



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2012

HISTORY: PAPER I
MARKING GUIDELINES

Time: 3 hours

150 marks

These marking guidelines are prepared for use by examiners and sub-examiners, all of whom are required to attend a standardisation meeting to ensure that the guidelines are consistently interpreted and applied in the marking of candidates' scripts.

The IEB will not enter into any discussions or correspondence about any marking guidelines. It is acknowledged that there may be different views about some matters of emphasis or detail in the guidelines. It is also recognised that, without the benefit of attendance at a standardisation meeting, there may be different interpretations of the application of the marking guidelines.

SECTION A IN-DEPTH INDIVIDUAL SOURCE ANALYSIS

QUESTION 1 VISUAL ANALYSIS

1.1 *Use your knowledge to place this photograph in historical context by explaining briefly what series of events in 1948 led to this scene taking place.*

- Berlin was positioned within the Soviet zone of occupation in Germany. / Germany or Berlin was divided into 4 zones.
- When the Western-run zones introduced a new currency, the USSR protested that this had gone against the agreement to have a common economic policy but was ignored.
- Stalin wanted the West out of Berlin.
- In retaliation Stalin imposed a blockade of Berlin – closing off all rail, road and canal routes.
- To supply the besieged Berliners the Western governments decided to create an air bridge by flying in supplies.

(Any THREE out of the FOUR points)

(3 × 2 = 6)

[LO 1: AS 1.3 LEVEL 2]

1.2 *By referring to TWO visual clues in the photograph explain how the photographer has captured the atmosphere of Cold War tension in Berlin in 1948.*

- Concentrated gathering of children – sense of occasion and excitement.
- Children looking up – hopeful – aircraft = saviour and solution to end tension.
- Large looming aircraft swooping down – powerful; military presence = sense of tension.
- Rubble in foreground OR broken roof = warzone – feeling of tension.

[(visual clue 2 + explanation 1) × 2]

(Any TWO out of the list of suggested answers)

(6)

[LO 1: AS 1.4 LEVEL 5]

1.3 *Provide an appropriate biased newspaper headline to accompany this photograph if it had appeared in:*

1.3.1 *A Soviet government newspaper in June 1948*

Use the following rubric to assess:

The headline must be anti-West/anti-capitalist and view the airlift as a negative or an attempt by the West to gain influence.

(2)

2	Accurate description and contains bias/bias is correct and appropriate; shows understanding of Cold War propaganda and rhetoric. Soviets would see this as an attempt to spread capitalism and use dollar diplomacy to gain support, negative interpretation of airlift.
1	Merely descriptive/accurate comprehension but no bias or bias incorrect/no understanding of Cold War rhetoric.
0	Incorrect comprehension of picture/no understanding/not attempted.

[LO 3: AS 3.4 LEVEL 4]

1.3.2 *A patriotic American newspaper in June 1948*

Use the following rubric to assess:

The headline must be pro-West/triumph for capitalism and democracy as they are saving the civilians from hardship and view the airlift as a positive, containing the spread of communism.

(2)

2	Accurate description and contains bias/bias is correct and appropriate; shows understanding of Cold War propaganda and rhetoric; West would see this as a triumph of capitalism, saving citizens from oppression and hardship. Positive or patriotic interpretation of airlift.
1	Merely descriptive/accurate comprehension but no bias or bias incorrect/no understanding of Cold War rhetoric.
0	Incorrect comprehension of picture/no understanding/not attempted.

[LO 3: AS 3.4 LEVEL 4]

1.4 *This photograph has since become famous and was used on a postage stamp issued in the USA in 1998 to mark the 50th anniversary of the Berlin Airlift. Use your knowledge to provide TWO possible reasons why the USA would want to celebrate this event 50 years later.*

- Triumph of West over communism/USSR: symbolic of this
- Success of foreign policy
- Success in saving the citizens from hardship – USA heroic/saviour
- Effective act of containment of Communism
- Heroic act by the USA to aid those in need
- Positioned USA as a super power
- Gave USA the moral upper-hand

(Any TWO relevant points × 2)

(2 × 2 = 4)

[LO 2: AS 2.3 LEVEL 2]

[20]

QUESTION 2 TEXTUAL ANALYSIS

2.1 *Use this source to list THREE reasons for the crisis that developed over the Suez Canal.*

- Conflict due to Israeli versus Arab nationalism.
- Soviet support of Egypt exacerbated the tensions.
- Israel fears for safety/felt threatened.
- The Egyptian government had nationalised the Suez Canal.
- British and French fears for loss of their economic lifeline/Suez Canal.

(Any **THREE** × 2)

(6)

[LO 1: AS 1.2 LEVEL 3]

2.2 *What impression does Eisenhower give of the role played by the USA in the Suez Canal Crisis? Support your answer with TWO quotes from the source.*

This is a potentially ambiguous question so markers must be open to interpretation.

E.g.: The USA played a significant role/ the USA played a limited role + supporting quote as below:

EITHER

He made the USA to be the **great diplomat** trying to keep the peace between Israel and the Arab states – 'The United States through all the years since the close of World War II has laboured timeously to bring peace and stability to [the Middle East]/strengthen our bonds with Israel and the Arab countries.'

OR

He made the USA out to be **pacifists/non-aggressive** – 'Now there were some among our allies who urged an immediate reaction to this event by use of force. We insistently urged otherwise.'/'We do not accept the use of force as a wise or proper instrument for the settlement of international disputes.'/ USA 'laboured tirelessly.'

OR

He made the USA seem **aggrieved or side-lined** – 'The United States was not consulted in any way about any phase of these actions.'/'Passion threatened to prevail over peaceful purpose.'

OR

He makes the USA out to have the **moral high ground** – 'We believe these actions to have been taken in error.'/'Now there were some among our allies who urged an immediate reaction to this event by use of force. We insistently urged otherwise.'

(ONE role + TWO supporting quotes)

(2 + 2 + 2 = 6)

Candidates must take a stance (2) + 2 quotes x2 = 6

No stance = 0

[LO 2: AS 2.2 LEVEL 5]

2.3 *According to Eisenhower, what role did the USSR play in the Suez Canal Crisis? Provide ONE quote from the source to support your answer.*

They aggravated the situation by supplying Egypt with weapons – 'rearmament with Communist weapons'.

(ONE role + ONE supporting quote)

(2 + 2 = 4)

If just a quote then 2 marks only.

[LO 2: AS 2.2 LEVEL 3]

2.4 Write down *TWO* limitations of this source for historians researching the Suez Canal Crisis of 1956.

- It only contains one person's opinion – Eisenhower's opinion – and version of the Suez Canal Crisis and does not reflect the opinions or versions of any other government/country.
- It is biased – makes USA out to have the moral high ground as all other countries are made out to be aggressors; it reflects Cold War propaganda ('communist weapons').
- It is US propaganda – it gives a pro-US view and makes the USA look good.
- The source does not appear in its entirety as there are sentences and phrases missing/the source has been edited which can change its meaning.

(Any **TWO** of the suggested **THREE**)

(2 × 2 = 4)

[LO 1: AS 1.4 LEVEL 7]

[20]

QUESTION 3 MEDIA ANALYSIS – GLOBALISATION

3.1 What event gave the protestors reason to stage their protest?

The annual summit of finance ministers and central bank governors of the G20 countries.

(2)

[LO 1: AS 1.3 LEVEL 3]

3.2 Use your knowledge as well as the source to explain the role played by the G20 in the world economy.

The G20 consists of the world's 20 most economically powerful countries who dominate the world economy/ dictating economic practices to less wealthy/less powerful countries. Their dictates are in the interests of capitalism and democracy. They have the greater say in the workings of the IMF and the World Bank.

(4)

[Only 2 out of the above 3 points needed – 2x2]

[LO 2: AS 2.1 LEVEL 3 AND 2]

3.3 Use your knowledge to write down *TWO* countries which are members of the G20.

Any TWO of the following:

USA, Britain/UK, Germany, France, China, Russia, Canada, South Korea, Mexico, Australia, Turkey, India, Argentina, Brazil, Indonesia, Saudi Arabia, South Africa, Italy, Japan, Spain

(2)

[LO 2: AS 2.1 LEVEL 2]

3.4 *What message were the protestors attempting to convey about economic globalization? Refer to both the photograph and the caption to support your answer.*

NB: It is difficult to differentiate between the caption and the visual as they both contain the same information. A candidate will be credited if he says that the visual and the caption say the same thing.

Candidates do not have to quote.

The following example is acceptable: *The G20 are pro0capitalist and exploiting the poor thus causing the deaths of many people because of their policies.*

- **Intention:** Their **message** is that the G20 are committing financial murder by focusing too much on world economic policies and not people. /They are concerned more about economic policies and not people.
- **Written clue -Caption:** Leaders not thinking about the direct impact that their policies have on people – particularly the poor. / “Financial Crime Scene”/ “think about people ... markets.”
- **Visual clue - Photo Ref:** Protestors acting dead/their insensitivities are criminal – hence the crime scene. (3 × 2 = 6)

[LO 2: AS 2.3 LEVEL 3 AND 5]

3.5 *Do you think that the protestors' criticism of economic globalization is valid? Use your knowledge and be sure to include at least THREE comprehensive points in your argument.*

Use discretion/open ended response:

Either: Yes.

Oorganizations such as the World Bank/IMF which are dominated by the G20 have invested large amounts of money in the economies of the wealthy nations. By investing in the wealthy nations it is the hope of these global economic institutions that some of this money will in turn be invested in developing nations. However, by imposing huge interest rates on the loans the less wealthy nations remain forever indebted to the world economic institutions.

The Structural Adjustments Programmes are not in the interests of developing countries.

The farming subsidies granted in developed countries lead to unfair trade practices. Neo-colonialism – developing countries sell cheap commodities and buy expensive manufactured goods.

Or: No

The G20 and the World Bank do show some concern for less developed nations and their concern is evident in the provision of loans for the development of infrastructure and to jump-start the economies of third world economies. However, the corruption and maladministration in these countries ensure that their economies are never productive and they have to ask for more loans which results in higher third world debt. (6)

(Answers should include THREE comprehensive points)

[LO 3: AS 3.2 LEVEL 6]

[20]

60 marks

SECTION B SOURCE-BASED QUESTIONS

Study the sources contained in the Source Booklet and then answer the following questions:

Refer to Source A

1.1 *Use your own words to explain what the Soviet 'new thinking' was.*

- It was an emphasis on cooperation rather than on aggression or confrontation.

OR

- It was an emphasis on political means to solve problems rather than military intervention.

(Both sides must be acknowledged. Only ONE of the above needed. However, candidates need to refer to international relations and cannot refer to Gorbachev's domestic policies such as glasnost & perestroika)

(4)

[LO 1: AS 1.3 LEVEL 3]

1.2 *Write down THREE results of this new Soviet thinking which the capitalist world saw as evidence that the Soviet Union was no longer a threat.*

- The USSR was unable to sustain high military expenditures.
- USSR withdrawal from Afghanistan.
- The overthrow of most Communist-led governments in Eastern Europe.
- USSR stopped funding the ANC.
- Virtual collapse of the Warsaw Pact.

(3 × 2 = 6)

(Any 3 of the above)

[LO 1: AS 1.3 LEVEL 3]

Refer to Source B

1.3 *Define the following historical concepts:*

1.3.1 *glasnost*

'openness'/criticism of the government allowed/freedom of expression.

(2)

[LO 2: AS 2.1 LEVEL 2]

1.3.2 *perestroika*

Restructuring of the economy to allow for limited profit making/incentive.

(2)

[LO 2: AS 2.1 LEVEL 2]

1.4 *Identify and explain TWO pieces of evidence contained in Source B that suggested that there was a 'thaw' in the Cold War by 1987 and 1988.*

- Reagan and Gorbachev had met which is evidence of closer diplomatic relations. OR
 - Gorbachev reconfirmed his commitment to glasnost and perestroika ... going forward. OR
 - Gorbachev had called for a new world order – this meant an end to tensions and rivalry and ultimately an end to the Cold War. OR
 - They had agreed to reduce the superpowers' nuclear arsenals which is evidence to suggest that there was no longer tension or rivalry.
- (Any TWO × 3)** (6)

[LO 1: AS 1.2 LEVEL 5]

Refer to Source C

1.5 *Use your knowledge to explain why Britain had failed to impose sanctions on South Africa during Apartheid and the Cold War era despite the pressure from the anti-Apartheid movement to do so. Your answer should contain THREE comprehensive points.*

- Britain was pro-Capitalist and anti-Communist.
 - Britain had historical links to SA.
 - Britain was an ally of the USA.
 - It faced the choice of either supporting the racist, capitalist yet anti-Communist South African government or the Communist-aligned revolutionary ANC who wanted an end to apartheid.
 - The British government chose to support the SA government in order to prevent a possible Communist-friendly government coming to power in the strategically positioned Southern Africa.
 - Many British companies had invested in SA and the British government wanted to support these interests. / SA source a cheap labour.
 - SA had rich mineral deposits.
 - Strategic importance of South Africa's geographical positioning.
 - The policies of the conservative Thatcher government were anti-sanctions.
- (Any THREE points × 2)** (6)

[LO 2: AS 2.2 LEVEL 3 & 2]

Refer to Source D

1.6 *Use the source and your own knowledge to explain how the fall of the Berlin Wall affected relations between the US and South African governments.*

- The USA (or CIA) no longer felt obliged to protect SA against Communists.
 - Without the threat from the USSR the SA government no longer needed the support of the USA against the Communists.
 - The SA government felt isolated internationally. / The US government started putting pressure on the SA government.
- (3 × 2 = 6)

[LO 3: AS 3.3 LEVEL 3]

- 1.7 *Does the writer of this source believe that the collapse of communism and the ending of the Cold War were responsible for bringing about an end to Apartheid? Explain your answer using ONE quote from the source.*

No – 'the ending of the Cold War was something which facilitated the process of change in South Africa, but which did not cause it.' The South African government started to find itself isolated and had already begun to think of negotiating with the ANC.

(**explanation 2 + quote 2**)

(2 + 2 = 4)

[LO 3: AS 3.3 LEVEL 3]

Refer to Sources E and F

- 1.8 *Use Source F to prove one statement made in Source E. Be sure to refer to evidence in both sources in your answer.*

Source E states that the ANC and the SACP had a strong relationship – 'the relationship was far too strong.' Source F shows Nelson Mandela, one of the leaders of the ANC, standing side-by-side with Joe Slovo, the Secretary General of the SACP/ the Communist flag behind them. This is proof of the strong relationship that existed between the ANC and the SACP.

(2 × 2 = 4)

[LO 2: AS 2.3 LEVEL 6]

Refer to Source G

- 1.9 *Evaluate the reliability of Source G for a historian studying the impact of the collapse of communism on South Africa.*

Source G was written by FW de Klerk and published by his foundation which has as its aim the promotion of FW de Klerk's ideas and achievements. It is limited in that it reflects only FW de Klerk's perspective and views with no opposing views reflected. It is biased as it reflects his anti-Communist sentiments: 'thoroughly discredited throughout the world and was no longer a serious option'. He is patronising of the ANC and suggests that they only saw sense when the SA government imposed a State of Emergency and when Communism collapsed. Therefore used on its own this source is severely limited and therefore unreliable.

(6)

Use this rubric:

5 – 6	Evaluation/Limitation & Bias Comprehends the source/acknowledges limitation/focuses on origin & intention and acknowledges bias in order to deduce that the source is unreliable. Must quote/provide some reference to the bias in the source to be credited with 6 marks.
3 – 4	Analysis & Limitation Shows an ability to comprehend the source/acknowledges origin and/or intention and vague mention of the limitation of the source if used on its own. /No attempt to evaluate the source (bias, etc.).
1 – 2	Comprehension Describes the information obtained from the source/only able to comprehend the source but no attempt to evaluate./Only refers to the contents of the source and no attempt to evaluate the source itself (limited discussion of origin or intention).
0	No attempt to answer the question (usefulness & reliability).

Candidates do not necessarily have to conclude that the source is unreliable. Parts of it are reliable. Allow for ambiguity and contradiction. Candidates are expected to WEIGH UP the reliability of the source.

[LO 1: AS 1.4 LEVEL 7]**Refer to Source H**

1.10 *Using this source, write down TWO conclusions that a historian might reach about the impact that the collapse of communism in the USSR had on the South African Communist Party in the early 1990s.*

- This source proves that in spite of the collapse of communism in the USSR, the SACP continued to operate in South Africa.
- The SACP continued to promote Socialism/Communism.
- The SACP did not cease to operate but continued to push for the establishment of a Communist state in South Africa.
- The SACP no longer had funding from the USSR and needed donations.
- Socialism had suffered a setback and the party has to work harder to achieve its goals.
- It is evidence that the SACP is unbanned and now allowed to campaign and promote its aims.

(Any TWO × 2)

(4)

[LO 1: AS 1.2 LEVEL 4]

50 marks

SECTION C SOURCE-BASED ESSAY

Use Sources A to H in the Source Material Booklet to write a source-based essay on the following topic:

To what extent did the collapse of communism in the USSR affect South Africa in 1989 and the early 1990s?

Be sure to use the sources provided to construct your argument and remember to reference the sources by letter.

	LARGE EXTENT	LESSER EXTENT
	Other focus words: great impact; major impact; significant impact; momentous; DID have an impact	Other focus words: limited impact; minor impact; no impact; insignificant impact; other factors played greater roles
A	<p>'One result of these changes, particularly as they resulted in part from the economic weakness of the Soviet Union and its consequent inability to sustain high military expenditures, was the sharp decline of what many in the capitalist world had seen as the 'Soviet threat'. (Source A)</p> <p>In South Africa, the regime thus found itself no longer able to win support in the West by posing as a 'bulwark against Communism' and a counter against 'Soviet expansionism in Southern Africa'. (Source A)</p>	
B	'... the 'Communist threat', so long exploited by successive South African governments, would lose its potency. This would have a significant bearing on South Africa.' (Source B)	
C	'it is more likely that the end of Apartheid owed more to the collapse of communism and the Berlin Wall. This meant that the fear of communism was removed.' (Source C)	<p>'Some people argue that the protests of the anti-Apartheid movement helped to bring about change in South Africa ...' (Source C)</p> <p>'Nelson Mandela was only released after the sanctions which had been imposed by the US crippled the economy.' (Source C)</p>
D	<p>'And then, quite unexpectedly, the Berlin Wall came down in 1989. For some analysts, this was a necessary and sufficient event for the ending of apartheid.' (Source D)</p> <p>'It is true that once the Cold War ended the CIA no longer felt obliged to protect South African racists as opponents of Marxism. The white government felt more isolated than ever and also, so it claimed, was more willing to talk to a liberation movement that no longer had the might of the Soviet Union behind it.' (Source D)</p>	'However, it would seem more accurate to describe the ending of the Cold War as something which facilitated the process of change in South Africa, but which did not cause it.' (Source D)

E	'One factor that was helpful to De Klerk in pushing for inclusive negotiations was the steady unraveling of the Soviet Union and the roll-back of its domination over much of Eastern Europe'. (Source E)	'Despite this failure, the collapse of communism 'created an opportunity for a much more adventurous approach than had previously been conceivable': a gap had opened and De Klerk took it.' (Source E) Emphasises the role played by de Klerk.
F	Proves that Apartheid had ended and Mandela released/ ANC unbanned.	Collapse of Communism in USSR had little impact on SA – the ANC and the SACP relationship as strong as ever. (Source F)
G	'The collapse of the Soviet Union helped to remove our long-standing concern regarding the influence of the South African Communist Party within the ANC Alliance.' (Source G) 'The State of Emergency, declared by the South African government in 1986, and the collapse of the Soviet Union – which had traditionally been one of the ANC's main allies and suppliers – led the organization to adopt a more realistic view of the balances of forces.' (Source G)	'The State of Emergency ... ' (also played a role).
H	Implies that SACP needs financial assistance now that communist government in USSR has collapsed. (Source H)	The SACP remained as strong as ever and did not disintegrate when Communism collapsed in the USSR. (Source H)

40 marks

Total: 150 marks

GENERIC RUBRIC FOR SOURCE BASED ESSAY

NB Incomplete essays: only mark what is there and judge it in terms of its value. If a substantial amount is written, it could fall between a 5 or 6. But it cannot receive a 7. This does not include an essay that only lacks a conclusion. This may achieve a 7, but not a 7+.

	Provides a short but coherent introduction and conclusion	Identifies counter-argument and /or examines the key debates	Takes a stand and justifies it based on evidence examined	Uses the sources as evidence to construct narrative and construct argument. Clear balance between two is evident	Develops and focuses on both argument and counter-argument. Evaluates validity of argument and counter-argument	Uses all the sources	References or acknowledges sources	Writes fluently	Shows flair and maturity in writing
7 + 90 – 100% 36 – 40		Identifies counter-argument and analyses coherently	Takes a stand/justifies stand on the basis of evidence examined		Develops and sustains argument and counter-argument. Links back to problem Uses linking words to enhance flow. Clear and consistent focus. Evaluates validity of argument and counter-argument				
7 80 – 89% 32 – 35	Conclusion may be absent due to lack of time	Identifies counter-argument and analyses well						Writing is solid	A slight lack of flair and/or maturity
6 70 – 79% 28 – 31	Introduction and conclusion present but not necessarily focused or one or the other is absent	Identifies counter-argument but does not explore it fully	Develops and sustains argument and counter-argument. Links back to problem Uses linking words to enhance flow. Clear and consistent focus	Generally uses sources well but may not always engage with the evidence in the sources. Clear narrative and argument but some lapses in balance	Develops and sustains argument. May be some flaws in linking back to problem and/or linking words. Good focus. May evaluate validity of argument and counter-argument	May omit one or two sources	References sources	Writing is good	–

OR 6 70 – 79% 28 – 31	Introduction and conclusion present	Identifies counter-argument but does not explore it fully			Develops and sustains argument and counter-argument. Links back to problem. Uses linking words to enhance flow. Clear and consistent focus. May evaluate validity of argument and counter-argument	Uses all the sources	Fails to reference sources, but does make use of them	Writing is good	–
5 60 – 69% 24 – 27	Introduction and conclusion present	Identifies counter-argument but does not examine it	Takes a stand, but does not use adequate evidence to back up the argument or position taken	Uses sources as evidence in a limited way. Tends towards description	Develops argument but essay is largely descriptive. Attempted focus but has flaws. Linking is flawed. Limited or no evaluation of argument	Omits a number of crucial sources	References sources	–	–
4 50 – 59% 20 – 23	Introduction and conclusion present	Limited attempt to identify counter-argument	Takes stand, but uses limited evidence to back up position/no stand taken	Describes sources and/or lists sources	May be some hint of argument, but essay is descriptive. Some attempt to focus or implied focus. No evaluation	Omits a number of crucial sources	References or acknowledges sources	–	–
3 40 – 49% 16 – 19	Introduction and conclusion present but poorly developed	Limited or no sense of counter-argument	May take a stand but little evidence to support it.	Describes sources and/ or lists sources	No argument. Essay is purely descriptive. No focus. No evaluation	Uses limited number of sources	May or may not reference sources	–	–
2 30 – 39% 12 – 15	Introduction and conclusion present but poorly developed/no introduction and/or conclusion	No sense of counter-argument	No stand/ weak stand	Refers to sources but does not use evidence.	No argument. No evaluation	Uses limited number of sources/ uses sources but does not discuss them	May or may not reference sources	–	–
1 0 – 29% 0 – 11	No introduction and conclusion/ very weak introduction and conclusion	No counter-argument	No stand	Uses sources but lacks any understanding of sources or refers to sources with no evidence/ fails to use sources	No argument. No evaluation	Uses sources without understanding/uses one or two sources	May or may not reference sources	–	–
OR 0	Writes a good essay but completely off the topic								