

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 discussion/explanation;
- the appropriate selection of factual evidence to support such a discussion/explanation.

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:

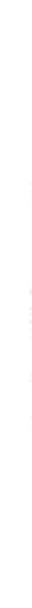
- introduction, main aspects and conclusion not properly contextualised



- 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 seven competency levels. Each with criteria that will be used to assess an essay.

**SENIOR CERTIFICATE EXAMINATION - MARCH 2006
MARKING GUIDELINE**

| PRESENTATION | LEVEL 1 Has employed analysis and historical explanation. Well planned and structured essay. | LEVEL 2 Has employed analysis and historical explanation. Well planned and structured essay | LEVEL 3 Has attempted analysis and historical explanation. Well planned and structured essay | LEVEL 4 Has attempted analysis and historical explanation. Essay planned and structured to a certain extent. | LEVEL 5 Applied analysis and historical explanation to a certain extent. Attempted a structure. | LEVEL 6 Applied analysis and historical explanation occasionally or not at all. No clear structure. | LEVEL 7 No analysis and historical explanation. No structure. Illogical (to a certain extent). |
|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| CONTENT | | | | | | | |
| LEVEL 1 Question has been fully answered. Content selection fully relevant to line of argument. | A+ 47 - 50 | A 43 - 46 | A- 40 - 42 | | | | |
| LEVEL 2 Question has been answered. Content selection relevant. | A 43 - 46 | A- 40 - 42 | B+ 38 - 39 | | | | |
| LEVEL 3 Question answered to a great extent. Content adequately covered and relevant. | B+ 38 - 39 | B 36 - 37 | B- 35 | C+ 33 - 34 | | | |
| LEVEL 4 Question posed is recognisable in answer. Slightly incomplete and mostly relevant. | | | C+ 33 - 34 | C 31 - 32 | D+ 28 - 29 | | |
| LEVEL 5 Facts do relate to the question but do not answer it. Omissions in coverage (with occasional irrelevance). | | | | C- 30 | D 26 - 27 | E+ 23 - 24 | |
| LEVEL 6 Facts do relate to the question, but do not answer it. Sparse content (with occasional irrelevance). | | | | | D- 25 | E 21 - 22 | E- 20 |
| LEVEL 7 Question inadequately addressed or not at all. Sparse or inadequate content. Irrelevant to a great extent/totally irrelevant | | | | | | E- 20 | F 13 - 19 G 07 - 12 H 00 - 06 |

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**

Describe the role of African nationalism as an important factor in the process of decolonisation in Africa.

SYNOPSIS

Candidates need to show how African nationalism contributed to the process of decolonisation.

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

MAIN ASPECTS

- Introduction - Should provide a brief discussion of what African nationalism was and contextualise it by referring to changes brought about by the Second World War.
- Any other relevant introduction

ELABORATION**African Nationalism:**

- Emergence of more radical African nationalism
(some eg: Pan-African movement gaining momentum during war years. Manchester Conference, 1945. Bandung Conference, 1955, emergence of mass parties in some African countries)
- Urbanisation/ Growth of more radical working class
(some eg: Response to wartime experiences: urbanisation, industrialisation led to strikes in most African urban centres, youth in particular challenging slow pace of change, 'Collaboration' of middle class Africans with colonial powers)
- Spread of Education (combined with growing awareness of 'Western' concepts of freedom, democracy. Middle class Africans eager to bring about political change)
- Conclusion: Candidates need to draw the line of argument together by indicating how the various factors contributed to the process of decolonisation.

[50]

SENIOR CERTIFICATE EXAMINATION - MARCH 2006
MARKING GUIDELINE

QUESTION 1B

Discuss the political, economic and social challenges facing post independent African states.

SYNOPSIS

Candidates must describe all three factors i.e. political, economic and social factors which newly independent African states experienced.

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

MAIN ASPECTS

- Introduction: Candidates need to provide a brief description of challenges which newly independent African states experienced.
Any other relevant introduction

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 presenting a concluding remark on the challenges faced by post independent African states.

[50]

SENIOR CERTIFICATE EXAMINATION - MARCH 2006
MARKING GUIDELINE

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

Explain the circumstances that forced Lenin to change from War Communism to his New Economic Policy in Russia during 1917 to 1924.

SYNOPSIS

The answer needs to indicate what circumstances forced Lenin to introduce the New Economic Policy.

MAIN ASPECTS

- Introduction: The candidates need to make the link between the Civil War and the policy of War Communism and point out why they feel the policy failed the masses.

ELABORATION

- 1917 Revolution and change in economic policy
- Evaluation of War Communism (focus should be on both agriculture and industry)
- Evaluation of War Communism should be used to indicate how it forced Lenin to introduce the NEP
- Implementation of NEP (focus should be on how agriculture, industry, commerce and trade helped to improve the economy of Russia)
- Conclusion - Learner must draw the line of argument together in the concluding paragraph and indicate how War Communism forced Lenin to implement the NEP or any other relevant conclusion.

[50]

SENIOR CERTIFICATE EXAMINATION - MARCH 2006
MARKING GUIDELINE

QUESTION 2B

Explain how Stalin was able to transform Russia from an agrarian (agricultural) to a highly industrialized state in the years 1928 to 1939.

SYNOPSIS

Candidates need to indicate how Russia was transformed from an agrarian to a highly industrialized state. Candidates, in answering this question, must use the features of the Five Year Plans (including both industry and agriculture) between 1928 and 1939 to show how transformation occurred.

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

MAIN ASPECTS

- Introduction: The candidate could present an outline discussion on Russia's ability to transform from an agrarian to a highly industrialized state in the years 1928 to 1939.
Any other relevant introduction.

ELABORATION

Candidates need to indicate how Russia was transformed from an agrarian to a highly industrialized state under the following bullets:

- New agricultural system introduced – collectivization
- Agricultural reform through mechanization
- A brief indication of the reaction to the new system of agriculture can be given
- Development of natural resources in Soviet Russia
- Increased tempo of industrialization
- Evaluation of the process of industrialisation
- Conclusion: Learner must draw the lines of the argument together by relating to Russia's ability to transform from an agrarian to a highly industrialized state in the years 1928 to 1939.
Any other relevant conclusion.

[50]

SENIOR CERTIFICATE EXAMINATION - MARCH 2006
MARKING GUIDELINE

QUESTION 3: THE RISE OF THE UNITED STATES OF AMERICA

QUESTION 3A

Discuss the causes and consequences of the Wall Street Crash in the United States of America in 1929.

SYNOPSIS

The essay requires a discussion of the causes and consequences of the Great Depression.

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

MAIN ASPECTS

- Introduction – The candidate could present an introductory discussion of the causes and consequences of the Wall Street Crash in 1929. Any other relevant introduction.

ELABORATION

- Causes of the Great Depression (various relevant factors must be used to show how they contributed e.g. economic isolation, too much focus on business and industry (agriculture neglected), wealth concentrated in the hands of the few, mass production required mass consumption, buying, especially shares and goods on credit, tariff policy, the Wall Street Crash, foreign demand for goods, excessive optimism)
- Consequences (relevant examples of e.g: political, social, economic)
- Conclusion - The conclusion must refer to the causes and consequences of the Wall Street crash or any other relevant conclusion.

[50]

SENIOR CERTIFICATE EXAMINATION - MARCH 2006
MARKING GUIDELINE

QUESTION 3B

Describe how Roosevelt's New Deal saved the United States of America from the effects of the Great Depression.

SYNOPSIS

Candidates are expected to explain how the measures introduced by Roosevelt's New Deal attempted to overcome the effects of the Great Depression.

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

MAIN ASPECTS

- Introduction: The candidates need to indicate how the New Deal saved the USA from the effects of the Great Depression or any other relevant introduction.

ELABORATION

The following aspects regarding the New Deal must be used to explain how the New Deal was able to overcome the effects of the Great Depression.

- Relief measures e.g. Civilian Conservation Corps (mass job creation, e.g. reforestation), Public Works Administration/ Civil Works Administration/ Works Progress Administration (mass job creation), Home Owners' Loan Corporation (loans granted to home owners), Tennessee Valley Authority (mass employment)
- Recovery e.g. Agricultural Adjustment Act (plan food production and guarantee reasonable food prices)
- Reform measures e.g. National Recovery Administration/ Wagner Act (labour legislation), Social Security Act (welfare system)
- Conclusion: The candidate need to conclude by indicating how the New Deal was able to overcome the effects of the Great Depression.
Any other relevant conclusion is acceptable.

[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

| | |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEVEL 1 (L 1) | Extract evidence from sources |
| LEVEL 2 (L 2) | Straightforward interpretations by using evidence from one source and broader knowledge to show an understanding of the period/ event/ issue |
| LEVEL 3 (L 3) | Straightforward interpretations by using evidence from more than one source and broader knowledge to show an understanding of the period/ event/ issue |
| LEVEL 4 (L 4) | Complex interpretations often involving more than one source. These questions look at aspects such as bias, reliability, usefulness, the use of organizing 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 CIRCUMSTANCES WHICH LED TO THE FORMATION OF THE ORGANISATION OF AFRICAN UNITY (OAU)?

- 4.1.1 a) *[Extract evidence and interpretation from Source 4A – L2]*
- First time leaders met to discuss common problems
 - To work out common policies concerning political, economic, cultural and social matters
- (2 x 2)
- b) *[Extract evidence from Source 4A – L1]*
- All African People's Organisation (AAPO) was formed
 - Called for all African liberation and steps towards eventual Commonwealth of Free African States
 - Channel through which the old ideas of Pan-African unity might develop
- (3 x 2)
- 4.1.2 a) *[Extract evidence and interpretation from Source 4B – L2]*
- Were in favour of working for unity
- (1 x 2)
- b) *[Extract evidence and interpretation from Source 4B – L2]*
- Too weak to stop the Casablanca and Monrovia group
- (1 x 2)
- 4.1.3 *[Complex interpretation – L3]*
- Both sources strives towards maintaining a sense of African unity
- (1 x 3)
(17)

4.2 HOW SUCCESSFUL WAS THE ORGANISATION OF AFRICAN UNITY (OAU) IN ACHIEVING ITS AIMS?

- 4.2.1 (a) *[Extract evidence from Source 4C – L1]*
- Provided a meeting ground for African leaders
 - Has sponsored sub-regional organisations and UN agencies
 - Tried to settle inter-state disputes
 - Liberation Committee has helped countries to end colonialism
- (any 3 x 1)
- (b) *[Interpretation from Source 4C – L2]*
- UNO's cumbersome structure
 - Insecure financial base
 - Lack of popular support
 - Cannot fulfill economic plans
 - Excess of politics
- (any 4 x 1)

SENIOR CERTIFICATE EXAMINATION - MARCH 2006
MARKING GUIDELINE

4.2.2 *[Interpretation from Source 4D – L2]*

- Successful – brought a cease-fire
 - Agreement of peace was reached
 - Each side agreed to co-operate in the economic development
- (2 x 2)

4.2.3 *[Interpretation from Source 4E – L2]*

- Political unification of Africa into one large state – United States of Africa
- (1 x 3)

4.2.4 *[Straight forward interpretation using two sources – L3]*

- Both sources maintain that the OAU was unsuccessful in resolving disputes
 - Both sources reveal that members states often clashed with each other
- (2 x 3)

4.2.5 *[Interpretation from Source 4G – L2]*

- Member states are not strong enough to facilitate improvement
 - Member states are reluctant to get outside help because they fear that their dominance would be threatened
- (1 x 3)

4.2.6 *[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 whether the OAU was successful or not

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

(10)
(33)
[50]

SENIOR CERTIFICATE EXAMINATION - MARCH 2006
MARKING GUIDELINE**QUESTION 5: CIRCUMSTANCES WHICH LED TO THE SECOND WORLD WAR****5.1 HOW WERE JEWS RESTRICTED UNDER THE NAZI GOVERNMENT?**5.1.1 *[Extraction – L1]*.

- Jews

(1)

5.1.2 *[Interpretation - L2]*

- Jews were the enemies of the Germans
- Encouraged the Germans to hate the Jews
- To preserve German blood

(any 2 x 2)

5.1.3 *[Interpretation - L2]*

- Jews were fined
- Jewish children were not allowed to go to school
- Jewish shops and synagogues were burnt /destroyed

(any 2 x 2)

5.1.4 *[Extraction – L1]*

- Slave labour
- Jews made to dig their own grave
- Jews were shot
- Forced to live in ghetto

(any 3 x 1)

5.1.5 *[Interpretation – L2]*

- Identification of Jews

(1 x 2)

SENIOR CERTIFICATE EXAMINATION - MARCH 2006
MARKING GUIDELINE

5.1.6 [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 the restrictions imposed on the Jews in Nazi Germany e.g.:

- Jewish children not allowed to go to school
- Jews were fined
- Curfew for Jews
- Jews properties confiscated
- Jewish rations reduced
- Jews not allowed to use public transport
- Jews wear yellow star

| | | |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| LEVEL 1 | <ul style="list-style-type: none"> • Cannot extract (relevant) evidence from sources • Extracts evidence from sources in a very elementary manner • Or cannot report on topic • Uses evidence partially to report on topic | Marks: 0 – 3 |
| LEVEL 2 | <ul style="list-style-type: none"> • Extracts evidence from sources that is mostly relevant • Evidence relates to a large extent to the topic • Uses evidence from sources in a very basic manner | Marks: 4 – 7 |
| LEVEL 3 | <ul style="list-style-type: none"> • Extracts relevant evidence from sources • Evidence relates very well to the topic • Uses evidence from sources very effectively in an organised paragraph • that shows an understanding of the topic | Marks: 8 – 12 |

(12)
(26)

SENIOR CERTIFICATE EXAMINATION - MARCH 2006
MARKING GUIDELINE**5.2 WHAT WERE THE DIFFICULTIES FACED BY THE JEWS IN THE WARSAW GHETTO?**5.2.1 (a) *[Extraction - L1]*

- White band with a blue star (1)

(b) *[Interpretation - L2]*

- To identify / discriminate the Jews (1 x 2)

(c) *[Interpretation - L2]*

- Inhumane treatment of Jews
- No respect for Jews
- Any other response (1x 2)

5.2.2 *[Interpretation - L2]*

- Symbol for Jewish religion (1 x 2)

5.2.3 *[Interpretation – L2]*

- Jewish children needed food and it was difficult for them to get it openly (1 x 2)

5.2.4 (a) *[Interpretation - L3]*

- Hunger
- Cold
- Diseases
- Shot (any 2 x 2)

(b) *[Extract and compare evidence from both sources in order to determine similarities – L4]*

- Both sources indicate that Jews were suffering
- Jews did not have enough food
- Jews died because of hunger
- Jews were killed (any 2 x 2)

SENIOR CERTIFICATE EXAMINATION - MARCH 2006
MARKING GUIDELINE

5.2.5 [Extract evidence from all sources and make complex interpretations – L 3]

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

- No food
- No clothing
- Jews discriminated
- Overcrowding
- Suffering from diseases
- Sent to work in slave camps
- Jews were shot

| | | |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| LEVEL 1 | <ul style="list-style-type: none"> • Cannot extract (relevant) evidence from sources • Extracts evidence from sources in a very elementary manner • Or cannot report on topic • Uses evidence partially to report on topic | Marks: 0 – 2 |
| LEVEL 2 | <ul style="list-style-type: none"> • Extracts evidence from sources that is mostly relevant • Evidence relates to a large extent to the topic • Uses evidence from sources in a very basic manner | Marks: 3 – 4 |
| LEVEL 3 | <ul style="list-style-type: none"> • Extracts relevant evidence from sources • Evidence relates very well to the topic • Uses evidence from sources very effectively in an organised paragraph • that shows an understanding of the topic | Marks: 5 – 7 |

(7)
(24)
[50]

SENIOR CERTIFICATE EXAMINATION - MARCH 2006
MARKING GUIDELINE**QUESTION 6: INTERNATIONAL RELATIONS AND EVENTS 1945 - 1970:
THE COLD WAR****6.1 HOW DID THE BUILDING OF THE BERLIN WALL AFFECT THE PEOPLE OF
BERLIN?**6.1.1 *[Extraction of evidence from Sources - L 1]*

- Barbed wire fencing
- Concrete walls
- Concrete road blocks
- Concrete anti-vehicle ditches
- Minefields
- Armoured tanks
- Armed border guards
- Trucks carrying hoses/ tear gas
- Barren land where an escapee can be detected easily (any 6 x 1)

6.1.2 (a) *[Extraction of evidence from Source 6A - L 1]*

- East German government
- Backed by the USSR (2 x 1)

(b) *[Interpretation of evidence from Source 6B – L2]*

- Belief that foreign agencies had easy access to East Germany and spy on their affairs
- Inciting sabotage and provoking riots and demonstrations (2 x 2)

(c) *[Extraction of evidence from Source 6A - L 1]*

- Swimming through canals
- Creeping through wire fencing at night (2 x 1)

(d) *[Explaining to what extent the attempts were
successful - L 2]*

- Not very successful
- Because only a few hundred escaped
- As the barrier became more elaborate each day (any 2 x 2)

SENIOR CERTIFICATE EXAMINATION - MARCH 2006
MARKING GUIDELINE

6.1.3 (a) *[Interpretation of evidence from Sources 6C - L 1]*

- Berlin is surrounded by communist states

(2 x 1)

(b) *[Extraction of evidence from Source 6D - L 1]*

- **Agree**
 - Democratic countries do not place restrictions on people – people have their freedom

or

- **Disagree**
 - People abuse democracy

(2 x 2)

6.1.4 *[Use evidence and own knowledge to make a choice and justify the choice based on the ability to look at situation/ event/ issue from the perspectives of people in the past (empathy) – L4]*

Candidates may choose to explain the feeling of either a builder or a soldier. Their viewpoint and own knowledge need to be supported with relevant information from the sources.

Use the following to allocate a mark:

| | | |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| LEVEL 1 | <ul style="list-style-type: none"> • Did not make a choice or made a choice • 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 | Marks: 0 – 2 |
| LEVEL 2 | <ul style="list-style-type: none"> • A relevant point of view has been chosen • Valid reasons for the choice were given • The justification and the use of evidence from the sources show to a certain extent an understanding of the situation/event/issue • Shows an awareness of a certain attitude or belief as being typical of a certain period or place | Marks: 3 – 4 |
| LEVEL 3 | <ul style="list-style-type: none"> • A relevant point of view has been chosen • Logical, clear and valid reasons for the choice have been made • The justification relates very well to the situation/event/issue • Evidence from sources was also used effectively to show an understanding of the range of attitudes within a person or group being typical of a certain period or place | Marks: 5 - 6 |

(6)

SENIOR CERTIFICATE EXAMINATION - MARCH 2006
MARKING GUIDELINE6.1.5 *[Interpretation of evidence by using Source 6F – L2]*

- There was a steady stream of defectors until 1961
- 15 000 to 25 000 people defected annually to the West
- In 1953 more than 30 000 people defected to the West.
- Any other relevant comment

(any 2 x 2)

6.1.6 *[Interpretation of evidence by using Sources , 6F L2]*

- Because of security
- Wire fencing
- Concrete walls
- Concrete anti-vehicle ditches
- Minefields and barren land on the East Berlin border

(any 2 x 2)

6.1.7 *[Use evidence from different sources and own knowledge to write an extended piece of writing (in an organised paragraph) – L4]*

Candidates should use the evidence from the sources and own knowledge to explain the effect that the building of the Berlin Wall had on:

- People from West and East Berlin
- Relations between West and East Berlin
- Cold War
- Relations between East and West / USA and Russia

**SENIOR CERTIFICATE EXAMINATION - MARCH 2006
MARKING GUIDELINE**

Use the following to allocate a mark:

| | | |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| LEVEL 1 | <ul style="list-style-type: none"> • Can not extract evidence • or extract evidence from sources in a very elementary manner • Use evidence partially to report on topic • or cannot report on topic | 0 – 4 marks |
| LEVEL 2 | <ul style="list-style-type: none"> • Extract evidence from sources that is mostly relevant • and relate to a great extent to the topic • Use evidence from sources in a very basic manner | 5 – 8 marks |
| LEVEL 3 | <ul style="list-style-type: none"> • Extract relevant evidence from sources that relate very well to the topic • Use evidence from sources very effectively and in their historical context • It is organised in a paragraph that shows an understanding of the topic | 9 –12 marks |

(12)

(50)

[50]

TOTAL: 150