statement? Use historical evidence to support your line of argument.

SYNOPSIS

In writing this essay, candidates should explain whether they agree or disagree with the statement.

MAIN ASPECTS

Candidates should include the following aspects in their response:

INTRODUCTION

- Candidates should state an argument regarding the statement and indicate how they are going to attempt to address the question.

ELABORATION

Background

- At the heart of the conflict was the desire of North Vietnam, which had defeated the French colonial administration of Vietnam in 1954, to unify the entire country under a single communist regime modelled after **those of the Soviet Union and China**.
- At the Geneva conference, Vietnam was temporarily divided along the 17th parallel into North Vietnam controlled by the **Communist Vietminh** and South Vietnam, which was backed by the **USA and the French**.
- South Vietnam was ruled by the tyrannical and unpopular **Ngo Dinh Diem** who refused to hold elections to reunite Vietnam.
- Ngo Dinh Diem was supported by anti-communist countries, most notably the **USA.**
- The National Liberation Front (NLF) – communist in orientation, with their own trained guerilla force, the Vietcong and who opposed Ngo Dinh Diem was formed. This plunged the country into a **civil war.**
- The local people in South Vietnam were turning to **support the Vietcong**. This alarmed the USA who feared the **spread of communism**. (Domino effect)
- The Vietcong were backed by the **Chinese and the Soviets**.
- The Vietcong received supplies, weapons, food and even troops from North Vietnam through the **Ho Chi Minh Trail.**

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- The USA's involvement in the Vietnam War, essentially a conflict between the North and South, became a battle against the global spread of communism. It was **a proxy war** fought during the **Cold War** as a part of the USA's policy of containment.

The war:

- **Until 1954 the USA supported the French** against the Vietminh with money and equipment.
- Between 1945 and 1960 the USA sent aid, equipment, and military advisors to assist the South Vietnamese.
- **Between 1960 and 1963 President Kennedy introduced the "safe village" / hamlet system.** It failed since most of the Vietcong were peasants that worked from within the villages – took over about 40% of the rural areas.
- **USA sent 3 500** Marines and ground troops to Vietnam on 8 March 1965.
- **Gulf of Tonkin – Gulf of Tonkin Resolution**
- President Johnson increased the USA's involvement – **by 1967 there were approximately 500 000 American troops in Vietnam**.
- **Operation Rolling Thunder** (April 1965) aimed to cut off the Vietcong from their support in the North by destroying ports, army bases and supply lines but this could not weaken the Vietcong's will to fight or stop the flow of men and supplies along the Ho Chi Minh Trail.
- **The USA lost about 900 aircrafts which led to an increased demand for soldiers** – the draft was increased in 1965.
- **Chemical warfare**: Agent Orange and Napalm made the USA unpopular, and many countries condemned the USA – caused most damage to the environment.
- **Operation Arc Light – B-52 strategic bomb attacks to prepare for American ground troops to look for the Vietcong (Operation Charlie).**
- **The Tet Offensive (1968)** – the Vietcong launched a massive attack on about a hundred towns and cities including Saigon as well as twelve USA air bases. **Vietcong were able to capture 80% of all towns and villages**.
- Although the Vietcong suffered heavy casualties and failed to deliver a knockout blow it showed that it had the capacity to strike the centre of USA-held territory. It indicated to the **USA public** that they could not win the war.
- USA sent young and **inexperienced soldiers** to Vietnam.
- USA used **Search and Destroy Policy** (missions) (My Lai massacre) to destroy villages supporting the Vietcong – confused by guerrilla tactics.
- **This resulted in large numbers of civilian death**s leading to more support for the Vietcong.
  - The number of **USA soldiers killed increased** – led to anti-war demonstrations in the USA.
  - By 1971, 5 000 men were treated for combat wounds and 20 000 for drug abuse – by between 1966 and 1973 there were 503 000 cases of desertion.
- **Television news reports** (media war/ first war that was brought into the "living room"), newspapers and magazines carried footage of incidents where Vietnamese civilians were massacred by American troops (napalm photo) and as a result **anti-war**

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movements developed. (Kent State Massacre / Anti-Vietnam War campaign)

- President Nixon's policy of "Vietnamization" – training the South Vietnamese and gradually withdraw.
- **More heavy bombing of North Vietnam in 1970** – but could not stop the Vietcong / destroy the Ho Chi Minh trail. 1973 ceasefire and last USA troops were withdrawn.
- In 1975 the communist Vietcong were victorious; **1976 Vietnam was united under** communist rule. The USA failed to stop the spread of communism.

Consequences:

- An estimated **2 million Vietnamese died** and approximately 3 million people were wounded.
- The war **destroyed the country's infrastructure and economy.** (Agent Orange destroy the jungle and food supplies.)
- **12 million lost their homes, loved ones, 500 000 became refugees.**
- **The USA suffered the high** economic cost of the war, high level of casualties - approximately 700 000 USA veterans suffered **psychological effects**, drug addiction.
- American atrocities against the Vietnamese people had a negative image on the USA's global image.
- Any relevant response

CONCLUSION

- Candidates should tie up their argument with a relevant conclusion. **[50]**

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QUESTION 5: INDEPENDENT AFRICA: CASE STUDY – THE CONGO

Mobutu Sese Seko was successful in bringing about economic, political and social stability in the Congo and its people after in the 1960s.

Critically discuss this statement and use relevant evidence to support your answer.

SYNOPSIS

Critically discuss the impact of Mobutu Sese Seko's political, economic, social policies on the Congo and its people after its independence in the 1960s.

MAIN ASPECTS

Candidates should include the following aspects in their response:

INTRODUCTION

- Candidates should critically discuss Sese Seko's policies (his leadership) and critically discuss the impact on the people after independence.

ELABORATION

Background:

- Independence from Belgium was granted to the Congo on 30 June 1960, Patrice Lumumba was the country's Prime Minister, but he was assassinated seven months after the Congo attained independence. Belgium handed over independence without having done anything to prepare the Congolese for change.
- Sese Seko's government started as a **military regime** after the coup that overthrew Kasavubu.
- The Congo's transitional period was filled with tension and ethnic rivalry. In 1964 Congolese rebels – the Simba – rebelled against government. Eventually Sese Seko's army, with the aid of Belgian and American paratroopers, put down the struggle.
- Political stability only returned to the Congo when Sese Seko seized power with the help of the CIA in November 1965 and with the political and military support of Western countries, who saw him as an ally against communism in Africa.

Political policy – Sese Seko's leadership:

- Sese Seko stated that he was in favour of a democracy, but he ruled as a dictator.
- **Personality cult** – Zairians were forced to listen to speeches.
- He got rid of all political parties except his party, the Popular Movement of the Revolution (MPR). (One-party state). This paved the way for him to win the election in 1970, where he won a seven-year term.
- There were many **human rights violations**, and he cruelly suppressed his enemies, for example public executions.
- He aimed at promoting a sense of **national unity** and pride in Zairean identity and culture. He changed the name of the Congo to the Republic of Zaire. This was the first step to try and lessen European influence on the nation.

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- Zaire became involved in Angola's Civil War by supporting the losing faction. Zaire needed access to the Benguela railway line.
- The lives of ordinary Zairean's did not improve during his rule. His rule came to be associated with mismanagement of funds and **corruption**.
- Sese Seko, who change his name to mean "all-conquering warrior who goes from triumph to triumph", developed a cult of his own personality. (Mobutism)
- Under Sese Seko, Zaire also became to be referred to as a **kleptocracy** (rule by thieves).
- Sese Seko constantly changed his ministers and senior officials, or rearranged the positions they held, so that none of them could come close to seizing power from him. He also had a habit of firing his senior officials and throwing them into jail without warning.
- Sese Seko undertook an extreme method of Africanising the Congo – **authenticitè**. He ordered every citizen to change his or her Christian name to African names.

Economic policies:

- Sese Seko used the Congo's rich natural resources to bring in much-needed income. He welcomed foreign buyers and gave them generous prices for the Congo's copper, cobalt, diamonds, and other minerals.
- Sese Seko used the profits from the copper exports to begin a ten-year industrialisation programme across Congo. The **Inga dam**, completed in 1972, was the world's largest hydroelectric dam.
- Sese Seko also ordered the building of a **steel mill in Kinshasa** and commissioned a power line that was 1 786 km long and stretched across from the west of the country to the province of Katanga in the south-east.
- After a visit to China in 1973, Sese Seko stated that Zaire needed greater economic independence from the West and began a huge process of nationalisation. He ordered the government to **seize 2 000 foreign-owned** companies.
- Plantations, farms, factories, and firms which held the economy together were handed over to his family and friends with himself nearly owning half of the companies. Businesses went **bankrupt** or were ruined by mismanagement.
- Civil servants went unpaid for months – turned to corruption / extension of kleptocracy.
- Zairianisation and the "radicalisation of the revolution" that included the nationalisation of trade extended chaos to all spheres of the economy; corruption devastated infrastructure, led to the **lowest living standard** in the world.
- Emergence of the new elite led to class differentiation.
- The sudden drop in the international demand for copper in the 1970s drastically destabilised the Congolese economy.
- It became clear that **policy failed**, he had to invite foreign investors back, the World Bank lent Zaire $3 billion. (Became dependent on foreign aid.)

Social and Cultural Policies:

- The independence boosted the spread of African culture – Kanda Bongo became an international musician famous for his kwassa kwassa music. Independence inspired Congolese authors – Lisembe Elebe produced plays.

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- **Western clothing was banned –** no suits, no ties, inspired by Mao's clothing.
- Education: New schools were established after independence, but the shortage of money and small number of educators negatively impacted on education.
- By the 1990s, church run schools were mainly responsible for the education of most young Congolese.
- During the 1970s the annual inflation rate reached 100%. The government planned to reduce the inflation rate by cutting down on health services, educational programmes, and social-welfare benefits. These measures affected the lives of the poor.
- Any other relevant answer.

CONCLUSION:

- Candidates should tie up their argument with a relevant conclusion. **[50]**

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QUESTION 6: CIVIL SOCIETY PROTESTS FROM THE 1950s TO THE 1970s: THE BLACK POWER MOVEMENT

Explain to what extent Malcolm X, Stokely Carmichael and the Black Panther Party (BPP) leaders were successful in bringing about justice and racial equality for African-Americans in the USA in the 1960's.

Use relevant evidence to support your line of argument.

SYNOPSIS

In writing this essay the learners must plan and construct an original argument based on relevant evidence using analytical and interpretative skills.

MAIN ASPECTS

Focus on the principle of self-reliance.

ELABORATION

Background:

- The Black Power movement was formed because African-Americans were dissatisfied with the Civil Rights Movement.
- **Racism and segregation still existed despite the passing of the Civil Rights Act** and the Voting Rights Act in the USA.
- African-Americans were tired and became impatient with the slow pace of change and the non-violent approach of the Civil Rights Movement.
- The Black Power Movement promoted **black pride, unity, self-reliance and equality for all.**
  Stokely Carmichael:
- **He became the chairman of** (SNCC) in 1966, popularised the phrase "Black Power" in his speech. He ultimately changed his ideas from passive resistance to more assertive methods. (Black is Beautiful)
- Black Power instilled a feeling of **racial pride** and **self-worth** in African-Americans. They were encouraged to acknowledge their African heritage and take pride in their culture and do things on their own and **defend themselves against** racial oppression and manipulation.
- He believed non-violence was not working because of the ongoing violence that was used by white Americans against African-Americans.
- Advocated the **exclusion of "white liberals" as a philosophy.**
- **Malcolm X** was an eloquent advocate for Black Power – he said that they must fight for **equal rights even if it meant using violence**. Young urban African-Americans were drawn to his ideas.
- He believed in black separation, **self-determination (Black Nationalism**) and he **advocated self-respect and self-discipline**.
- Believed in the concept of Black **self-pride and self-esteem/self-respect/self-help** – Black Pride.
- Called for assertiveness (aggressiveness) in their revolution e.g. race riots at Watts Detroit.
- Promoted the use of violence as a means **of self-defence** against those who attacked African Americans.
- Malcolm X regarded Martin Luther Jr's dream as a nightmare.

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- **Carmichael** defined Black Power as a call for black / African American people in his country to **unite**, to recognise their **heritage,** to build a sense of **community.** Black people must **define their own goals and lead their own organisations**.
- The Black Power Movement encouraged African Americans to take pride in their African heritage by wearing **Afro hairstyles** and embracing **African music and culture as well as learn about African history.**

Huey Newton and Bobby Searle:

- They formed the **Black Panther Party (BPP)** for self-defence. This began as a group whose goal was to protect African American neighbourhoods from police brutality and racism. They encouraged the **use of guns to protect themselves**.
- Many in mainstream white society viewed the Black Panthers and other Black Power groups negatively, dismissing them as violent, anti-white and anti-law enforcement.
- Other BPP activists **like Erika Huggins** empowered disadvantaged African Americans to get an education.
- **Elaine Brown** inspired the youth and women to liberate themselves.
- The BPP was involved in police shoot-outs in New York, Chicago. The FBI saw them as a threat for national security.
- In 1967 Huey Newton was arrested and the BPP launched a "Free Huey campaign".
- Similarly, Angela Davis was an outspoken BPP activist who was also arrested. Similar "Free Angela" campaigns were held.
- The BPP also launched the **"Free Breakfast for Children"** programme which fed poor children every day, clinics where adults and children could get free medical care and a scheme to help black learners in schools.
- The BPP drew up a **10-point programme** that included demands for employment, decent housing, better education, and an end to police brutality.
- The BPP indulged in a range of criminal activities to raise funds. They were involved in violent confrontation with the police, in which 50 people died.
- The Black Power Movement contributed to the race riots in Watts, Los Angeles, Newark, New Jersey and Detroit. Such riots left scores dead and hundreds injured, as well as causing extensive damage and vandalism to property.
- Did not end all discrimination. It had a positive effect on black / African American **self-confidence and self-esteem.**
- It led to the growth of the **"Black is Beautiful"** movements and the development of black art and culture.
- Any relevant answer

CONCLUSION

- Candidates should tie up their argument with a relevant argument. **[50]**

GRAND TOTAL: [150]

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