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NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2008

HISTORY: PAPER I
MARKING GUIDELINES

Time: 3 hours

200 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.

QUESTION 1 THE VIETNAM WAR**SECTION A****Study Sources A and B**

- 1.1 What did the American government mean when they spoke about 'winning the hearts and minds' of the Vietnamese people?**

LO 1, AS 3. Level 3 – Comprehension

(4)

Q 1.1 TOTAL MARKS: 4		
1 The learner is able to acquire and apply historical skills.		
1.3 Interprets and evaluates information and data from the sources.		
Cognitive skills: Comprehension		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	4 marks
Level 2:	Has a reasonable level of understanding but answer lacks some depth and/or accuracy.	2-3 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study.	0-1 marks
Suggested answer:	It means winning the support of the local people (Vietnamese), doing things that will win them to their side, e.g. giving them food, building schools and giving them whatever help they needed.	

- 1.2 In Source A, the author suggests that 'the Americans didn't know how to do it.' How does the cartoon in Source B illustrate this? Give clear examples from the cartoon.**

LO 1, AS 4; LO 3, AS 2. Level 5 – Analysis

(8)

Q 1.2 TOTAL MARKS: 8		
1 The learner is able to acquire and apply historical skills.		
1.3 Interprets and evaluates information and data from the sources.		
Cognitive skills: Analysis		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	7-8 marks
Level 2	Has a reasonable level of understanding but answer lacks some depth and/or accuracy.	3-6 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study.	0-2 marks
Suggested answer:	• Impose own values – Christianity, game. • Clothes do not fit – US arrogance – don't ask what the needs of the Vietnamese people are. The claims they made regarding the suitability of the 'clothing' for every purpose are clearly ridiculous. The cartoonist implies that the 'American way' is not suitable for all – clothing is shown as baggy.	

Study Source C

1.3 In the context of 'winning hearts and minds', (Source A) comment on the photograph in Source C.

LO 1, AS 4; LO 3, AS 2. Level 4 – Application

(8)

Q1.3 TOTAL MARKS: 8		
1 The learner is able to acquire and apply historical skills.		
1.4 Engages with sources of information evaluating the usefulness of the sources.		
Cognitive skills: Application		
Level 1	Clear focus on the question and is fully able to identify the various interpretations and make insightful, accurate and relevant judgments about these.	7-8 marks
Level 2	Makes a reasonable effort to identify and/or evaluate. Answer lacks some depth and broadness of historical understanding.	3-6 marks
Level 3	Little to no understanding of the different interpretations and unable to make any relevant, accurate comments regarding the different interpretations.	0-2 marks
Suggested answer:	A young American soldier is destroying property – burning huts – a very important place for the Vietnamese people. There appears to be no remorse or regret on the part of the American soldier. The search and destroy missions and the actions of American soldiers burning huts antagonised the local population. Where they might have been neutral before, many turned to the VC after such actions. Rather than trying to gain their support through positive actions, the US alienated locals by such thoughtless and needless actions.	

Study Source D

1.4 How does the author of Source D explain why the United States (US) lost the war?

LO 1, AS 3. Level 3 – Extraction of information

(4)

Q 1.4 TOTAL MARKS: 4		
1 The learner is able to acquire and apply historical skills.		
1.3 Interprets and evaluates information and data from the sources.		
Cognitive skills: Extraction; Comprehension		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	4 marks
Level 2:	Has a reasonable level of understanding but answer lacks some depth and/or accuracy.	2-3 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study.	0-1 marks
Suggested answer:	Provides a military explanation. Suggests that the US tactics such as search and destroy failed. Air bombing campaigns were inappropriate. The Americans were not familiar with guerrilla tactics, which required the support of local population.	

Study Source E**1.5 According to Cabot Lodge, what problem did the Americans face?****LO 1, AS 3. Level 3 – Extraction of knowledge****(4)**

Q 1.5 TOTAL MARKS: 4		
1 The learner is able to acquire and apply historical skills.		
1.3 Interprets and evaluates information and data from the sources.		
Cognitive skills: Comprehension; Extraction		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	4 marks
Level 2:	Has a reasonable level of understanding but answer lacks some depth and/or accuracy.	2-3 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study.	0-1 marks
Suggested answer:	The problem was that the Americans needed the support of the peasants. However, the peasants supported the Vietcong. Communism appealed to those peasants because they were poor and hungry. In order to win the peasants over, the Americans would have to give them food.	

1.6 Why do you think the successive US administrations did not follow Cabot Lodge's advice? Use your own knowledge.**LO 2, AS 2. Level 4 – Application****(4)**

Q 1.6 TOTAL MARKS: 4		
2 The learner is able to evaluate and use historical concepts in order to analyse change over time.		
2.2 Examines and explains the dynamics of change within the different aspects of societies studied.		
Cognitive skills: Application		
Level 1	Clear focus on the question and full understanding of the historical issues and relevant changes that took place. Ability to examine and explain in depth.	4 marks
Level 2	A general understanding of the historical issues and changes but some omissions of knowledge and understanding. The question is not dealt with fully.	2-3 marks
Level 3	Little to no relevant knowledge or understanding.	0-1 marks
Suggested answer:	The American administrations' policy of containing communism compelled them to fight militarily and do whatever it took to stop communism instead of winning the Vietnamese people over. They failed to look at why the Vietnamese people might be attracted to communist ideology.	

Study Source F**1.7 Why does the Vietcong soldier in Source F refer to the Americans as 'elephants'?****LO 1, AS 3. Level 4 – Application****(2)**

Q 1.7 TOTAL MARKS: 2		
1 The learner is able to acquire and apply historical skills.		
1.3 Interprets and evaluates information and data from the sources.		
Cognitive skills: Application		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	2 marks
Level 2:	Has a reasonable level of understanding but answer lacks some depth and/or accuracy.	0-1 marks
Level 3	No understanding of either the question, source information or the historical period under study.	0 marks
Suggested answer:	They did not creep stealthily through the jungle. Rather they moved like elephants, destroying everything in their path, and signalling to the VC where they were. OR Because they were physically bigger than the Vietnamese people and were often laden with sophisticated weapons which made them heavier.	

1.8 How do you think General Westmoreland of Forces in Vietnam, the US Commander, would have responded to this source?

LO 1, AS 4; LO 2, AS 3. Level 6 – Synthesis

(10)

Q 1.8 TOTAL MARKS: 10		
2 The learner is able to evaluate and use historical concepts in order to analyse change over time.		
2.3 Compares and contrasts interpretations and perspectives of events, people's actions and changes to draw independent conclusions about the actions or events.		
Cognitive skills: Synthesis		
Level 1	Clear focus on the question. Thorough comparison and contrast of different perspectives. Mature understanding and knowledge of historical time period.	8-10 marks
Level 2	Some omissions and/or inaccuracies or lack of depth of analysis but generally a good answer.	5-7 marks
Level 3	Little to no comparisons and contrasts presented to explain events, people's actions and changes. Clear that data was not at all well understood.	0-4 marks
Suggested answer:	He would agree that the American soldiers faced problems with guerrilla warfare but not with the claim that the American soldiers were slow and clumsy. Westmoreland would agree that the Americans were superior in terms of military weapons and technology. He would praise the US tactics like 'search and destroy' and 'operation Rolling Thunder' – saw them as successful. He would have viewed the Vietcong as primitive and would deny that the Americans were going to be defeated – they thought they had an advantage over the Vietcong.	

Study Source G

1.9 Using Source G and your own knowledge, describe THREE of the difficulties faced by the American soldiers fighting against the Vietnamese.

LO 1, AS 3. Level 3 – Own knowledge, extraction

(3 x 2 = 6)

Q 1.9 TOTAL MARKS: 6		
1 The learner is able to acquire and apply historical skills.		
1.3 Interprets and evaluates information and data from the sources.		
Cognitive skills: Own knowledge; Comprehension; Extraction		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	5-6 marks
Level 2:	Has a reasonable level of understanding but answer lacks some depth and/or accuracy.	3-4 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study.	0-2 marks
Suggested answer:	- No support/ sympathy from the Vietnamese people – none of them look up when you pass, all of a sudden a mortar shell ... they carry on as if nothing has happened. - Their buddies died, others were injured. - Not knowing who the enemy was – did one of them lob the mortar? If so, which one?	

Study Source H

1.10 Explain what point the demonstrators in Source H were making. Provide TWO clear observations.

LO 2, AS 2 and AS 3. Level 5 – Analysis

(3 x 2 = 6)

Q 1.10 TOTAL MARKS: 6		
2 The learner is able to evaluate and use historical concepts in order to analyse change over time. 2.2 Examines and explains the dynamics of change within the different aspects of societies studied. Cognitive skills: Analysis		
Level 1	Clear focus on the question and full understanding of the historical issues and relevant changes that took place. Ability to examine and explain in depth.	5-6 marks
Level 2	A general understanding of the historical issues and changes but some omissions of knowledge and understanding. The question is not dealt with fully.	3-4marks
Level 3	Little to no relevant knowledge or understanding.	0-2 marks
Suggested answer:	They were saying that black people had no business fighting the Vietnam War because they (black people) were facing lots of hardships back home. The American government should deal with the problems at home first before they criticise or get involved in other countries' affairs. They were also criticising the soldiers (white) for doing what was unchristian – killing innocent people.	

1.11 What kind of impact might the protest portrayed in the photograph have had on the US public?

LO 2, AS 2 and 3. Level 5 – Analysis

(6)

Q 1.11 TOTAL MARKS: 6		
2 The learner is able to evaluate and use historical concepts in order to analyse change over time. 2.2 Examines and explains the dynamics of change within the different aspects of societies studied. Cognitive skills: Analysis		
Level 1	Clear focus on the question and full understanding of the historical issues and relevant changes that took place. Ability to examine and explain in depth.	5-6 marks
Level 2	A general understanding of the historical issues and changes but some omissions of knowledge and understanding. The question is not dealt with fully.	3-4marks
Level 3	Little to no relevant knowledge or understanding.	0-2 marks
Suggested answer:	It raised awareness about the unfairness of the Vietnam War and led to more people joining the anti-war movement – dodging the draft. It also led to a lot of resentment from those who were already there, especially black people as they were denied rights in America. Perhaps, also impacted on black/ white relations. Accept other relevant answers.	

Study Source I

1.12 What dilemma was President L B Johnson faced with according to Source I?

LO 1, AS 3; LO 2, AS 2. Level 3 – Comprehensions

(2)

Q 1.12 TOTAL MARKS: 2		
2 The learner is able to evaluate and use historical concepts in order to analyse change over time. 2.2 Examines and explains the dynamics of change within the different aspects of societies studied. Cognitive skills: Comprehension		
Level 1	Clear focus on the question and full understanding of the historical issues and relevant changes that took place. Ability to examine and explain in depth.	2 marks
Level 2	A general understanding of the historical issues and changes but some omissions of knowledge and understanding. The question is not dealt with fully.	1 mark
Level 3	No relevant knowledge or understanding.	0
Suggested answer:	Whether to help the poverty stricken in his country or to be involved in the Vietnam War and stop the spread of communism.	

- 1.13 According to Johnson, why did he carry on fighting the Vietnam War despite the problems his soldiers were facing? Provide THREE reasons.**

LO 1, AS 3. Level 3 – Comprehensions, extraction

(3 x 2 = 6)

Q 1.13 TOTAL MARKS: 6		
1 The learner is able to acquire and apply historical skills. 1.3 Interprets and evaluates information and data from the sources. Cognitive skills: Comprehension; Extraction		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	5-6 marks
Level 2:	Has a reasonable level of understanding but answer lacks some depth and/or accuracy.	3-4 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study.	0-2 marks
Suggested answer:	• He didn't want the communists to take over South Vietnam. • He didn't want to be seen as a coward. • He didn't want America to be seen as a nation that gave in to threats. • It would be impossible to achieve anything for anybody anywhere in the world.	

- 1.14 Using your own knowledge, explain why Johnson felt so threatened by a communist takeover of Vietnam?**

LO 1, AS 3; LO 2, AS 2. Level 2 – Own knowledge

(5)

Q 1.14 TOTAL MARKS: 5		
1 The learner is able to acquire and apply historical skills. 1.3 Interprets and evaluates information and data from the sources. Cognitive skills: Own knowledge; Comprehension		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	5 marks
Level 2:	Has a reasonable level of understanding but answer lacks some depth and/or accuracy.	3-4 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study.	0-2 marks
Suggested answer:	Communism was a threat to the American way of life – free trade. Another reason was the Domino Effect – China had already become communist, Laos and Cambodia followed and Johnson was afraid the Vietnam would be the next 'victim'.	

[75]

SECTION B

The reason the Americans lost the Vietnam War was because they failed to win the hearts and minds of the Vietnamese people.

Discuss the validity of the above statement.

[25]

LO 1, AS 3 and 4; LO 2, AS 2; LO 3, AS 2, AS 3, AS 4

TOTAL MARKS: 25		
3	The learner is able to construct and communicate historical knowledge and understanding.	
3.2	Synthesise information to construct an original argument using evidence to support the argument.	
3.3	Sustain and defend a coherent and balanced argument.	
3.4	Communicates knowledge and understanding in a written form.	
See attached rubric		

The fact that the Americans lost the war because they failed to win the hearts and minds of the Vietnamese people is ONE of the reasons, there are various other reasons.

Sources that support the statement

- A – Americans did not know how to win the hearts and minds of Vietnamese people.
- B – America was trying to impose a system that was foreign to the Vietnamese. This obviously made the Vietnamese resentful. (USA's arrogance)
- C – Search and destroy missions killed a lot of innocent people. This made the Vietnamese hate the American soldiers whom they viewed as intruding foreigners; callous actions of US soldiers antagonised local population.
- D – Providing the Vietnamese people with food would have won them support against Communism but the American presidents failed to understand that.

Sources that show other reasons

- E – Failure of the US military tactics – inappropriate, not familiar with guerrilla warfare (Military explanation).
- F – Political reasons – overriding the realities of fighting the war and the impact of Communism as an ideology.
- G – VC tactics (Military explanation)
- H – American soldiers faced problems in fighting the Vietnam War. They didn't know who the enemy was and they were resented by the locals who showed no sympathy.
- I – The Anti – War movement back home also contributed to them losing the war. (domestic problems) – Relates to a military explanation. Lack of morale (but not over – riding reason for loss of war).
- J – Presidents' insistence on fighting the war despite difficulties faced by the soldiers led to more resentment/ anti-war movement. Americans were there for the 'wrong reasons'. (Political explanation)

Reliability of sources (not necessary to refer to all of these).

- B – US cartoon – critiques government's policies in Vietnam. Generally reliable.
- C – Actual photograph – obvious that huts are being deliberately burned. Insufficient evidence to tell us feelings of soldier
- H – Actual photograph – aspects of reliability.

Other sources are from role-players in war and reflect one or other side. Therefore, need to consider their intentions, etc.

100 marks

QUESTION 2 UHURU IN AFRICA IN THE 1960s AND 1970s**SECTION A****Study Sources A and B**

2.1 List FOUR difficulties that Africans faced at the end of the 1970s.

(Source A).

(4 x 2 = 8)

LO 1, AS 3. Level 3 – Extraction from source – Comprehension

Q2.1 TOTAL MARKS: 8		
1 The learner is able to acquire and apply historical skills.		
1.3 Interprets and evaluates information and data from the sources.		
Cognitive skills: Comprehension; Extraction		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	7-8 marks
Level 2:	Has a reasonable level of understanding but answer lacks some depth and/or accuracy.	3-6 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study.	0-2 marks
Suggested answer:	Any FOUR of the following: 1960s – emergence of one-party states – 1970s – more and more military governments; increasing power and ambition of the military; fragile state of most economies and growth of aid dependence – 1970s – debt increased and increasing populations led to more need for financial aid; and the increasing impingement on the continent of the Cold War pressures. Realisation that most African states had little power, many problems and scant capacity to influence world events or the economic trends that most affected them.	

2.2 In Source A, Arnold says that when the West realised that Africa had to depend on increasing donor aid, they 'relaxed' (last sentence of Source A).

According to Arnold, why did they 'relax'?

(6)

LO 3, AS 3. Level 5 – Analysis

Q2.2 TOTAL MARKS: 6		
1 The learner is able to acquire and apply historical skills.		
1.3 Interprets and evaluates information and data from the sources.		
Cognitive skills: Analysis		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	5-6 marks
Level 2	Has a reasonable level of understanding but answer lacks some depth and/or accuracy.	3-4 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study.	0-2 marks
Suggested answer:	He implies that the West wanted Africa to remain economically dependent on Europe so that they could continue to exploit the resources. By providing aid, the African countries would remain obligated to pursue economic and strategic policies favourable to the West.	

- 2.3 What does Arnold mean by 'dependent client states' (Source B)?** (3)
LO 2, AS 1. Level 2 – General knowledge

Q 2.3 TOTAL MARKS: 3		
2 The learner is able to evaluate and use historical concepts in order to analyse change over time. 2.1 Analyses the substantive concepts as social constructs. Cognitive skills: Own knowledge		
Level 1	Clear focus on the question and full understanding of the concepts and their application and relevance to the historical period under study.	3 marks
Level 2	Has a general understanding of the meaning of the concept but does not fully understand the application and relevance to the historical period under study. The question is not dealt with fully.	1-2 marks
Level 3	No understanding.	0
Suggested answer:	'client' – a customer; therefore, means that the newly independent African states were dependent on the ex-colonial powers.	

- 2.4 According to Arnold in Source B, how did the West support 'unsavoury regimes'?** (4)
LO 1, AS3; LO 2, AS2. Level 3 – Comprehension

Q 2.4 TOTAL MARKS: 4		
2 The learner is able to evaluate and use historical concepts in order to analyse change over time. 2.2 Examines and explains the dynamics of change within the different aspects of societies studied. Cognitive skills: Comprehension		
Level 1	Clear focus on the question and full understanding of the historical issues and relevant changes that took place. Ability to examine and explain in depth.	4 marks
Level 2	A general understanding of the historical issues and changes but some omissions of knowledge and understanding. The question is not dealt with fully.	2-3 marks
Level 3	Little to no relevant knowledge or understanding.	0-1 marks
Suggested answer:	They used the Cold War to promote the fear of communism and then claimed that it was more acceptable (even moral) to support inefficient, corrupt dictators rather than allow communism to spread in Africa.	

Study Source C

- 2.5 How does Obadino criticise colonialism? Provide THREE criticisms.** (3 x 3 = 9)
LO 1, AS 4. Level 5 (and 3) – Analysis

Q 2.5 TOTAL MARKS: 9		
1 The learner is able to acquire and apply historical skills. 1.4 Engages with sources of information evaluating the usefulness of the sources. Cognitive skills: Analysis		
Level 1	Clear focus on the question and is fully able to identify the various interpretations and make insightful, accurate and relevant judgments about these.	8-9 marks
Level 2	Makes a reasonable effort to identify and/or evaluate. Answer lacks some depth and broadness of historical understanding.	4-7 marks
Level 3	Little to no understanding of the different interpretations and unable to make any relevant, accurate comments regarding the different interpretations.	0-3 marks
Suggested answer:	He uses passionate words such as imposition of alien rule; dictatorial regime that denied people's right of self-determination; brought death, pain and humiliation to millions of its victims; nowhere in Africa were positive contributions made to any substantial extent; at independence in 1975, Mozambique had only three dozen graduates.	

Study Source D

2.6 Explain how this cartoon criticises the leaders of certain African countries. Provide FOUR points.

LO 1, AS 4; LO 2, AS 3. Level 5 – Analysis

(4 x 2 = 8)

Q 2.6 TOTAL MARKS: 8		
2 The learner is able to evaluate and use historical concepts in order to analyse change over time.		
2.2 Examines and explains the dynamics of change within the different aspects of societies studied.		
Cognitive skills: Analysis		
Level 1	Clear focus on the question and full understanding of the historical issues and relevant changes that took place. Ability to examine and explain in depth.	7-8 marks
Level 2	A general understanding of the historical issues and changes but some omissions of knowledge and understanding. The question is not dealt with fully.	3-6 marks
Level 3	Little to no relevant knowledge or understanding.	0-2 marks
Suggested answer:	Learner should have at least FOUR relevant points. The leader stands behind an ordinary citizen whose hands are tied behind his back. The leader's hands are outstretched pretending that it is the poor citizen who is begging for money. The leader also has his foot firmly planted on another citizen representing the oppression of democracy. The military leader has an expensive cigar (Cuban?) in his mouth – he appears well dressed and fed. The cartoonist is saying that the military dictators are exploiting their own people – begging for aid that will merely benefit themselves.	

2.7 How might Obadino, as an Africanist, (Source C) have responded to this cartoon? Provide FOUR points.

LO 1, AS 4; LO 3, AS 3. Level 7 – Evaluation

(4 x 2 = 8)

Q2.7 TOTAL MARKS: 8		
1 The learner is able to acquire and apply historical skills.		
1.3 Interprets and evaluates information and data from the sources.		
Cognitive skills: Evaluation		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	7-8 marks
Level 2	Has a reasonable level of understanding but answer lacks some depth and/or accuracy.	3-6 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study.	0-2 marks
Suggested answer:	At least FOUR relevant points: Possible answers. He would have felt that the cartoon was biased and exaggerated against African leaders. He would have said that it was pro-colonialist, arrogant, dismissive and portrayed stereotypical impressions of Africa. He might have claimed that the cartoonist had not recognised the positives or acknowledged the difficulties experienced by the Africa situation – from the Africanist viewpoint, the post colonial difficulties. Other possible points ... Military dictatorship was necessary for political and economic stability; perhaps would have pointed out that the ethnic disunity and inexperience with democracy as well as the enormous social and economic problems justified dictatorship. He might have argued that political leaders need a certain level of perceived wealth to gain respect and confidence from the people; perhaps, he might have argued that the economic problems are not owing to their own greed and inefficiency but rather to the colonial exploitation of Africa – huge debts.	

Study Sources E and F

2.8 Using Source E and your own knowledge, identify ONE of the 'sensible policies' imposed by the colonial powers?

LO 2, AS 1. Level 2 – Own knowledge

(2)

Q 2.8 TOTAL MARKS: 2		
2 The learner is able to evaluate and use historical concepts in order to analyse change over time. 2.1 Analyses the substantive concepts as social constructs. Cognitive skills: Own knowledge		
Level 1	Clear focus on the question and full understanding of the concepts and their application and relevance to the historical period under study.	2 marks
Level 2	Has a general understanding of the meaning of the concept but does not fully understand the application and relevance to the historical period under study. The question is not dealt with fully.	1 mark
Level 3	No understanding.	0
Suggested answer:	Capitalism; trade with West; agricultural growth. Accept other relevant answers.	

2.9 How do Sources E and F differ in their assessments of the post-colonial era?

LO 2, AS 3. Level 3 – Comparison

(6)

Q 2.9 TOTAL MARKS: 6		
2 The learner is able to evaluate and use historical concepts in order to analyse change over time. 2.3 Compares and contrasts interpretations and perspectives of events, people's actions and changes to draw independent conclusions about the actions or events. Cognitive skills: Comparison		
Level 1	Clear focus on the question. Thorough comparison and contrast of different perspectives. Mature understanding and knowledge of historical time period.	5-6 marks
Level 2	Some omissions and/or inaccuracies or lack of depth of analysis but generally a good answer.	3-4 marks
Level 3	Little to no comparisons and contrasts presented to explain events, people's actions and changes. Clear that data was not at all well understood.	0-2 marks
Suggested answer:	E – Fieldhouse claims that the African economies were not underdeveloped when they became independent. He says that they would have developed if they had maintained the sensible policies of the colonial authorities. F – Nyerere believes that the situation at independence was an 'impossible situation'. Whatever mistakes Africans made do not account for the situation itself. Africa was left in a state of disarray.	

Study Source G

2.10 According to Source G, was Africa importing or exporting more goods? Briefly explain.

LO 2, AS 2. Level 3 – Comprehension

(3)

Q 2.10 TOTAL MARKS: 3		
2 The learner is able to evaluate and use historical concepts in order to analyse change over time.		
2.2 Examines and explains the dynamics of change within the different aspects of societies studied.		
Cognitive skills: Comprehension		
Level 1	Clear focus on the question and full understanding of the historical issues and relevant changes that took place. Ability to examine and explain in depth.	3 marks
Level 2	A general understanding of the historical issues and changes but some omissions of knowledge and understanding. The question is not dealt with fully.	1-2 marks
Level 3	No knowledge or understanding.	0
Suggested answer:	Importing. Only 4% exports compared to 6% imports. May also give other evidence from source.	

2.11 Use your own historical knowledge and understanding to explain why an imbalance between exports and imports could result in economic problems.

LO 2, AS 2. Level 4 – Application

(6)

Q 2.11 TOTAL MARKS: 6		
2 The learner is able to evaluate and use historical concepts in order to analyse change over time.		
2.2 Examines and explains the dynamics of change within the different aspects of societies studied.		
Cognitive skills: Application		
Level 1	Clear focus on the question and full understanding of the historical issues and relevant changes that took place. Ability to examine and explain in depth.	5-6 marks
Level 2	A general understanding of the historical issues and changes but some omissions of knowledge and understanding. The question is not dealt with fully.	3-4 marks
Level 3	Little to no relevant knowledge or understanding.	0-2 marks
Suggested answer:	Africa had raw materials and resources. These were exported to the First World who manufactured goods which were sold to Africa at a higher price than if they had been produced at home. If Africa had exported more goods, less money would have left the country. They often borrowed in order to afford the imports – this led to high debt occurring. Accept other relevant answers.	

Study Source H

2.12 What is the cartoonist's message?

LO 3, AS3. Level 5 – Analysis

(6)

Q2.12 TOTAL MARKS: 6		
1 The learner is able to acquire and apply historical skills.		
1.3 Interprets and evaluates information and data from the sources.		
Cognitive skills: Analysis		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	5-6 marks
Level 2	Has a reasonable level of understanding but answer lacks some depth and/or accuracy.	3-4 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study.	0-2 marks
Suggested answer:	Developed 'First' World, represented by big western businessmen is squeezing the Third World like an octopus by entrapping them with loans. As the Third World receives the loans so they hand back an even bigger bag of interest. This hand-out system is not to the Third World's advantage.	

2.13 Do you think that the cartoonist is more sympathetic towards one of the people shown in the cartoon? Briefly explain.

LO 2, AS3. Level 7 – Making judgments

(6)

Q 2.13 TOTAL MARKS: 6		
2	The learner is able to evaluate and use historical concepts in order to analyse change over time.	
2.3	Compares and contrasts interpretations and perspectives of events, people's actions and changes to draw independent conclusions about the actions or events.	
Cognitive skills: Evaluation		
Level 1	Clear focus on the question. Thorough comparison and contrast of different perspectives. Mature understanding and knowledge of historical time period.	5-6 marks
Level 2	Some omissions and/or inaccuracies or lack of depth of analysis but generally a good answer.	3-4 marks
Level 3	Little to no comparisons and contrasts presented to explain events, people's actions and changes. Clear that data was not at all well understood.	0-2 marks
Suggested answer:	Yes, definitely the small man representing the Third World. The western businessman is shown to be deceitful and hypocritical. He says 'Trust in Me' but it is clear that he is manipulating the Third World for his own interests. The cartoonist shows how impossible it is for the Third World to get out of the grip of the western loans and debts.	

[75]

SECTION B

It was primarily the self-interest of the post-colonial powers that restricted the development of the independent African states.

According to the information in the sources, is this a valid statement? Discuss.

[25]

LO 1, AS 3 and 4; LO 2, AS 2; LO 3, AS 2, 3 and 4

TOTAL MARKS: 25		
3	The learner is able to construct and communicate historical knowledge and understanding.	
3.2	Synthesise information to construct an original argument using evidence to support the argument.	
3.3	Sustain and defend a coherent and balanced argument.	
3.4	Communicates knowledge and understanding in a written form.	
See attached rubric		

This essay suggests 3 possible explanations.

1. Post-colonialism where the post-colonial powers tried to maintain an economic central which hindered the economic development of the independent African states. (Sources A, B, G and H)
2. The actions of the colonial powers during the colonial period hindered the future development of the African states. (Sources C, F)
3. The African leaders and their policies restricted their own development (Sources D and E).

1. The self-interest of the post-colonial powers

A and B – imply that the difficulties (one party states, military dictatorships, etc) were caused by neo-colonial self interest. The West wanted to keep Africa dependent on them for the West's self interest. Western historian: reliable sources.

G – the balance of trade in Africa suggests that the neo-colonialist powers are importing their goods to Africa to their own benefit and to Africa's disadvantage.

H – cartoon gives clear message that the West knowingly kept the Third World indebted to them by providing loans with high interest.

2. The actions of the colonial powers during the colonial period

C – Obadino, an African nationalist, comments on the difficulties caused by colonialism and the fact that the western powers had little interest in developing the colonies.

F – agrees with C. Nyerere, also a nationalist, promotes the idea that the problems were there at independence and the situation was the result of the

3. The African leaders and their policies restricted their own development

D – cartoon strongly criticises African leaders for causing the economic problems. Comment on no date or name of cartoonist.

E – Fieldhouse claims that the Africans could have avoided the problems if they had maintained 'sensible' colonial economic policies.

G – could be argued as Yes or No – problems that might have been a consequence of colonial policies or African incompetence: probably a combination of both.

Reliability? – obvious that African leaders would not want to acknowledge their own shortfalls and so may be more inclined to agree with statement – Sources C and F. Same applies to western observers – they would perhaps be more prepared to focus on African failures rather than merely colonial past Sources D and E. The historian, Guy Arnold, although a Westerner, in Source A gives perhaps the most objective view – identifies both the role played by the colonial past and the failures of the African states, although he implies in Source B that the failures were a consequence of the difficult situation created by colonialism. Arnold supports the post-colonial argument – donor nations relaxed, sought dependent client states, and supported unsavoury regimes.

100 marks

QUESTION 3 THE CIVIL RIGHTS MOVEMENT**SECTION A****Study Source A**

- 3.1 **What are Civil Rights? Give ONE example of a civil right that Black Americans were denied.** (4)
LO 2, AS 1. Level 2 – Knowledge

Q 3.1 TOTAL MARKS: 4		
2 The learner is able to evaluate and use historical concepts in order to analyse change over time. 2.1 Analyses the substantive concepts as social constructs. Cognitive skills: Own knowledge		
Level 1	Clear focus on the question and full understanding of the concepts and their application and relevance to the historical period under study.	4 marks
Level 2	Has a general understanding of the meaning of the concept but does not fully understand the application and relevance to the historical period under study. The question is not dealt with fully.	2-3 marks
Level 3	No understanding.	0-1 marks
Suggested answer:	The rights of citizens to political and social freedom and equality (any relevant explanation). Examples: Black Americans had separate schools, buses, residential areas, etc. and were not allowed to vote (any relevant example).	

- 3.2 **According to Source A, why did Martin Luther King, Jr have a powerful influence on the Civil Rights Movement? Provide THREE examples.** (3 x 2 = 6)
LO 1, AS 3. Level 3 – Comprehension, extraction

Q 3.2 TOTAL MARKS: 6		
1 The learner is able to acquire and apply historical skills. 1.3 Interprets and evaluates information and data from the sources. Cognitive skills: Comprehension; Extraction		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	5-6 marks
Level 2:	Has a reasonable level of understanding but answer lacks some depth and/or accuracy.	3-4 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study.	0-2 marks
Suggested answer:	• He was a powerful/ inspiring orator (spoke eloquently and thoughtfully). • He supported non-violent protest thereby winning support from both blacks and whites. • He was awarded a Nobel Peace Prize. • He became a chief spokesperson for the Montgomery Bus Boycott. • His sermons kept up the morale of the boycotters. • He was considered a natural leader.	

Study Source B

3.3 Why does Martin Luther King, Jr say that he was not the leader of the bus boycott?

(4)

LO 1, AS 4. Level 5 – Analysis

Q 3.3 TOTAL MARKS: 4		
1 The learner is able to acquire and apply historical skills.		
1.3 Interprets and evaluates information and data from the sources.		
Cognitive skills: Analysis		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	4 marks
Level 2	Has a reasonable level of understanding but answer lacks some depth and/or accuracy.	2-3 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study.	0-1 marks
Suggested answer:	It could be that he is modest about his role. It is true that he did not start the boycott, but his influence was very significant. He claims that it was time for change; change would have taken place even if he had never been born.	

Study Source C

3.4 What is the value and limitation of Source C when investigating Martin Luther King, Jr's role and influence in the Civil Rights Movement? Provide THREE relevant points.

(3 x 2 = 6)

LO 1, AS 4. Level 7 – Evaluation

Q 3.4 TOTAL MARKS: 6		
1 The learner is able to acquire and apply historical skills.		
1.4 Engages with sources of information evaluating the usefulness of the sources.		
Cognitive skills: Analysis		
Level 1	Clear focus on the question and is fully able to identify the various interpretations and make insightful, accurate and relevant judgments about these.	5-6 marks
Level 2	Makes a reasonable effort to identify and/or evaluate. Answer lacks some depth and broadness of historical understanding.	3-4 marks
Level 3	Little to no understanding of the different interpretations and unable to make any relevant, accurate comments regarding the different interpretations.	0-2 marks
Suggested answer:	The source provides a negative view of MLK – as being self-seeking and driven by personal glory, as opposed to the heroic leader of the movement. It accuses him of taking all the glory knowing very well that victory had been the result of collective action. It provides an eye-witness account of a friend of MLK – provides authenticity. The friend reflects on how some people viewed him negatively, but this is not necessarily the view of the friend.	

Study Source D

3.5 What does Source D suggest about the origins (early beginnings) of the Civil Rights Movement?

(4)

LO 1, AS 3. Level 4 – Application

Q 3.5 TOTAL MARKS: 4		
1 The learner is able to acquire and apply historical skills. 1.3 Interprets and evaluates information and data from the sources. Cognitive skills: Comprehension; Extraction		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	4 marks
Level 2:	Has a reasonable level of understanding but answer lacks some depth and/or accuracy.	2-3 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study.	0-1 marks
Suggested answer:	It suggests that there were other people (leaders) other than MLK who started the Movement. The Movement and its ideas and foundations began long before MLK joined it.	

Study Source E

3.6 How useful is this photograph (Source E) as a commentary on social relations in the United States in the 1950s? Explain your answer.

(6)

LO 1, AS 5. Level 7 – Evaluation

Q 3.6 TOTAL MARKS: 6		
1 The learner is able to acquire and apply historical skills. 1.4 Engages with sources of information evaluating the usefulness of the sources. Cognitive skills: Analysis		
Level 1	Clear focus on the question and is fully able to identify the various interpretations and make insightful, accurate and relevant judgments about these.	5-6 marks
Level 2	Makes a reasonable effort to identify and/or evaluate. Answer lacks some depth and broadness of historical understanding.	3-4 marks
Level 3	Little to no understanding of the different interpretations and unable to make any relevant, accurate comments regarding the different interpretations.	0-2 marks
Suggested answer:	Very useful. It shows a group of white women displaying extraordinary hostility towards a young black girl. The expressions on their faces reflect their own extreme feelings about integration. They are opposed to it and will publicly revile a young girl to show this. It also shows a lack of support for gender issues (but this is an optional interpretation). It also shows the torment and humiliation that black people experienced when they went to integrated schools.	

Study Source F

- 3.7 **What does the headline 'when she took a seat on that bus that day, she took a seat for all of us' mean?** (4)
LO 1, AS 3. Level 5 – Analysis

Q 3.7 TOTAL MARKS: 4		
1 The learner is able to acquire and apply historical skills. 1.3 Interprets and evaluates information and data from the sources. Cognitive skills: Comprehension; Extraction		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	4 marks
Level 2:	Has a reasonable level of understanding but answer lacks some depth and/ or accuracy.	2-3 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study.	0-1 marks
Suggested answer:	It means that her act of defiance was not only for herself but she was taking a stand for all the oppressed people in America, even those who were afraid to do so.	

Study Source E and Source F

- 3.8 **What do these sources teach us about the role and responsibility of individuals or ordinary people in civil society conflicts? Refer to the details in both sources and use your understanding of today's issues.** (10)
LO 3, AS 2. Level 4 – Application

Q 3.8 TOTAL MARKS: 10		
3 The learner is able to construct and communicate historical knowledge and understanding. 3.2 Synthesise information to construct an original argument using evidence to support the argument. Cognitive skills: Application		
Level 1	Clear focus on the question. Synthesises all the relevant and accurate information needed to construct an original argument. Evidence is used accurately to substantiate argument.	8-10 marks
Level 2	Some omissions and/ or inaccuracies or lack of depth of analysis and evaluation.	5-7 marks
Level 3	Little to no focus on the question. Little to no accurate and relevant evidence to substantiate argument.	0-4 marks
Suggested answer:	The sources teach us that every individual has a responsibility to stand up against injustices in society. No matter how small their contributions/ actions may seem, they are important in bringing about change. Rosa Parks was not aware that she was making history when she defied the bus laws. Her act of defiance sparked a year long campaign which influenced a number of people to join the Civil Rights Movement. Elizabeth's determination to stay at an integrated school in Little Rock, despite the abuse, ensured that integration was eventually accepted. Her bravery (together with other black children who attended the school) brought hope to a lot of people. Candidates may give any relevant example of today's issues (in their societies or globally).	

Study Source D and Source G

- 3.9 **Compare the beliefs of William Du Bois and Martin Luther King, Jr. Refer to both sources in your answer.** (8)
LO 1, AS 3. Level 3 – Comparison

Q 3.9 TOTAL MARKS: 8		
1 The learner is able to acquire and apply historical skills. 1.3 Interprets and evaluates information and data from the sources. Cognitive skills: Comparison		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	7-8 marks
Level 2:	Has a reasonable level of understanding but answer lacks some depth and/or accuracy.	3-6 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study.	0-2 marks
Suggested answer:	• They both speak about non-discrimination and integration of all races. • King – speaks of brotherhood. • Du Bois – integration of all races. • King speaks about being judged by the content of their character, not skin. • Du Bois speaks of equal opportunities for all. • Same ideas, but different ways of expressing it.	

Study Source G

- 3.10 **Analyse the photograph in Source G. Below are two possible headlines which would have accompanied the photograph.**

3.10.1 King's Dream captures the crowd.

3.10.2 A massive Civil Rights demonstration in Washington.

- How do these two possible headlines shift one's perception (viewing) of the photograph?** (10)
LO 3, AS 4. Level 5 – Analysis

Q 3.10 TOTAL MARKS: 10		
2 The learner is able to evaluate and use historical concepts in order to analyse change over time. 2.3 Compares and contrasts interpretations and perspectives of events, people's actions and changes to draw independent conclusions about the actions or events. 3 The learner is able to construct and communicate historical knowledge and understanding. 3.4 Communicates knowledge and understanding in a written form. Cognitive skills: Analysis		
Level 1	Answer given is accurate, relevant and substantiated. Style of writing as well as structure is at all times fluid, grammatically accurate, easy to follow; well controlled and possible concise. Style has flair.	8-10 marks
Level 2	Flaws in accuracy, relevance and substantiation of answer. Good style of writing but not as exciting or accurate or fluid as above.	5-7 marks
Level 3	Superficial answer Structure seriously flawed and/or style of writing very difficult to follow. Many inaccuracies.	0-4 marks
Suggested answer:	First Headline – emphasises the role of MLK in the Civil Rights Movement. It shows him as the centre (leader) of the march. It makes it sound as if the march would not have been possible/ successful without him. Second Headline – shifts the focus from MLK to the crowd. It downplays his significance and highlights the involvement of the masses. It shows that the march was a collective action without any one important leader. (Even though MLK is standing in front of the crowd – his success is dependent on them).	

Study Source H

3.11 Using your own knowledge, identify what action was taken by Congress in 1964. (3)

LO 1, AS 3. Level 2 – Own knowledge

Q 3.11 TOTAL MARKS: 3		
1 The learner is able to acquire and apply historical skills. 1.3 Interprets and evaluates information and data from the sources. Cognitive skills: Own knowledge		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	3 marks
Level 2:	Has a reasonable level of understanding but answer lacks some depth and/or accuracy.	1-2 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study.	0
Suggested answer:	Congress passed the Civil Rights Act	

3.12 According to Kennedy, why should black people be given civil rights? (10)

LO 1, AS 3. Level 3 – Comprehension

Q 3.12 TOTAL MARKS: 10		
1 The learner is able to acquire and apply historical skills. 1.3 Interprets and evaluates information and data from the sources. Cognitive skills: Comprehension; Extraction		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	8-10 marks
Level 2:	Has a reasonable level of understanding but answer lacks some depth and/or accuracy.	5-7 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study.	0-4 marks
Suggested answer:	Because America is committed to a world-wide struggle to promote and protect the rights of all who wish to be free, i.e. America is doing it in other parts of the world. Therefore America must keep that promise by protecting black people as well. Black people have made contributions to protect the rights of other people (in Vietnam and Berlin); therefore they also deserve rights. There is a lot of opposition/ protest – the fires of frustration and discord all over America; they are facing a moral crisis.	

[75]

SECTION B

How central was Martin Luther King Jr. to the Civil Rights Movement? [25]

LO 1: AS 3 and 4; LO 2: AS 2; LO 3: AS 2, 3 and 4

TOTAL MARKS: 25		
3 The learner is able to construct and communicate historical knowledge and understanding. 3.2 Synthesise information to construct an original argument using evidence to support the argument. 3.3 Sustain and defend a coherent and balanced argument. 3.4 Communicates knowledge and understanding in a written form.		
See attached rubric		

Martin Luther played a significant role in the struggle for civil rights and he came to be associated with the Civil Rights Movement.

Source A – is the evidence of his influence, support and oratory skills. It shows how he won support of both blacks and whites; how he was seen as a natural leader – he was a spokesman of the Bus Boycott and kept up the morale of the boycotters; won the Nobel Peace Prize.

Source G – shows his non-violent aims, a speech that inspired a lot of Americans to join the Civil Rights Movement

But – there is evidence which proves that MLK was not the only leader involved in the movement. The success of the movement did not lie in him alone.

Source B – although it sounds modest, MLK himself says that even if he wasn't born, change would have taken place because it was time.

Source C – accuses him of taking all the glory even though victory was the result of collective action.

Source D – shows that the movement started long before MLK joined it and there were other leaders besides him.

Sources E and F – shows individual involvement – there were other people who played a significant role in bringing about change.

Source H – Pressure for Presidents like JFK also contributed to Congress implementing changes, he warned of the immorality of the system and the dangers posed.

Reliability of Sources

NB. Candidates do not need to refer to all of the sources: they should refer appropriately to one or two.

Source A – Reliable historian. Focuses on achievements but aims for balance.

Source B – Own words of MLK. Should examine context.

Source C – A friend of MLK – but is reflecting on other negative views of MLK. Reliable. Doesn't let his own personal relationship get in the way.

Source D – reliable historian

Source E – View of participant. Reflects on her own feelings. Reliable. She was there.

Source F – Reliable newspaper account. Some evidence bias in favour of Parks' actions.

100 marks

QUESTION 4 SOUTH AFRICA IN THE 1980S**SECTION A****Read Source A**

- 4.1 According to Source A, what did P W Botha mean when he said that Afrikaners must 'adapt or die'? (6)
LO 1, AS 3. Level 3 – Own knowledge, comprehension, analysis

Q 4.1 TOTAL MARKS: 6		
1 The learner is able to acquire and apply historical skills. 1.3 Interprets and evaluates information and data from the sources. Cognitive skills: Own knowledge; Comprehension		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	5-6 marks
Level 2:	Has a reasonable level of understanding but answer lacks some depth and/or accuracy.	3-4 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study.	0-2 marks
Suggested answer:	Important changes to apartheid had to be made if Afrikaners were to survive culturally, politically and economically. (2 marks) Substantiate from source: Two of the following: (2 x 2 marks) Afrikaners had to learn to supplant hate and prejudice with love. Recognise the dignity of persons of colour. Not expect white privileges. Remove 'irritating and hurtful' laws.	

- 4.2 Using your own knowledge, mention ONE of the internal or external pressures faced by the government which led to Botha making his 'adapt or die' speech... (2)
LO 2, AS 2. Level 2 – Own knowledge

Q 4.2 TOTAL MARKS: 2		
2 The learner is able to evaluate and use historical concepts in order to analyse change over time. 2.2 Examines and explains the dynamics of change within the different aspects of societies studied. Cognitive skills: Own knowledge		
Level 1	Clear focus on the question and full understanding of the historical issues and relevant changes that took place. Ability to examine and explain in depth if answer requires this. For this question, no explanation is required.	2 marks
Level 2	A general understanding of the historical issues and changes but some omissions of knowledge and understanding. The question is not dealt with fully. It is likely that most candidates will either get their full 2 marks or 0.	1 mark
Level 3	No relevant knowledge or understanding.	0
Suggested answer:	Increase in strikes and protests within the country; economic outflow and fall of rand value; backlash from Conservative Afrikaners; sanctions.	

- 4.3 Give ONE example of an 'irritating and hurtful' apartheid law. (2)
LO 2, AS 2. Level 2 – Own knowledge

Q 4.3 TOTAL MARKS: 2		
2 The learner is able to evaluate and use historical concepts in order to analyse change over time. 2.2 Examines and explains the dynamics of change within the different aspects of societies studied. Cognitive skills: Own knowledge		
Level 1	Clear focus on the question and full understanding of the historical issues and relevant changes that took place. Ability to examine and explain in depth. For this question, no explanation is required.	2 marks
Level 2	A general understanding of the historical issues and changes but some omissions of knowledge and understanding. The question is not dealt with fully. It is likely that most candidates will either get their full 2 marks or 0.	1 mark
Level 3	No relevant knowledge or understanding.	0
Suggested answer:	Accept any accurate apartheid law.	

- 4.4 Do you think that P W Botha was sincere when making this speech? Use the source to substantiate your answer. (4)
LO 2, AS 3; LO 1, AS 4. Level 7 – Evaluation

Q 4.4 TOTAL MARKS: 4		
1 The learner is able to acquire and apply historical skills. 1.3 Interprets and evaluates information and data from the sources. Cognitive skills: Analysis; Evaluation		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	4 marks
Level 2:	Has a reasonable level of understanding but answer lacks some depth and/or accuracy.	2-3 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study.	0-1 marks
Suggested answer:	Learners' own opinion required. Must be judged in the light of Botha's actions taken later on. YES – He does get rid of some of the more petty aspects of apartheid, introduces some reforms. NO – His reforms are merely 'cosmetic', e.g. Tricameral Parliament provided no power-sharing for Africans. He is under pressure from both within and without South Africa and is attempting to give the impression that changes are coming. His main aim is to keep power within the National Party.	

Study Sources B and C

- 4.5 **List TWO criticisms expressed by Van der Merwe and Treurnicht of Botha's policies.**

(2 x 2 = 4)

LO 2, AS 3. Level 3 – Comprehension

Q 4.5 TOTAL MARKS: 4		
2 The learner is able to evaluate and use historical concepts in order to analyse change over time.		
2.3 Compares and contrasts interpretations and perspectives of events, people's actions and changes to draw independent conclusions about the actions or events.		
Cognitive skills: Comprehension; Extraction		
Level 1	Clear focus on the question. Thorough comparison and contrast of different perspectives. Mature understanding and knowledge of historical time period. This question requires listing only.	4 marks
Level 2	Some omissions and/or inaccuracies or lack of depth of analysis but generally a good answer. Candidates might be unable to extract TWO criticisms.	2-3 marks
Level 3	Little to no comparisons and contrasts presented to explain events, people's actions and changes. Clear that data was not at all well understood. Candidate stumbles across some information that might be considered to be relevant.	0-1 marks
Suggested answer:	Botha was rejecting the Afrikaner past and was not able to say what the NP policy was. Botha was methodically and recklessly rejecting the established principles of the old NP. Treurnicht implies that Botha's government is weak; he says that South Africa was strong enough to bring down African states but Botha was not prepared to do this.	

- 4.6 **Explain what is meant by the term 'politically conservative'. Give ONE example from Source B to show that Van der Merwe and Treurnicht were conservative in their political thinking.**

(4)

LO 2, AS 1. Level 2 and 3 – Comprehension, understanding and own knowledge

Q 4.6 TOTAL MARKS: 4		
2 The learner is able to evaluate and use historical concepts in order to analyse change over time.		
2.1 Analyses the substantive concepts as social constructs.		
Cognitive skills: Comprehension; own knowledge		
Level 1	Clear focus on the question and full understanding of the concepts and their application and relevance to the historical period under study. Candidate extracts a relevant example for Source B. No explanation of the example is required.	4 marks
Level 2	Has a general understanding of the meaning of the concept but does not fully understand the application and relevance to the historical period under study. The question is not dealt with fully. Candidate struggles to explain the meaning of 'politically conservative' OR does not include the second part of the question OR does not select a relevant example.	2-3 marks
Level 3	Little to no understanding. Candidate stumbles across some information that might be considered to be relevant.	0-1 marks
Suggested answer:	Learner must show that he/ she understands the political meaning of the term 'conservative', i.e. they generally do not like change; they see it as a threat to their own safety. (2 marks) Example: Van der Merwe says 'to reject apartheid is to reject the past, the future and the existence of the Afrikaners'. He did not like the fact that Botha's government was 'rejecting the established principles of the old NP'. (2 marks)	

4.7 Comment on what Dr Treurnicht's says about sanctions against South Africa. (6)
LO 2, AS 3. Level 5 – Analysis

Q 4.7 TOTAL MARKS: 6		
1 The learner is able to acquire and apply historical skills. 1.3 Interprets and evaluates information and data from the sources. Cognitive skills: Analysis		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding. Candidate understands and quotes selectively to show that Treurnicht does not agree with sanctions and also analyses Treurnicht's viewpoint on a deeper level.	5-6 marks
Level 2:	Has a reasonable level of understanding but answer lacks some depth and/or accuracy. Candidate understands and quotes selectively from the source showing that Treurnicht does not agree with sanctions. No or weak commentary.	3-4 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study. Candidate quotes randomly from the source without any commentary.	0-2 marks
Suggested answer:	2 marks for merely quoting from the source. 4 marks for quoting and understanding that Treurnicht does not agree with sanctions. 6 marks if they do the above as well as analyse Treurnicht's viewpoint on a deeper level. For example, Treurnicht uses oft-repeated defences of the NP and other more extremist Afrikaners when he says that South Africa did not have to be crippled by sanctions imposed on it by the African countries. South Africa was much stronger and could 'bring neighbouring African states to their knees within a week'. He also plays the communist – scare tactic of questioning the US's imposition of sanctions against South Africa – a non-communist country – when the US openly traded with communist countries. Treurnicht is correct in questioning the role of the US's hypocrisy but he avoids the crucial issue that apartheid is wrong. Accept other relevant answers.	

4.8 Do you think that the National Party felt confident about gaining white support during the elections? Use Sources B and C to explain your answer. (6)
LO 2, AS 3. Level 4 – Application

Q 4.8 TOTAL MARKS: 6		
2 The learner is able to evaluate and use historical concepts in order to analyse change over time. 2.3 Compares and contrasts interpretations and perspectives of events, people's actions and changes to draw independent conclusions about the actions or events. Cognitive skills: Application		
Level 1	Clear focus on the question. Thorough comparison and contrast of different perspectives. Mature understanding and knowledge of historical time period.	5-6 marks
Level 2	Some omissions and/or inaccuracies or lack of depth of analysis but generally a good answer.	3-4 marks
Level 3	Little to no comparisons and contrasts presented to explain events, people's actions and changes. Clear that data was not at all well understood.	0-2 marks
Suggested answer:	Worried about losing Afrikaner support to Conservative Party as expressed in Source B and the election results in Source C. However, still had enormous support compared to the Progressive Federal Party who lost seats in the 1987 elections. It's likely that the losses suffered by the NP in 1987 were not so great that it prevented them from introducing limited reforms.	

Study Sources D and E

- 4.9 **Explain how the cartoonist, is critical of P W Botha.** (6)
LO 1, AS 3, AS 4. Level 5 – Analysis

Q 4.9 TOTAL MARKS: 6		
1 The learner is able to acquire and apply historical skills. 1.3 Interprets and evaluates information and data from the sources. Cognitive skills: Analysis		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	5-6 marks
Level 2:	Has a reasonable level of understanding but answer lacks some depth and/or accuracy.	3-4 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study.	0-2 marks
Suggested answer:	The cartoonist comments on the failure of the Rubicon Speech in which Botha did not announce the expected reforms. Botha is portrayed as looking battered and defeated. He is in an old fashioned boat named 'Voortrekker'. He was not visionary enough or competent enough to cross the Rubicon River. The rand currency is sinking with Botha. This led to massive depreciation of the rand after the speech. Grogan, the cartoonist, implies that Botha does not have an answer as to how he will get out of his predicament – he is grounded and at an end.	

- 4.10 **Referring to Sources D and E, discuss how P W Botha would have argued that this cartoon was biased against him.** (8)
LO 2, AS 3; LO 1, AS 4. Level 7 – Evaluation

Q 4.10 TOTAL MARKS: 8		
2 The learner is able to evaluate and use historical concepts in order to analyse change over time. 2.3 Compares and contrasts interpretations and perspectives of events, people's actions and changes to draw independent conclusions about the actions or events. Cognitive skills: Evaluation		
Level 1	Clear focus on the question. Thorough comparison and contrast of different perspectives. Mature understanding and knowledge of historical time period.	7-8 marks
Level 2	Some omissions and/or inaccuracies or lack of depth of analysis but generally a good answer.	3-6 marks
Level 3	Little to no comparisons and contrasts presented to explain events, people's actions and changes. Clear that data was not at all well understood.	0-2 marks
Suggested answer:	Botha would have argued that the cartoon was biased and very critical. Botha is made to look incompetent and silly. He would have argued that the cartoonist has made no attempt to consider the reasons for the caution in his speech, e.g. fear of losing Afrikaner conservative support, culture, economic power and being overpowered by communist countries. Some reference should be made to the origin of the cartoon – English speaking cartoonist opponent to National Party.	

- 4.11 **What is your response to the photograph of P W Botha in Source E?** (4)
LO 1, AS 4; LO 2, AS 2. Level 4 – Application

Q 4.11 TOTAL MARKS: 4		
2 The learner is able to evaluate and use historical concepts in order to analyse change over time. 2.2 Examines and explains the dynamics of change within the different aspects of societies studied. Cognitive skills: Application		
Level 1	Clear focus on the question and full understanding of the historical issues and relevant changes that took place. Ability to examine and explain in depth.	4 marks
Level 2	A general understanding of the historical issues and changes but some omissions of knowledge and understanding. The question is not dealt with fully.	2-3 marks
Level 3	Little to no relevant knowledge or understanding.	0-1 marks
Suggested answer:	Fairly open-ended. However candidates should refer to Botha's finer-wagging pose. This suggests arrogance and an aggressive manner.	

Study Source F

- 4.12 **Do these photographs indicate that the National Party government was on the defensive in the 1980s?** (6)
LO 1, AS 4; LO 2, AS 2. Level 4 – Application

Q 4.12 TOTAL MARKS: 6		
2 The learner is able to evaluate and use historical concepts in order to analyse change over time. 2.2 Examines and explains the dynamics of change within the different aspects of societies studied. Cognitive skills: Application		
Level 1	Clear focus on the question and full understanding of the historical issues and relevant changes that took place. Ability to examine and explain in depth.	5-6 marks
Level 2	A general understanding of the historical issues and changes but some omissions of knowledge and understanding. The question is not dealt with fully.	3-4 marks
Level 3	Little to no relevant knowledge or understanding.	0-2 marks
Suggested answer:	Yes. It is clear that the government was facing increasingly broad resistance from all sectors of society. The UDF and MDM organised mass rallies on a regular basis. The government sent in heavily armed police with wide-ranging powers. It could also be argued 'no' – the police were much stronger than the protestors were.	

- 4.13 **Choose either Picture A or B. What are the limitations of using photographs such as these as historical sources?** (4)
LO 1, AS 3, AS 4. Level 7 – Evaluation

Q 4.13 TOTAL MARKS: 4		
1 The learner is able to acquire and apply historical skills. 1.4 Engages with sources of information evaluating the usefulness of the sources. Cognitive skills: Evaluation		
Level 1	Clear focus on the question and is fully able to identify the historical issues and various interpretations and make insightful, accurate and relevant judgments about these.	4 marks
Level 2	Makes a reasonable effort to identify and/or evaluate. Answer lacks some depth and broadness of historical understanding.	2-3 marks
Level 3	Little to no understanding of the different interpretations and unable to make any relevant, accurate comments regarding the different interpretations.	0-1 marks
Suggested answer:	Not sure when and why they were taken; could be manipulated by shooting the scene from one position only, or by omitting particular information. As for any other source, the intention of the photographer is important; these photographs do not have any references as to who took the photographs.	

Study Source G

- 4.14 **During which years did the SA economy suffer the greatest net capital flow?
Give a valid reason for this.**

(4)

LO 3, AS 1. Level 2 and 5 – Own knowledge, analysis

Q 4.14 TOTAL MARKS: 4		
1 The learner is able to acquire and apply historical skills.		
1.3 Interprets and evaluates information and data from the sources.		
Cognitive skills: Extraction; Own knowledge		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	4 marks
Level 2:	Has a reasonable level of understanding but answer lacks some depth and/or accuracy.	2-3 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study.	0-1 marks
Suggested answer:	1986. (2 marks) The year after the Rubicon Speech and a time when South Africa was experiencing increasing internal resistance and a marked depreciation of the rand. (2 marks)	

Read Sources H and I

- 4.15 **Explain how both Sources H and I imply that by the end of the 1980s both sides – the government and the resistance movements – were in a stalemate.**

(4)

LO 1, AS 3; LO 2, AS 3. Level 3 – Comprehension

Q 4.15 TOTAL MARKS: 4		
1 The learner is able to acquire and apply historical skills.		
1.3 Interprets and evaluates information and data from the sources.		
Cognitive skills: Comprehension		
Level 1	Fully understands both the question and the source information and gives an in-depth, accurate and relevant interpretation and evaluation. Clear historical knowledge and understanding.	4 marks
Level 2:	Has a reasonable level of understanding but answer lacks some depth and/or accuracy.	2-3 marks
Level 3	Little to no understanding of either the question, source information or the historical period under study.	0-1 marks
Suggested answer:	Both the ANC and the NP had reached a point where neither was able to dominate the other. The government was too strong militarily for the ANC to overthrow them by force and the white Afrikaner electorate was moving even further to the Right. The black resistance was too widespread, determined and diffuse to be stamped out by force.	

- 4.16 Does Dubow believe that the 1987 elections results strengthened or weakened the National Party government? Briefly explain. You should also refer to Source C. (5)
- LO 2, AS 2, AS 3. Level 5 – Analysis

Q 4.16 TOTAL MARKS: 5		
2 The learner is able to evaluate and use historical concepts in order to analyse change over time.		
2.2 Examines and explains the dynamics of change within the different aspects of societies studied.		
Cognitive skills: Analysis		
Level 1	Clear focus on the question and full understanding of the historical issues and relevant changes that took place. Ability to examine and explain in depth.	5 marks
Level 2	A general understanding of the historical issues and changes but some omissions of knowledge and understanding. The question is not dealt with fully.	3-4 marks
Level 3	Little to no relevant knowledge or understanding.	0-2 marks
Suggested answer:	Need to understand what is meant by 'moving to the Right'. Conservative Afrikaners gaining support. For this reason the NP was weakened but it also strengthened them in that there was stronger white opposition against the Black resistance movements. It did hamper the NP in making necessary reforms that, in their opinion, might have enabled them to negotiate a power-sharing agreement.	

[75]

SECTION B SOURCE BASED ESSAY

To what extent was the National Party government on the defensive during the years 1980s until 1994? [25]

LO 1: AS 3 and 4; LO 2: AS 2; LO 3: AS 2, 3 and 4

TOTAL MARKS: 25		
3 The learner is able to construct and communicate historical knowledge and understanding.		
3.2 Synthesise information to construct an original argument using evidence to support the argument.		
3.3 Sustain and defend a coherent and balanced argument.		
3.4 Communicates knowledge and understanding in a written form.		
See attached rubric		

On the defensive

A – Must adapt or die: Reforms.

B – Botha on defensive from Conservative Afrikaners.

C – NP losing support amongst whites – Conservative Party on Right strengthening. Statistics.

D – Rubicon Speech cartoon – message is that Botha was under great pressure.

F – Township violence; police under extra pressure.

G – Economy definitely on back foot in mid – 1980s. Increased outflow of capital.

H and I – Black resistance so widespread, determined and diffuse that it could not be stamped out by government force.

Not on the defensive

A – Reforms might have strengthened the NP.

E – Botha appears to be on the offensive: was this aggression a reflection of pressure?

F – Also could be argued that the police and NP had things under control. Still much stronger than the resistance movements.

H and I – NP government 'never been stronger'. ANC not able to defeat the apartheid state.

D – Rubicon speech itself suggests that P.W. Botha did not feel under such pressure.

Reliability of sources

NB. Candidates do not need to refer to all the sources: they should refer appropriately to one or two.

Sources A and B – race relations survey reliable; backs up other sources; Source B – reliable in that it reflects the perspectives of conservative Afrikaners.

Source C – election figures: reliable.

Source D – well-known photograph of Botha reflecting the style of his leadership.

Source E – cartoon message is probably exaggerated and biased and does not give an objective view of the National Party strength.

Source F – generally reliable but with limitations in that there are no dates, photographer, place, etc.

Source G – reliable – from the SA Reserve Bank.

Sources H and I – reliable historians.

Summary: The NP government was on the defensive because it would have been impossible to indefinitely suppress Black resistance in the country and to prevent the negative economic consequences of apartheid. However, through excessive use of force, and the fact that the Black resistance groups were not powerful enough to take over by force, the NP was able to hold onto power up until the end of the 1980s when external and internal pressure forced them to change.

100 marks

Total: 200 marks

RUBRIC FOR SOURCE BASED ESSAY

Level 7+ 90 – 100% 36 – 40	- Consistently focuses on question. Demonstrates a logical and coherent progress towards a conclusion. - Clearly comprehends the sources. Uses all or most of the sources. - Consistently uses accurate evidence from the stories to advance arguments. - Selects relevant sources and quotes selectively, where appropriate. - Groups sources (not essential but should not merely list sources). - Demonstrates a setting of sources in background understanding. - If appropriate, deals fully with counter-argument – superior debate. - Refers to relevancy, bias, accuracy, reliability and limitations of sources where appropriate. - Expresses him/herself fluently – on a superior level compared to Level 6. - Concludes essay with clear focus on topic – takes a stand. - Consistently references sources.
Level 7 80 – 89% 32 – 35	- All of the above criteria but not as cohesive or as consistent as Level 7. - Some minor lapses of expression, focus, counter-argument or judgment of sources. - Overall, however, a clear, accurate answer. - Mostly uses accurate evidence from the sources to advance argument.
Level 6 70 – 79% 28 – 31	- Makes a good attempt to focus consistently on the question but argument not strong enough for a level 6. - Clearly comprehends the sources and uses all or most of the sources. - Selects relevant sources and quotes selectively. - If appropriate, makes a good effort to consider counter-argument. - Makes an attempt to refer to relevancy, bias, accuracy, limitation of sources; however, has some weaknesses. - Expression generally fluent. - Concludes essay with clear focus on question – takes a stand.
Level 5 60 – 69% 24 – 27	- Makes an effort to focus on the question but argument has substantive lapses in focus. - Comprehends most of the sources and uses most of the sources. - Selects relevant sources but quotes might be either too long or too short AND/ OR does not make reference to some relevant sources. - Struggles to identify sources – tends to be listed instead of grouped: merely a narrative essay. - Presents satisfactory counter argument if appropriate. - Makes little to no attempt to refer to relevancy, bias, accuracy, limitation of sources. - Expression good. - Makes an attempt to take a stand but this does not fully link with the rest of the essay.
Level 4 50 – 59% 20 – 23	- Makes little effort to focus and lacks argument. - Essay characterised by listing of sources and 'tagging' on of focus. - Simple but reasonably accurate comprehension of most of the sources. - Makes satisfactory use of some sources and sometimes struggles to identify relevant sources. - Quotes generally irrelevant or lengthy extracts from the sources. - Attempts a counter argument if appropriate. - No attempt to refer to relevancy, bias, accuracy of sources. - Expression satisfactory. - Makes an attempt to take a stand but this does not link with the rest of the essay.
Level 3 40 – 49% 16 – 10	- Makes little effort to focus on the topic and argument very superficial. - Essay characterised by listing of sources and 'tagging' on of focus. - Simple but weak comprehension of the sources. - Does not use most of the sources and struggles to identify relevant sources. - Few relevant quotes from the sources. - Makes a weak counter-argument where appropriate. - No attempt to refer to relevancy, bias, accuracy of source. - Expression weak. - Weakish stand.
Level 2 30 – 39% 12 – 15	- No or weak focus on the question. - Uses only one or two sources. - Unable to identify relevant sources. - Makes little, weak or no attempt to consider counter-argument where appropriate. - No attempt to refer to relevancy, bias, accuracy of sources. - Expression weak. - Makes a weak attempt to take a stand.
Level 1 0 – 29% 0 – 11	- Unable to focus on the question. - Extremely limited comprehension of the sources. - Uses only one or no sources. - Unable to identify relevant sources. - No quotes – or completely irrelevant. - Makes no effort to consider counter-argument. - No attempt to refer to relevancy, bias, accuracy of sources. - Expression extremely poor. - No attempt to take a stand.