



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**JUNE 2017**

**HISTORY P1  
MEMORANDUM**

**MARKS: 100**

---

This memorandum consists of 16 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"> <li>Extract evidence from sources.</li> <li>Selection and organisation of relevant information from sources.</li> <li>Define historical concepts/terms.</li> </ul>	30% (15)
LEVEL 2	<ul style="list-style-type: none"> <li>Interpretation of evidence from the sources.</li> <li>Explain information gathered from the sources.</li> <li>Analyse evidence from the sources.</li> </ul>	40% (20)
LEVEL 3	<ul style="list-style-type: none"> <li>Interpret and evaluate evidence from sources.</li> <li>Engage with sources to determine its usefulness, reliability, bias and limitations.</li> <li>Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions.</li> </ul>	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.

### 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 right-hand bottom margin e.g.

32  
 50

Ensure that the total mark is transferred accurately to the front/back cover 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 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.

### 2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher 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
- The learner's interpretation of the question.

### 2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the 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 contextualised (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.

2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised ^
- Wrong statement \_\_\_\_\_
- Irrelevant statement |  
|  
|
- Repetition R
- Analysis A√
- Interpretation 1√

## 2. 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 essays 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 essays 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	

**MARKING MATRIX FOR ESSAY – TOTAL: 50**

<b>PRESENTATION</b>   <b>CONTENT</b> 	<b>LEVEL 7</b> Very well planned and structured. Good synthesis of information Constructed an argument Very good use of evidence to support the argument	<b>LEVEL 6</b> Well planned and structured Synthesis of information Constructed an argument Evidence used to support the argument	<b>LEVEL 5</b> Writing structured. Constructed an argument Evidence used to support argument	<b>LEVEL 4</b> Clear attempt to construct an argument Evidence used to a large extent to support the argument	<b>LEVEL 3</b> Some attempt to organise the information into an argument Evidence not well used in supporting the argument.	<b>LEVEL 2</b> Largely descriptive /with little some attempt to develop an argument.	<b>LEVEL 1</b> Answer not at all well-structured.
<b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
<b>LEVEL 6</b> Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	39–39				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	33–34	28–29		
<b>LEVEL 4</b> Question recognisable in answer. Some omissions/irrelevant content selection.			30–33	28–29	26–27		
<b>LEVEL 3</b> Content selection does not always relate. Omissions in coverage.				26–27	24–25	20–23	
<b>LEVEL 2</b> Sparse content. Question inadequately addressed					20–23	18–19	15–17
<b>LEVEL 1</b> Question not answered. Inadequate content. Significant irrelevance						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
- Question 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

**QUESTION 1: HOW DID THE CUBAN MISSILE CRISIS CONTRIBUTE TO THE COLD WAR TENSIONS BETWEEN THE USA AND THE USSR?**

- 1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- Around socialist countries
  - Near the USSR's borders
- (2 x 1) (2)

- 1.1.2 *[Interpretation of evidence from Source 1A – L1]*
- The US rejected proposals to remove American bases from foreign territories.
  - The USSR felt threatened with US missiles that were placed near Russian satellite states in Europe e.g. Turkey
  - Defence of Cuba.
  - Any other relevant response
- (Any 1 x 2) (2)

- 1.1.3 *[Evaluate bias in Source 1A – L2]*
- Candidates need to state to what extent the source is BIASED or NOT BIASED. Candidates should use the following to support their viewpoint:**

**BIASED**

- Written by the Soviet Union's foreign secretary, Andre Gromyko.
- Wanted to discredit the USA.
- Justified the deployment of missiles to Cuba.
- Did not provide the USA's reasons for actions against Cuba.
- Any other relevant response.

**NOT BIASED**

- Foreign secretary was reporting on the facts.
  - Gave information on US military bases near Soviet satellite states.
  - Any other relevant response.
- (Any 2 x 2) (4)

- 1.1.4 *[Ascertain justification of evidence from source 1A – L2]*

**Candidates need to state whether Castro was JUSTIFIED or NOT JUSTIFIED. Candidates should use the following to support their viewpoint.**

**JUSTIFIED**

- Wanted protection from the USA's interference in Cuba.
- Wanted to demonstrate to the USA that it had powerful friends like the USSR.
- Wanted to protect Cuba from a US invasion or interference in domestic policies / Cuba was militarily weak.
- Any other relevant response.

**NOT JUSTIFIED**

- It was an act of war.
- Intensified the nuclear arms race/Cold War tensions.
- Increased the Soviet sphere of influence in the USA and the Caribbean islands and led to the spread of communism.
- Any other relevant response. (Any 2 x 2) (4)

1.1.5 *[Interpretation of evidence from Source 1A – L1]*

- The USA's invasion of Cuba.
- Increased tension between the USA and the USSR. (2 x 1) (2)

1.2 1.2.1 *[Interpretation of evidence from Source 1B – L1]*

- The USA president imposed a blockade of Cuba to stop the USSR building missile sites in that country.
- The USSR's deployment of nuclear missiles in Cuba was unacceptable to the USA.
- Kennedy was ready to confront the USSR if the USSR disregarded the blockade.
- Any other relevant response. (Any 1 x 2) (2)

1.2.2 *[Interpretation of evidence from Source 1B – L2]*

- Kennedy was ready for a war against the Soviet Union.
- Kennedy was a fearless leader.
- Kennedy was prepared to defend the USA against the USSR.
- Any other relevant response. (Any 1 x 2) (2)

1.2.3 *[Interpretation of evidence from Source 1B – L2]*

- Happy/proud/satisfied – the president has taken a firm position.
- Convinced – the blockade was not an act of war.
- Safe/confident – the blockade was a necessary step in defending the country.
- Any other relevant response. (Any 2 x 2) (4)

1.3 1.3.1 *[Definition of a concept from Source 1C – L1]***(a) Cold War**

- Ideological conflict between the USA and USSR with regard to the Cuban missile crisis.
- Struggle that developed between the USSR and the USA and their respective allies.
- War waged by means of economic pressure, selective aid and propaganda.
- Any other relevant response. (Any 1 x 2) (2)

**(b) Quarantine**

- To prevent the entry of ships into Cuba.
- To blockade the entry of USSR missiles into Cuba
- Any other relevant response. (Any 1 x 2) (2)



1.3.2 *[Interpretation of evidence from Source 1C – L1]*

- Actions (blockade) were seen as a threat of an imminent war.
- The USA's actions (blockade) could be assumed as an act of war.
- Blockade of USSR ships to Cuba was seen as an act of provocation.
- Tried to first solve the crisis diplomatically.
- Kennedy not abiding by laws regarding international waters.
- Any other relevant response. (Any 1 x 2) (2)

1.3.3 *[Interpretation of evidence from Source 1C – L3]*

**Candidates can select either KHRUSHCHEV or KENNEDY and support their answer with relevant evidence.**

**KENNEDY**

- President Kennedy's wish was only to protect his country
- Was only responding to the threat of Russian influence in Cuba
- Blamed NK for breaking assurances
- Used unconventional methods to extend the Cold War
- Any other relevant response.

**U2 spy plane incident over Cuba**  
**KHRUSHCHEV**

- Kennedy declared, imposed and enforced quarantine strictly
- Khrushchev was responding to the threat of missiles bases in Europe and almost in his backyard.
- Deployed missiles for the defence of Cuba
- It was Kennedy who threatened to use force against the USSR.
- Any other relevant response. (Any 2 x 2) (4)

1.4 1.4.1 *[Evaluation and interpretation of evidence from Source 1C – L1]*

- Khrushchev believed he acted on behalf of his country.
- He acted on behalf of mankind. (1 x 2) (2)

1.4.2 *[Evaluation and interpretation of evidence from Source 1C – L2]*

- The victory would ensure the longevity of humanity.
- It avoided the use of missiles as weaponry.
- Any other relevant response. (1 x 2) (2)

1.4.3 *[Evaluation and interpretation of evidence from Source 1C – L3]***Very useful:**

- It relates information from somebody closely involved in the missile crisis
- It relates information on the Cold War that existed between the USSR and the USA.
- Historians could find out what was going on behind the scenes.
- Any relevant answer. (2 x 2) (4)

1.5 *[Interpretation analysis and synthesis from all sources – L3]*

**Candidates may use the following points to answer the question:**

- Nuclear war was averted.
- The USA promised not to invade Cuba.
- The USSR removed missiles from Cuba.
- The USA promised to remove missiles from the USSR's borders.
- A "hotline" between the leaders of the USA and USSR was established.
- A nuclear test ban treaty was signed.
- Kennedy's popularity rose – seen as hero.
- Khrushchev's popularity declined – was seen as a weak leader and he was removed from power.
- Any other relevant response.

Use the following rubric to give a mark.

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of the consequences of the Cuban Missile Crisis.</b></li> <li>• Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the topic.</li> </ul>	<b>MARKS: 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows some understanding of the consequences of the Cuban Missile Crisis.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	<b>MARKS: 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>that shows a thorough understanding of the consequences of the Cuban Missile Crisis.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS: 6–8</b>

(8)  
[50]

## QUESTION 2: HOW DID ANGOLA BECOME THE FOCAL POINT OF THE COLD WAR IN THE 1970s AND 1980s?

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*  
 • UNITA (1 x 1) (1)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*  
 • Oil installations  
 • Ports  
 • Railways  
 • Dams  
 • Bridges  
 • Electricity lines  
 • Iron mines  
 • Factories (Any 3 x 1) (3)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*  
 • Angola was a multi-racial democratic country (South Africa's apartheid ideology was based on the principal of racial separation).  
 • The Angolan government followed a Marxist ideology (SA's government was capitalist and anti-communist).  
 • Angola allowed the ANC to establish training camps (SA government feared that these would be a bases from which South Africa would be attacked.)  
 • Angola offered support for South West African People's Organisation (SWAPO) who were fighting for liberation from South Africa control.  
 • Any other relevant response. (Any 2 x 2) (4)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*  
 • South Africa had invaded Angola.  
 • The MPLA felt threatened by South Africa and was unable to defend its rule without calling for external support.  
 • South Africa offered military training and support to the MPLA's opponents, UNITA and FNLA.  
 • Any other relevant response. (Any 2 x 2) (4)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*  
 • Terrorist  
 • Barbarian (2 x 2) (2)
- 2.2.2 *[Interpretation of evidence from Source 2B – L2]*  
 • The apartheid regime used the word to refer to freedom fighters/activists.  
 • The SABC report support/was pro-government.  
 • Any other relevant response. (Any 1 x 2) (2)

- 2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- United States
  - Soviet Union (2 x 1) (2)
- 2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- To give assistance to rival nationalist groups.
  - To prevent each other from spreading their ideologies/to spread their ideologies.
  - The USSR supported MPLA and USA supported FNLA and UNITA.
  - Any other relevant response. (Any 2 x 2) (4)
- 2.3.3 *[Extraction of evidence from Source 2C – L1]*
- Russia
  - Cuba (2 x 1) (2)
- 2.3.4 *[Definition of a concept from Source 2C – L1]*
- A system in which people choose their own representatives.
  - A system of government based on the will of the people.
  - Any other relevant response. (Any 1 x 2) (2)
- 2.3.5 *[Interpretation and evaluation of information from Source 2C – L2]*
- The USA hoped that UNITA will emerge victorious in the conflict.
  - To ensure victory for democracy.
  - Any other relevant response. (Any 1 x 2) (2)
- 2.3.6 *[Extraction of evidence from Source 2C – L1]*
- Warlord
  - Paramount chief
  - Demagogue
  - Statesman (Any 2 x 1) (2)
- 2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*
- The Soviet sent large quantities of weapons to Angola.
  - The Soviet support caused destruction.
  - Any other relevant response. (Any 2 x 2) (4)
- 2.4.2 *[Evaluation of bias from evidence in Source 2D – L3]*
- To a large extent:**
- The title of the cartoon 'Slay Bells' implies that the weapons being sent to Angola would cause death (slay means death).
  - The cartoon shows a town being destroyed by the weapons being carried by the Soviet Union sleigh.
  - Any other relevant response.
- To a lesser extent:**
- It was accurate to show that the Soviet Union did send large quantities of weapons to Angola.
  - The weapons sent to Angola from the USSR caused a great deal of death and destruction.
  - Any other relevant response. (Any 2 x 2) (4)

2.5 *[Ascertain the usefulness of Sources 2C and 2D – L3]*

- Source 2C provides valuable information on Cuba assisting Russia in the conflict.
- Source 2D focusses on the involvement of the Soviet Union in Angola.
- Any other relevant response. (Any 2 x 2) (4)

2.6 *[Interpret, analyse and evaluate information from Sources 2A and 2D – L3]*

**Candidates need to include the following points in their answer:**

- Angola was seen as a threat to South Africa.
- Angola was a multi-racial, Marxist country. Its success would undermine the capitalist apartheid in the South African state.
- Angola supported liberation movements such as SWAPO.
- The MPLA got assistance from the Soviet Union and Cuba.
- The USA assisted FNLA and UNITA.
- Angola received military aid from communist countries.
- Any other relevant response.

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of why Angola became the focal point of Cold War tensions.</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	<b>MARKS: 0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows an understanding of why Angola became the focal point of Cold War tensions.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	<b>MARKS: 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of how why Angola became the focal point of Cold War tensions</b></li> <li>• Evidence relates well to the topic.</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS: 6–8</b>

(8)  
[50]

**SECTION B: ESSAY QUESTIONS****QUESTION 3: EXTENSION OF THE COLD WAR: CASE STUDY – CHINA**

Discuss the political, economic and social consequences of Mao Tsedong's policies and indicate to what extent China had achieved superpower status between 1949 and 1976.

**SYNOPSIS**

Must discuss the political, economic and social consequences of Moa Tsedoeng's policies, including China's status by 1976.

**MAIN ASPECTS:****Introduction**

- Learners must indicate how Mao built up the Chinese economy but at a heavy cost to China politically and socially. They must then show to what extent, using skilful international manoeuvres, it was or was not a superpower by 1976.

**Elaboration:**

- Rise of Mao Tsedoeng and declaration of PRC.
- First five-year plans 1953 – 1958.
- Great Leap Forward, 1958: terrible failures; propaganda and fabricated statistics
- Great Chinese famine – 30 million dead (1959–1962).
- Acquisition of nuclear weaponry, which suggested superpower status.
- Skilled foreign relations (e.g. not siding overtly with USSR, setting up relationships with African countries; détente with the USA).
- The Cultural Revolution, 1966.
- Mao's political comeback.
- Massive purges.
- Relocation of people to the countryside.
- Exports catching up with imports.
- Emerging superpower at Mao's death.

Conclusion: Tie up with introduction, indicating whether or not China had achieved superpower status by 1976.

**[50]**

**QUESTION 4: INDEPENDENT AFRICA – COMPARITIVE CASE STUDIES ON THE CONGO AND TANZANIA**

*[Plan and construct an argument based on evidence using analytical and interpretative skills.]*

- Candidates should include the following aspects in their answer:

**SYNOPSIS**

Candidates should compare and contrast the political and economic successes and challenges experienced by both the Congo and Tanzania after independence.

**MAIN ASPECTS**

- Introduction: Candidates should focus on the political and economic successes and challenges faced by these two countries by making a comparative analysis.

**ELABORATION****TANZANIA****POLITICAL SUCCESSES AND CHALLENGES**

- One party socialist state based on democracy
- Common language – Swahili and English
- Political stability due to nation building and Ujamaa policies
- Leadership code and Arusha Declaration
- 1964 revolution and attempted mutiny as challenges

**ECONOMIC CHALLENGES**

- Ujamaa settlements failed to increase agricultural production
- Nationalisation led to bureaucracy and ineffectiveness
- Aims of self-reliance not achieved
- Decline in agricultural production
- Drop in exports and food shortages

**CONGO****POLITICAL CHALLENGES**

- Chaos since independence / Assassination of Lumumba – could not implement his vision
- Coup d'état by Mobuto
- Civil war due to power struggles
- Interference of Belgium in political structures
- Mobutuism – cult figure – reduced state institutions to be like his personal agencies
- Corruption and nepotism
- Secessionist movement in Katanga

**ECONOMIC CHALLENGES**

- Mobuto's form of nationalisation destroyed the economy
- No increase in agricultural production
- Drop in price of main export – copper
- Government could not repay foreign debt

**ECONOMIC SUCCESSES**

- World's largest producer of industrial diamonds
- Sale of copper, cobalt and diamonds allowed mining companies to prosper.
- Has potential to produce major amounts of hydroelectricity and Inga hydroelectric station is the largest in Africa.
- Any other relevant response.

Conclusion: Candidates should tie up their arguments with a relevant conclusion.

**[50]**

**TOTAL: 150**