NATIONAL SENIOR CERTIFICATE EXAMINATION
SUPPLEMENTARY EXAMINATION – MARCH 2019

HISTORY: PAPER I

MARKING GUIDELINES

Time: 2 hours | 100 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.

IEB Copyright © 2019

SECTION A DISCURSIVE ESSAY

Answer **ONE** question from this section.

Write a discursive essay showing evidence of analysis, interpretation, explanation and argument. It should be approximately 800–900 words in length.

THEME THE COLD WAR

QUESTION 1

Discuss the actions taken by the USSR and assess whether they were successful in creating a sphere of influence in Europe between 1945 and 1949.

Markers must consider, and credit, ALL arguments presented by candidates where the evidence provided is significant and valid.

Context:
- Nazi Germany defeated by May 1945.
- Allied invasion from West and East led to the occupation of Europe.
- Western Allies seen as "liberators".
- Soviet Allies impose harsh rule on occupied Europe – support for local Communists increases.
- Origins of clash between USA and USSR – rival political ideologies (competing social and economic systems).

Context should ideally be integrated into the essay to create a framework for argumentation.

Content:

YALTA CONFERENCE, FEBRUARY 1945

- Roosevelt, Stalin, Churchill meet.
- Each leader with own agenda.
- Discussed:
  - Future of Germany and German occupied territory.
    - Division of Germany into zones of occupation under Allied control.
    - Eastern Europe to be allowed to hold free elections.
  - Allies bound together to defeat Germany *but Soviet gaining more control.*

POTSDAM CONFERENCE, JULY/AUGUST 1945

- Truman, Stalin, Churchill/Attlee – more agreements and compromises.
- Background of German defeat.
  - Issue of German reparations – Stalin in favour of crippling Germany
  - *Soviet-backed government in Poland*
  - Increase in Communist activity in Eastern Europe
  - Division of Germany into zones of occupation
    - *foundation of spheres of influence* ("blocs"): USA: Western Zone and West Berlin and Soviet Union: Eastern Zone and East Berlin.
    - attempts to curb Soviet demands and expansionist agenda *failed.*

EASTERN EUROPE 1945–1948

- Annexation of Baltic states by USSR.
- Red Army occupation of Eastern Europe sees Soviet-backed governments in power – creation of "satellite states".
- *Pro-Communist governments set up* in Poland, Czechoslovakia, Bulgaria, Albania, Hungary, Romania – *sphere of influence established.*
  - *Soviet control through territorial expansion* successful – USA attempts to curb Soviets through conference agreements.

COMECON

- American support and military aid to countries threatened by Communism – Stalin needs to respond.
  - Communist growth viz Soviet expansion halted.
  - … *but* leads to Soviet countering with own aid policy of COMECON and deepening of ideological division – *attempt to maintain sphere of influence successful.*

BERLIN CRISIS, 1948–MAY 1949

- West implements economic reforms in their zones – West uses Berlin for propaganda purposes.
- Stalin blockades Berlin – attempt to drive out USA and Western powers.
  - USA and West face number of options – either resulting in war or military humiliation – choose airlift.
  - West Berlin supplied by air – all resources brought in through air corridors.
    - Berlin Airlift seen as an effective containment of attempt by Soviets to expand *but* establishes a tense balance between USA and USSR – deepens divisions between superpowers.
    - USSR *suffers no loss of influence.*

NORTH ATLANTIC TREATY ORGANISATION, 1949

- In light of Berlin Crisis and military growth of the USSR, USA sees growing threat to Europe – needs to ensure that Soviets cannot expand.
- Defensive alliance signed between Western European and North American nations – provide weapons and bases to protect Europe.
  - *Soviet's sphere of influence challenged* by NATO – pressure to respond.

OR

THEME INDEPENDENT AFRICA

QUESTION 2

Discuss the policies implemented by Mobutu Sese Seko and assess whether he was successful in overcoming the social and economic challenges in Zaire by 1980.

Markers must consider, and credit, ALL arguments presented by candidates where the evidence provided is significant and valid.

Context:
- Civil conflict in the Congo from 1960 – overthrow of Lumumba, Katanga secession crisis.
- Colonial legacy in the Congo.
  - Little infrastructure.
  - Population poorly educated – few medical professionals, civil servants untrained.
  - The Congo divided by tribal conflict.
- Western influence in the Congo through control of mining and banking.
- Mobutu seizes power in 1965.

Context should ideally be integrated into the essay to create a framework for argumentation.

Content:

- **Economic challenges:**
  - Zairean economy dominated by colonial legacy. Little economic growth.
  - Dominated by poverty and exploitation.
  - Foreign companies control minerals – largely exported, little benefit to people.

  Economic policies implemented:
  - Industries and farms nationalised viz "Zairianisation"
    - The Congo borrowed heavily from foreign companies to finance nationalised industry

      … but …
      - Nationalised industry and farms poorly managed – *returned to private ownership.*
      - Mineral prices drop – *unable to pay foreign debts.*
      - *Inflation increases* by 100%.
      - *Cuts in funding* to healthcare/education/social welfare programmes.
      - Hydroelectric schemes *implemented.*

- **Social challenges:**
  - Zaire divided by tribalism – as a result of colonial policies.
  - Lack of schools and little education.
  - People poor and no access to resources and social services.
  - Impact of colonisation.

Social policies implemented:

- **"Authenticité"** – attempt to decolonise society.
  - Mobutu phased out control of education by missions and religious orders.
    - New schools founded after independence.
  - Attempt to improve infrastructure viz road and rail system.
  - "Popular arts" encouraged – literature/theatre.
- **Africanisation**
  - Changing of personal names and place names.
  - Western clothing banned.
  - Westerners replaced by locals in civil service/business
    … but …
    - State education *failed*.
    - *Lack of resources* – return to church-run education by 1990s.
    - *Pride* as Africans developed – tribalism undermined by policies.
    - The Congo becomes Zaire – other name changes *implemented.*
    - Art and artists *developed* – international recognition.

OR

THEME **THE END OF THE COLD WAR AND A NEW WORLD ORDER: 1989 TO THE PRESENT**

QUESTION 3

Discuss the reform process initiated by Mikhail Gorbachev from the mid-1980s and assess whether he was successful in achieving his aim of the economic and political reconstruction of the Soviet Union.

Markers must consider, and credit, ALL arguments presented by candidates where the evidence provided is significant and valid.

Context:

- Gorbachev comes into power in 1985.
- USSR facing a leadership crisis.
- Ongoing military conflicts – impact on Russia and morale of Russian people.
  - War in Afghanistan – massive loss of life – Soviets unable to defeat rebel forces.
  - Cold War – draining on economy – production and maintenance increasingly challenging.
- Economic crisis in USSR – command economy no longer sustainable – stagnation and rise of the black market.
- Growth of nationalism in Soviet republics and in Eastern Europe.
- Gorbachev sees a need to reform.

Context should ideally be integrated into the essay to create a framework for argumentation.

Content:

GLASNOST:

- "Openness".
- Allowed people to speak out – able to freely criticise the government with no repercussions.
- Censorship banned – freedom of expression in art, literature, theatre and the media – debate encouraged – intellectual stimulation.
- Reform – not undermine the communist system.
- History of USSR questioned – opening of archives.
- Free elections held in Soviet republics.
- Use of force for coercion lessened.

  … but …
  - More freedom led to *greater criticism* – against and for the reforms.
  - Nationwide protests against reforms *increase.*
  - Nationalist and religious groups *demand more freedoms*.
  - *Increased opposition* to reforms as well.

  … so …
  - *Loss of control* by Communist Party.
  - Elections lead to rise of nationalists – *increased demands* for autonomy.
  - Rise of popular movements leads to resistance – Baltic States *declare independence* by March 1990 – *break-up* of the USSR begins.
  - States of Eastern Europe *challenge* Soviet control – Communist government overthrown with little Soviet resistance – Berlin Wall brought down in November 1990 loss of satellite states – Warsaw Pact unravels.

PERESTROIKA:

- "Restructuring".
- Aim to rebuild Soviet economy.
- Reform – not replace – communist system.
- Move the economy from state-controlled or centrally planned to a market economy.
- Private business allowed to exist – own decisions about prices and production.
- Newly created bank to finance private businesses.
- State subsidies withdrawn – realistic pricing – growth of profits.
- Foreign investment encouraged.

  … but …
  - Without State support and control – systems *collapsed.*
  - Prices and cost of living *increased* – Soviet GDP *declines.*
  - Food and housing shortages *continued.*
  - Inflation and foreign debt increase *sharply.*

… so …
- *Increased* public dissatisfaction.
- Shortcoming of the reforms *contributed to the economic decline.*
- *Increased criticism of Gorbachev – little economic growth.*
- People *critical* of glasnost.
- Attempted coup by conservatives in August 1991 – fails owing to opposition from people and leadership of Yeltsin – announcement of dissolution of USSR on 26 December 1991.

DEMOCRATISATION:

- Attempt to revive Soviet politics.
- Democratic election of candidates to the Communist Party of USSR.
  …but…
  - Led to further calls for democratic processes.
  - Undermined Marxist principles of the USSR.

SECTION B EXTENDED WRITING

Answer **ONE** question from this section.

Your extended writing should be approximately 350–400 words in length. You should use your own knowledge and you may also refer to the stimulus to answer the questions.

THEME THE COLD WAR

QUESTION 4

Explain how the North Vietnamese Army and the Viet Cong (VC) countered American aggression between 1961 and 1969 by answering the following questions:

(a) What led to the conflict in Vietnam between 1961 and 1969?

- Geneva Conference, 1954 – creation of two Vietnams – North and South. (context)
- USA involvement from 1956 – election of communist government in North Vietnam. (context)
- Cold War context – sphere of influence created.
- Communist governments seen as aggressive expansion by the Soviets – Policy of containment – "Domino Theory" – need to prevent further communist expansion.
- Government of South Vietnam under Diem anti-communist – support of US government.
- Diem government oppressive and corrupt – no land reform – loss of support by the people and increased support for communist forces – support for the Viet Cong (VC).

(b) What tactics did the North Vietnamese Army and the VC use to counter American aggression between 1961 and 1969?

- North Vietnamese Army (NVA) – regular army – engaged US Army in battle.
- NVA operated from North Vietnam – weapons from China.
- NVA and VC opened the Ho Chi Minh trail – a supply route from the north into South Vietnam.
- Use of guerrilla warfare tactics – VC suited to jungle fighting – ambushes – camouflaged and blended into the environment – difficult to distinguish VC from local peasants.
  - Hit-and-run attacks – "war of the flea".
  - use of booby traps.
  - military tunnels to house/hide the VC in South Vietnam – linked to Ho Chi Minh trail, e.g. Cu Chi tunnels.
  - use of civilian tunnels – villages abandoned, and villagers go underground to avoid aerial bombing.
- Tet Offensive, 1968 – NVA and VC launch series of coordinated attacks in Saigon and the south.

(c) How successful were the tactics of the North Vietnamese Army and the VC in countering American aggression between 1961 and 1969?

- NVA well supplied with weapons from China – *allows it to continue fighting.*
- Ho Chi Minh trail – successfully supplied NVA and VC.
- Guerrilla warfare tactics *successful*.
  - Hit-and-run *successful.*
  - Jungle fighting made it difficult to engage the VC.
  - Use of booby traps *successful* – US soldiers injured or killed.
  - Military tunnels to house/hide the VC in South Vietnam – linked to Ho Chi Minh trail – *enabled VC to operate in South Vietnam*.
  - Use of civilian tunnels – *protected civilians against bombing.*
- Tet Offensive, 1968 – *successful* attacks on US bases and military targets – was *costly* for NVA and VC – turning point in public opinion in USA – *leads to change in US commitment to war.*

OR

THEME INDEPENDENT AFRICA

QUESTION 5

Explain the nature of the civil war in Angola from 1974 by answering the following questions:

(a) What led to the outbreak of civil war in Angola in 1974?

- Cold War spheres of influence characterised the Cold War – USA and Western democracies against USSR and communist allies.
- US foreign policy in Africa to counteract Soviet influence – led to intervention and conflict.
- USSR and China also provide support for emerging African nations and liberation movements.
- Three rival liberation movements.
- 1975 Angola independent from Portugal – movements agree to cooperate.
- Foreign involvement by USA and USSR, however, undermines cooperation of the liberation movements – leads to civil war.
- South Africa becomes involved with an invasion in October 1974.
- Cuban involvement on the side of the MPLA.

(b) Who were the MPLA, FNLA and UNITA and what was the nature of the civil war in Angola?

- Three rival liberation movements:
  - People's Movement for the Liberation of Angola (MPLA)
    - Led by Neto, founded in 1958.
    - Supported the creation of a communist state – Marxist agenda – sought to overcome ethic loyalties.
    - Supported by USSR, Cuba and Algeria.
    - Support based in Luanda and other towns – "urbanised intellectuals".

- Front for the Liberation of Angola (FLNA)
  - Led by Holden, founded in 1954.
  - Nationalist agenda.
  - Links with China (and USA initially) – used FLNA to counter Soviet support for MPLA.
  - Supported by Mobutu of Zaire.
  - Support largely in the north.
- National Union for Total Independence for Angola (UNITA)
  - Led by Savimbi, founded in 1966.
  - Sought to enforce ethnic loyalties.
  - Supported by USA and South Africa.
  - Main support in central highlands and south.

- Liberation movements supported by foreign powers – supply of financial aid and military support.
- *Angolan economy devastated* by war – MPLA controlled oil manufacturing and UNITA controlled diamond trade.
- Angolan civilian casualties high – communities and farms destroyed in fighting – use of landmines.

(c) What was the impact of the civil war in Angola on southern Africa?

- Angolan economy *devastated – destruction* of infrastructure.
- Contributed *to regional instability.*
- Soviet and Cuban involvement *extended involvement*: brought in other belligerents.
- Foreign involvement *prolonged the Angolan War.*
- *Elephants poached for ivory* – used to fund the war.
- White minorities in South Africa and Rhodesia *under pressure.*
  - ANC used Angola for bases for *armed struggle against South African government.*
- Cuban *involvement contributed to a settlement over Namibia.*
- Conflict led to Angolan *refugees* – problems in neighbouring countries.

OR

THEME THE END OF THE COLD WAR AND A NEW WORLD ORDER: 1989 TO THE PRESENT

QUESTION 6

Explain the impact Western capitalism has had on Africa by answering the following questions:

(a) What is globalisation?

- Movement of people, information, investments, goods and services around the world.
- Reflected in the integration of economies.
- Key features include:
  - Smaller distances owing to technology.
  - Availability of information.
  - Disappearance of borders.
  - Migration of people.
  - Development of a global culture.
  - Dominance of global corporates.

(b) How has Western capitalism come to dominate Africa?

- IMF loans given on the conditions as set out by Structural Adjustment Programmes (SAPs).
  - SAPs aim to improve the economy by cutting state spending.
    - Results in state jobs being cut.
    - Privatisation of state enterprises – viz Western companies take control.
      - *Results in dominance of Western capital.*
      - Loss of jobs through mechanisation or liquidation of companies.
    - SAPs require preferential trade agreements and tariff for Western companies.
      - Increased control of import and export – *little financial benefit to the country.*
    - SAPs require good governance structures.
      - Loss of national sovereignty – *reinforces control of Western capital.*
- International banking loans dependent on IMF credit rating – *increased control by IMF.*

(c) How successfully has Africa responded to globalisation?

- *Increased control* by global economy.
- *Greater integration* of economies – but developing nations increasingly dependent on Western capitalist organisations and economic assistance.
- *Deepened the north-south divide/poverty gap.*
- *Criticism of dominance increasing*
  - Anti-globalisation movement – counter "neocolonialism".
  - Demonstrations and protest against dominance of IMF and WB.
  - "Fair Trade" movement to ensure fair process for producers in the developing world – use of consumer power – *challenges to global economy.*

Total: 100 marks

GENERIC RUBRIC FOR DISCURSIVE ESSAY

NB. An essay may have aspects of different level criteria. Decide which of the levels it fits into by determining where the majority of the criteria fit. Also consider the main impression level.

	Development of argument **Answer generally characterised by …**	**Evidence** **Answer generally characterised by …**	**Style of writing** **Answer generally characterised by …**	**Structure** **Answer generally characterised by …**	**Main impression**
Level 7+ **90–100%** **63–70**	Argument clearly set out in introduction and conclusion and sustained throughout body. No new ideas included in conclusion. Depth of understanding of the specific question. Possible evidence of extra reading. Clear logic throughout.	Accurate and relevant evidence in order to substantiate arguments. No gaps in knowledge (do not penalise according to a set list of facts). No unnecessary "facts" thrown in. No unnecessary repetition.	Formal, fluent and accurate throughout. Often characterised by "flair" – interesting and easy to read.	Clear introduction, body and conclusion.	The question has been fully answered from start to finish! Essay is interesting, exciting and logical. As complete an answer as can be expected from an 18-year-old writing under examination conditions.
Level 7 **80–89%** **56–62**	Really good essay. Argument sustained throughout introduction, body and conclusion. Clear understanding of the period and the question. Perhaps, not quite the same depth or logic as the previous level.	Obviously knows work very well and has used relevant and accurate evidence to substantiate answer.	Formal, fluent and accurate throughout.	Clear introduction, body and conclusion.	A really good essay with clear understanding of the question and substantiated with accurate, relevant evidence but perhaps lacks the depth, flair and interest of the previous level.
Level 6 **70–79%** **49–55**	Argument has minor lapses and/or certain aspects of the question are not adequately dealt with. Essay may be rather narrative with focus at times unclear.	Has made an obvious attempt to learn work. There may be some gaps or lack of sufficient handling of the evidence in relation to the question, e.g. does not fully explain relevant issues and events.	Generally formal, fluent and accurate throughout.	Clear introduction, body and conclusion.	Candidate has made a good attempt to learn the work and has a generally clear understanding of the period but perhaps has struggled to link this knowledge consistently and/or in depth to the specific question. OR Candidate understands the question but there are some important gaps in evidence.
Level 5 **60–69%** **42–48**	Candidate might "tag on" focus without much depth. OR One aspect of the question is dealt with thoroughly but the other **crucial** aspect(s) are thinly dealt with.	Includes accurate, relevant evidence but there are a few important omissions. OR A lack of depth of explanation and understanding.	Generally formal, fluent and accurate throughout.	Introduction, body and conclusion present.	Question has been generally answered but lacks some depth of focus and evidence. Essay is largely narrative but does show some attempt to "tag on" focus. There are some gaps in important evidence. Perhaps, some inaccuracies in grammar.

Level 4 **50–59%** **35–41**	Focus is not clear and/or is intermittent. There is some tagged-on focus. OR One aspect of the question is dealt with satisfactorily but the other **crucial** aspect(s) are almost completely ignored.	Includes some accurate, relevant evidence but there are important omissions. There is some waffle with repetition of certain evidence.	Satisfactory in that it is legible and largely fluent. Perhaps, some colloquial or inaccurate use of language or sentence construction.	Maybe has made an attempt to include an introduction, body and conclusion but some structural problems, e.g. only one or two very long paragraphs.	Essay has some understanding but has too many gaps in knowledge and rather thin focus on the question. AND/OR Essay has some structural inaccuracies. AND/OR Some confusion in understanding question and selecting and explaining the evidence.
Level 3 **40–49%** **28–34**	Little attempt to focus – does not even "tag on" focus. Perhaps, glimpses of implied focus. OR One aspect of the question is dealt with superficially but the other **crucial** aspect(s) are completely ignored.	Includes a little accurate, relevant evidence and there are many important omissions.	Style of writing is weak. (Be careful not to penalise second-language students). Essay is difficult to read and there are many grammar and language errors.	Possibly a weak attempt at structure but many problems, e.g. introduction not a paragraph, only one paragraph in the body.	The candidate does not really understand the specific question or the relevant issues. Argument is very shallow. Perhaps, there is some relevant and accurate evidence in an attempt to answer the question. Style of writing is simplistic although there may be an attempt to structure the essay.
Level 2 **30–39%** **21–27**	Candidate makes little attempt to focus – does not even "tag on" focus. Perhaps, the occasional glimpse of implied focus. OR One aspect of the question is dealt with very superficially and the other **crucial** aspect(s) are completely ignored.	Includes a smattering of accurate, relevant evidence and there are huge important omissions.	Style of writing is very weak. (Be careful not to penalise second-language students). Essay is very difficult to read and there are many grammar and language errors. Much shallow repetition.	Little to no formal structure although some sign of accurate sentence construction.	The candidate is a very poor History candidate who would have just passed on the old Standard Grade. He/she struggles to see cause and effect, similarity or difference, different perspectives and to remember and to apply learned information. This candidate might have mixed up information but there is a smattering of accurate and relevant evidence although it does not actually address the specific question. Look for some implied (even if unconscious) focus.
Level 1 **0–29%** **0–20**	Perhaps some very vague implied focus.	Zero to extremely little evidence.	Very weak style of writing.	No structure.	This candidate has either no historical understanding or ability or has made almost zero effort to learn his/her work or to understand the question. There may be the occasional vague reference to some relevant evidence and some very vague implied focus.

GENERIC RUBRIC FOR EXTENDED WRITING

	Knowledge of event/issue	Selection of factual evidence	Significance (Only where appropriate)	Main impression
Level 7+ 90–100% 27–30	Demonstrates an excellent knowledge of the event/issue. Has answered all the sub-questions fully.	Selection of correct factual evidence is outstanding.	The significance of the event/issue is understood and demonstrated very well.	Best answer in controlled conditions. Very minor errors/gaps do not disqualify the candidate from 100%.
Level 7 80–89% 24–26	Demonstrates a very good knowledge of the event/issue. Has answered all the sub-questions very well.	Selection of correct factual evidence is very good.	The significance of the event/issue is understood and demonstrated well.	May show minor errors and may have a few gaps but is largely a very good answer.
Level 6 70–79% 21–23	Demonstrates a good knowledge of the event/issue. Has largely answered the sub-questions.	Mostly correct factual evidence is provided.	The significance of the event/issue is understood and demonstrated clearly.	An adequate answer but some gaps. Some errors evident.
Level 5 60–69% 18–20	Demonstrates a solid knowledge of the event/issue. Sub-questions not answered well.	Correct factual evidence is provided but there may be some gaps and omissions.	The significance of the event/issue is understood and demonstrated but with some lapses in understanding or with some omissions.	The question has been answered but is lacking specific detail. Gaps in knowledge. May tend to be a bit vague.
Level 4 50–59% 15–17	Demonstrates a fair knowledge of the event/issue. Sub-questions not answered fully.	Some correct factual evidence is provided but there are gaps and omissions.	The significance of the event/issue is understood and demonstrated satisfactorily but with lapses in understanding and/or important omissions.	A generally vague answer. Repetition evident.
Level 3 40–49% 12–14	Demonstrates some knowledge of the event/issue. Sub-questions poorly answered.	Factual evidence is flawed with some errors. There are significant gaps and omissions.	The significance of the event/issue is understood and demonstrated in a limited way.	Shows "glimpses" of evidence. Repetition of the same points. Some flaws.
Level 2 30–39% 9–11	Demonstrates limited knowledge of the event/issue. Sub-questions barely answered.	Factual evidence is limited and/or contains serious errors. Significant gaps and omissions.	The significance of the event/issue is barely understood or demonstrated poorly.	Very little specific detail. Very repetitive. Major flaws.
Level 1 0–29% 0–8	Demonstrates no or extremely limited knowledge of the event/issue. Sub-questions not answered or done badly.	Factual evidence is severely limited with serious errors or is completely incorrect.	The significance of the event/issue has not been understood or has been demonstrated extremely poorly.	This answer would be regarded as "off-topic" or contains little or no factual content. An "incomplete" answer.

IEB Copyright © 2019