<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>TIME</th>
<th>SUBJECT</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>20 May</td>
<td>16:00-17:00</td>
<td>Geskiedenis</td>
<td>Onderwerpe 3 en 4: Beantwoord opstel en brongebaseerde vrae</td>
</tr>
<tr>
<td>Monday</td>
<td>1 June</td>
<td>16:00-17:00</td>
<td>History</td>
<td>Topic 3 and 4: answer essay and source-based questions</td>
</tr>
<tr>
<td>Wednesday</td>
<td>3 June</td>
<td>16:00-17:00</td>
<td>Geskiedenis</td>
<td>Begrip van eksamen vrae en terminologie</td>
</tr>
<tr>
<td>Thursday</td>
<td>4 June</td>
<td>16:00-17:00</td>
<td>History</td>
<td>Understanding of exam questions and terminology</td>
</tr>
</tbody>
</table>
## OUTLINE OF TOPIC 3

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


## CASE STUDY: LITTLE ROCK

### TIMELINE

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 24, 1955</td>
<td>• 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.</td>
</tr>
<tr>
<td>February 8, 1956</td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
</tr>
<tr>
<td>August 27, 1957</td>
<td>• The segregationist Mother’s League of Central High School holds its first public meeting.</td>
</tr>
<tr>
<td></td>
<td>• They file a motion seeking a temporary injunction against school integration.</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
</tr>
<tr>
<td>September 2, 1957</td>
<td>• 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.</td>
</tr>
<tr>
<td>September 3, 1957</td>
<td>• The Mother’s League holds a “sunrise service” at Central High attended by members of the Citizen’s Council, parents and students</td>
</tr>
<tr>
<td>September 20, 1957</td>
<td>• 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.</td>
</tr>
<tr>
<td>September 23, 1957</td>
<td>• 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.</td>
</tr>
<tr>
<td>September 24, 1957</td>
<td>• 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.</td>
</tr>
<tr>
<td>September 25, 1957</td>
<td>• Under troop escort, the “Little Rock Nine” are escorted back into Central High School for their first full day of classes.</td>
</tr>
</tbody>
</table>
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.

[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

Who?
Governor Faubus, President Eisenhower, NAACP, Nine American students

Why?
Segregationists did not want schools to be desegregated and they did not want the government to interfere in Arkansas politics

What?
School desegregation crisis in Little Rock

Where?
Central High School, Little Rock, Arkansas, USA

When?
1957
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.
INFLUENCIAL 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 STOKLEY 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.
• Hey 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.
• Stockely 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 American to unite to recognise their heritage, to form and lead their own organisations. NAACP and SCL 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
### PAPER 2 - TOPIC 4

<table>
<thead>
<tr>
<th>SOURCE-BASED QUESTION</th>
<th>ESSAY QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAPER 2 – QUESTION 1</td>
<td>PAPER 2 QUESTION 4</td>
</tr>
<tr>
<td><strong>CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA</strong></td>
<td><strong>CIVIL RESISTANCE, 1970s TO 1980s: SOUTH AFRICA</strong></td>
</tr>
<tr>
<td><strong>FOCUS: THE CHALLENGE OF BLACK CONSCIOUSNESS TO THE APARTHEID STATE</strong></td>
<td><strong>FOCUS: THE CRISIS OF APARTHEID IN THE 1980s</strong></td>
</tr>
<tr>
<td></td>
<td>• Government attempts to reform apartheid</td>
</tr>
<tr>
<td></td>
<td>• Internal resistance</td>
</tr>
</tbody>
</table>
**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.

![Poster](http://www.kalvati.org/steven-biko.html. Accessed on 7 February 2014)
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...


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

<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
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<tbody>
<tr>
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<td>3 June</td>
<td>16:00-17:00</td>
<td>Geskiedenis</td>
<td>Begrip van eksamen vrae en terminologie</td>
</tr>
<tr>
<td>Thursday</td>
<td>4 June</td>
<td>16:00-17:00</td>
<td>History</td>
<td>Understanding of exam questions and terminology</td>
</tr>
</tbody>
</table>
The prescribed topics will be assessed as follows:

<table>
<thead>
<tr>
<th>SECTION A: SOURCE-BASED QUESTIONS PAPER 1 (ONE question per topic will be set)</th>
<th>SECTION B : ESSAY QUESTIONS PAPER 1 (ONE question per topic will be set)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PAPER 2</strong> (ONE question per topic will be set)</td>
<td><strong>PAPER 2</strong> (ONE question per topic will be set)</td>
</tr>
<tr>
<td>The coming of democracy to South Africa and coming to terms with the past Question focus: The TRC</td>
<td>2. The coming of democracy to South Africa and coming to terms with the past Question focus: Negotiated settlement and the GNU</td>
</tr>
</tbody>
</table>
### 3. The end of the Cold War and a new order
1989 to the present

**Question focus:** New World Order (2014–2016)

- 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

### 3. The end of the Cold War and a new world order

**Question focus:** The end of the Cold War: The events of 1989 (2014–2016)

- Gorbachev's reforms in the Soviet Union
- Turning point in South Africa
<table>
<thead>
<tr>
<th>COGNITIVE LEVELS</th>
<th>HISTORICAL SKILLS</th>
<th>WEIGHTING OF QUESTIONS</th>
</tr>
</thead>
</table>
| **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)               |
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...

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>• Uses evidence in an elementary manner e.g. shows no or little understanding of how little rock resisted integration</th>
<th>MARKS: 0 - 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Uses evidence partially to report on topic or cannot report on topic</td>
<td></td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>• 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</td>
<td>MARKS: 3 -5</td>
</tr>
<tr>
<td></td>
<td>• Uses evidence in a very basic manner</td>
<td></td>
</tr>
<tr>
<td>LEVEL 3</td>
<td>• Uses relevant evidence e.g. that shows a thorough understanding of how little rock resisted integration</td>
<td>MARKS 6-8</td>
</tr>
<tr>
<td></td>
<td>• Evidence relates well to the topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Uses evidence very effectively in an organized paragraph that shows an understanding of the topic</td>
<td></td>
</tr>
</tbody>
</table>
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 …'
<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>LEVEL 7</th>
<th>LEVEL 6</th>
<th>LEVEL 5</th>
<th>LEVEL 4</th>
<th>LEVEL 3</th>
<th>LEVEL 2</th>
<th>LEVEL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
<td>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.</td>
<td>Well planned and constructed essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.</td>
<td>Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions not clearly supported by evidence.</td>
<td>Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.</td>
<td>Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.</td>
<td>Little or no attempt to structure the essay.</td>
</tr>
<tr>
<td>LEVEL 7</td>
<td>Question has been fully answered. Content selection fully relevant to line of argument.</td>
<td>38-35</td>
<td>36-33</td>
<td>34-31</td>
<td>32-29</td>
<td>30-27</td>
<td>29-26</td>
</tr>
<tr>
<td>LEVEL 6</td>
<td>Question has been answered. Content selection relevant to a line of argument.</td>
<td>38-35</td>
<td>36-33</td>
<td>34-31</td>
<td>32-29</td>
<td>30-27</td>
<td>29-26</td>
</tr>
<tr>
<td>LEVEL 5</td>
<td>Question answered to a great extent. Content adequately relevant and relevant.</td>
<td>30-33</td>
<td>25-29</td>
<td>20-23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL 4</td>
<td>Question recognizable in answer. Some omissions or irrelevant content selection.</td>
<td>26-27</td>
<td>24-25</td>
<td>20-23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL 3</td>
<td>Content selection does relate to the question, but does not answer it. Does not always relate to the question. Omissions in content.</td>
<td>20-23</td>
<td>15-15</td>
<td>14-17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>Question inadequately addressed. Sparse content.</td>
<td>14-17</td>
<td>10-13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>