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NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2010

HISTORY: PAPER I

MARKING GUIDELINES

Time: 2½ hours

150 marks

These marking guidelines were used as the basis for the official IEB marking session. They were prepared for use by examiners and sub-examiners, all of whom were required to attend a rigorous standardisation meeting to ensure that the guidelines were consistently and fairly interpreted and applied in the marking of candidates' scripts.

At standardisation meetings, decisions are taken regarding the allocation of marks in the interests of fairness to all candidates in the context of an entirely summative assessment.

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, and different interpretations of the application thereof. Hence, the specific mark allocations have been omitted.

SECTION A IN-DEPTH INDIVIDUAL SOURCE ANALYSIS**QUESTION 1 VISUAL ANALYSIS****1.1 LO 3: AS 3.4 (Level 4)**

- 1.1.1 *Focus on function. Implies preventing 'cross-over'. Use your knowledge of the historical context of this photograph to explain what function Conrad Schumann was expected to perform before his decision to jump.*

East Berlin – historical context (1 for guard). He was responsible for ensuring that no person from East Berlin crossed over the barbed wire into West Berlin (access control). (2)

LO 3: AS 3.4 (Level 4)

- 1.1.2 *Use your knowledge of the historical context of this photograph to explain what may have motivated him to jump. Focus on E vs W.*

He decided to opt for the relative freedom of living in the democratic West over the restrictive communist system in operation in East Berlin. Opting democracy/ leaving communism/ Tyranny to freedom. Better opportunities. (2)

LO 1: AS 1.3 (Level 3)

- 1.1.3 *Write down TWO visual clues from the photograph that is evidence to support Conrad Schumann's claim that his decision to jump over the barbed wire was a spontaneous act and 'took people around him by surprise'.*

- He is in his guard's uniform or jumps with his gun.
- He has no other possessions or items on him for his new home.
- People in the background are caught 'off-guard' as they are not even looking in his direction.
- He is alone or jumping while it is barbed wire. No one tried to stop him. (Any 2 × 2 = 4)

LO 3: AS 3.4 (Level 4)

- 1.2 *The blurred shape on the extreme left of the photograph is another photographer who was present at the time that this photograph was taken. Explain why there would have been so many photographers at the same place on 15 August 1961 particularly since Schumann's decision to jump was not expected.*

This was the beginning of the building of what would become known as the Berlin Wall. Reporters/photographers were there to record this unusual event. Curious/Media. (2)

LO 1: AS 1.4 (Level 6)

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

1.3.1 *a pro-East (anti-west) German government newspaper on 16 August 1961.*

Use the following rubric.

Must be in favour of communist East Germany government/must be anti-West German/capitalism.

2	Accurate description and contains bias/bias is correct and appropriate/shows understanding of Cold War rhetoric. Traitor jumps over wall.
1	Merely descriptive/accurate comprehension but no bias or bias incorrect/no understanding of Cold War rhetoric. Guard jumps over wall.
0	Incorrect comprehension of picture/no understanding/not attempted.

(2)

1.3.2 *a conservative American newspaper on 16 August 1961.*

Must be either anti-Communist/East German or Soviet government OR pro-choice/guard seen as heroic choosing capitalism and freedom over communism and totalitarianism.

2	Accurate description and contains bias/bias is correct and appropriate/shows understanding of Cold War rhetoric.
1	Merely descriptive/accurate comprehension but no bias or bias incorrect/ no understanding of Cold War rhetoric.
0	Incorrect comprehension of picture/no understanding/not attempted.

(2)

LO 3: AS 3.2 (Level 3 – 3 marks) + (Level 4 – 3 marks)/ Must have explanation.

1.4 *Since 1961 this photograph has become world-famous and has come to be closely associated with the Cold War. Explain why this photograph is so famously symbolic of the Cold War. Provide THREE reasons.*

- It is symbolic as it shows the clash between capitalism and communism which the Berlin Wall embodied and which the Cold War detailed.
- It shows the hard reality of the Cold War political situation yet also highlights the triumph of the human spirit in overcoming restrictions.
- It shows the confrontation between the two ideologies, but yet one human being actively choosing the one over the other. Different/ ideologies.
- It also shows a moral victory for capitalism over communism as the guard chooses to jump rather than live his life in communist East Germany.
- It shows a defection of an East German to West Germany – defections were common during the Cold War with one side encouraging it and the other doing all it could to prevent it. Only famous in West – Propaganda.
- 'Voting with feet'. Fear mistrust.

Any THREE relevant points

(3 × 2 = 6)

[20]

QUESTION 2 TEXTUAL ANALYSIS**LO 1: AS 1.1 (Level 2)**

2.1 *Who was Ho Chi Minh? What position did he hold in 1967?*

He was President of North Vietnam and leader of the Viet Minh forces/communist forces. 1 Answer. Position = 2/ Description = 1.

(2)

LO 1: AS 1.2 (Level 3)

2.2 *How did Ho Chi Minh view US involvement in the Vietnam War? Use evidence from the source to support your answer.*

He sees the involvement of the US as unjust./ not fair/corrupt.

"The Vietnamese people have never done any harm to the US."

He believes the US has committed war crimes. He cites the barbarous methods of warfare such as napalm, chemicals, the destruction of villages and the intense bombing of the north.

He sees the US as acting aggressively and unreasonably.

"in the face of US aggression"

"the Government of the US (must) act in conformity to reason"

(3 × 2 = 6)

LO 1: AS 1.4 (Level 7) Sophisticated answer required.

2.3 *Assess the usefulness and reliability of this source for historians researching the actions and decisions of the United States in the Vietnam War. Useful – 1step/ Reliability – 2 step.*

Use the following rubric:

6 – 5	Evaluation/Usefulness, Limitation and Bias Comprehends the source/answers the question on usefulness/ recognises limitation/ focuses on origin and intention and acknowledges bias (anti-American). Despite bias, source is not unreliable. Evidence of US actions can be verified elsewhere.	Reliability
4 – 3	Analysis/Usefulness and limitation Shows an ability to comprehend the source/answers the question on usefulness (Ho Chi Minh's feelings and opinions)/acknowledges origin but recognises the limitation of the source if used on its own./no attempt to evaluate the source (bias, etc.) Provides a Vietnamese perspective.	
2 – 1	Comprehension/Usefulness Only attempts to answer usefulness/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 origin or intention).	Useful
0	No attempt to answer the question (usefulness and reliability).	

No throw away statements

(6)

LO 2: AS 2.3 (Level 5)**2.4 Two historiographies that are used in the study of the Vietnam War are:**

- (i) The **Revisionist interpretation** which attempts to defend the USA's involvement in Vietnam. Revisionists attempt to defend the morality of US participation in the war.
- (ii) The **Post-Revisionist interpretation** attempts to take a more detached view of events in Vietnam. Post-Revisionists tend to be critical of US involvement in Vietnam.

Which historiography do you support? Use your knowledge of the Vietnam War as well as ONE reference to Ho Chi Minh's letter (above) to fully justify your chosen historiography of the Vietnam War.

- Take a stand.
- Develop an argument.

Use the following rubric:

6 – 5	Analysis and Understanding Shows an understanding of the chosen historiography/constructs a sound argument with reference to the source AND use of background knowledge/no errors or irregularities.
4 – 3	Limited Analysis and Understanding Shows an understanding of the chosen historiography and supports it with EITHER some background knowledge OR evidence from the source but NOT both./Argument is basic.
2 – 1	Errors Attempts to answer the question but major errors/shows a lack of understanding of the historiography/does not apply the historiography correctly/no attempt to support the historiography with background knowledge AND/OR evidence from the source.
0	No attempt to answer the question (historical understanding and historiography).

(6)
[20]

QUESTION 3 MEDIA ANALYSIS – GLOBALISATION**LO 1: AS 1.4 (Level 5)**

- 3.1 *What comment is Zapiro making about the commemoration of the 20th anniversary of the fall of the Berlin Wall in 2009? Explain your answer with reference to the visual clue of the wall in the cartoon.*

Ironically, the very people who are celebrating the fall of the Berlin Wall (that had been associated with oppression) are associated with oppression of a different kind. Now it is not communist vs capitalist but rich vs poor/1st world vs 3rd world. The 'wall' serves to keep the poor away from the rich and the rich protected from the poor. Berlin Wall – historical significance (2). Irony – Wall today (2) $(2 \times 2 = 4)$

LO 1: AS 1.4 (Level 5)**2 Clues with explanation.**

- 3.2 *Refer to TWO other visual elements that the cartoonist uses and explain how they convey the cartoonist's intention.*

Visual Elements: (Any 2 of the following) No wall

Rich people – bathing costumes/drinks in hand/sunglasses/being served by servants (all as if on holidays)/kept safe by guards = the new oppressors.

Poor people – servants/labourers/woman working with baby on her back/poor kept out by the guards/concentrated and squalid living conditions outside of the rich people's compound = the new oppressed.

The guards/sign pointing to 1st World and 3rd World = new means to keep people apart.

The different conditions and lifestyles conveyed on both sides of the wall.

3rd World – Overcrowded, polluted vs 1st World – Luxury, spaciousness. $(2 \times 2 = 4)$

LO 2: AS 2.1 (Level 2 and 4)**3 Main ideas – explained.**

- 3.3 *Place the cartoon in its historical context by explaining how the fall of the Berlin Wall in 1989 resulted in the development of the global economy.*

When the Berlin Wall fell in 1989 and communism collapsed, the former communist countries of the USSR became capitalist and thus were able to engage in free trade. Thus only one economic order existed (capitalism). Now all countries in the world connected to each other through trade, etc. = global economy. (6)

- 1) Collapse of communism.
- 2) Unipolar world – 1 economic world.
- 3) Interconnectiveness (technology, trade, TNCs.)

LO 2: AS 2.2 (Level 4)

- 3.4 *'Poor people and poor countries do not benefit from globalisation. They become poorer.'*

Is this a fair assessment of the world today? Use your knowledge and the cartoon to justify your answer.

Use your knowledge and the cartoon to argue in support or against this statement.

Own knowledge:

- TNCs get rich by exploiting the poorer countries.
- They use their wealth and power to control poor people in poor countries – e.g. sweat shops.
- Globalisation increases demand for consumer goods and therefore tension between the 'haves' and the 'have-nots'/an economic collapse in a rich country has dire consequences for poorer countries as they are so dependent on the strength of the richer country's economy. (4)

Cartoon:

Shows dependence of poor people on rich for employment/exploitation/poor people cannot rise above their circumstances. (2)

2 Valid points from own knowledge. (4)

Refer/ 'touch' on cartoon (2)

[20]

60 marks

SECTION B SOURCE-BASED QUESTIONS**Refer to Source A****LO 2: AS 3 (Level 3 and 5)****Adjective/Statement (2) visual clue (2)**

1. *Comment on how Time has portrayed Gorbachev.*

He is portrayed in a positive light as the Man of the Year – a person responsible for ending the Cold War. He is also portrayed in a condescending manner – The Education of Mikhail Sergeyevich Gorbachev – as somebody who needs to be educated about capitalism/Western thinking. (2 × 2 = 4)

LO 1: AS 2, 3; LO 3: AS 2, 3 (Level 6)

2. *In 1988 Gorbachev was recognised by Time as 'the man of the year'. Using any other source, briefly explain if he deserved this recognition. Quote only = (1)*

Yes, he deserved it:

Source D – A letter to Mikhail Gorbachev – ... for, in the final analysis, it was you, with your policy of perestroika who set the heavy stone of politics in motion.

Source F – Summary of the end of the Cold War in Europe – Gorbachev's solution was to end the Cold War and to hope that a more human face of Socialism would be acceptable to Eastern Europe and the Soviet people.

Source E

OR

No, he didn't deserve it:

Source C – A Soviet joke. A Moscow woman had queued for three hours for meat. In all that time the queue had not moved.

"That's it!" she said. "I've had enough of this; I'm going to assassinate President Gorbachev."

Source G – An extract from an article in an English newspaper – He did not set out to abolish the Soviet Union, nor the Communist Party. These events happened in spite of his resistance and because, in the long run, the entire Soviet system was heading for disaster. Mr Gorbachev's career is proof not of the impact that one man can make on history, but of how powerful historical forces sweep aside the efforts of one man to resist them. (4)

Yes/No + source (2) + quote (2)/paraphrase. However, in his home country ...

Refer to Source B

LO 2: AS 3 (Level 2 and 5) 3 Seperate reasons but must be comparison for 2 marks each.

3. *Why is the Afghan War often referred to as the Soviet Union's Vietnam? Use the source and your knowledge to provide THREE reasons.*

- The Soviet Union got involved in the war for wrong reasons (ideological), the same way America got involved in what was a Civil War in Vietnam.
- Both countries supported unpopular governments in both countries.
- Both countries spent vast sums of money on arms and training troops.
- Both countries suffered increasing casualties.
- Both countries found it difficult to defeat the enemy (despite superior weapons and modern technology). Both countries had to withdraw.
- Both wars were unpopular (anti-war movement).

Any THREE relevant points

(3 × 2 = 6)

LO 2: AS 3 (Level 3)

4. *How did the Afghan War contribute to the collapse of the Soviet Union? Provide TWO examples.*

It drained Russia's finances which impacted on her domestic policies and made it impossible for the government to look after the people. Russia had no choice but to withdraw – as the war was unwinnable and her superpower status suffered as a result./ Increased casualties/Nationalism. Satellite states/Nationalism

(2 × 2 = 4)

Refer to Source C and Source D**LO 2: AS 3 (Level 3 and 6)**

5. *Compare the attitudes to Gorbachev portrayed in these sources and explain why they differ.*

The message of Source C is that Gorbachev's reforms (perestroika) were unpopular and led to devastation instead of improving the country (hence the long queues). It also shows that Gorbachev was losing support and many Russian people wanted to get rid of him. In Source D – He is portrayed as the leader who helped to end the

(2)

Cold War by introducing *perestroika* which made it possible for communism to end and Germany to be united. He was admired by people – 'shouted Gorbi, Gorbi'.

(2)

They differ because in Russia the economic effects of his policies were felt more than anywhere else. There were food shortages and the economy had collapsed. The German people were grateful because they were free after forty-five years of suppression.

(2)

(2 × 3 = 6)

Refer to Source D**LO 2: AS 3 (Level 3 and 4)**

6. *What did Roman von Kalckreuth mean when he referred to perestroika as a policy that 'set the heavy stone of politics in motion'? Perestroika defined (2), 'Heavy stone ...' defined (2)*

Perestroika is defined as the restructuring of the Soviet economy and politics. Von Kalckreuth views this as a slow moving policy (initially) that will drastically alter the politics of the USSR. It allowed for a free market economy – state control was relaxed, and with that newfound freedom people were able to effect changes in other spheres of their lives – decentralisation of Soviet control. (4)

Refer to Source E**LO 1: AS 3; LO 2: AS 3 (Level 3)**

7. *How does Professor Holzman explain the collapse of the Soviet Union?*

He views it in economic terms.

- blames problems of production on centrally planned economy.
 - blames bureaucrats for running economy with no information about market prices.
 - also blames these problems on lack of incentives and no competition.
- } 2 × 2

Because of failure of the planned economy, Gorbachev was forced to introduce reforms which ultimately led to the collapse of the Soviet Union. +

The link between the economy and the introduction of reforms should be made to be credited with full marks. (2)
(3 × 2 = 6)

LO 1: AS 4 (Level 7)

8. *Does Professor Holzman provide a biased explanation of the collapse of the Soviet Union? origin ✓ Bias + quote biased words.*

Yes. Only considers the economy because his specialty is economics. Doesn't explore other options.

Yes. American writer of the New York Times.

May be NO. As a professor at the Russian Research Centre, he is well-versed in Russian history and economics despite being an American. Refer/Quote biased words – explain use of the (4)

Refer to Source F.**LO 1: AS 3; LO 2: AS 2 (Level 5)**

9. *In what way did Gorbachev's decision to abandon the Brezhnev Doctrine lead to a 'more human face of socialism'?*

The Brezhnev Doctrine allowed for the Soviet army to move in to any satellite state to crush opposition to the existing communist regimes. By abandoning this doctrine, Gorbachev was allowing the satellite states to deal with their own problems and challenges. This removes the use of Soviet force which leads to a more 'human face'. (2 × 2 = 4)

LO 2: AS 3 (Level 2)

10. *Use your knowledge to explain how the US SDI project presented a problem for Gorbachev and the Soviet Union.*

President Reagan was strongly anti-communist and believed in asserting the United States over the Soviet Union wherever possible. He embarked on a massive anti-ballistic missile programme SDI, which was meant to make it impossible for the Soviet missiles to reach US targets. Because of internal problems and the war in Afghanistan, the Soviet Union was not in a position to compete with the US and be part of the new arms race. Couldn't compete/couldn't keep up.

(2)

Refer to Source G**LO 2: AS 3 (Level 4)**

11. *Do you agree that the Soviet Union collapsed because Gorbachev could not resist historical forces? Use the source and your knowledge to provide THREE reasons to justify your answer. Take a stand. Just three reasons.*

- Role of Gorbachev was limited. He had to respond to the historical forces that were taking place in the Soviet Union.
- He didn't set out to abolish communism.
- Events happened in spite of his resistance.
- Historical forces – war in Afghanistan
 - star wars program
 - inefficient economy
 - collapse of GDR
- Economics – demand for democracy
- Nationalism
- Gorbachev at mercy of historical forces.

(3 × 2 = 6)

50 marks

SECTION C SOURCE-BASED ESSAY

To what extent was Mikhail Gorbachev responsible for the events that led to the collapse of the Soviet Union?

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

Source that supports the statement:

SOURCE A – Time Magazine, 4 January 1988 – Gorbachev was recognised as the man of the year. Recognition of his policies of *perestroika* and *glasnost*.

SOURCE D – Letter to Gorbachev – praises him for introducing *perestroika* which made it possible for the wall/border between East and West Germany to be opened – families were reunited. *Perestroika* according to source, set 'the heavy stones of politics' in motion.

SOURCE F – Summary of the end of the Cold War in Europe

Gorbachev's solution was to end the Cold War and to hope that a more human face of Socialism would be acceptable to Eastern Europe and the Soviet people.

Outline problems facing Gorbachev.

Sources that do not support the statement:

SOURCE B – War in Afghanistan – this war drained the Soviet economy. When Gorbachev became President he had no choice but to implement changes because the Soviet economy was close to collapsing.

Although there were 125 000 Soviet troops in Afghanistan by the early 1980s, they found it impossible to defeat the Afghan rebels.

SOURCE C – A Soviet joke

Gorbachev's reforms (*perestroika* and *glasnost*) were unpopular and led to devastation instead of improving the country (hence the long queues). It also shows that Gorbachev was losing support and many Russian people wanted to get rid of him.

SOURCE E – Soviet economy

Problems in terms of the economy led to the end of the Cold War. The centrally planned economy was unproductive. Gorbachev was forced to respond to economic problems with *perestroika* and *glasnost*. Ultimately this was to put the wheels in motion that would lead to its collapse.

SOURCE F – Summary of the end of the Cold War in Europe

Problems facing Gorbachev

- Rapid economic collapse of GDR
- 'Global over-stretch'
- The US SDI project

SOURCE G – these events happened in spite of his resistance and because, in the long run, the entire Soviet system was heading for disaster. Mr Gorbachev's career is proof not of the impact that one man can make on history, but of how powerful historical forces sweep aside the efforts of one man to resist them.

40 marks
