



education

**MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA**

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**HISTORY P1
PRE-TEST
WINTER 2021
MARKING GUIDELINES**

MARKS: 50

These marking guidelines consists of 13 pages

1. SOURCE-BASED QUESTIONS

1.1 The following cognitive levels were used to develop source-based questions:

Cognitive Levels	Historical skills	Weighting of questions
LEVEL 1	<ul style="list-style-type: none"> Extract evidence from sources Selection and organisation of relevant information from sources Define historical concepts/terms 	30% (15)
LEVEL 2	<ul style="list-style-type: none"> Interpretation of evidence from sources Explain information gathered from sources Analyse evidence from sources 	40% (20)
LEVEL 3	<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 	30% (15)

1.2 The information below indicates how source-based questions are assessed:

- 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.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer.
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓).
- If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓).

Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (.) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.

- At the end of the paragraph indicate the ticks (✓) that the candidate has been awarded for the paragraph; as well as the level (1,2, or 3) as indicated in the holistic rubric and a brief comment e.g.

✓✓✓✓
Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the bottom margin to the right, e.g. $\frac{32}{50}$
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

2.2 Marking of essay questions

- 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.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of argument (planned, structured and has independent line of argument)

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the first reading of the essay ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline).
For example in an essay where there are five (5) main points there could be about seven (7) ticks.

2.4.3 Keep the **PEEL** structure in mind when assessing an essay.

P	Point: The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	Explanation: The candidate should explain in more detail what the main point is all about and how it relates to the question posed (line of argument)
E	Example: The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised

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- Wrong statement

- Irrelevant statement

|
|
|

- Repetition

R

- Analysis

A√

- Interpretation

I√

- Line of argument

LOA ⇕

2.5 The matrix**2.5.1 Use of the matrix in the marking of essays**

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note 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.

- (a) The first reading of the essay 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	

- (b) The second reading of the essay will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

- (c) Allocate an overall mark with the use of the matrix.

C	LEVEL 4	} 26–27
P	LEVEL 3	



GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>PRESENTATION</p> <p>➔</p> <p>CONTENT</p> <p>⬇</p>	<p>Very 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. Independent conclusion is drawn from evidence to support the line of argument.</p>	<p>Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.</p>	<p>Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.</p>	<p>Planned and constructed an argument. Evidence is used to some extent to support the line of argument. Conclusions reached based on evidence.</p>	<p>Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.</p>	<p>Attempts to structure an answer. Largely descriptive, or some attempt at developing a line of argument. No attempt to draw a conclusion</p>	<p>Little or no attempt to structure the essay.</p>
<p>LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.</p>	47–50	43–46					
<p>LEVEL 6 Question has been answered. Content selection relevant to the line of argument.</p>	43–46	40–42	38–39				
<p>LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.</p>	38–39	36–37	34–35	30–33	28–29		
<p>LEVEL 4 Question is recognisable in answer. Some omissions or irrelevant content selection.</p>			30–33	28–29	26–27		
<p>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.</p>				26–27	24–25	20–23	
<p>LEVEL 2 Question inadequately addressed. Sparse content.</p>					20–23	18–19	14–17
<p>LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.</p>						14–17	0–13

***Guidelines for allocating a mark for Level 1:**

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Content selection includes basic and generally irrelevant information; no attempt to structure the essay = 1–6
- Question inadequately addressed and vague; little attempt to structure the essay = 7–13

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: HOW DID THE DIVISION OF GERMANY AND BERLIN CONTRIBUTE TO THE COLD WAR TENSIONS IN EUROPE BETWEEN 1946 AND 1951?**

- 1.1.1 *[Explanation of historical concept in Source 1A - L1]*
- The state of hostility that existed between the Soviet and bloc countries and the Western powers between 1945 and 1990
 - A state of political hostility between the Soviet Union and the Western powers
 - Any other relevant response (any1 x 2) (2)
- 1.1.2 *[Interpretation of information from Source 1A - L2]*
- The Russian revolution introduced communism which competed with Capitalism which spread by USA
 - After the revolution Russia became a superpower and that and competed with USA for the position of being a number one nation in the world
 - After the revolution the means of production were nationalised in Russia and many Western companies which were in Russia lost their investments
 - Any other relevant response (any 2 x 2) (4)
- 1.2
- 1.2.1 *[Extraction of evidence from Source 1B - L1]*
- 'The British were moving towards the creation of a separate Western Germany'
 - 'On 18 June 1948 a new currency (money), the Deutschmark was introduced in West Germany (any 1 x 2) (2)
- 1.2.2 *[Interpretation of information from Source 1B – L2]*
- They believed that the new currency will improve the economy of the West Germany
 - They wanted a different currency than the East Germany
 - To end inflation that crippled Germany economy during World War Two
 - Any other relevant response (any 2 x 2) (4)
- 1.3.1 *[Extraction of information from Source 1C - L1]*
- 'USA decided to use planes to supply needs of the West Berlin' (any 1 x 2) (2)
- 1.3.2 *[Extraction of information from Source 1C – L1]*
- 'They were carrying almost two million tons of food, coal, clothes and other necessities' (1 x 2) (2)
- 1.3.3 *[Ascertain the usefulness of evidence in Source 1C - L3]*
- The Source is USEFUL because:**
- It explains how USA responded to the blockade
 - It tells how many planes were landing in West Berlin
 - It explains how the people of West Berlin suffered during the blockade
 - Any other relevant response (any 2 x 2) (4)

- 1.4
- 1.4.1 *[Interpretation of information from Source 1D - L2]*
- The source shows that USA planes landing in West Berlin
 - It suggest that USA was determined to assist West German
 - It suggest that West Berliners were supplied with all necessities during the blockade
 - Any other relevant response (any 2 x 2) (4)
- 1.5 *[Comparison of evidence in Source 1C and Source 1D - L3]*
- Source 1C explains that USA used planes to reach West Berline.Source 1D shows USA planes landing in West Berlin
 - Both sources talk about the way USA responded to the Blockade
 - Source 1C says that many planes were Lnding in West Berlin.Source 1D shows one of those planes landing in Berlin
 - Any other relevant response (any 2 x 2) (4)
- 1.6 *[Interpretation, evaluation and synthesis of evidence from relevant Sources - L3]*
Candidates could include the following aspects in their response:
- The Cold War started because of the collapse of relations between the Soviet Union and the United States in the years 1945–1949 (Source 1A)
 - The cold war was of a diplomatic form but sometimes of a military confrontations was seen (Source 1A)
 - The cold war can be traced back to the 1920s after the Russian revolutions which ended the trusts between Russia and USA (Source 1A)
 - When Russia started to contro Eastern Europe countries, the USA introduced the Marshall Plan which was a threat to Russian domination in Eastern Europe (Source 1A)
 - At the Yalta Conference in 1945, it was agreed that Germany would be divided into four zones of occupation (Source 1B)
 - German and Berlin were divided into West and East (Source 1 B)
 - When the Marshall Plan was introduced, Germany was divided to West and East Germany, so was Berlin (Source 1B)
 - On 18 June 1948 a West Germany introduced a new currency, the Deutschmark (Source 1B)
 - Russia saw this as a challenge and they also introduce a new currency in East Germany (Sorce 1B)
 - On 24 June 1947 the Russians shut all the roads, railroads and waterways that connected West Berlin to the West Germany(Source 1B)
 - This increased the tension between USA and the Soviet Union (Source 1B)
 - USA used aeroplanes to supply food and other most needed goods to West Berlin people (Source 1C and D)
 - Many USA and British planes landed in West Berlin to deliver food and other goods during the blockade(Source 1C and D)
 - Any other relevant response
 -

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. shows no or little understanding of how the division of Germany and Berlin contributed to cold war tensions in Europe between 1946 and 1951? • Uses evidence partially or cannot write a paragraph 	MARKS 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 how the division of Germany and Berlin contributed to cold war tensions in Europe between 1946 and 1951? • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3-5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence that focuses on the topic e.g. demonstrates a thorough understanding of how the division of Germany and Berlin contributed to cold war tensions in Europe between 1946 and 1951? • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6-8

(8)
(30)**SECTION B : ESSAY QUESTIONS****QUESTION 2 : HOW WAS A SMALL COUNTRY LIKE VIETNAM ABLE TO DEFEAT A SUPERPOWER LIKE AMERICA DURING THE 1960s VIETNAM WAR?**

[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills]

SYNOPSIS

Candidates need to indicate whether they agree or disagree with the statement and explain

MAIN ASPECTS

Introduction: Candidates need to indicate whether they agree or disagree with the statement and explain whether the United States of America's policy of containment was the cause of the war in Vietnam between 1960's and 1970's.

In agreeing with the statement candidates could include the following aspects in their essay:

ELABORATION

Vietnam was under foreign rule for some years around 1940s and 1950s

- Vietnam, Cambodia and Laos are in east Asia
- They were colonised by France before World War Two
- They were called Indo-China
- Vietnam was colonised by France before world war two
- During World War two Vietnam was occupied by Japan
- In 1954, in the Geneva Conference, Indochina (Vietnam, Laos and Cambodia) were given Independence
- Vietnam was divided into South Vietnam (a Capitalism state) ruled by Ngo Dinh Diem and North Vietnam that was ruled by Ho Chi Minh
- The Geneva conference agreed that in 1956 Vietnam will hold elections and decide its future
- **North Vietnam was called the Democratic Republic of North Vietnam**
- North Vietnam practiced Communism
- Under Ho Chi Minh North Vietnam improved
- Land was distributed to the peasants
- Industries were nationalised and education improved
- North Vietnam was supported by USSR and China
- **South Vietnam was called the Republic Of South Vietnam**
- South Vietnam was ruled by Ngo Dinh Diem
- It practiced Capitalism and was supported by USA
- No reforms were introduced
- The government was corrupt and all those who oppose the government were arrested and tortured or even killed
- The USA prevented elections in North Vietnam, USA feared that the opposing communist will win the elections
- **Peasants who supported communism opposed the government of Ngo Dinh Diem**
- In 1960 the peasants formed an organisation called the Viet Cong to fight the government of Ngo Dinh Diem
- The Viet Cong were supported by North Vietnam with arms, food and finance
- **USA supported Ngo Dinh Diem government with arms and finance to fight the Viet Cong**
- In 1964 USA under the new president Johnson accused North Vietnam of attacking USA boat
- USA used this reason to send soldiers to Vietnam
- Between 1965 and 1969 USA sent thousands of soldiers to Vietnam
- Other soldiers came from Australia and New Zealand
- That marked the start of a war that was known as the Vietnam War
- The war lasted for 10 years 1965 to 1975
- Between 1965 and 1972 America started a bombing campaign called Operation Rolling Thunder
- They bombed the Ho Chi Minh trail that was used by the North to supply food, medicine and arms to the Viet Cong
- Many areas in North Vietnam, Laos and Cambodia were bombed and destroyed

- USA believed that these countries were supplying the Viet Cong with arms
- Many civilians were killed
- USA also used a chemical called agent orange that destroyed vegetation in an attempt to fight the Viet Cong in their hiding places in the thick forest
- Many villages were burned by USA and many civilians, women and children were burned or killed
- **USA failed to defeat the Vietcong**
- The Viet Cong were supported by North Vietnam, USSR and China with arms and finance
- The Viet Cong used guerrilla tactics (surprise attack and hide)
- They operated in small groups with no uniforms
- They carried small amount of arms and used booby traps to fight the American soldiers
- They used tunnels to hide, store food, as hospitals and to sleep
- They attack American soldiers and disappear in the bush and in the tunnels
- This made it difficult for the American soldiers/ they lived in fear of being ambushed
- The American soldiers moral began to fall
- Many American soldiers were injured or killed by the booby traps laid by the Viet Cong
- **In January 1968 the Viet Cong and North Vietnam launched a surprise attack to South Vietnam , the Tet Offensive attack which marked the turning point of the Vietnam war**
- This was during the Tet (Vietnamese New year)
- They attacked the capital city , the Saigon (capital city of South Vietnam) and the USA embassy
- American soldiers and about 50 000 Viet Cong were killed
- This Tet Offensive marked a turning point in the Vietnam War
- Americans started to believe that they were losing the war

- **The war from the Vietnamese perspective**
- Vietnamese people supported the Viet Cong
- They believed that they were fighting for freedom
- They believed that USA was supporting France to colonise Vietnam
- They wanted elections and hated the Ngo Dinh Diem government and the American soldiers
- American soldiers killed civilians, women and children
- American soldiers used a chemical that destroyed vegetation, their plants and their animal stock
- Over 5 million peasants and villagers were forced to run away from their homes
- when America was attacking the Viet Cong
- That is why they supported the Viet Cong
- Many peasants wanted the American soldiers to be defeated
- **The war from the American perspective**
- At first Americans supported the war
- They believed it was a war against Communism
- When the media started to show how civilians; women and children and American soldiers were killed , they changed their minds
- They started to oppose the war by demonstration or by media

NSC Marking guidelines

- They believed the war was a waste of money
- In 1965 25000 Americans attended a rally in Washington DC to demonstrate against the war
- In 1969 250000 Americans demonstrated against the war in Washington DC
- Even the soldiers (veterans) who fought in Vietnam opposed the war
- **The war from the world perspective**
- Many people in the world opposed the war
- They believe America was guilty of war crimes because many civilians were killed
- There were many anti-war demonstrations in many countries like ; Japan, Australia, France and West Germany
- In March 1968 Americans killed between 300 and 400 Vietnamese civilians ; most of them were women., children and elderly people
- This made the world to strengthen their anti-war campaigns
- **Withdrawal of USA from Vietnam -1969 – 1975**
- USA realised that they will not win the war
- In 1968 Richard Nixon became a new president of America
- He started a process of removing American soldiers from Vietnam
- He started a process called Vietnamisation of the war,(training Vietnam soldiers to fight their war)
- He started to return home American soldiers
- The last group of American soldiers left Vietnam in 1973
- In April 1975 the Saigon (Capital city of South Vietnam) was taken over by the Viet Cong and the Communist
- North and South Vietnam were united as a Communist state
- Saigon city was renamed Ho Chi Minh city
- USA failed to defeat Vietnam Viet Cong
- **How is the war remembered in America**
- Some Americans still believe that the war was a waste of money
- Some praised the soldiers who fought in the war
- In 1982 a memorial was erected in Washington DC to remember the soldiers who died in Vietnam
- **how is the war remembered in Vietnam**
- In Vietnam the war is remembered as a period of sacrifice
- People praise those who fought in the war
- A memorial site was erected to honour all those who died during the war
- The war is remembered as a period of a struggle for freedom
- A War Remnants Museum was built to store all the war materials that were used during the war
- People are visiting Vietnam to see the war museum
- Any other relevant response
- Conclusion: Candidates should tie up argument with a relevant conclusion

If candidates disagree with the statement they must support their line of argument with relevant evidence [20]

- Conclusion: Candidates should tie up their argument with a relevant conclusion

[50]

