



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2013

HISTORY: PAPER I

**MARKING GUIDELINES
(UPDATED AFTER STANDARDISATION)**

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 *Refer to ONE piece of evidence in the cartoon that identifies the shopkeeper as the USSR.*

[LO 1 AS 1.3 LEVEL 3]

The hammer & sickle emblem on the shopkeeper's chest/ the Soviet emblem/ Soviet badge; Communist symbol; USSR flag – any reference to the fact that he has something on his shirt/ chest.

(2)

- 1.2 *What is the message that the cartoonist intended to convey in this cartoon?*

[LO 1 AS 1.3 LEVEL 5]

The USSR is stirring up trouble in the Middle East by/supplying these Arab states with dangerous weapons. / The USSR was behind the conflict in the Middle East.

(2)

- 1.3 *The Gunpowder Plot was an unsuccessful plan led by Guy Fawkes to blow up the British parliament in 1605. Today children in Britain and other parts of the world commemorate the event by setting off fireworks.*

Using this information explain how the title of the cartoon ('Gunpowder Plot') provides further evidence of the cartoonist's intention. Your answer should contain TWO comprehensive points.

[LO 1 AS 1.3 LEVEL 3/5]

It is a reference to Guy Fawkes who wanted to destroy the British parliament. [Not essential for candidates to have this historical knowledge] It was a 'plot' = clandestine/ underhand/ secretive. This further supports the cartoonist's message that the USSR is being secretive and underhand in supplying weapons to the Arab states/ Guy Fawkes is a day on which children take delight in setting off fireworks – here the Arab 'children' have bought fireworks with which to have some 'fun'. The cartoonist also makes reference to the plot suggesting that it too will be a failure OR the USSR is threatening British interests in the Middle East/ they are being treasonous as was Guy Fawkes. [Any two comprehensive points]

(4)

- 1.4 *By referring to TWO visual clues discuss how the cartoonist has used bias to achieve this intention.*

[LO 1 AS 1.4 LEVEL 7]

The USSR has been drawn large = more powerful. /The Arab states have been drawn smaller, as children = less powerful but also impulsive and irresponsible like children. /The shopkeeper (USSR) is smiling = takes delight in stirring up trouble. /Arab 'children' have been drawn with evil smirks on their faces = they are intent on bringing harm and destruction. The USSR is looking down on the Arab children/ leaders = patronising/ there are a large number of weapons on the counter = USSR is being irresponsible as they are potentially dangerous.

Visual clue (1) + Explanation (2) = 3 x 2

(3 + 3)

- 1.5 *Use your knowledge to place this cartoon in historical context by briefly explaining the involvement of both the USA and the USSR in the Middle East after Nasser became leader of Egypt in 1954. Your answer should include THREE comprehensive points.*

[LO 2 AS 2.2 LEVEL 2]

Nasser, Egypt's new leader, wanted to strengthen Egypt and take a leading position in the Arab world/ For Egypt to become stronger it needed to modernize. Nasser planned to build the Aswan dam for hydro-electric power. In order to do so Nasser took a loan from the USA. Both the USSR and USA wanted to forge closer links with Egypt in order to secure a foothold in the Middle East during the Cold War.

When the USA withdrew the loan on the basis that Egypt could not pay the interest, Nasser threatened to nationalize the Suez Canal. **THREE comprehensive points from the facts above needed.** Suggest the following breakdown: reference to Egyptian modernization plans/ Aswan Dam (2) + mention of loans from USA (2) + mention of loan and weapons offered by USSR (2) = (3 × 2)

(6)
[20]

QUESTION 2 TEXTUAL ANALYSIS

- 2.1 *According to Reagan, why was the Communist world considered to be a failure? Write down THREE reasons.*

[LO 2 AS 2.1 LEVEL 3]

Technological backwardness; declining standards of health; lack of food. (3 × 2)

- 2.2 *Use your knowledge to write down the terms given to the 'new policy of reform and openness' that were introduced by Gorbachev. Write down TWO terms.*

[LO 2 AS 2.1 LEVEL 2]

Reform = Perestroika/ Demokratiya

Openness = Glasnost

(2 × 2) (4)

- 2.3 *What, according to Reagan, would be the one sign that Gorbachev could make to prove that his new policy was not a 'token gesture'?*

[LO 1 AS 1.3 LEVEL 3]

The sign would be to tear down the Berlin Wall/ open the border between E and W Berlin/ open up the Brandenburg Gate. If answer says only "open up the gate" then only 1 mark awarded.

(2)

- 2.4 *Write down one propaganda technique that has been used by Reagan in this speech. Support your answer with ONE quote from the source.*

[LO 1 AS 1.4 LEVEL 5]

He identifies the enemy – the USSR – 'the Soviets'/

He makes use of fear – 'In the 1950s Khrushchev predicted: 'we will bury you!'/

He makes use of biased/ emotive language – 'failure'/ 'backwardness'/ 'free world'

He appeals for reconciliation/ peace – 'there is one sign the Soviets can make ... advance dramatically the cause of freedom and peace.'

He makes the USA out to be a peace-maker.

He makes use of pride/ boasting – 'we see a free world that has achieved a level of prosperity and well-being unprecedented in all human history.'

He makes use of repetition – 'freedom'/ 'if you seek'

He makes use of rhetorical questions.

He makes use of over-exaggeration

Other possible techniques:

- Assertion
- Bandwagon
- Card stacking
- Generalisations and stereotyping
- Name calling
- (Any ONE technique (2) plus appropriate supporting quote (2) **But if technique is appropriate but evidence is flawed = 0**)

(4)

- 2.5 *This speech is often referred to as one of history's iconic* speeches. Use your knowledge of the historical context of this speech to explain why. Your answer should include TWO comprehensive points.*

[LO 3 AS 3.2 LEVEL 6]

This is one of the famous speeches delivered by a US president during the time of the Cold War. It contains typical Cold War rhetoric which makes it symbolic of this period in history/ It is iconic because it was delivered beside one of history's most infamous symbols – the Berlin Wall – which symbolises the Cold War/ A couple of years after delivering this speech the Berlin Wall did indeed fall and this is one of history's greatest turning points. **Context/ Time and or place** (near end of the Cold War and imminent fall of the Berlin Wall) (2) + **symbolism/ importance** (Berlin Wall / speech as typical Cold War rhetoric – ‘good USA/ bad USSR’ (2)

(4)

[20]

QUESTION 3 MEDIA ANALYSIS – GLOBALISATION

3.1 *What is the intention of this source?*

[LO 1 AS 1.3 LEVEL 5]

The intention is to highlight Third World debt and promote the eradication of it. / Drop the debt. / Draw attention to the World Bank & IMF's lack of decisive action in assisting Third World countries by cancelling the debt/to criticize the IMF and World Bank. (2)

3.2 *What is the 'debt' referred to in this source? Use your knowledge to explain briefly how this 'debt' came into being.*

[LO 2 AS 2.1 LEVEL 2]

It is Third World debt – it is a reference to the loans that developing countries took out from the World Bank and IMF to develop their economies and have been unable to pay them back because of the crippling interest on these loans. / conditions or structural adjustment programmes further cripple the undeveloped countries. (Any 3 comprehensive points × 2)

(6)

3.3 *Provide TWO quotes of bias from the source that are evidence of its disapproval of the IMF and World Bank.*

[LO 1.4 LEVEL 5]

Use of bias to show disapproval. 'devastating legacy'; 'unjust/'debt crisis'; 'drag their feet'; 'limited debt relief program'; 'die needlessly'; 'send an unhappy birthday card'; 'harmful conditions'; 'no time for a party' (Any 2 × 2)

(4)

3.4 *Use your knowledge to explain the role of the following financial institutions in the world economy.*

[LO 2 AS 2.3 LEVEL 2]

3.4.1 World Bank – provides loans to developing countries.

(2)

3.4.2 IMF – ensures that countries applying for loans from the World Bank implement good governance (capitalism) or structural adjustment programmes. / IMF regulates the world economy.

(2)

3.5 *Use your knowledge to explain whether the claim that the World Bank and IMF are responsible for the deaths of thousands from preventable diseases and HIV/AIDS is valid.*

[LEVEL 6]

It is valid. In order to receive loans from the World Bank, developing countries had to agree to submit to structural adjustment programmes. One aspect was cutting back on civil service facilities such as health programmes which would lead to deaths from preventable illnesses. /The World Bank and IMF have done little to alleviate Third World debt, so these countries are too poor to deal with problems such as HIV/AIDS.

OR

No it is not valid. The source is exaggerated and unfairly critical. The IMF and World Bank provide loans to under-developing countries which allows for their economies to develop. However, it is the corrupt and ineffectual governments of these countries who are to blame for the deaths as they do not develop their countries' infrastructure.

(4)

[20]

60 marks

SECTION B SOURCE-BASED QUESTIONS

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

Refer to Sources A and B

- 1.1 *Why did traditional Western historians blame the USSR for starting the Cold War?*

[LO 2 AS 2.1 LEVEL 3]

They claimed Stalin/USSR was trying to build up an Empire. (2)

- 1.2 *How does the Post-Revisionist view of the Cold War differ from the Traditional view? Your answer should refer to both views.*

[LO 2 AS 2.3 LEVEL 3]

Post-Revisionists blame both the USA and the USSR for the Cold War and see it as a clash between conflicting ideologies. The Traditional view blames the USSR alone for the Cold War. (2 + 2) (4)

- 1.3 *Use Source A to identify which view of the origins of the Cold War the writer of Source B supports. Explain your decision.*

[LO 2 AS 2.3 LEVEL 4]

Source B subscribes to the Revisionist historiography. Revisionists blame the USA for the Cold War suggesting that the USA wanted to maintain trade links with similar capitalist countries. Source B blames American capitalists for wanting to dominate the world economy. (2 + 2) **Must get the explanation correct to get 4 marks, if historiography is correct but explanation is not then 0.** (4)

Refer to Source C

- 1.4 *Use your knowledge to explain what the following historical terms are: (Your answer should also focus on the intention behind each of these policies.)*

1.4.1 **[LO 3 AS 3.4 LEVEL 2]**

Truman Doctrine: The aim of the Truman Doctrine was to contain communism by supporting governments threatened with a communist takeover./The Truman Doctrine marked a shift in US foreign policy – the USA would assist any country under threat of a Communist takeover. It was intended to **contain** the spread of Communism. Candidates **MUST** mention the word contain to get 3 marks – if not then most will be 2 out of 3. (3)

- 1.4.2 Marshall Plan: Countries under threat were characterized by poverty. Assistance came in the form of the Marshall Plan which consisted of grants, loans, food, advisors and other means to strengthen the economy and reduce the appeal of communism. (3)

- 1.5 *How did Gorbachev's new approach towards the Eastern European communist states change Soviet views of the origins of the Cold War? Your answer should focus on the link between Gorbachev's new approach and the change from the traditional Soviet historiography. Your answer should include TWO comprehensive points.*

[LO 2 AS 2.2 LEVEL 3/4]

Due to the economic reality Gorbachev refused to support the unpopular Eastern European governments and they were therefore exposed as repressive and corrupt. With Gorbachev's approval it allowed Soviet historians to change from blaming the USA alone and the clash between Capitalism and Communism for the Cold War, to admitting that the Soviet government had to take some blame too. (3 + 3)

(6)

Refer to Source D

1.6 Write down TWO reasons that Simon Willis gives for hating the Communists.

[LO 1 AS 1.2 LEVEL 3]

He was taught to hate the Communists. (2) He hated the Communists because he feared them – he especially feared that they would start a nuclear war. (2)

(4)

1.7 Evaluate the reliability of Source D for a historian studying the impact of the Cold War on the world in the 1950s.

[LO 1 AS 1.3 LEVEL 7]

The origin of this source is an autobiographical account written by an American who recalls his childhood which was dominated by the hatred and fear of Communists. It is a subjective source and is limited as it contains only one perspective – pro-American/ anti-USSR. It contains biased words such as 'Commies' and blames the USSR for a nuclear war – 'Of course it would be their fault.' / It is a source that has been written with hindsight and as such details might be hazy. Because it is a biased and limited source, if used on its own, it is not a reliable source. **OR** candidates may mention the fact that the writer grew up in the 1950s (time of the Red Scare) and therefore his sentiments are typical of the attitudes and beliefs of the 1950s – it could therefore be seen to be reliable. However, to get full marks mention should still be made to origin, intention and bias within the source.

Use this rubric in conjunction with the abovementioned suggested answer:

5 – 6	<i>Evaluation/ Limitation & Bias</i> <i>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.</i>
3 – 4	<i>Analysis & Limitation</i> <i>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.)</i>
1 – 2	<i>Comprehension</i> <i>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)</i>
0	<i>No attempt to answer the question.</i>

(6)

Refer to Sources E and F

1.8 Both of these cartoons are critical of the role played by the respective superpowers in the Cold War. By referring to ONE visual clue in EACH of the cartoons explain how the cartoonists have portrayed the superpowers in a similar way.

[LO 3 AS 3.3 LEVEL 6]

The cartoons are similar in that they show both the USSR (Source E) and USA (Source F) as attempting to control European countries/ extend their influence/build Empires. In Source E Stalin, by flicking a switch can turn countries Communist. /Molotov spins the globe suggesting a desire for world domination. In Source F the USA is represented by its currency which implies that money is used to extend the USA's influence/the USA is represented as larger than the other countries/other countries bend down to worship the USA which suggests that the USA is like an emperor or God-like figure. / Both cartoons seem to suggest that the Cold War was like a game / they both focus on the simplicity by which each of the Superpowers dominated. [Similarity (2) + appropriate visual from Source E (2) + appropriate visual from Source F (2)]

(6)

Refer to Sources G and H

- 1.9 *Use your knowledge to explain what Churchill meant by an 'iron curtain'.*

[LO 2 AS 2.1 LEVEL 2]

It is the metaphorical and impenetrable divide between Communist Eastern Europe and Capitalist Western Europe. /An imaginary line between East and West.

(2)

- 1.10 *Was Stalin correct to interpret Churchill's speech as being critical of the USSR? Provide TWO quotes from Source G to support your answer.*

[LO 1 AS 1.4 LEVEL 3/5]

Yes – Stalin feels insulted and thought that Churchill was accusing the USSR of being expansionist. He is correct. Churchill suggests that Stalin wants to build an empire by extending his influence over the satellite states of Europe. Churchill is disapproving and refers to this as something bad – a 'shadow'. /He suggests that the Communist parties in the countries could not have come to power by themselves, suggesting that the USSR was extending its influence – 'The Communist parties have been raised to power far beyond their numbers'. /He also suggests that the Communists wanted 'totalitarian control'/ Because of the Communist take-over, Churchill suggests that peace cannot be achieved – 'Nor is it one which allows permanent peace.'
(2 + 2 + 2) **No marks are awarded for 'yes' or 'no.'** **Marks are awarded for the answer as a whole. Quote (2) + explanation (1) = 3 x 2.**

(6)

- 1.11 *Write down TWO reasons that Stalin gives for the USSR wanting to see governments loyal to the USSR being established in Eastern Europe.*

[LO 1 AS 1.3 LEVEL 3]

The USSR suffered more casualties in WWII than the USA and Britain combined. + The USSR therefore was concerned for its security/ By establishing governments sympathetic to the USSR on its border, the USSR hoped to prevent another German invasion of the USSR. (2 + 2)

(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 was the USSR to blame for the Cold War that developed after the Second World War?

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

SOURCE	USSR TO BLAME	USSR NOT TO BLAME
	Focus words: Great extent/large extent	Focus words: less to blame; less extent
A	<p>The Traditional Western View</p> <p>'At first Western historians blamed the USSR. They said Stalin was trying to build up a Soviet empire.' (Source A)</p> <p>The Post-Revisionist Western View</p> <p>'Later still historians think that both the USA and the USSR were to blame – that there were hatreds on both sides. Most recent historians agree that the Cold War was primarily a clash of beliefs – Communism versus Capitalism.' (Source A)</p>	<p>The Revisionist Western View</p> <p>'Later, however, some Western historians blamed the USA. Some revisionists argued that America's chief aim in the years after the war was to make sure that there was an 'open door' for American trade, and that this led the American government to try to make sure that countries remained capitalist like the USA.' (Source A)</p> <p>The Post-Revisionist Western View</p> <p>'Later still historians think that both the USA and the USSR were to blame – that there were hatreds on both sides. Most recent historians agree that the Cold War was primarily a clash of beliefs – Communism versus Capitalism.' (Source A)</p>
	B	<p>'Capitalism is by nature aggressive. Businessmen want to dominate the world market, and think it is good to want to do so. After 1946 American businessmen had the American government enthusiastically behind them. And together they set about systematically destroying 'the opposition' – which, in global terms, meant the Soviet Union. It was American capitalism that caused the Cold War.' (Source B)</p>
C	<p>'It was not until Gorbachev's refusal to support unpopular communist regimes* in Eastern Europe at the end of the 1980s that Soviet writers could be critical of Soviet dominance over the Eastern bloc.' (Source C)</p>	<p>'Soviet historiography was based on the standard Marxist line that conflict was inevitable, given the hostility of capitalism towards the USSR, which was seen as the bastion* of communism. Soviet writers highlighted the actions of Soviet foreign policy as attempts to safeguard the Revolution against the aggressive capitalist powers in the West.' (Source C)</p> <p>Truman Doctrine as a smokescreen* for US expansion and Marshall Aid as a tool of US power and influence. (Source C)</p>

<p>D</p>	<p>"With the Ruskies [Russians] it was the atomic bomb we feared most." (Source D) 'Quite a few of us really thought the world was going to end – blown to bits by the Commies. It would be their fault of course.' (Source D)</p>	
<p>E</p>	<p>Source E shows Stalin wanting to take over the globe and 'liberate' countries from freedom by making them Communist. It shows the USSR as expansionist. (Source E)</p>	
<p>F</p>		<p>Source F shows the USA as using 'dollar diplomacy' to extend its influence. Other Western countries are bowing down to worship the US dollar. It shows that the USA was expansionist. (Source F)</p>
<p>G</p>	<p>Churchill accuses Stalin and the USSR of being expansionist. 'The Communist parties have been raised to power far beyond their numbers and are seeking everywhere to obtain totalitarian* control. This is certainly not the liberated* Europe we fought to build. Nor is it one which allows permanent peace.' (Source G)</p>	
<p>H</p>		<p>The USA and Britain want war. 'Mr Churchill now takes the stance of warmonger* and he is not alone. He has friends not only in Britain, but in the United States.' (Source H) 'The Soviet Union, anxious for its future safety, is trying to see that governments loyal to the Soviet Union should exist in the countries through which the Germans made their invasion. We are not expansionist.' (Source H)</p>

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								