



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2017

HISTORY: PAPER II
MARKING GUIDELINES

Time: 3 hours

200 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.

These memoranda serve as guidelines.

SECTION A INDIVIDUAL SOURCE ANALYSIS

QUESTION 1 VISUAL SOURCE ANALYSIS

- 1.1 *Use your own knowledge to provide a description of the structure and function of the Convention for a Democratic South Africa (CODESA).*

[LEVEL 1]

- **Structure:** 300 delegates/multi-party conference with 19 different groups represented/political groups represented.
- **Function:** talks between the government and liberation movements to negotiate a transition to a democratic South Africa/discuss future of South Africa/ negotiate towards a new constitution

[Any relevant accurate response]

- 1.2 *Provide TWO clues from the source that show that the cartoonist viewed CODESA as a game.*

[LEVEL 2]

- Soccer game or match being played/score board with scores/Mandela shown as a coach/mass action looks like a sportsman/soccer goals in the background/"to go and win for us"/KO Challenge/the ball/goal posts in background/Mandela and De Klerk shown as coaches/sideline/bench/mass action as a substitute player (May accept "wearing sports clothes or boots" if stated.)

- 1.3 *According to the cartoon, explain how Mandela viewed the relationship between the 'ANC' and 'MASS ACTION'. Support your answer with ONE visual clue from the source.*

[LEVEL 4]

- ANC CODESA players are portrayed as not achieving goals on their own/slow in achieving goals as the scores remain at zero even after extra time.
- 'MASS ACTION' is used as a trump card to pressure the government at CODESA in order for the ANC to achieve its goals/beneficial relationship/MASS ACTION ANC weapon to get negotiations moving/MASS ACTION has a positive working relationship with ANC/Mandela has control over MASS ACTION
- 'MASS ACTION' is drawn as large and powerful/Mandela is telling 'MASS ACTION' to "Get ready to go on and win for us" (Any ONE).

- 1.4 *Describe how the cartoonist views the role of F.W. de Klerk in the negotiation process. Your answer should consist of ONE point.*

[LEVEL 4]

- De Klerk is viewed as smaller/weaker than the ANC/standing on the sidelines watching/less important than the ANC.
- De Klerk seen as an opponent to Mandela.
- De Klerk has no significant role as he has been sidelined.
- De Klerk is watching MASS ACTION and feels threatened and intimidated.

[Any ONE relevant accurate response]

- 1.5 *To what extent is this cartoon an accurate view of the achievements of CODESA for the period 1991–1992? Explain your answer using your own knowledge.*

[LEVEL 6]

- The cartoon is accurate to **some extent**.
- The CODESA talks started in an atmosphere of cooperation and some compromise was reached and signed a declaration of intent, but then stalled.
- For CODESA, overall progress was slow and this slow pace resulted in unrest in the country/the use of mass action.
- In 1992 the CODESA talks collapsed due to ongoing violence and third force activity/ANC threatened to walk out and cause unrest.

OR

- The cartoon is **not accurate** as De Klerk did play an important role as he engaged in actions which stalled negotiations with regard to minority rights.

OR

- Cartoon **only partly accurate** in that it correctly reflects the events of 1991 as not much was achieved, but does not reflect events of 1992.

NOTE: Answers that suggest the achievements are not show due to cartoon bias without other explanations can only receive 2 marks/Stating that the cartoon is fully accurate is not correct.

[Any ONE of the above explained points]

QUESTION 2 TEXTUAL SOURCE ANALYSIS

- 2.1 *Use your own knowledge and Paragraph 4 to describe the reforms introduced by Gorbachev during the 1980s. Your answer should consist of TWO comprehensive points.*

[LEVEL 1]

- Perestroika: restructuring and rebuilding the Soviet economy using elements of capitalism and private ownership.
- Glasnost: openness and the ability to criticise the government/Greater freedom of speech was encouraged/Political prisoners were released/stop government corruption/media freedom.

[Must provide name from the source and explanation from own knowledge]

- 2.2 *Use your own words to explain how Russian citizens view the consequences of Gorbachev's reforms. Provide ONE quote from Paragraph 2 and ONE quote from Paragraph 4 to support your answer.*

[LEVEL 2]

- There are mixed feelings as some view Gorbachev as the reason for the collapse of the Soviet Union and others see him as the man that brought citizens freedom and prosperity.
- **Paragraph 2:** "They said that without Gorbachev they would have ended up as small merchants in the market, criminals dealing in contraband," ... "They said: 'Now we are the owners of all this thanks to Gorbachev! ...'" "... former leader being honored ..."
- **Paragraph 4:** "There is also great admiration for him among Russians, too, of course"/"Some adore him for introducing perestroika ... combined with glasnost"/... "Some love him for bringing freedom, and others loathe him for bringing freedom," .../"The society at large blames him for losing the Soviet empire and leaving them citizens of a second-class country, even if individuals recognise that he opened new horizons for them and their children."

- 2.3 *Do you think Gorbachev is accurate in his judgement of the West's response to the end of the Cold War (Paragraph 5)? Use your own knowledge to explain your answer.*

[LEVEL 2 AND LEVEL 4]

- Yes Gorbachev is accurate. (Incorrect stand will render the whole answer incorrect.)
- The USA was left as the only superpower after the collapse of the Soviet Union/Many felt that western democracy had won as the USA was left as the dominant power ideologically and economically.

[Any relevant accurate knowledge]

- 2.4 *Does the journalist feel that Gorbachev has accepted the blame for the collapse of the Soviet Union? Support your answer with TWO points from Paragraphs 3 and 5.*

[LEVEL 6]

- No, the journalist feels that Gorbachev has not accepted the blame. (Incorrect stand will render the whole answer incorrect.)
- **Paragraph 3:** Gorbachev 'shrugged off' claims that he is hated or "reviled" in Russia, regarding it only as 'freedom of expression'.
- **Paragraph 5:** Gorbachev places some of the blame on the USA for declaring themselves as the victors and states that the collapse started with this point "That was the point of departure for the collapse of everything."
- **Paragraph 5:** Gorbachev feels 'betrayed' by the West and implies that the USA contributed to the collapse of the Soviet Union.

[Must use BOTH sources]

QUESTION 3 CURRENT ISSUE IN THE MEDIA

- 3.1 *Provide a quote from Paragraph 2 or 3 to describe the 'One China' policy.*

[LEVEL 2]

- **Paragraph 2:** "One China' policy – under which Washington does not recognise Taiwan as a sovereign state".
- **Paragraph 3:** "One China' principle – according to which Taiwan is officially regarded as part of the same single Chinese nation as the mainland".

- 3.2 *Use your own knowledge to explain why Taiwan has been able to remain an independent island.*

[LEVEL 1]

- US naval ships have patrolled the Taiwan Straits since 1950/Missile bases established in Taiwan have also protected it from attack from mainland China/protected by US military and US aid/UN recognised Taiwan as independent state from China.

[Any ONE accurate relevant response]

- 3.3 *Explain the position of Taiwan in US-China relations. Support your answer with TWO pieces of evidence from Paragraph 4.*

[LEVEL 4]

- Taiwan is extremely/very important in US-China relations. (Any relevant accurate response)
- "We urge the incoming US administration and its leaders to fully recognise the sensitivity of the Taiwan question ..."
- "'One China' principle as the 'political bedrock' of ties between the two countries".
- "... one of China's 'core interests'".

- 3.4 *Use your own knowledge to provide ONE example of improved relations between China and the United States between 1971 and 1972 not mentioned in the source.*

[LEVEL 1]

- American table tennis team visited China in 1971 or ping pong diplomacy/In 1971 USA withdrew its opposition to China's membership of the United Nations/1972 Nixon was the first US president to visit China/1972 US agreed it would protect China from Soviet attacks and the Chinese agreed to stop supporting the North Vietnamese in Vietnam/Kissinger visited China in 1971/1972 Friendship Treaty/Shanghai communiqué/trade relations

- 3.5 *Using your own words list TWO actions by Donald Trump that have 'seriously concerned' China. (Paragraph 2 and 5)*

[LEVEL 2]

- **Paragraph 2:** Trump may want to end the One China policy/ China should be willing to make a new deal or agreement with the USA.
- **Paragraph 5:** Trump spoke to the president of Taiwan/which went against the agreement that no country may have diplomatic ties with Taiwan and China as separate entities.

- 3.6 *Do you think the article suggests that China may change its policy towards Taiwan if pressured? Explain your answer with ONE comprehensive point from the article.*

[LEVEL 2]

- No, the article suggests that China will not change its policy.
- The article states that China will not compromise on the Taiwan issue.
- The article states that Taiwan is unique and a 'core interest' for China.
- The article states that the Chinese stressed their concern over Trump's actions and emphasised the sensitivity of the Taiwan issue.

[Any accurate relevant response relating to the article. If stand is incorrect then whole response is incorrect]

SECTION B SOURCE-BASED QUESTIONS**Refer to Source A**

4. *Explain what this photograph suggests about the relationship between Nikita Khrushchev and Fidel Castro in 1960. Support your answer with TWO visual clues.*

[LEVEL 2]

- The photograph suggests that the leaders of the two countries have friendly relations/ relaxed/supportive
- The leaders are smiling./ crowds are smiling/patting each other on the back/caps in hand sign of respect
- Khrushchev and Castro are embracing/about to hug each other.

5. *Explain how the United States government may have reacted to this photograph. Your answer should consist of ONE point.*

[LEVEL 4]

- The United States may have been concerned/frightened/scared/felt threatened/ anxious/negative about the relationship as it implied a Soviet ally near US borders.
- They may have feared that Soviet influence and Communism was spreading to Cuba.
- They might have felt the need to contain the spread of Soviet influence as they would have felt threatened by the friendship between the Soviet and Cuban leaders.

Refer to Source A and Source B

6. *Provide ONE piece of evidence from Source B that shows that the United States wanted to prevent the spread of communism.*

[LEVEL 2]

- "America thought this crisis was about defending Cuba against possible invasion /or/ some broader implications with relations to infiltration into South America".
- "... ready to use nuclear weapons to defend Berlin ..."

7. *Explain how Source A confirms the claims made in Source B about the relationship between the Soviet Union and Cuba. Use evidence from BOTH sources to support your answer.*

[LEVEL 5]

- Source A confirms the friendship or alliance or the support that Cuba would receive from the Soviet Union/Confirms that the Soviet Union and Cuba are in an alliance or are allies/working relationship Source B
- Source A shows the two leaders hugging and smiling and this confirms the fact that Castro announced that he had officially joined the Soviet bloc as stated in Source B./Source A shows friendly relations between the two leaders and the Soviet Union stated that it would defend Cuba in Source B.

8. *To what extent does Sergei Khrushchev believe that Cuba was of value to the Soviet Union? Explain your answer using TWO pieces of evidence from Source B.*

[LEVEL 6]

- Sergei Khrushchev believes that Cuba was of value (symbolic or strategic) to the Soviet Union.
- He states that the Soviet Union had to 'defend its clients' to 'save face' and that it was similar to the USA having to defend West Berlin. It helped balance power between the two superpowers. However, he does describe Cuba as a "useless piece of land deep inside hostile territory" that had to be defended, implying that Cuba's value was limited/Needed to defend it to be treated as a superpower/obliged to defend

OR

- Sergei Khrushchev believes that Cuba was of less value to the Soviet Union.
- He states that the Soviet Union had to 'defend its clients' to 'save face' and that it was similar to the USA having to defend West Berlin. He describes Cuba as a "useless piece of land deep inside hostile territory" that had to be defended, implying that Cuba was a burden to the Soviet Union/obliged to defend

9. *How reliable is Source B for a historian studying the reasons for the Cuban Missile Crisis?*

[LEVEL 6]

To obtain full marks mention should be made to origin, intention and bias/limitation within the source. Value is not required.

The origin of the source is an interview conducted in 2012 in which Sergei Khrushchev, the son of Nikita Khrushchev, gives his interpretation of the reality behind the Cuban Missile Crisis. The source is only from one perspective (Sergei Khrushchev's perspective) and it is written in defence of the Soviet Union. As he is the son of the former leader, there may be bias to protect the reputation or enhance the reputation of his father. It is also only a Soviet perspective and an interpretation, making it biased. He describes the Soviet defence of Cuba as an "obligation" and that it was done to 'save face'. The interview questions were also leading and his responses are limited to the questions. The questions themselves may also be biased as they ask about the "American misconception". The interview was only conducted in 2012 and is thus done in hindsight with a subjective and selective view. In addition, this is not the entire source; it has been edited and is only an extract from the original. The bias, purpose, singular perspective and editing makes this an unreliable source if used on its own.

Use this rubric in conjunction with the abovementioned guidelines:

6–5	Evaluation/Limitation & Bias Comprehends the source/acknowledges limitation/focuses on origin and intention and acknowledges bias in order to deduce that the source has limited reliability or is unreliable. Must quote/provide some reference to bias in the source or bias of origin and publication to be credited with 6 marks.
4–3	Analysis and Limitation Shows ability to comprehend the source/acknowledges origin and/or intention and vague mention of the limitation of the source if used on its own/no attempt to evaluate the source (bias, etc.)
2–1	Comprehension Describes the information obtained from the source/only able to comprehend the source but no attempt to evaluate the source itself (limited discussion of origin or intention).
0	No attempt to answer the question.

Refer to Source B and Source C

10. *According to Sergei Khrushchev and Fidel Castro what was the main reason for the placement of missiles on Cuba? Use evidence from BOTH sources to support your answer.*

[LEVEL 4 and LEVEL 2]

- The main reason was defending Cuba from an attack by the United States. (must mention one main reason that both perspectives share)
- Source B states that the Soviet Union had 'to defend all their clients' / "The Soviet Union sent missiles to Cuba...as a powerful signal to the United States: Don't invade Cuba".
- Source C states that "it was necessary to make it clear to the United States that an invasion of Cuba would imply a war with the Soviet Union. It was then that they proposed the missiles"/"we preferred the risks ... to the risks of impotence of having to await a United States invasion of Cuba".

Refer to Source D

11. *Explain Andrei Gromyko's reason for the placement of Soviet missiles on Cuba. Your answer should consist of TWO points.*

[LEVEL 2]

- The United States had missile bases placed near the borders of the USSR.
- The decision to place missiles on Cuba took place only after the United States rejected the idea of removing the missile basis on foreign territory which threatened the Soviet Union.

Refer to Source E

12. *Use Paragraph 1 to list TWO reasons behind Khrushchev's decision to place missile sites on Cuba.*

[LEVEL 2]

- "Khrushchev was determined to assert his country as America's equal in military, diplomatic, economic and scientific strength".
- "... proving communism as being capitalism's ideological superior".
- He wanted to spread communism.
- Cuban situation had its origins in the nuclear arms race.

13. *Provide THREE pieces of evidence from Paragraph 2 and 3 for why the Soviet Union placed missile sites on Cuba.*

[LEVEL 2]

- "... tilting the strategic nuclear balance away from the USA ..." (Paragraph 2)
- "... bargaining chip to force the West out of Berlin ..." (Paragraph 3)
- "... deter any American attack on Cuba ..." (Paragraph 3)

14. *Does the author of the article blame Khrushchev for the Cuban Missile Crisis? Explain your answer using THREE pieces of evidence from Paragraph 3 and 4.*

[LEVEL 6]

- The author does blame Khrushchev for the Cuban Missile Crisis.
- **Paragraph 3:** Khrushchev is described as taking a 'dangerous gamble'/ Khrushchev "ordered the secret shipping" of missiles to Cuba/ Khrushchev wanted to use the missiles as a "bargaining chip to force the West out of Berlin".
- **Paragraph 4:** Khrushchev initially denied the missiles presence and was "forced to confront the photographic evidence".

OR

- The author does blame Khrushchev to a large extent, but he also places blame on Castro.
- **Paragraph 3:** Khrushchev is described as taking a 'dangerous gamble'/ Khrushchev "ordered the secret shipping" of missiles to Cuba which was done with Castro's complete consent/Khrushchev wanted to use the missiles as a 'bargaining chip to force the West out of Berlin".
- **Paragraph 4:** Khrushchev initially denied the missiles presence and was "forced to confront the photographic evidence".

Refer to Source E

15. ***Find a historical concept in Source E that best fits each of the following definitions. Write down only the historical concept. (No explanation is required)***

[ALL LEVEL 2]

- 15.1 *The acceptance that capitalism and communism can exist separately at the same time.*

Peaceful co-existence/ co-existence

- 15.2 *To rule a country with absolute power.*

Despotic

- 15.3 *To use the military to surround an area to cut off movement and the free flow of goods.*

Blockade/naval blockade/quarantine

- 15.4 *An international organisation formed to increase political and economic cooperation among member countries.*

United Nations

- 15.5 *An economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state.*

Capitalism

- 15.6 *A competition between nations for superiority in the development and accumulation of weapons.*

Arms race/ nuclear arms race

Refer to Source F

16. ***Use Source F and your own knowledge to answer the following questions. Write down only the answer.***

- 16.1 *Identify the Cold War concept shown in this cartoon.*

[LEVEL 3]

Brinkmanship

- 16.2 *Provide THREE clues from the cartoon that suggest Khrushchev acted aggressively.*

[LEVEL 2]

Khrushchev drawn as large in size and imposing/holds sword/draws and grabs world peace/dragging world peace towards a cliff/'Once more unto the brink, once more'/World peace shown as small and thin/points sword at world peace/forcing lady by dragging/Khrushchev's facial expression/world peace looks terrified **[Any THREE]**

16.3 *State whether the cartoon shows a Western or Soviet view of the Cuban Missile Crisis.*

[LEVEL 3]

Western

Refer to Source G and H

17. *Was Khrushchev correct to believe that Kennedy presented him with an 'ultimatum' (Source H)? Support your answer with TWO comprehensive points from Source G.*

[LEVEL 6]

- Khrushchev's view is not accurate/It is an act of caution/It is an act of brinkmanship/It provides Khrushchev with options/There is no final demand made.
- Kennedy's quarantine would turn back ships with offensive cargoes and not attack them.
- Only if the Soviets launched missiles from Cuba against another nation in the Western hemisphere would it be regarded as an act of war requiring a full retaliatory response.
- Kennedy encourages Khrushchev to stop his actions and work towards stabilising relations between the two countries.
- USA not denying necessities to reach Cuba
- Khrushchev is given option to end the arms race and transform the history of man

Refer to Source G and H

18. *Use Source G and H as well as your own knowledge to state whether the following statements are TRUE or FALSE. Write down only TRUE or FALSE. (No explanation is required)*

18.1 *The quarantine placed on Cuba by the United States did not prevent essential items needed for survival from reaching Cuban civilians.*

[LEVEL 2]

TRUE

18.2 *Kennedy stated in his speech that he would go to war with Fidel Castro if nuclear missiles were found on ships headed for Cuba.*

[LEVEL 2]

FALSE

18.3 *Kennedy's quarantine forced Khrushchev to make the decision to maintain world peace or start a nuclear war.*

[LEVEL 2]

TRUE

SECTION C SOURCE-BASED ESSAY

Use Sources A to H in the Source Booklet to write a source-based essay on the following topic:

To what extent was Khrushchev responsible for the Cuban Missile Crisis of 1962?

Be sure to use the sources provided to construct your argument and remember to reference the sources by letter.

[LEVEL 2, 3, 4, 5 and 6]

The essay is marked holistically using the IEB source-based essay rubric with the memoranda as a guideline.

- **Candidates may argue that Khrushchev was responsible for the Cuban Missile Crisis to a large extent and that other factors such as the defence of Cuba against US attack and American aggressive action was responsible to a lesser extent.**
OR
- **Candidates may argue that Khrushchev was responsible for the Cuban Missile Crisis to some extent and that other factors such as the defence of Cuba against US attack and American aggressive action were also responsible for the crisis.**
OR
- **Candidates may argue that Khrushchev was responsible for the Cuban Missile Crisis to a lesser extent and that other factors such as the defence of Cuba against US attack and American aggressive action towards the Soviet Union were responsible for the crisis to a larger extent.**

SOURCE	KHRUSHCHEV RESPONSIBLE	OTHER FACTORS RESPONSIBLE: DEFENCE OF CUBA AGAINST US ATTACK; US AGGRESSION; US MILITARY BASES: BALANCE OF POWER; FALSE PERCEPTIONS
	Focus words: large extent/some extent/lesser extent	Focus words: lesser extent/large extent/some extent
A	<p>Shows friendship between Khrushchev and Castro</p> <p>(May be used to indicate threat to the USA as an indication of a Soviet ally near US borders or that communism was spreading)</p> <p>The two leaders are smiling/hugging in publicity photograph</p>	<p>May show that both leaders are seen as equal, thus either could have initiated the tension</p> <p>Neither leader appears dominant in photograph</p>
B	<p>Khrushchev protects the USSR, thus causing tension</p> <p>"... after the Bay of Pigs Fidel Castro announced he officially joined the Soviet bloc."</p> <p>"... the obligation of the Soviets was to defend all their clients, all their allies because otherwise they would lose face ... and your allies would not trust you."</p> <p>"... Cuba, a small useless piece of land deep inside hostile* territory. But if you don't defend it, you will not be treated as a superpower."</p> <p>"The United States was ready to use nuclear weapons to defend Berlin."</p>	<p>America under false impression about The Soviet need to spread communism</p> <p>"The largest misconception was the idea that America thought this crisis was about defending Cuba against possible invasion [or] some broader implications with relations to ... infiltration into South America ... theories that have nothing to do with reality."</p> <p>Defence of Cuba against hostility or US Attack</p> <p>"... after the Bay of Pigs Fidel Castro announced he officially joined the Soviet bloc."</p> <p>"... the obligation of the Soviets was to defend all their clients, all their allies because otherwise they would lose face ... and your allies would not trust you."</p> <p>"... Cuba, a small useless piece of land deep inside hostile* territory. But if you don't defend it, you will not be treated as a superpower."</p> <p>"The United States was ready to use nuclear weapons to defend Berlin. The Soviet Union sent missiles to Cuba ... as a powerful signal to the United States: Don't invade Cuba."</p>
C	<p>The USSR proposed placing missiles causing increased tension</p> <p>It was then that they proposed the missiles ..."</p>	<p>Castro needed protection from US aggression</p> <p>"It was necessary to make it clear to the United States that an invasion of Cuba would imply a war with the Soviet Union. It was then that they proposed the missiles ..."</p> <p>"We preferred the risks ... to the risks of the impotence of having to await a United States invasion of Cuba."</p>
D		<p>US aggressive military policies</p> <p>"The United States over several years had established offensive military bases around the socialist countries and, primarily, near the USSR borders ..."</p> <p>Balance of power and unfair military advantage of the USA</p> <p>"... placement of medium- range effective Soviet missiles in Cuba was undertaken only after the United States' ruling circles continually rejected proposals to remove American military bases, including missile sites, on foreign territory."</p>

<p>E</p>	<p>Khrushchev's determination to assert Soviet power and communist ideology</p> <p>"Khrushchev was determined to assert his country as America's equal in military, diplomatic, economic and scientific strength. Besides proving communism as being capitalism's ideological superior. Khrushchev believed that capitalism would ultimately destroy itself and communism would inevitably spread ..."</p> <p>Khrushchev's attempt to gain the upper hand against the USA</p> <p>"An opportunity now existed whereby Soviet nuclear weapons could be placed in "Uncle Sam's backyard", tilting the strategic nuclear balance away from the USA. The planned clandestine placement of Soviet [missiles] in Cuba, just 90km from Florida, meant the warning time in America to prepare for a nuclear attack would be less than one minute."</p> <p>"Khrushchev reasoned that the missiles would not only deter any American attack on Cuba, but they could also be used as a bargaining chip to force the West out of Berlin"</p> <p>Khrushchev took a gamble and conducted affairs secretly</p> <p>..."extraordinarily dangerous gamble ..." "... ordered the secret shipping and installation of nuclear armed missiles on Cuba, ..."</p> <p>Khrushchev was dishonest</p> <p>"Khrushchev who after initially denying the missiles presence, was forced to confront the photographic evidence at the United Nations..."</p>	<p>Response to US aggression</p> <p>"Khrushchev reasoned that the missiles would not only deter any American attack on Cuba..."</p>
<p>F</p>	<p>Khrushchev used brinkmanship and threatened world peace causing the crisis.</p> <p>Khrushchev drawn as large and imposing. He is shown as aggressive with a sword, dragging world peace to a cliff ledge and stating "Once more unto the brink, once more"</p>	

<p>G</p>	<p>Kennedy blames Khrushchev for creating the crisis and delivers a speech to caution Khrushchev in an act of brinkmanship</p> <p>"I call upon Chairman Khrushchev to halt and eliminate this clandestine, reckless, and provocative threat to world peace and to stable relations between our two nations."</p> <p>"I call upon him further to abandon this course of world domination"</p> <p>"He has an opportunity now to move the world back from the abyss of destruction ..."</p>	<p>USA/Kennedy caused the tension to increase as they placed the blockade on Cuba</p> <p>"I have directed that the following ... steps be taken immediately ..."</p> <p>"... a strict quarantine on all military equipment ..."</p>
<p>H</p>		<p>Khrushchev blames Kennedy for causing the crisis by issuing an ultimatum, suggests that the USA acts like a dictator and causing the crisis</p> <p>"Mr. President, you have thrown down the gauntlet ..."</p> <p>"You, Mr. President, are not declaring quarantine, but rather issuing an ultimatum ..."</p> <p>"... you are threatening ..."</p> <p>"... yielding to tyranny ..."</p> <p>"... you want to intimidate us."</p>

Total: 200 marks



GENERIC RUBRIC FOR SOURCE-BASED ESSAY

	Argument + Focus	Use of Sources	Counter-argument (C/A)	Structure + Style	Main Impression
7+ 100–90% 50–45	Takes a stand. Sustains argument throughout. Maintains clear and consistent focus. Understands all aspects of question. Links sources and question very well.	Uses all the sources and references them by letter. Uses detail from the sources to substantiate argument and counter-argument. Quotes selectively where appropriate.	Discusses C/A fully. Acknowledges C/A in introduction and conclusion. Consistently links C/A to main argument.	Short introduction and conclusion that focus on answering the question. Use of paragraphs. Fluent expression.	Essay is logical, coherent and concise. It demonstrates excellent historical insight and understanding.
7 89–80% 44–40	Takes a stand. Sustains argument but may have minor lapses which do not detract from the understanding or focus. Links sources and question well.	As above.	As above.	As above.	Essay is clear and accurate though style may not be succinct. It demonstrates very good historical insight and understanding.
6 79–70% 39–35	Takes a stand. Focuses on question, but may have some lapses in focus or implied focus which detract from the argument. Links sources and question.	Uses all the sources and references them by letter. Uses detail from sources but may be gaps or minor lapses in evidence. Quotes selectively where appropriate.	Identifies C/A.	Introduction and conclusion that focus on answering the question. Use of paragraphs. Expression satisfactory.	Essay is a good attempt but may be lacking in depth. It is generally fluent but may have limited repetition. There may be some limitations to historical insight and understanding.
5 69–60% 34–30	Attempts to take a stand. Lapses in focus or uses tagged on/implied focus. Makes inconsistent or shallow argument. Shows some evidence of linking sources and question.	Uses most of the sources and references them by letter. Describes or paraphrases sources rather than using information from them. Uses too many long quotes from sources.	Identifies C/A but not fully. Omits some aspects of C/A.	Introduction and conclusion present but flawed. Expression satisfactory.	Essay attempts to answer the question but is not fluent and accurate throughout. It shows some basic insight but there are limitations to historical understanding.

4 59–50% 29–25	Takes a weak stand. Uses tagged on or implied focus. Makes weak attempt to link sources and question.	Omits 2 or 3 sources. Describes or lists* sources rather than using information from them appropriately. Uses quotes that are irrelevant or too long. Lumps* sources together.	Identifies C/A at basic level.	Weak introduction and conclusion. Introduction OR conclusion missing. Structural problems (e.g. lack of paragraphs). Expression satisfactory.	Essay shows simplistic understanding of question. There is little evidence of historical understanding and insight.
3 49–40% 24–20	Makes poor attempt to take a stand. Makes little attempt to focus. Shows little understanding of argument. Includes inaccuracies and gaps. Tries to link sources to question but not successfully.	Does not use half of the sources. Has poor comprehension of sources. Uses few relevant quotes.	Has no C/A or it is very simplistic.	Structural problems. Introduction and/or conclusion missing. Expression weak.	Essay is difficult to read or the argument is hard to follow. It shows a lack of understanding of the question, or of how to use the sources to answer the question.
2 39–30% 19–15	Makes no attempt to take a stand. Does not focus on question. Is unable to link sources to question.	Uses very few sources. Has very poor comprehension of sources.	As above.	Structural problems. Expression very weak.	Essay does not demonstrate an understanding of historical issues evident in the sources. It shows very little understanding but the candidate has tried to use some information from the sources.
1 29–0% 14–0	Makes no attempt to focus. Has no understanding of question.	Uses only one or no sources. Seems unable to use relevant sources.	No C/A.	Structural problems. Expression extremely poor.	Essay shows extremely limited comprehension of sources or understanding of question, or how the two are connected.

- Listing sources – using sources alphabetically rather than grouping them in support of the argument or counter-argument [e.g. Source A shows ...; Source B states ...; According to Source C ...; In Source D ... etc.]
- Lumping sources – dealing with several sources together rather than separately, implying that they all say the same thing [e.g. (Sources A, C, F and H)]