

### Global assessment of essays

The essays 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 through 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. It will also discourage learners to prepare "model" answers and reproduce them without taking into account the specific requirements of the question. Holistic essay marking credits learners' opinions. 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 an 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 marking guideline/ memorandum) each of the main points/ aspects that is properly contextualised (also indicated by bullets in marking guideline/ memorandum) a relevant conclusion (indicated by a bullet in 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:

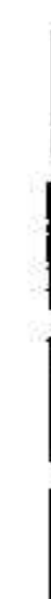
- introduction, main aspects and conclusion not properly contextualised



- wrong statement



- irrelevant statement



SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE

- repetition **R**
- analysis **A√**
- interpretation **I√**

4. The first reading of an essay will also be to determine to what extent the main aspects have been covered and to allocate the content level (on the matrix).

C	LEVEL 3	

5. The second reading of an essay will relate to the level (on the matrix) of presentation.

C	LEVEL 3	
P	LEVEL 1	

6. Allocate an overall symbol and mark with the use of the matrix.

C	LEVEL 3	B+
P	LEVEL 1	39

### The matrix

The criteria according to which the essay will be assessed are organised within a matrix and the matrix will be used to allocate a symbol to an essay. Both the content and presentation axes are divided into eight competency levels. Each with criteria that will be use to assess an essay.

SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE

PRESENTATION	LEVEL 1 Has developed a relevant independent line of argument. Has employed analysis and historical explanation. Well planned and structured essay. Excellent technical skills and evidence.	LEVEL 2 Has developed a relevant line of argument. Has employed analysis and historical explanation. Well planned and structured essay. Minor flaws.	LEVEL 3 Has developed a relevant line of argument. Has attempted analysis and historical explanation. Well planned and structured essay. Structural flaws. Higher order skills absent.	LEVEL 4 Attempts to sustain a line of argument. Has attempted analysis and historical explanation. Essay planned and structured to a certain extent	LEVEL 5 Attempts to sustain a line of argument. Applied analysis and historical explanation to a certain extent. Attempt a structure. Technical flaws.	LEVEL 6 Line of argument not sustained. Applied analysis and historical explanation occasionally or not at all. No clear structure.	LEVEL 7 No line of argument. No analysis and historical explanation. No structure.	LEVEL 8 No attempt to answer the question.
<b>CONTENT</b>								
<b>LEVEL 1</b> Question has been fully answered. Content selection fully relevant to line of argument.	<b>A+</b> 47 – 50	<b>A</b> 43 – 46	<b>A-</b> 40 – 42				<b>A: 160 – 200</b> <b>B: 140 – 159</b> <b>C: 120 – 139</b> <b>D: 100 – 119</b> <b>E: 80 – 99</b> <b>F: 67 – 79</b> <b>FF: 60 – 66</b> <b>G: 50 – 59</b> <b>GG: 40 – 49</b> <b>H: 0 – 39</b>	
<b>LEVEL 2</b> Question has been answered. Content selection relevant to line of argument.	<b>A</b> 43 – 46	<b>A-</b> 40 – 42	<b>B+</b> 38 – 39					
<b>LEVEL 3</b> Question answered to a great extent. Content adequately covered and relevant.	<b>B+</b> 38 – 39	<b>B</b> 36 – 37	<b>B-</b> 35	<b>C+</b> 33 – 34				
<b>LEVEL 4</b> Question posed is recognisable in answer. Content selection and control flawed. Omissions and irrelevant content selections.			<b>C+</b> 33 – 34	<b>C</b> 31 – 32	<b>D+</b> 28 – 29			
<b>LEVEL 5</b> Content selection does relate to the question, but do not answer it. Omissions in coverage. Lacks control.				<b>C-</b> 30	<b>D</b> 26 – 27	<b>E+</b> 23 – 24		
<b>LEVEL 6</b> Question inadequately addressed. Sparse content.					<b>D-</b> 25	<b>E</b> 21 – 22	<b>E-</b> 20	
<b>LEVEL 7</b> Question inadequately addressed or not at all. Inadequate content. Irrelevant to a great extent.						<b>E</b> 20	<b>F</b> 13 – 19	
<b>LEVEL 8</b> No relevant content selection. Totally flawed								<b>G 07 – 12</b> <b>H 00 – 06</b>

SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE

**SECTION A:        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 GUIDELINES**

SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE

**QUESTION 1: AFRICA IN THE TWENTIETH CENTURY****QUESTION 1A**

Although most colonial powers were weak after 1945, they were still obsessed with the idea of wanting to perpetuate (maintain) their hold on the African colonies for a long time to come.

With reference to the above, analyse the circumstances which made this idea impossible.

**SYNOPSIS**

Candidates need to determine a line of argument and indicate whether it was possible or impossible for the colonial powers to keep their colonies. In order to sustain a line of argument the candidates must identify the various factors which could have influenced the **process of decolonisation**. They need to use these factors to indicate whether it was possible or impossible for the colonial powers to keep their colonies.

*NB: The main aspects (bullets) must be used to address the requirements of the question and to develop a relevant line of argument. A mere stating of 'facts' is inadequate.*

**MAIN ASPECTS**

- Introduction: Candidates need to determine a line of argument and indicate whether it was possible or impossible for the colonial powers to keep their colonies.

**ELABORATION**

These factors or any other relevant factors can be used to develop the line of argument:

- African Nationalism
  - Political freedom
  - Racial equality
  - Economic and social freedom
  - Pan-Africanism/ emergence of radical African Nationalism
  - Influence of the Second World War
  - New International Balance of Power and the influence of the UNO
  - Weakening of Colonial Powers
- Conclusion: Candidates need to draw the line of argument together by indicating whether it was possible or impossible for the colonial powers to keep their colonies.

**[50]**

SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE**QUESTION 1B**

African leaders were in the main responsible for Africa's post-independent challenges.

Do you agree? Substantiate your viewpoint critically.

**SYNOPSIS**

The answer must indicate whether the candidate agrees or disagrees with the statement. Candidates can support the argument by pointing out that post-independent challenges were caused by the role of African leaders or they can mention that Africa's challenges was not as a result of one factor but many factors. All three challenges i.e. political, economic and social challenges must be included in the essay.

*NB: The main aspects (bullets) must be used to address the requirements of the question and to develop a relevant line of argument. A mere stating of 'facts' is inadequate.*

**MAIN ASPECTS**

- Introduction: Candidates must agree or disagree with the statement by indicating whether the African leaders were in the main responsible for Africa's post-independent challenges.

**ELABORATION**

- Political challenges (may use any challenges [administrative;ethnic;military; state management; etc.] to support their argument)
- Economic challenges (may use any challenges [agriculture; mining; manufacturing; transport; communication; etc.] to support their argument)
- Social challenges (may use any challenges [education; health; rural neglect; etc.] to support their argument)
- Conclusion: Candidates need to draw the line of argument together by indicating whether the African leaders were in the main responsible for Africa's post-independent challenges.

**[50]**

SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE

**QUESTION 2: THE RISE OF SOVIET RUSSIA****QUESTION 2A**

Although history will always remember Lenin as a hero of communism, he was still incapable of rescuing Russia from economic collapse.

Evaluate the statement by referring to Lenin's economic policies between 1918 and 1924.

**SYNOPSIS**

Candidates need to take a viewpoint. Candidates, in answering this question, are expected to focus on the development of the economic policy in Russia under the regime of Lenin with particular attention being paid to the implementation of the declared aim of socialist transformation. Reality, however, forced various compromises. Another viewpoint needs to be properly and relevantly substantiated.

*NB: The main aspects (bullets) must be used to address the requirements of the question and to develop a relevant line of argument. A mere stating of 'facts' is inadequate.*

**MAIN ASPECTS**

- Introduction: Candidates may agree or disagree with statement by indicating whether Lenin was capable or incapable of rescuing Russia from economic collapse.

**ELABORATION**

Lenin's ability should be determined by an assessment of:

- War Communism (focus should be on the reasons for implementation; achievements; setbacks of the policy)
- New Economic Policy (focus should be on the reasons for implementation; changes; achievements and setbacks of the policy)
- Conclusion: Candidates must draw the line of the argument together and the conclusion must evaluate whether Lenin was capable of rescuing Russia from economic collapse.

**[50]**

SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE**QUESTION 2B**

Communism survived in Russia because of Stalin's Five Year Plans.

Is this a justifiable assessment? Motivate your answer critically with reference to the period 1928 to 1939.

**SYNOPSIS**

The candidates must either agree or disagree with this statement. In answering this question, the candidate is expected to provide suitable examples to show how the economy (both agricultural and industrial) was transformed to save communism from collapse in Russia.

*NB: The main aspects (bullets) must be used to address the requirements of the question and to develop a relevant line of argument. A mere stating of 'facts' is inadequate.*

**MAIN ASPECTS**

- Introduction: Candidates need to take a viewpoint indicating to what extent Stalin was able to save communism from collapse in Russia.

**ELABORATION**

Candidates should use the following bullets to illustrate the extent to which the economic policy was used to save communism from collapse in Russia. They can either follow the format below or they can discuss the transformation by referring to the three Five Year Plans separately:

- Agricultural transformation as a result of the Five Year Plans (collectivisation; state farms; resistance of Kulaks; use of state force to destroy them; fear of gulag; famine)
- Industrial transformation as a result of the Five Year Plans (new industries; infrastructure; use of slave /forced labour; surveillance; threats and punishment)
- Conclusion: Candidates must draw the line of the argument together by presenting concluding remarks on whether the economic policy saved communism from collapse in Russia.

**[50]**



SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE

**QUESTION 3: THE RISE OF THE UNITED STATES OF AMERICA**

**QUESTION 3A**

Failure to read the writing on the wall, caused the golden age in America's economy to come crashing.

With reference to the period 1922 to 1929 examine this statement critically.

**SYNOPSIS**

Candidates must take a viewpoint and indicate throughout the answer how accurate the statement is. The line of argument must be properly substantiated by using the factors that led to the crash of the American Stock Exchange in 1929.

*NB: The main aspects (bullets) must be used to address the requirements of the question and to develop a relevant line of argument. A mere stating of 'facts' is inadequate.*

**MAIN ASPECTS**

- Introduction: Candidates must take a viewpoint on the accuracy and indicate how the question will be answered.  
Any other relevant introduction.

**ELABORATION**

- Uneven distribution of wealth (e.g. not all Americans benefited from the boom years; many could not afford to buy new consumer goods)
- Overproduction (e.g. Both agriculture and industry produced more goods than could be sold to the American people)
- Over-speculation (e.g. people 'buying on the margin' hoping to make a profit; share prices were pushed to unrealistic levels as people did not notice that the economy was slowing down)
- Republican policies (e.g. exacerbated all of the above; businesses and banks were not regulated - leading to unsound business practices; high tariffs meant that agriculture and industry could not easily export goods overseas)
- Conclusion: Must tie up the argument by again referring to whether the statement is accurate or not.  
Any other relevant conclusion.

**[50]**

SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE**QUESTION 3B**

Roosevelt's New Deal policy in the United States of America was a timeous boost to revive a dying economy.

Assess this statement by referring to the period 1933 to 1939.

**SYNOPSIS**

Candidates are expected to take a viewpoint on the accuracy of the statement. In their argument they must mention whether the New Deal was a timeous boost to Revive a dying American economy or whether the New Deal was detrimental to the economy.

*NB: The main aspects (bullets) must be used to address the requirements of the question and to develop a relevant line of argument. A mere stating of 'facts' is inadequate.*

**MAIN ASPECTS**

- Introduction: Candidates must take a viewpoint on the accuracy and indicate how the question will be answered.  
Any other relevant introduction.

**ELABORATION**

- Relief measures (e.g. mass creation of employment opportunities - CCC, PWA, CWA, WPA etc.; soup kitchens; TVA)
- Recovery measures (e.g. loans granted to home owners; production and pricing strategy in agriculture - AAA)
- Reform measures (e.g. regulating employer-employee relations - NRA, Wagner Act, Fair Labour Standards Act; welfare system - Social Security Act)
- Conclusion: Candidates must tie up the argument by referring to whether Roosevelt's New Deal was a timeous boost to revive dying American economy.  
Any other relevant conclusion.

**[50]**

SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE

**SECTION B: SOURCE-BASED QUESTIONS**

**MARKING SOURCE-BASED QUESTIONS**

- In marking all 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 addressing the requirements of the question.
- In these marking guidelines the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

**LEVELS OF SOURCE-BASED QUESTIONS**

<b>LEVEL 1 (L 1)</b>	Extract evidence from sources
<b>LEVEL 2 (L 2)</b>	Straightforward interpretations by using evidence from one source and broader knowledge to show an understanding of the period/ event/ issue.
<b>LEVEL 3 (L 3)</b>	Straightforward interpretations by using evidence from more than one source and broader knowledge to show an understanding of the period/ event/ issue.
<b>LEVEL 4 (L 4)</b>	Complex interpretations often involving more than one source. These questions look at aspects such as bias, reliability, usefulness, the use of organising concepts (similarity and difference; cause and consequence; chronology; change and continuity) to explain contrasts, comparisons, differing points of view and as a last step using these insights to write a paragraph or, in other words, to write a piece of history based on the evidence in the sources.

SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE

**QUESTION 4: AFRICA IN THE TWENTIETH CENTURY**

**4.1 WHAT WERE THE VIEWS AND OPINIONS THAT HELPED THE FOUNDING OF THE ORGANISATION OF AFRICAN UNITY (OAU)?**

4.1.1 (a) *[Interpretation of evidence from source – L2]*

- It is through unity that Africa can govern itself
- Only through unity can Africa compete with the rest of the world (2 x 2)

(b) *[Interpretation from source – L2]*

- African can govern itself
- African resources can be used for the benefit of Africans
- Africa has the ability to compete with the USA and USSR (any 2 x 2)

4.1.2 (a) *[Extraction from the source – L1]*

- Support the anti-colonial struggle
- Strengthen the ideas of Pan African unity (2 x 2)

(b) *[Use evidence in sources to make a decision about reliability of sources and support viewpoint – L 4]*

**Use the holistic rubric below and the following to allocate a mark.**

- Reliable to the extent that Source 4B supports the formation of the OAU
- The first conference mentions that eight states assembled to discuss common problems
- The second conference established the formation of the AAPO
- Hence the way was paved for the formation of the OAU
- Any other viewpoint is also acceptable provided it is properly substantiated.

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Candidate does not or partially understands the term reliability</li> <li>• does not have the ability to establish the reliability of the sources.</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Candidate understands the term reliability</li> <li>• is able to establish the reliability of the sources to a certain extent.</li> </ul>	<b>Marks: 3 – 4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Candidate understands the term reliability</li> <li>• has the ability to establish the reliability of the sources</li> <li>• uses this ability to come to a clear and sound conclusion about the reliability of the sources.</li> </ul>	<b>Marks: 5 – 6</b>

(6)

SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE

4.1.3 *[Interpretation and comparison of sources – L3]*

- Source 4A – mentions the need for unity
- Source 4B – explains how unity will eventually lead to the formation of the OAU

(2 x 2)

4.1.4 *[Interpretation from source – L2]*

- Defend newly won independence
- Advance the interests of the poorer countries of the world
- Assist in settling conflicts
- Aimed at sheltering Africa from being trapped in the East - West conflict

(any 3 x 2)

4.1.5 *[Use the evidence from both sources to support your answer – L4]*

- In both Sources there is a common link – unity
- Source 4C – mentions that non-alignment of African states will make African states united – helped to give them solidarity
- Source 4A – mentions only with unity can Africa grow and benefit African people

( 2 x 2)  
(32)

**4.2 HOW SUCCESSFUL WAS THE ORGANISATION OF AFRICAN UNITY (OAU)?**

4.2.1 (a) *[Interpretation using two sources – L3]*

Viewpoint 1 does not nullify

- as the OAU was able to resolve the conflict - promote the unity and solidarity of the African states

Viewpoint 2 nullifies

- as the OAU was unable to resolve the civil war in Rwanda
- to co-ordinate and intensify their co-operation and efforts to achieve a better life for the peoples of Africa

(2 x 2)

(b) *[Interpretation using one source – L2]*

- Civil war in Rwanda
- Inability of the different tribal groups to live together
- Any other acceptable response

(any 1 x 2)

4.2.2 *[Use the evidence from one source to support your answer – L4]*

Reliable

- It is a BBC article which is often authentic
- Because OAU members were not united
- Civil wars in Africa created poor economies

Unreliable

- Bias point of view of the BBC
- Colonial viewpoint

(2 x 2)

SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE

4.2.3 [Extract evidence from all sources, make complex interpretations in order to write an extended piece of writing (paragraph) – L 4]

**Use the holistic rubric below and the following to allocate a mark.**

The candidate must present a line of argument in explaining to what extent the OAU was a success.

The paragraph must be based on the evidence from all the sources and needs to focus on:

- Settled minor disputes
- Failed to solve internal problems
- Eradicated colonialism
- Lack of unity
- Territorial and ethnic disputes
- Lack of finance
- Works closely with the UNO
- Formation of the African Bank

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Cannot extract (relevant) evidence from sources</li> <li>• Extracts evidence from sources in a very elementary manner</li> <li>• Or cannot report on topic</li> <li>• Uses evidence partially to report on topic</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Extracts evidence from sources that is mostly relevant</li> <li>• Evidence relates to a large extent to the topic</li> <li>• Uses evidence from sources in a very basic manner</li> </ul>	<b>Marks: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Extracts relevant evidence from sources</li> <li>• Evidence relates very well to the topic</li> <li>• Uses evidence from sources very effectively in an organised paragraph</li> <li>• that shows an understanding of the topic</li> </ul>	<b>Marks: 6 – 8</b>

(8)  
(18)  
[50]

SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE**QUESTION 5: CIRCUMSTANCES WHICH LED TO THE SECOND WORLD WAR****5.1 HOW DID NAZI POLICIES DEHUMANIZE THE JEWS IN GERMANY?**5.1.1 (a) [*Interpretation - L2*]

- Dislike, exclusion, discrimination or segregation of the Jews. (1 x 2)

(b) [*Interpretation - L2*]

- Easy to advocate and implement Nazi policies
- Jews to be subservient to the Germans
- Jews to be inferior to the Germans
- Hitler's hatred for the Jews
- Jews were very isolated group and easily recognisable
- Any relevant answer must be credited (any 3 x 2)

5.1.2 [*Interpretation, L2*]

- To preserve German purity
- Maintain German racial blood (2 x 2)

5.1.3 [*Interpretation – L3*]

- No place in civil services
- Stateless
- No right to vote
- Could not display national flag or colours
- Could not occupy public office (any 3 x 2)

5.1.4 [*Interpretation – L2*]

- Relationship between German and Jews forbidden
- Helga might leave him because of being a Jew (2 x 2)

5.1.5 [*Complex interpretation - L4*]

- No freedom of association
- No racial tolerance
- No freedom of movement
- No access to facilities
- Any other response (4 x 2)

5.1.6 [*Complex interpretation using more than one source to determine level of support – L4*]

- Candidate needs to determine the level of support
- Candidate needs to use evidence and historical skills to support viewpoint (2 x 2)

SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE

5.1.7 [Complex Interpretation using more than one sources, L4]

- Reliable because both sources produced during the anti-Semitic period in Germany
- Both sources indicate that Germans had relationships with the Jews irrespective of Nazi's segregation policies and propaganda
- Any other response (2 x 2)

OR

- Not reliable
- Support with relevant evidence (2 x 2)

5.1.8 [Extract evidence from all sources, make complex interpretations in order to write an extended piece of writing (paragraph) – L 4]

**Use the holistic rubric below and the following to allocate a mark.**

The paragraph must be based on the evidence from all the sources and needs to focus on:

- Jews could not have German citizenship
- Jews excluded from public services
- Jews excluded from cultural life and sports
- Jews forbidden to own businesses in the economic sector

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Cannot extract (relevant) evidence from sources</li> <li>• Extracts evidence from sources in a very elementary manner</li> <li>• Or cannot report on topic</li> <li>• Uses evidence partially to report on topic</li> </ul>	<b>Marks: 0 – 3</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Extracts evidence from sources that is mostly relevant</li> <li>• Evidence relates to a large extent to the topic</li> <li>• Uses evidence from sources in a very basic manner</li> </ul>	<b>Marks: 4 – 8</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Extracts relevant evidence from sources</li> <li>• Evidence relates very well to the topic</li> <li>• Uses evidence from sources very effectively in an organised paragraph</li> <li>• that shows an understanding of the topic</li> </ul>	<b>Marks: 9 – 12</b>

(12)  
[50]



SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE

**QUESTION 6: INTERNATIONAL RELATIONS AND EVENTS 1945 - 1970:  
THE COLD WAR**

**6.1 HOW WAS THE COLD WAR AN EAST WEST POWER STRUGGLE  
AND A THREAT TO WORLD PEACE?**

6.1.1. *[Interpretation of evidence in Source 6A – L2]*

The USA sees the Soviet Russia as:

- a big Russian bear
- towering over the world
- trying to seize the whole world
- an aggressive power

(any 2 x 2)

6.1.2. *[Interpretation of evidence in Source 6A – L2]*

Soviet Russia sees the USA as:

- military power as big and ugly
- establishing airbases all over Europe
- airbases are in near vicinity / close proximity to Soviet Russia
- moving nearer to the USSR
- using dollars to get her way
- loans like the Marshall Aid as another way of threatening Soviet Russia
- politicians as little creatures talking while the soldiers do what they want
- politician's words like 'peace' is meaningless

(any 2 x 2)

6.1.3. *[Extraction of evidence – L1]*

- A state of extreme tension between the superpowers
- Stopping short of a all out war
- Mutual hostility and involvement in covert warfare
- War by proxy as a means of upholding the interests of one against the other
- War is carried out by indirect means

(any 2 x 1)

6.1.4. *[Interpretation of of evidence – L2]*

- Both sides would be destroyed by such an eventuality

(1 x 2)

SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE

6.1.5. *[Extract evidence from sources and use own knowledge to make a choice and justify the choice based on the ability to look at a situation/ event/issue from a specific perspective - L4]*

**Use the holistic rubric below and the following to allocate a mark.**

The answer can focus on the following:

**Agree because**

- Both sides thought the other was trying to expand at the expense of the other
- Both sides claimed the other was being aggressive
- Tension ensured that both sides maintained a high and continuous state of readiness for war
- Both sides claimed to be acting only peacefully, in their own defence
- Any other relevant answer needs to be rewarded

OR

**Disagree because**

- The West believed that the Soviet Union was primarily responsible for the outbreak and continuation of the Cold War
- The USA started and sustained the Cold War because they over-reacted to Soviet action
- The Soviet Union was motivated by the desire to secure its borders and establish a strong line of defence against Western invasion
- Any other relevant answer needs to be rewarded

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Did not make a choice or made a choice</li> <li>• But has not justified the choice in a way that relates to the evidence in the sources or shows an understanding of the situation/event/issue</li> </ul>	<b>Marks: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• A relevant point of view has been chosen</li> <li>• Valid reasons for the choice were given</li> <li>• The justification and the use of evidence from the sources show to a certain extent an understanding of the situation/event/issue</li> <li>• Shows an awareness of a certain attitude or belief as being typical of a certain period or place</li> </ul>	<b>Marks: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• A relevant point of view has been chosen</li> <li>• Logical, clear and valid reasons for the choice have been made</li> <li>• The justification relates very well to the situation/event/issue</li> <li>• Evidence from sources was also used effectively to show an understanding of the range of attitudes being typical of a certain period or place</li> </ul>	<b>Marks: 6 – 8</b>

(8)

(20)

SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE**6.2 WHY WAS THE MARSHALL PLAN VIEWED DIFFERENTLY BY SOVIET RUSSIA AND THE USA?**6.2.1 *[Extraction of evidence – L1]*

- Return of normal economic health in the world
- Revival of a working economy in the world
- Fight against hunger, poverty, desperation, and chaos
- Ensure political stability and peace
- Emergence of political and social conditions in which free institutions can exist

(any 2 x 1)

6.2.2 *[Interpretation of evidence – L2]*

- Its an attack on the principle of national sovereignty
- The Soviet Union indefatigably upholds the principle of real equality
- Protection of the sovereign rights of all nations, large and small

(any 2 x 2)

6.2.3 *[Compare and interpret sources – L4]*

- Source 6F is a Western poster – pro Marshall Plan  
Source 6G anti-West cartoon – against the Marshall Plan
- Source 6F welcomes the Marshall Plan  
Source 6G does not welcome the Marshall Plan – Eastern European countries regarded the Marshall Plan as a tool to enslave Europe.
- Source 6F welcomes Marshall Plan - to assist Europe  
Source 6G regarded the Marshall Plan as a tool of capitalism

(any 3 x 2)

6.2.4 *[Determine usefulness of Source 6F – L4]*

- Candidate needs to determine the level of usefulness
- Candidate needs to use evidence and historical skills to support viewpoint

(2 x 2)

6.2.5 *[Determine similarities between Sources 6E and 6F – L4]*

- Both the sources are against the Marshall Plan
- Both the sources want the USA to leave

(2 x 2)

SENIOR CERTIFICATE EXAMINATION - MARCH 2006  
MARKING GUIDELINE

6.2.6 *[Extract evidence from both sources, make complex interpretations in order to write an extended piece of writing (paragraph) – L 4]*

**Use the holistic rubric below and the following to allocate a mark.**

The paragraph must be based on the evidence from all the sources and needs to focus on reasons why Eastern European countries viewed the Marshall Plan with suspicion

- USA to ensure normal economic health
- Marshall Plan to ensure political stability and peace
- Marshall Plan welcomes all nations including the Eastern European countries
- USSR – Marshall Plan designed to enslave Europe
- USSR – Marshall Plan viewed as the US weapon to spread capitalists ideas

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Cannot extract (relevant) evidence from sources</li> <li>• Extracts evidence from sources in a very elementary manner</li> <li>• Or cannot report on topic</li> <li>• Uses evidence partially to report on topic</li> </ul>	<b>Marks: 0 – 3</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Extracts evidence from sources that is mostly relevant</li> <li>• Evidence relates to a large extent to the topic</li> <li>• Uses evidence from sources in a very basic manner</li> </ul>	<b>Marks: 4 – 7</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Extracts relevant evidence from sources</li> <li>• Evidence relates very well to the topic</li> <li>• Uses evidence from sources very effectively in an organised paragraph</li> <li>• that shows an understanding of the topic</li> </ul>	<b>Marks: 8 – 10</b>

(10)  
(30)  
[50]

**TOTAL: 200**