



**Western Cape
Government**

Education

Directorate: Curriculum FET

TELEMATICS 2015

HISTORY

Grade 12 (Term 1)

TELEMATICS TEACHING - 2015

HISTORY TIME TABLE – GRADE 12 (Term 1)

Day	Date	Time	Subject	Topic
Thursday	5 March	16:00 – 17:00	History	Topics 1 and 2: answering essay and source-based questions
Friday	6 March	16:00 – 17:00	Geskiedenis	Onderwerpe 1 en 2: beantwoord opstel en brongebasseerde vrae

Assessment in Grade 12

Altogether a candidate will be required to answer **THREE** questions, which are as follows: ONE (1) source-based question and ONE (1) essay question. The third question can be either a source-based question or an essay question. Essay and source based questions carry 50 marks each.

- The total mark for each question paper is 150.

The prescribed topics will be assessed as follows:

PAPER 1	
SECTION A: SOURCE-BASED QUESTIONS (ONE QUESTION PER TOPIC WILL BE SET)	SECTION B : ESSAY QUESTIONS (ONE QUESTION PER TOPIC WILL BE SET)
Topic 1: The Cold War: <u>Question focus</u> : Origins of the Cold War <ul style="list-style-type: none"> • USSR and USA and the creation of spheres of interest • Who was to blame for the Cold War? 	Topic 1: Extension of the Cold War: <u>Question focus</u> : Case Study: Vietnam
Topic 2: Independent Africa <u>Question focus</u> : Africa in the Cold War <ul style="list-style-type: none"> • Case study: Angola 	Topic 2: Independent Africa <u>Question focus</u> : Comparative case study on the Congo and Tanzania <ul style="list-style-type: none"> • Political and Economic Successes and challenges
Topic 3: Civil society protests from the 1950s to the 1970s <u>Question focus</u> : The US Civil Rights Movement	Topic 3: Civil society protests from the 1950s to the 1970s <u>Question focus</u> : Black Power Movement
PAPER 2	
SECTION A: SOURCE-BASED QUESTIONS (ONE QUESTION PER TOPIC WILL BE SET)	SECTION B : ESSAY QUESTIONS (ONE QUESTION PER TOPIC WILL BE SET)
Topic 1: Civil Resistance, 1970s to 1980s: South Africa <u>Question focus</u> : The challenge of Black Consciousness to the apartheid state	Topic 1: Civil Resistance, 1970s to 1980s: South Africa <u>Question focus</u> : The crisis of apartheid in the 1980s <ul style="list-style-type: none"> • Government attempts to reform apartheid • Internal resistance
Topic 2: The coming of democracy to South Africa and coming to terms with the past <u>Question focus</u> : The Truth and Reconciliation Commission (TRC)	Topic 2: The coming of democracy to South Africa and coming to terms with the past <u>Question focus</u> : Negotiated settlement and the Government of National unity
Topic 3: The end of the Cold War and a new order 1989 to the present <u>Question focus</u> : New World Order <ul style="list-style-type: none"> • What is globalisation? • Balance of power and impact on Africa: North-South and South-South relations • Dominance of global capitalism • Emerging economies and different forms of capitalism: BRICS 	Topic 3: The end of the Cold War and a new world order <u>Question focus</u> : The end of the Cold War: The events of 1989 <ul style="list-style-type: none"> • Gorbachev's reforms in the Soviet Union • Turning point in South Africa

ESSAY QUESTIONS

P1 - QUESTION 4

TOPIC 1: Extension of the Cold War. Case Study – Vietnam

ESSAY EXAMPLE A:

‘ ... All the military might of a superpower could not defeat a small nation of peasants.’

Critically discuss this statement in the light of United States of America’s involvement in Vietnam between 1965 and 1975. Use relevant examples to support your answer.
[50]

MARKING GUIDELINE

SYNOPSIS

Candidates must critically discuss the various reasons why the USA failed to win the war against Vietnam despite their superior military might. Clear examples must be used to substantiate their argument.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should outline very briefly the main line of argument – in this case the main reasons why the USA failed to win the war against Vietnam.

ELABORATION

USA’s military tactics

- The US was ill-equipped and trained to fight a guerrilla war in Vietnam. They lost out to the more experienced Viet Cong who knew the jungles and had the support of local people
- The US used ‘search and destroy’ tactics, destroying whole villages of Vietnamese civilians but failing to destroy the Viet Cong
- The US used aerial bombing and chemical weapons to deforest the jungle and napalm to intimidate and destroy the Vietnamese people.
- These tactics lost the USA a great deal of support among Vietnamese people (North and South) but also fuelled the anti-war feeling back in the US.

Opposition to war in USA

- A growing number of people (especially young students on USA campuses) opposed USA involvement in Vietnam.
- Rallies, demonstrations and marches were held across the USA (4 students killed by state troops at Ohio State University, 1971) - many young people did not want to be conscripted to fight a war they did not believe in (ideologically they did not agree with the USA's policy of containment).
- Due to the media coverage (Vietnam was the 1st televised war), many Americans were opposed to the destruction of villages and the murder of civilians that took place in the name of 'democracy'.
- The anti-war movement undermined support for the USA government to such an extent that President Johnson did not stand for re-election – Richard Nixon stood for election promising to end the USA's involvement in the war.

Chinese and USSR support of Viet Cong

- Although the Viet Cong did not have the chemical weapons and sophisticated weapons that were used by the USA, they did receive weapons, aid and support from the USSR and China.
- Support from China and the USSR made it very hard for USA troops to disarm the guerrillas.

Unpopularity of South Vietnamese regime

- The USA tried to prop up an unpopular regime that many of the South Vietnamese people (whom the USA was supposed to be 'liberating' from the communists) did not support.
- The South Vietnamese government was essentially a military dictatorship and the ruling elite were hated by the majority of the peasant class.

Determination and skill of Viet Cong compared with US conscripts.

- The Viet Cong were highly disciplined and dedicated guerrilla soldiers fighting to free their country (Vietnamese saw it as a war of liberation).
 - They also had the support of the majority of the Vietnamese people.
 - In contrast, the US army was made up mainly of very young, conscripted soldiers.
 - Any other relevant point.
- Conclusion: Candidates should sum up their argument with a relevant conclusion.

ESSAY EXAMPLE B

Explain to what extent the United States of America was successful in containing the spread of communism in the period 1965 to 1975. [50]

MARKING GUIDELINE

[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

How to write a well-structured paragraph using PEEL

A HISTORY ESSAY SHOULD HAVE

1. An introduction
2. A series of paragraphs
3. A conclusion

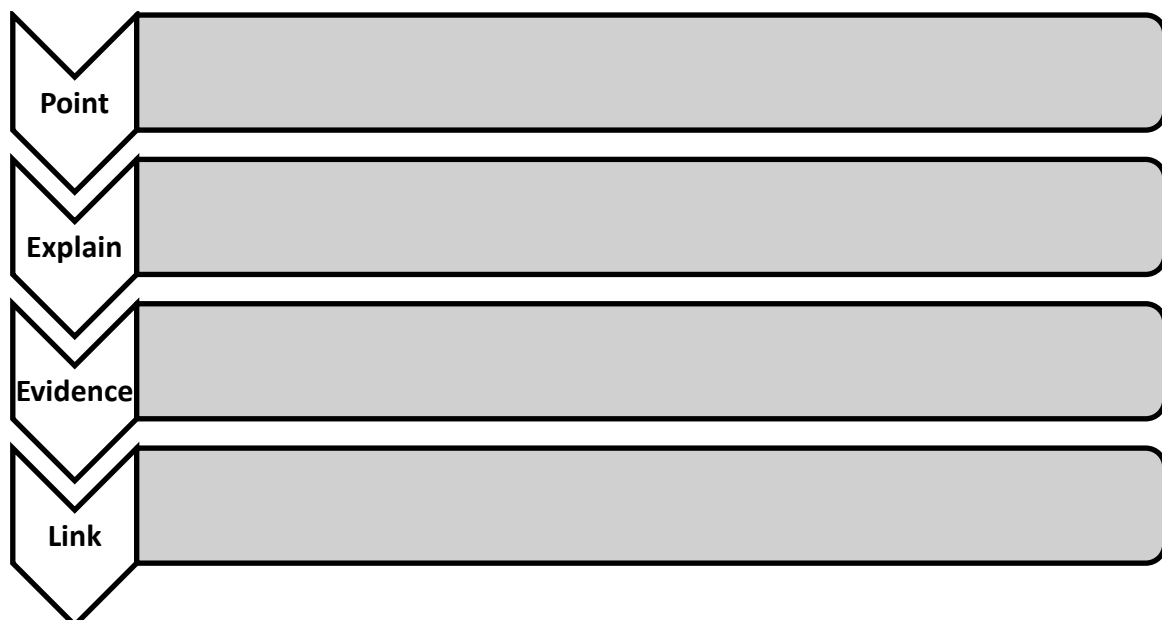
How can you better organize each paragraph? One way is to use the **PEEL system**:

P = POINT The opening sentence of each paragraph must make a clear statement or point.

E = EXPLAIN The few sentence in the paragraph should explain the point you have just made.

E = EVIDENCE The next few sentences should give evidence (facts) to substantiate (support) the statement [POINT] made above. This EVIDENCE could be dates, details, facts, figures from textbook, class notes of other source material.

L = LINK At the end of the paragraph learners should link back to the essay question and/ or forward to the next paragraph.



ESSAY PLANNING TOOL

Essay Question:

--



General Ideas (these will be the 'Point' at the start of each paragraph):

--	--	--	--



Specific Examples (Substantiation or Evidence):

MARKING MATRIX FOR ESSAY: TOTAL MARKS: 50

<div>PRESENTATION</div> <div>→</div>	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
	<div>CONTENT</div> <div>↓</div>	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.	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.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.
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

'TO WHAT EXTENT' DO YOU AGREE WITH A STATEMENT

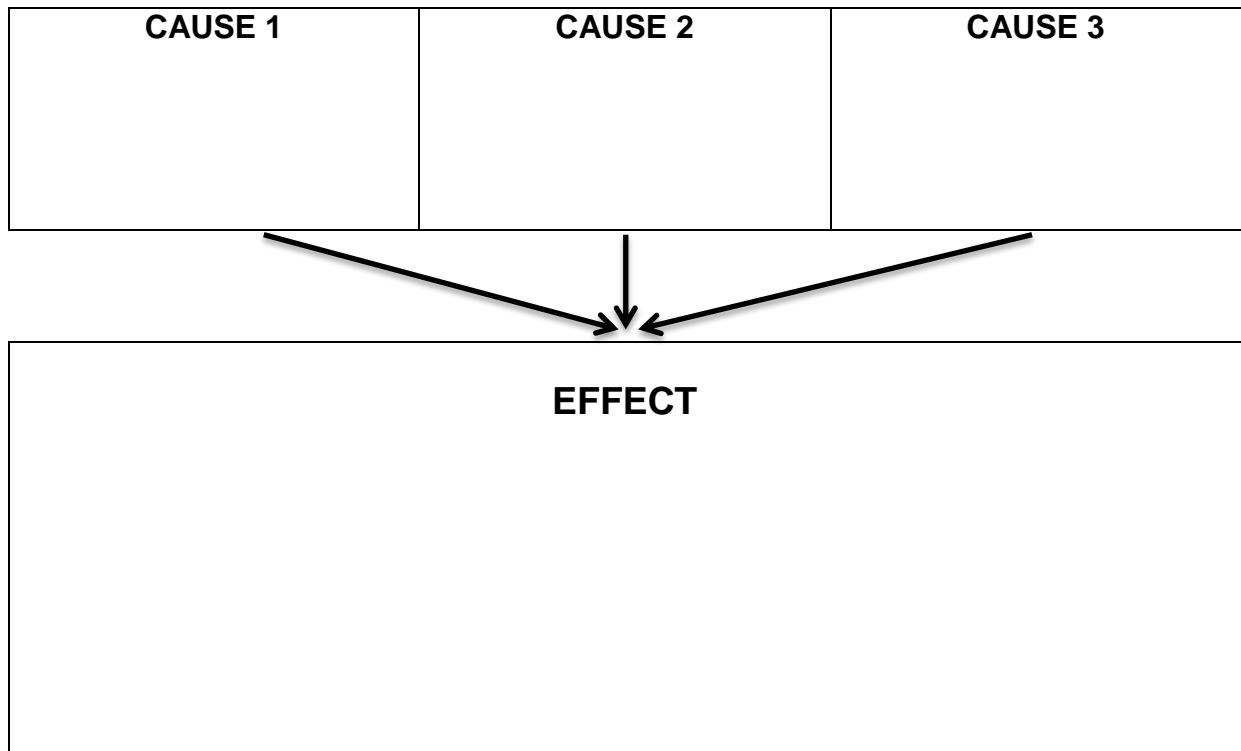
<u>Issue / Topic</u>	
Statement / Key Question	
Evidence to support statement	Evidence against statement
<p>Use the evidence above to write a paragraph: To what extent do you agree with the statement.....?'</p> <p>I agree with the statement to a certain / large / small degree / partially because</p> <p>However the statement is not entirely accurate because</p>	

RECOUNT EVENTS IN A CHRONOLOGICAL (DATE) ORDER

Topic/ Title
Introduce the event / topic which will be explained in chronological (date) order
First
Then
Afterwards
Finally
In Conclusion

TRANSITION WORDS				
initially	After	third	until	finally
now	then	meanwhile	for (duration)	afterwards
first	Later	following	next	not long after
second	on (date)	preceding	until	when
when	as soon as	today	immediately	during

TEMPLATE FOR STRUCTURING A “CAUSE AND EFFECT” PARAGRAPH



Construct a paragraph from the notes above.

The following causes ,
and have an effect on

.....

As a resultand
.....happened. This explains why

.....

.....

Transition Words:

As a result of	Because	Begins with	Consequently	Effects of
If ...then	In order to	Is caused by	Leads/led to	May be due to
So that	Thereby	therefore	thus	When ...then

QUESTION TERMINOLOGY

Analyse

Break an issue into its constituent parts. Look in depth at each part using supporting arguments and evidence for and against as well as how these interrelate to one another.

Assess

Weigh up to what extent something is true. Persuade the reader of your argument by citing relevant evidence but also remember to point out any flaws and counter-arguments as well. Conclude by stating clearly how far you are in agreement with the original proposition.

Comment upon

Pick out the main points on a subject and give your opinion, reinforcing your point of view using logic and reference to relevant evidence, including any wider reading you have done.

Compare

Identify the similarities between two or more phenomena. Say if any of the shared similarities or differences are more important than others.

Contrast

Similar to compare but concentrate on the dissimilarities between two or more phenomena/facts, or what sets them apart. Point out any differences that are particularly significant.

Critically evaluate

Give your verdict as to what extent a statement or findings within a piece of evidence are true, or to what extent you agree with them. Provide evidence taken from a wide range of sources, which both agree with and contradict an argument. Come to a final conclusion, basing your decision on what you judge to be the most important factors and justify how you have made your choice.

Define

To give in precise terms the meaning of something. Bring to attention any problems posed with the definition and different interpretations that may exist.

Demonstrate

Show how, with examples to illustrate.

Describe

Provide a detailed explanation as to how and why something happens/ has happened.

Discuss

Essentially this is a written debate where you are using your skill at reasoning, backed up by carefully selected evidence to make a case for and against an argument, or point out the advantages and disadvantages of a given context. Remember to arrive at a conclusion.

Elaborate

To give in more detail, provide more information on.

Evaluate

See the explanation for 'critically evaluate'.

Examine

Look in close detail and establish the key facts and important issues surrounding a topic. This should be a critical evaluation and you should try and offer reasons as to why the facts

and issues you have identified are the most important, as well as explain the different ways they could be construed.

Explain

Clarify a topic by giving a detailed account as to how and why it occurs, or what is meant by the use of this term in a particular context. Your writing should have clarity so that complex procedures or sequences of events can be understood, defining key terms where appropriate, and be substantiated with relevant evidence.

Give an account of

Means give a detailed description of something. Not to be confused with 'account for' which asks you not only what, but also why something happened.

Identify

Determine what are the key points to be addressed and implications thereof.

Illustrate

A similar instruction to 'explain' whereby you are asked to show the workings of something, making use of definite examples and statistics if appropriate to add weight to your explanation.

Interpret

Demonstrate your understanding of an issue or topic. This can be the use of particular terminology by an author, or what the findings from a piece of evidence suggest to you. In the latter instance, comment on any significant patterns and causal relationships.

Justify

Make a case by providing a body of evidence to support your ideas and points of view. In order to present a balanced argument, consider opinions that may run contrary to your own before stating your conclusion.

Outline

Convey the main points placing emphasis on global structures and interrelationships rather than minute detail.

Show how

Present, in a logical order, and with reference to relevant evidence the stages and combination of factors that give rise to something.

State

To specify in clear terms the key aspects pertaining to a topic without being overly descriptive. Refer to evidence and examples where appropriate.

Summarise

Give a condensed version drawing out the main facts and omit superfluous information. Brief or general examples will normally suffice for this kind of answer.

To what extent

To state the particular degree to which something is or is believed to be the case: this type of question calls for a thorough assessment of the evidence in presenting your argument. Explore alternative explanations where they exist.

Timeline of events in Vietnam War 1964-1976			
DATE	USA involvement in Vietnam	North Vietnamese (Vietminh) and National Liberation Front ('Viet Cong')	Growth of anti-war movement inside USA
1964	Gulf of Tonkin Incident. USA claimed that North Vietnam had attacked a USA ship. President Johnson used this to persuade US Congress to become more involved in Vietnam. 85% of USA citizens supported the government policy in the war.	Two elite battalions of South Vietnamese troops were defeated by NLF (Vietcong) Guerrilla attacks.	
1965	3,500 USA combat troops arrived in Vietnam. By end of year 200,000 USA soldiers were in Vietnam 'Operation Rolling Thunder' launched.	There were 170,000 Vietcong fighters.	
1966	US began to use 'search and destroy' tactics. Using helicopters US troops destroyed villages they thought were supporting the Vietcong.	Between 1965 and 1968 the North Vietnam/Vietcong received about \$2 billion of military aid from China and USSR. This included 8000 anti-aircraft guns.	Both the Student non-violent co-ordinating committee (SNCC) and Black Panther Party spoke out against Vietnam War. Heavyweight boxing champion, Muhammad Ali was sentenced to 5 years in prison for refusing to fight in Vietnam.
1967	500, 000 American forces in Vietnam		75,000 protest against the Vietnam War in Washington D.C. Martin Luther King joined the anti-war movement.
1968	Operation Phoenix was set up by Central Intelligence Agency (CIA). The aim was to identify and arrest Vietcong suspects. 28,000 Vietnamese were arrested and many tortured.	Tet Offensive: Surprise attack on South Vietnamese cities by Vietcong and North Vietnamese forces. Ultimately, it was a military loss for the Communists.	Tet Offensive Americans watched on TV and were shocked that the USA was caught off-guard. CBS news anchor, Walter Cronkite, famously said, 'We have been too often disappointed by the optimism of the American leaders, both in Vietnam and Washington ... [We] are mired in a stalemate that could only be ended by negotiation, not victory.'
1968	My Lai Massacre U.S. troops attacked and killed 300-500 Vietnamese, mostly women and children	<p>The Vietcong mainly used guerrilla tactics:</p> <ul style="list-style-type: none"> - They raided the USA camps - They used surprise attacks on the USA troops - The set traps for the USA troops - They did not wear uniforms so it was very difficult for the USA soldiers to know who was a peasant and who was a Vietcong soldier. <p>The Vietcong had good relations with the peasants and won their support.</p> <ul style="list-style-type: none"> - Vietcong soldiers often helped in the fields - They were respectful 	60% of Americans disapprove of Johnson's handling of the war. Johnson decides not to stand for re-election as USA President
1968			Jan-June: 221 college protests against the Vietnam war
1968			Democratic National Convention: 10,000 anti-war protesters clash with policemen and National Guardsmen. The violence is caught on television.
1969	By 1969 36,000 US military had been killed in the war.		My Lai Massacre exposed in media: Americans first hear of the My Lai Massacre, (which occurred in March 1968) Knowledge of the incident sparks public outrage. By 1969 there were 34,000 draft dodgers wanted by the USA police. Many had escaped to Canada.

1970	President Nixon announced his 'Vietnamisation' policy – the idea was that South Vietnam troops would be trained and equipped to take over from USA troops. The policy failed.	The Vietcong established a network of tunnels around Saigon which ran for 320 km. These underground tunnels had dormitories, workshops, hospitals, kitchens, ammunition and weapons stores etc	Kent State: Student protest at Kent State University against Nixon's invasion of Cambodia. National Guardsmen are brought in to break up the protest. They wound 9 students and kill 4 (2 of whom were not involved in the protest).
1970	An opinion poll showed that 50% of Americans approved of the invasion of Cambodia even though Nixon had acted without the approval of Congress. (This was an attempt to cut the 'Ho Chi Minh trail' supply line from North Vietnam, through Laos and Cambodia to the Vietcong in the South)		Cambodia: (April) President Nixon announces that American forces have bombed parts of the Ho Chi Minh trail throughout Laos and invaded Cambodia. This announcement angers Americans because Nixon campaigned on the promise of ending the war.
1970			Jackson State: (June) Student protest at an all-black college in Mississippi. National Guardsmen shoot and kill two students and wound 12.
1971	5000 USA soldiers were treated in hospital for combat wounds in 1971 and 20,000 for drug abuse (this was an indication that discipline and morale was low) USA B52 bombers attacked North Vietnam.		Pentagon Papers: (June) Top-secret military report that was leaked to the <i>New York Times</i> and revealed that the U.S. had drawn up plans to go to war with Vietnam even when President Johnson claimed he wouldn't send troops. Public outcry. 4 July 1000 USA soldiers in Vietnam met at Chu Lai beach to protest against the war.
1972	'Operation Linebacker II' Nixon ordered 12 days of heavy bombing		
1973	27 January – USA and North Vietnam signed an agreement to end the war. By 29 March USA troops had been withdrawn from Vietnam.	North Vietnamese Army and Vietcong continued to fight to bring down the South Vietnamese government	
1975		30 April. Saigon (the capital city of South Vietnam) was captured by North Vietnam troops.	
1976	USA had failed to contain communism in north Vietnam	2 July. North and South Vietnam were united to form the Socialist Republic of Vietnam	



**Western Cape
Government**

Education

Directorate: FET Curriculum Development

TELEMATICS 2015

HISTORY

Grade 12

**TERM 2
TOPICS 3 AND 4**

HISTORY SCHEDULE

DAY	DATE	TIME	SUBJECT	TOPIC
Wednesday	20 May	16:00-17:00	Geskiedenis	Onderwerpe 3 en 4: Beantwoord opstel en brongebaseerde vrae
Monday	1 June	16:00-17:00	History	Topic 3 and 4: answer essay and source-based questions
Wednesday	3 June	16:00-17:00	Geskiedenis	Begrip van eksamen vrae en terminologie
Thursday	4 June	16:00-17:00	History	Understanding of exam questions and terminology

OUTLINE OF TOPIC 3

SOURCE-BASED QUESTION	ESSAY QUESTION
PAPER 1- QUESTION 3	PAPER 1- QUESTION 6
<p>CIVIL RIGHTS PROTESTS FRPM 1950s TO 1970s</p> <p>QUESTION FOCUS: THE US CIVIL RIGHTS MOVEMENT</p> <p>CASE STUDY: SCHOOL DESEGREGATION – LITTLE ROCK, ARKANSAS</p>	<p>CIVIL SOCIETY PROTESTS FROM 1950s TO 1970s</p> <p>QUESTION FOCUS: BLACK POWER MOVEMENT</p>

CASE STUDY: LITTLE ROCK

TIMELINE

DATE	EVENT
May 24, 1955	<ul style="list-style-type: none"> The Little Rock School Board adopts the Blossom Plan of gradual integration beginning with the high school level (starting in September 1957) and the lower grades during the next six years.
February 8, 1956	<ul style="list-style-type: none"> Federal Judge John E. Miller dismisses the NAACP suit (Aaron v. Cooper), declaring that the Little Rock School Board has acted in "utmost good faith" in setting up its plan of gradual integration. In April, the Eighth Circuit Court of Appeals upholds Judge Miller's dismissal. The federal district court retained jurisdiction over the case, however, making the School Board's implementation of the Blossom Plan a court mandate.
August 27, 1957	<ul style="list-style-type: none"> The segregationist Mother's League of Central High School holds its first public meeting. They file a motion seeking a temporary injunction against school integration. Two days later, Pulaski Chancellor Murray Reed grants the injunction on the grounds that integration could lead to violence. Federal Judge Ronald Davies nullifies the injunction and orders the School Board to proceed with its desegregation plan.
September 2, 1957 – (Labor Day)	<ul style="list-style-type: none"> Governor Orval Faubus orders the Arkansas National Guard to prohibit African American students from entering Central High School and announces his plans in a televised speech.
September 3, 1957	<ul style="list-style-type: none"> The Mother's League holds a "sunrise service" at Central High attended by members of the Citizen's Council, parents and students
September 20, 1957	<ul style="list-style-type: none"> Federal Judge Ronald Davies rules that Faubus has not used the troops to preserve law and order and orders them removed. Faubus removes the Guardsmen and the Little Rock Police Department moves in.
September 23, 1957	<ul style="list-style-type: none"> An angry mob of over 1,000 whites gathers in front of Central High School, while nine African American students are escorted inside. The Little Rock police remove the nine children for their safety. President Eisenhower calls the rioting "disgraceful" and ordered federal troops into Little Rock.
September 24, 1957	<ul style="list-style-type: none"> 1200 members of the 101st Airborne Division, the "Screaming Eagles" of Fort Campbell, Kentucky, roll into Little Rock. The Arkansas National Guard is placed under federal orders.
September 25, 1957	<ul style="list-style-type: none"> Under troop escort, the "Little Rock Nine" are escorted back into Central High School for their first full day of classes.

Source A

This source consists of a written source and visual source.

Written Source: This account by Elizabeth Eckford, an African American student, describes her experience on the first day at Central High School in 1957.

For a moment all I could hear was the shuffling (movement) of their feet. Then someone shouted, 'Here she comes, get ready!' I moved away from the crowd on the sidewalk and into the street. If the mob came at me I could then cross back over so the guards could protect me. Then my knees started to shake. All of a sudden I wondered whether I could make it to the centre entrance a block away. It was the longest block I ever walked in my whole life. Even so, I still wasn't too scared, because all the time I kept thinking that the guards would protect me.

When I got in front of the school, I went up to a guard again. But this time he just looked straight ahead and didn't move to let me pass him. I didn't know what to do. Then I looked and saw the path leading to the front entrance was a little further ahead. So I walked until I was right in front of the path to the front door. The crowd moved in closer and then began to follow me, calling me names. I still wasn't afraid. Just a little bit nervous.

The crowd was quiet. I guess they were waiting to see what was going to happen. When I was able to steady my knees, I walked up to the guard who had let the white students in. When I tried to squeeze past him, he raised his bayonet (weapon) and then the other guards closed in and they raised their bayonets. They glared at me with a mean look and I was very frightened and didn't know what to do. I turned around and the crowd came toward me. They moved closer and closer.

Some started yelling 'lynch (hang) her! Lynch her!' I tried to see a friendly face somewhere in the mob – someone who would maybe help. I looked into the face of an old woman and it seemed a kind face, but when I looked at her again, she spat at me.

[From: www.spartacus.schoolnet.co.uk Accessed: 26 February 2014.]

Visual Source: A photograph showing Elizabeth Eckford, one of the first African American students to arrive at Central High School. She was shouted at by white American students.



Elizabeth Eckford

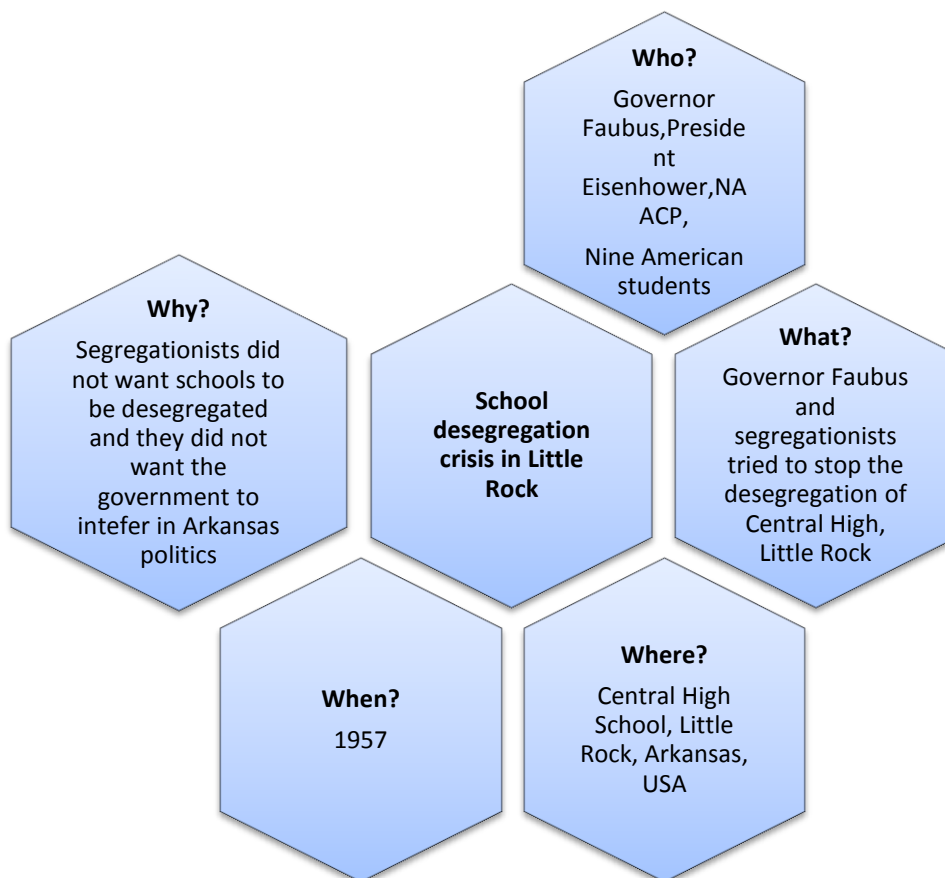
[From: *The USA 1917 to 1980* by N Smith]

Questions

Refer to Source C

1. Compare how the evidence in the visual source supports the information in the written sources regarding how Elizabeth Eckford was treated. (2 x 2) (4)
2. How useful is this source to a historian researching the reaction to the desegregation of Little Rock in 1957? (2 x 3) (6)

SUMMARY



QUESTION 6 – ESSAY QUESTION

BLACK POWER MOVEMENT

ACHIEVEMENTS OF CIVIL RIGHTS MOVEMENT

- The Civil Rights Act of 1964 and Voting Rights Act 1965 marked the end of the first phase in the struggle for racial equality. The Civil Rights Movement had won a great victory. But it was not the end of the struggle for justice. Frustrated by the slow pace for change, many black activists stopped calling for “freedom now” and started to demand “Black Power”.

WHAT MOTIVATED THE FORMATION OF THE BLACK POWER MOVEMENT?

- Civil Rights Movement focused on ending segregation in the South.
- There was also serious segregation in the Northern States.
- 50% of African Americans lived in the ghettos with poor housing and high unemployment.
- Water pipes would burst, electricity mains with short-circuits causing power outages.
- Unemployment was high among the youth who drifted into gangs.
- Inner city schools- notorious for poor quality and overcrowded classrooms and lack of resources.
- Police brutality in the ghettos.

Philosophy of Black Power:

- Black Power is a philosophy rather than a political organisation.
- They emphasised the importance of Black culture, traditions and history.
- They promoted the development of a distinctive black identity and used the slogan “Black is beautiful”.
- Black Power stressed Pride in being black and the need to promote black political and cultural institutions.
- Supporters of Black Power believed that Martin Luther King and the Civil Rights Movement did not go far enough to protect and promote black interests.

INFLUENTIAL LEADERS OF THE BLACK POWER MOVEMENT

- Stokely Carmichael and Malcolm X were both influential leaders in the Black Power Movement. Carmichael articulated many of the movements' principles, which were largely based on the ideologies of Malcolm X.
- Stokely Carmichael and Malcolm X were both influential leaders in the Black Power Movement. Carmichael articulated many of the movements' principles, which were largely based on the ideologies of Malcolm X.

CONTRIBUTIONS OF STOCKLEY CARMICHAEL IN THE BLACK POWER MOVEMENT.

- The role of Stokely Carmichael.
- The first and social use of the term Black Power was by Carmichael and Willi Ricks.
- They were both organisers and leaders of SWCC he was a freedom rider and also worked on the Freedom Summer project.
- 5 June 1966 James Meredith was shot by a sniper while walking alone in a "March against fear" to protest against racism.
- Stokely Carmichael and Martin Luther King decided to continue with the march to honour Meredith.
- Carmichael and others were arrested by the police during the march.
- When he was released from jail, Carmichael made a famous speech using the term Black Power for the first time.
- He called on African Americans to unite to recognise their heritage, to form and lead their own organisations. NAACP and SCLC rejected Carmichael's ideas and accused him of black racism.
- Carmichael also adopted the slogan "black is beautiful" which promoted pride in being black and rejected white definition of beauty, style and fashion.
- He later left NAACP and joined the Black Panthers and became its honorary prime minister.
- He spoke against US involvement in the Vietnam War.

Question 6

Nobody can give you freedom. Nobody can give you equality or justice or anything. If you are a man, you take it.

Evaluate the validity of this statement by referring to the role that the Black Power Movement played in fighting segregation in the USA in the 1960s.

SYNOPSIS:

Candidates should evaluate the validity of the statement by referring to roles of Malcolm X, Stokely Carmichael and the Black Panther Party

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Should include reasons for the formation of the Black Power Movement.

ELABORATION

- Brief background on inequalities faced by African–Americans
- Dissatisfaction with the Civil Rights Movement’s moderate methods

Malcolm X

- Opposed Civil Rights multi–racial approach
- Awakened Black consciousness
- Promoted racial separation
- Encouraged African–Americans to fight for equal rights even if it meant using violence
- Young urban blacks drawn to his ideas

Stokely Carmichael

- Coined the Black Power term
- Against non–violence
- Encouraged black self–determination and black identity (African dress, hair styles, recognition of their heritage etc.)
- Opposed multi–racialism

Black Panther Party for Self Defence

- Began as a group intent on protecting African–American neighbourhoods from police brutality and racism
- Wanted to advance black people economically, socially and politically
- Established neighbourhood patrols to protect communities from white police harassment
- Operated survival programmes (services to the poor, free medical clinics, free breakfast for children, economic and political classes)

Black Panther achievements

Short term gains:

- 1965–1967 riots led to the appointment of a commission
- President Johnson set up a programme of reform: housing improvement, promotion of education, training of poor African–Americans

Long term gains

- Developed greater pride and self– confidence amongst blacks.
- Mobilised blacks to vote for black politicians
- Led to introduction of black studies at universities
- Any relevant response

Conclusion:

Candidates to tie up their argument with a relevant conclusion

[50]

PAPER 2 - TOPIC 4

SOURCE-BASED QUESTION	ESSAY QUESTION
PAPER 2 – QUESTION 1	PAPER 2 QUESTION 4
CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA	CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA
FOCUS: THE CHALLENGE OF BLACK CONSCIOUSNESS TO THE APARTHEID STATE	FOCUS: THE CRISIS OF APARTHEID IN THE 1980s <ul style="list-style-type: none">• Government attempts to reform apartheid• Internal resistance

Source 1A

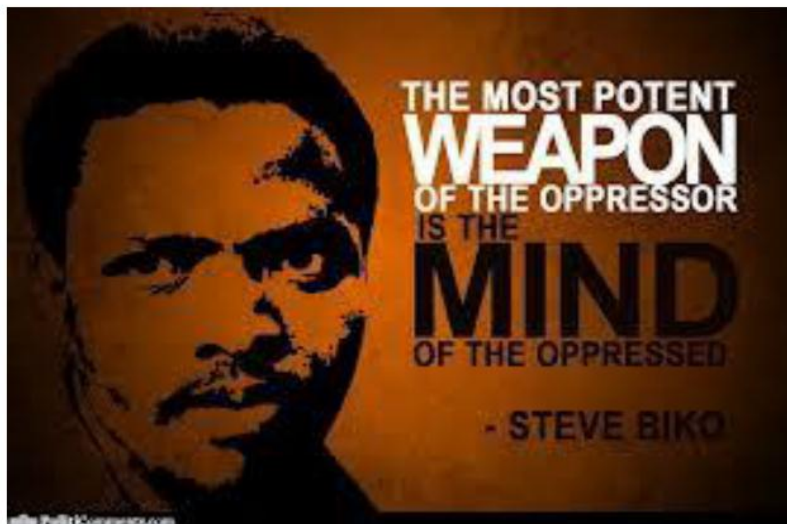
This source consist of a written and visual source

Written Source: This source explains the philosophy of Black Consciousness.

'It becomes more necessary to see the truth as it is if you realise that the only vehicle for change are these people who have lost their personality. The first step therefore is to make the black man come to himself; to pump back life into his empty shell; to infuse him with pride and dignity, to remind him of his complicity in the crime of allowing himself to be misused and therefore letting evil reign supreme in the country of his birth.'

[From: *We Blacks, I Write What I Like*, by Steve Biko.]

Visual source: This poster quotes the famous words by Black Consciousness leader Steve Bantu Biko.



[From: <http://www.kalvati.org/steven-biko.html>. Accessed on 7 February 2014]

Source 1C

This is an extract from a speech by Nelson Mandela at the 5th Steve Biko Lecture, 10 September 2004

From Robben Island we followed with immense interest the movement led and inspired by Steve Biko... The driving thrust of Black Consciousness was to forge pride and unity amongst the masses of our people and confidence in their ability to throw off their oppression.

For its part the ANC welcomed Black Consciousness as part of the genuine forces of the revolution. We understood it was helping give the organisational form to the popular upsurge of all the oppressed groups in our society. Above all, the liberation movement asserted that in struggle – whether in mass action, underground organisation, armed actions or international mobilisation – the people would most readily develop consciousness of their proud being, of their quality with everyone else, of their capacity to make history...

His revolution had a simple but overwhelmingly powerful dimension in which it played itself out – that of radically changing the consciousness of the people...

The intervention on the level of consciousness – and consciousness was a key concept in his political approach and vocabulary – was at the essence of Biko's strategic brilliance and understanding. That intervention came at a time when the political pulse of our people had been rendered faint by banning, imprisonment, exile, murder and banishment. Repressions had swept the country clear of all visible organisation of the people...

[From <http://www.anc.org.za/show.php?id=2875>. Accessed 20 February 2015]

Questions

1. Refer to **Source 1C**. Explain whether you would consider the evidence in this source useful to a historian studying how the philosophy of Black Consciousness challenged the apartheid state in the 1970s. (2x2)=(4)
2. **Compare Sources 1A and 1C**. Explain how these sources support each other regarding the way Black Consciousness challenged the apartheid state in the 1970s. (2x2)=(4)



**PREPARATION
FOR THE EXAMINATIONS**

HISTORY SCHEDULE

DAY	DATE	TIME	SUBJECT	TOPIC
Wednesday	3 June	16:00- 17:00	Geskiedenis	Begrip van eksamen vrae en terminologie
Thursday	4 June	16:00- 17:00	History	Understanding of exam questions and terminology

The prescribed topics will be assessed as follows:

SECTION A: SOURCE-BASED QUESTIONS PAPER 1 (ONE question per topic will be set)	SECTION B : ESSAY QUESTIONS PAPER 1 (ONE question per topic will be set)
1. The Cold War: Question focus_: Origins of the Cold War (2014–2016) <ul style="list-style-type: none"> • USSR and USA and the creation of spheres of interest • Who was to blame for the Cold War? 	1. Extension of the Cold War: Question focus: Case Study: Vietnam (2014–2016)
2. Independent Africa Question focus: Africa in the Cold War: Case study: Angola	2. Independent Africa Question focus_: Comparative case studies on the Congo and Tanzania Successes and challenges <ul style="list-style-type: none"> • Political and Economic (2014–2016)
3. Civil society protests from the 1950s to the 1970s Question focus: The US Civil Rights Movement (2014–2016) Case study: Little Rock	3. Civil society protests from the 1950s to the 1970s Question focus: Black Power Movement (2014–2016)
PAPER 2 (ONE question per topic will be set)	PAPER 2 (ONE question per topic will be set)
1. Civil Resistance, 1970s to 1980s: South Africa Question focus: The challenge of Black Consciousness to the apartheid state (2014–2016)	1. Civil Resistance, 1970s to 1980s: South Africa Question focus: The crisis of apartheid in the 1980s (2014–2016) <ul style="list-style-type: none"> • Government attempts to reform apartheid • Internal resistance
The coming of democracy to South Africa and coming to terms with the past Question focus: The TRC	2. The coming of democracy to South Africa and coming to terms with the past Question focus: Negotiated settlement and the GNU

<p>3. The end of the Cold War and a new order 1989 to the present</p> <p>Question focus: New World Order (2014–2016)</p> <ul style="list-style-type: none"> • What is globalisation? • Balance of power and impact on Africa: North-South and South-South relations • Dominance of global capitalism • Emerging economies and different forms of capitalism: BRICS 	<p>3. The end of the Cold War and a new world order</p> <p>Question focus: The end of the Cold War: The events of 1989 (2014–2016)</p> <ul style="list-style-type: none"> • Gorbachev's reforms in the Soviet Union • Turning point in South Africa
---	--

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)

ANSWERING SOURCE-BASED QUESTIONS

In Level 1 questions you will be asked to extract information from sources and define historical concepts. These questions will carry a maximum of 2 marks.

Example:

Question verbs that will be used to phrase these source-based questions include, amongst others, **list, quote, identify, name, what, according to the source** (2 x 1) (2) – You are expected to give TWO responses

Typical questions may be phrased for example: What information in the source tells you about...? Quote TWO reasons why...

What do you understand by the term ...? (1 x 2) (2)

• **In Level 2 questions** you will be asked to interpret, analyse and engage with evidence from the sources. These questions will carry a maximum of between 4 to 6 marks.

Example:

Question verbs that may be used to phrase these source-based questions include, amongst others, **explain, comment, describe** and organise information logically from the sources.

Typical questions may be phrased for example:

What message does the cartoonist convey about...? (2 x 2) (4)

Explain in your own words ... Why do you think...? (2 x 3) (6)

• **In Level 3 questions** you will be asked to explain, for example, the different perspectives in sources (compare/contrast), draw conclusions about the reliability and usefulness of sources, etc. These questions will carry a maximum of between 4 to 8 marks and may be assessed using an analytical/holistic rubric. Question verbs that will be used to phrase these source-based questions include, amongst others, **compare or contrast, evaluate, assess, explain to what extent you would agree/disagree, comment on the reliability of the evidence in a source, explain the usefulness, comment on the consequences, explain the limitations, justify**, etc. Typical questions may be phrased for example:

How **useful** is the source... (2 x 2) (4) or (2 x 3) (6)

Compare the evidence in both Sources 1A and 1B and explain how you would account for the differences ... (2 x 2) (4)

Comment on whether...

PARAGRAPH QUESTIONS

• Paragraph questions will carry 6 to 8 marks and will be assessed using an analytical/holistic rubric. Questions will be phrased whereby learners would be required to, answer questions on Level 3 skills (compare/contrast; bias; usefulness; reliability). For example: explain the role, impact, causes, effects or significance of a specific historical event that is related to the respective key question. Typical questions may be phrased for example:

- Use the information in the relevant sources and your own knowledge and write a paragraph explaining the impact/significance of ...
- Explain why a historian would consider the information in both Sources 1A and 1B useful when studying the consequences of ...
- In what ways is the cartoonist's view (Source 1C) supported by the evidence presented in the other two sources...
- Compare the evidence in Sources 2C and 2D and explain how the information in both sources differ regarding the ...
- Explain why a historian might question the reliability of the evidence in Source 3A ...
- Comment on the limitations of Source 3C for a historian studying...

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how little rock resisted integration • 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 no or little understanding of how little rock resisted integration • Uses evidence in a very basic manner 	MARKS: 3 -5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. that shows a thorough understanding of how little rock resisted integration • Evidence relates well to the topic • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic 	MARKS 6-8

ASSESSING ESSAY QUESTIONS

Remember to structure your essay in a logical and coherent manner

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. In responding to essay questions candidates should be able to:

- Plan and structure an essay
- Demonstrate a thorough knowledge and understanding of the topic
- Select and use relevant information from their own knowledge to answer the question
- Develop and sustain a relevant line of argument
- Write logically and coherently

Typical questions may be phrased using the following descriptors, for example:

'Critically discuss ', 'Explain to what extent ...', 'Comment on...', 'Evaluate ...', 'Assess ...'

MARKING MATRIX FOR ESSAY: TOTAL MARKS: 50

PRESENTATION → CONTENT ↓	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
	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.	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.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	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 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