



Province of the
EASTERN CAPE
EDUCATION

HISTORY P1

MARKING GUIDELINE

COMMON TEST

JUNE 2014

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

N.B. This memorandum consists of 16 pages including this page.

1.1 The following levels of questions were used to assess source-based questions.

LEVELS OF SOURCE-BASED QUESTIONS	
COGNITIVE LEVELS	HISTORICAL SKILLS
LEVEL 1 (L1)	<ul style="list-style-type: none">• Extract evidence from sources• Selection and organisation of relevant information from sources• Define historical concepts/terms
LEVEL 2 (L2)	<ul style="list-style-type: none">• Interpretation of evidence from sources• Explain information gathered from sources• Analyse evidence from sources
LEVEL 3 (L3)	<ul style="list-style-type: none">• Interpret and evaluate evidence from sources• Engage with sources to determine its usefulness, reliability, bias and limitations• Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions

1.2 The following table indicates how to assess source-based questions:

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

2. ESSAY WRITING

2.1 The ESSAY questions focus on one of the following levels:

- Learners will be required to write an essay on a given line of argument i.e.
- more straightforward type of question, focusing on key verbs such as describe, explain, discuss etc. **OR**
- Learners will be required to write an essay by developing a relevant and independent line of argument by either assessing the accuracy of a statement or expressing an opinion. For example, questions such as 'Do you agree with the statement?' or Substantiate your answer or Critically discuss this statement by using relevant examples to support your answer or Assess the accuracy of the statement etc.

2.2 Marking of extended writing

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the educator to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate "facts" in order to achieve a high mark. This approach discourages learners from preparing "model" answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- the construction of argument;
- the appropriate selection of factual evidence to support such argument; and the learner's interpretation of the question.

Assessment procedures of the essay

1. Keep the synopsis in mind when assessing the essay.
2. During the first reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualized (also indicated by bullets in the marking guideline / memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
3. The following additional symbols can also be used:
 - introduction, main aspects and conclusion not properly contextualized [^]
 - wrong statement _____
 - irrelevant statement |
|
|
 - repetition **R**
 - analysis **A** ✓
 - interpretation 1 ✓

2. The matrix

2.1 Use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix for marking essays should be used. In assessing the extended writing note should be taken of both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- 2.1.1 The first reading of extended writing will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

- 2.1.2 The second reading of extended writing will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 5	

- 2.1.3 Allocate an overall mark with the use of the matrix.

C	LEVEL 4	30 - 33
P	LEVEL 5	

MATRIX FOR MARKING ESSAY: TOTAL MARKS: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION	Well-planned and structured essay. Good synthesis of information. Developed an original, well-balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout.	Well-planned and structured essay. Relevant line of argument. Evidence used to defend the argument.	Well-planned and structured essay. Developed a clear argument. Conclusions drawn from evidence. Independent conclusion. Evidence used to support argument.	Planned & structured an argument. Evidence used to support argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive or some attempt at developing an argument.	Little or no attempt to structure the essay.
CONTENT							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47 – 50	43 – 46					
LEVEL 6 Question has been answered. Content selection relevant to line of argument.	43 – 46	40 – 42	38 – 39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38 – 39	36 – 37	34 – 35	30 – 33			
LEVEL 4 Question is recognizable in answer. Some omissions or irrelevant content selections.			30 – 33	28 – 29	26 – 27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26 – 27	24 – 25	20 – 23	
LEVEL 2 Question inadequately addressed. Sparse content.					20 – 23	18 – 19	14 – 17
LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.						14 – 17	00 – 13

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: HOW DID RUSSIA'S ATTEMPT AT HAVING SOLE ACCESS TO EAST BERLIN AFFECT THE ORDINARY PEOPLE OF GERMANY IN THE 1950s to 1960s?**

1.1

1.1.1 *[Interpretation of evidence from Source 1A - L2]*

- After World War II the Allied powers decided to divide Germany
- Because Berlin, the capital of Germany fell in the Russian sector
- Russia – occupied East Berlin and wanted to stop East Berliners escaping to West Berlin
- Yalta/Potsdam conference decided to divide Berlin
- Any other relevant response

(2 x 2) (4)

1.1.2 *[Explanation of historical concepts from Source 1A-L1]*

- USA – Democracy and capitalism (people's government where every citizen has equal rights/
- Soviet Russia – Communism/state -control/Socialism/Totalitarianism
- Any other relevant response

(2 x 2) (4)

1.1.3 *[Selection of evidence from Source 1A-L1]*

- Better standard of living
- Employment opportunities
- Free economic and political system
- Greater freedom
- Any other relevant response

(2 x 1) (2)

1.1.4 *[Selection and extraction of evidence from Source 1A-L1]*

- Large number of people defecting to West
- Defection was a strain on the economy/ to retain skills
- Defection damaged the credibility of East Germany
- To assert itself
- Any other relevant response

(1 x 2) (2)

1.1.5 *[Interpretation of evidence from Source 1A-L2]*

- A concrete wall with barbed wire was erected, when people least expect it.
- People were not consulted when the Berlin wall was erected.
- Any other relevant response

(1 x 2) (2)

1.2

1.2.1 *[Interpretation of evidence from Source 1B-L2]*

- They were rebellious teenagers.
- They wanted to escape the harshness of the East.
- The West was seen as a free world hence they decided to have a mass break-out to the West.
- Any other relevant response. (2 x 2) (4)

1.2.2 *[Selection of evidence from Source 1B-L1]*

- The guards opened fire but the bullets missed him.
- Any other relevant response (1 x 2) (2)

1.2.3 *[Analysis of evidence from Source 1B-L2]*

- They were scared of the guards.
- They feared for their lives.
- He was lying on a very dangerous ground.
- Any other relevant response. (1 x 2) (2)

1.2.4 *[Analysis and evaluation of evidence from Source 1B-L3]*

- The West would blame the Soviets for the death of the Fechter.
- They would highlight it as one of the horrors of living under Communist states.
- It would be portrayed as the cruelty of Communist soldiers.
- Any other relevant response. (2 x 2) (4)

1.2.5 *[Definition of a historical concept in Source 1B-L1]*

- Any biased information used to promote a political cause.
- Any other relevant response. (1 x 2) (2)

1.2.6 *[Interpretation of evidence from Source 1B-L2]*

- Indifferent/Cruel/Inhuman/Horrific
- They were following orders from their superiors.
- They were protecting their territory against anyone who was against communism.
- Any other relevant response. (2 x 2) (4)

1.2.7 *[Analysis and evaluation of evidence from Sources 1-L1]*

Candidates are expected to choose ONE source and provide evidence to support their choice.

Source 1A

- East Berliners felt forced to move to West Berlin due to the conditions in East Berlin.
- They felt trapped in their own country.
- Prohibition of freedom of movement.
- Any other relevant response.

Source 1B

- Fear of losing one's life should they attempt crossing over to the West.
- Families and friends were separated.
- The fear of knowing that no-one would assist should they be caught defecting.
- Being forced to live in bad economic and social conditions
- Any other relevant response. (1 x 3) (3)

1.3

1.3.1 *[Extraction of evidence from Source 1C-L1]*

- Closed Roads.
- Closed railways.
- Demanded Air Control (3 x 1) (3)

1.3.2 *[Interpretation of evidence from Source 1C-L2]*

- To show how Peter Fechter had been killed at the Wall
- The East would use it as a warning to people
- The West would use it to show that communism was bad
- Any other relevant response. (1 x 2) (2)

1.3.3 *[Interpretation of evidence from Source 1C-L2]*

- They airlifted goods to East Berlin.
- Any other relevant response (1 x 2) (2)

1.3.4 *[Interpretation, analysis and synthesis of evidence from all sources-L3]*

Candidates may use the following points to answer the question.

- Increased fear of police brutality.
- Restricted freedom of movement.
- Separated families.
- Denied freedom of choice
- Restricted employment opportunities.
- Defectors shot or imprisoned/killed
- Discredited Communist ideology
- Violation of their basic human rights
- Any other relevant response.

Use the following rubric to allocate a mark.

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. Shows little or no understanding of explaining how East Germans were affected by the Soviet Russia's attempts to have access to East Berlin. • Uses evidence partially to report on topic or cannot report on topic 	0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. Shows some understanding of explaining how East Germans were affected by the Soviet Russia's attempts to have access to East Berlin. • Uses evidence in a very basic manner 	3 – 5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. Demonstrates a thorough understanding of how East Germans were affected by the Soviet Russia's attempts to have access to East Berlin. • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	6 – 8

[50]

**QUESTION 2: HOW DID MARTIN LUTHER KING JR'S CIVIL DISOBEDIENCE
PAVE THE WAY FOR DESEGREGATION IN USA IN THE 1960s.**

2.1.

2.1.1 *[Selection of evidence from Source 2A-L1]*

- They were some of the African American students selected to be enrolled at Central High, who were not withdrawn by their parents.
- Any other relevant response. (1 x 2) (2)

2.1.2 *[Interpretation of evidence from Source 2A-L3]*

- He was a white supremacist who was totally against racial integration.
- He used every available opportunity to prevent the Little Rock Nine from entering Central High.
- He pretended to be concerned about the students, whilst hiding his prejudices against integration.
- Any other relevant response (1 x 2) (2)

2.1.3 *[Analysis and interpretation of evidence from Source 2A-L3]*

- They were gathered in front of the school building preventing the African American students from entering the school.
- They were instrumental in the closing of the four public schools in Little Rock.
- They ensured that the Little Rock Nine were treated with utmost cruelty by White students in Central High.
- They were against any form of desegregation.
- Any other relevant response. (1 x 2) (2)

2.1.4 *[Analysis of evidence from Source 2A-L2]*

- Determination to win the war on social injustice.
- The support they got from civil rights organizations such as NAACP.
- Desegregation in Little Rock Central High rested on their shoulders.
- The understanding of the impact their actions would have on the history of civil rights protests.
- Any other relevant response. (2 x 2) (4)

2.2

2.2.1 *[Extraction of evidence from Source 2B-L1]*

- Equal Rights Now!
- Integrated Schools Now!
- Descent Housing Now!
- End to Bias Now!
- Any other relevant response. (3 x 1) (3)

2.2.2 *[Interpretation of evidence from Source 2B-L2]*

- To portray a non- racial march.
- To show that it was peaceful.
- Different genders participated.
- To highlight the demands of the protesters.
- Any other relevant response (1 x 2) (2)

2.2.3 *[Analysis and interpretation of evidence from Source 2B-L2]***USEFUL**

- It portrays civil-disobedience.
- It was a non-racial march
- Marchers are non-violent.
- Marches were another form of protest.
- Any other relevant response

NOT USEFUL

- It only shows one form of protest when there were different types of protests like bus boycotts, sit-ins and others.
- Any other relevant response. (2 x 2) (4)

2.3

2.3.1 *[Extraction of evidence from Source 2C- L1]*

- Selma to Montgomery marches.
- Any other relevant response (1 x 2) (2)

2.3.2 *[Definition of historical concept in Source 2C- L1]*

- An act of enforced separation of different races, gender, religious groups or classes in a country.
- Discrimination according to race, religion or gender.
- A legal and social system of separating citizens on the basis of race.
- Any other relevant response (1 x 2) (2)

2.3.3 *[Selection of evidence from Source 2C-L2]*

- Schools/Jobs/Housing/Theatre/Swimming Pools. (3 x 1) (3)

2.3.4 *[Extraction of evidence from Source 2C-L1]*

- They used tear gases/clubbing/whipping (3 x 1) (3)

2.3.5 *[Evaluation of evidence from Source 2C-L1]*

- Because of the resilience of the marchers that were consistently brutalised by the police.
- Belief that Martin Luther King Jr's method will have an impact.
- The role of the media in televising the marches and police reaction.
- Segregation was very high in these states.
- President Johnson was forced to support King's methods of non-violence.
- Any other relevant response. (1 x 3) (3)

2.3.6 *[Analysis of evidence from Source 2C-L2]*

- White supremacists played a major role in Alabama legislation.
- It is one of the Southern states where segregation was at its worst.
- Ku Klux Klan brutal activities were rife in Alabama.
- Any other relevant response (1 x 2) (2)

2.3.7 *[Analysis of evidence from Source 2C-L2]*

- It promoted discipline, commitment and determination.
- It had positive results e.g. Voting Rights/Civil Rights.
- It was non-racial, any race could join the protest.
- It was a tried and tested method used by Gandhi against the British.
- Any other relevant response. (2 x 2) (4)

2.3.8 *[Evaluation and analysis of evidence in Source 2C-L3]*

- **YES**
- It increased awareness among citizens of the USA especially among African Americans..
- Brought greater pressure on the USA government.
- Increased support among various activists.
- African Americans were later recognised as citizens of the USA.
- Any other relevant response.

A Candidate who responded with a NO must provide evidence to substantiate his/her argument.

(2 x 2) (4)

2.4 *Interpretation, analysis and synthesis of evidence from all sources-L3]*

Candidates may use the following points to answer the question.

- The passing of the Civil Rights Act of 1964 (Desegregation in all public facilities)
- Voting Rights Act 1965
- Exposed American racism to the world especially the newly independent African and Asian countries.
- It marked the resilience of African Americans in their struggle against unjust laws.
- They made Presidents and Heads of States to sit up and take a stand. (8)

Use the following rubric to allocate marks.

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. Shows little or no understanding of the impact of the civil disobedience marches in USA in the 1960s • Uses evidence partially to report on topic or cannot report on topic 	0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. Shows some understanding of explaining of the impact of the civil disobedience marches in USA in the 1960s. • Uses evidence in a very basic manner 	3 – 5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. Demonstrates a thorough understanding of the impact of the civil disobedience marches in USA in the 1960s • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	6 – 8

SECTION B: ESSAYS

QUESTION 1

Candidates should include some of the following in their answer:

SYNOPSIS

Candidates should comment critically on the reasons for USA's participation in the Vietnam War and why it was defeated in 1975.

MAIN ASPECTS

INTRODUCTION

Candidates must highlight why USA got involved in the war and how the Vietnam War began.

ELABORATION

- Every American President regarded a Vietnam led by Ho Chi Minh as agents of Global Communism.
- Cold war propaganda.
- Military conscription
- The Domino Theory.
- The Gulf of Tonkin Resolution.
- Withdrawal from Vietnam would mean U.S. loss and Vietnam victory (USA did not want to lose any country to Communism)
- The US had vowed to stand by the South Vietnamese, their credibility was at stake.
- Lyndon Johnson saw the Vietnam war as a test to his mettle as a man.
- **USA's Loss:** Ineffective response to the guerilla tactics.
- Misjudged the war.
- Inexperience and low morale.
- Loss of American support and the impact of the media.
- Inability to gain Vietnamese peasants' support.
- Undermined the strength of the Vietnamese.
- Any other relevant response

CONCLUSION

Candidates must tie up their argument with a relevant conclusion.

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QUESTION 2

Candidates should include some of the following in their answer:

SYNOPSIS

Candidates should critically discuss how the emergence of the Black Power Movement, as an alternative to Martin Luther King's non-violence protest, impacted the lives of the African Americans in 1960s.

MAIN ASPECTS**INTRODUCTION**

Candidates may focus on what Black Power Movement was, its leaders and its principles or objectives as opposed to Martin Luther king's views.

ELABORATION

- Reasons for the emergence of the Black power movement.
- The Cultural nationalism.
- The Role of Malcolm X.
- The Formation of the SNCC.
- The Role Played by Stokely Carmichael.
- The Formation of the Black Panther and their principles.
- The Black Panther alliance with SDS (white students activists).
- The May 1967 Protest –Black Panther carrying loaded guns.
- Programs to support the Black panther.

CONCLUSION

Candidates must tie up their argument with a relevant conclusion.

[50]