NATIONAL SENIOR CERTIFICATE EXAMINATION
MAY 2024

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.

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SECTION A INDIVIDUAL SOURCE ANALYSIS

QUESTION 1 VISUAL SOURCE ANALYSIS

1.1 *Use your historical knowledge to describe the purpose of the Truth and Reconciliation Commission. Give TWO points.*
[LEVEL 1]

- To uncover the truth about what happened and make everyone aware of the past.
- Uncovering the truth would lead to national reconciliation.
- To investigate the causes and extent of human rights violations under apartheid between 1960 and 1994.
- To recommend compensation for victims.
- To grant amnesty to perpetrators under certain conditions.

[TWO valid points]

1.2 *Name the position Bishop Tutu occupied on the TRC.*
[LEVEL 1]

- Chairperson

1.3 1.3.1 *How would you describe Bishop Tutu's reaction to what he is hearing? Refer to TWO visual clues in the photograph which support your answer.*
[LEVEL 2 and LEVEL 4]

- Sadness
- Despair
- Disbelief
- Sorrow
- Anguish

CLUES:
- Head bowed
- Both hands covering face

[2 marks for the description + 2 marks each for TWO valid visual clues]

1.3.2 *Use your historical knowledge to give ONE example of any case that was heard by the TRC.*
[LEVEL 1 and LEVEL 3]

- Testimony from perpetrators of atrocities who described what they did to people and how they disposed of their remains.
- Testimony about the lives of activists who took part in fighting the apartheid regime.
- Testimony from activists' families about what they went through after their loved ones were hurt or disappeared.

[ANY TWO valid points]

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1.4 1.4.1 *Provide a suitable caption for the photograph if it had appeared in a National Party newspaper.*
[LEVEL 4]

'This is why the past should be left in the past …'

1.4.2 *Provide a suitable caption for the photograph if it had appeared in an ANC newspaper.*
[LEVEL 4]

'The impact of the horrors of apartheid …'
[Any suitable caption which captures the bias of the newspaper]

1.5 *Give ONE limitation of THIS photograph.*
[LEVEL 2]

- Captures one specific moment of sorrow only, which may not have been representative of all the reactions at the hearings.
- The photographer's intention is unknown – he may have waited for a specific moment to capture a particular sough-after image – political agenda?
- This particular reaction lacks context – viewers may not fully understand the emotions captured in the image.

[ONE relevant limitation]

QUESTION 2 TEXTUAL SOURCE ANALYSIS

2.1 *What position did Kasavubu hold in the Congo from 1960 to 1965?*
[LEVEL 1]

- President

2.2 *Use the source to explain what the relationship was like between Kasavubu and Lumumba. Provide ONE piece of evidence from paragraph 1 to support your answer.*
[LEVEL 4]

Description:
- Hostile
- Conflictual
- Tense
- Acrimonious

Evidence:
- They both contacted Colonel Mobutu and ordered him to arrest the other one which indicates competition and dislike between them.

[2 marks for an accurate description of the relationship and 2 marks for a piece of evidence that matches]

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2.3 2.3.1 *Why did Colonel Mobutu need Lumumba 'out of the picture'? Use your historical knowledge to answer.*
[LEVEL 1 and 2]

- Mobutu did not want any political rivals.
- He wanted to be the leader of the Congo, so he needed Lumumba out of the picture.

[ONE valid reason]

2.3.2 *Using the source, explain why Moise Tshombe also wanted Lumumba 'out of the picture'.*
[LEVEL 2]

- Moise Tshombe blamed 'him for blocking the secessionist republic and the subsequent tribal fighting that had left so many dead …'

[ONE valid reason from the source]

2.4 *How accurate is it to say that foreign powers played a key role in trying to eliminate Lumumba as a political threat? Provide THREE pieces of evidence from the source to support your conclusion.*
[LEVEL 6]

- **Very accurate**
- '… The **Belgians** were actively plotting Lumumba's assassination …'
- '… the **Americans** were in the most advanced stages of preparation, ready to go whenever Larry Devlin* chose …'
- '… The **CIA** had already send him a phial* of poison to be slipped into Lumumba's food or toothpaste …'
- '… **President Eisenhower** had been briefed and the scheme signed off …'

[2 marks for stand + 2 marks each for THREE pieces of evidence]

2.5 *Provide ONE word from paragraph 2 which refers to an attempt by people in a particular area to break away from the country to which they belong.*
[LEVEL 2]

- Secessionist

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QUESTION 3 CURRENT ISSUE IN THE MEDIA

3.1 *The author refers to the 're-opening of wounds', through the release of Walus. How did Chris Hani's family react to the news of his release? Explain the reason for this reaction.*
[LEVEL 3]

Description:
- with anger,
- shock,
- disbelief,
- dismay,
- disdain,
- contempt,
- outrage,
- fear,
- hatred.

Explanation:
- This was a man getting out of prison before the end of his life having killed one of the icons of the anti-apartheid struggle and a beloved family member.

[2 marks for a description of the reaction and 2 marks for an explanation]

3.2 *Why did Walus assassinate Chris Hani, according to paragraph 2? Provide TWO points.*
[LEVEL 2]

- Wanted to stop the democratic process in its tracks: '… sought to derail the democratic project at its most critical, formative stage …'
- Wanted to set SA on the path to '… chaos, civil strife and blood-letting …'

[TWO valid reasons]

3.3 *Using your historical knowledge explain what the author means when he says that Chris Hani's assassination came at a 'most critical formative stage' in South Africa's history.*
[LEVEL 4]

- South Africa was in its final stages of preparing for its first democratic elections.
- The ANC and the NP had just agreed to re-start negotiations, having signed a Record of Understanding, after a prolonged period of no negotiations after CODESA II broke down.
- The progress made was immediately threatened by his actions.

[TWO good points, emphasising the act came at a crucial stage of the process]

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3.4 *How does the Justice Minister justify the release of Walus? (Paragraph 3) Give TWO points.*
[LEVEL 2]

- It is part of a process to reform prisoners
- The legal system offers parole as part of a sentence
- Not adhering to the law could be seen as arbitrarily denying someone their freedom

[TWO valid points] (4)

3.5 *The author refers to how '… the inspired leadership of our nation's founders and the resolve of the people of South Africa …' (Paragraph 2) saved South Africa from descending into chaos after the assassination.*

Using your historical knowledge, explain how Nelson Mandela's action shortly after the assassination, fits the description above.

[LEVEL 3]

- Mandela appealed for calm and reminded the nation that an Afrikaner woman had provided evidence which led to the capture of the killers.
- This showed inspired leadership and statesmanship on his part, as he realised that the alternative would have divided the country and lead to increased bloodshed

[TWO valid points]

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SECTION B SOURCE-BASED QUESTIONS

Study the sources contained in the booklet and then answer the questions that follow:

Study Source A

4. *Using the source, explain what impact the images coming out of Vietnam during the Tet Offensive had on the American public's perception of the war. Write down THREE points.*
[LEVEL 2]

- The vivid images of the horrors of the war shocked many
- The enemy's resilience was surprising.
- These images made it clear that the U.S. victory in Vietnam was not imminent
- The American public's support for the war began to wane.

[THREE pieces of accurate evidence showing impact]

5. *What role did the American public's growing anti-war sentiment play in the decision to de-escalate the Vietnam War after the Tet Offensive? Provide TWO pieces of evidence from the source to support your answer.*
[LEVEL 6]

- The American public's growing anti-war sentiment played a **significant role** in the decision to de-escalate after the Tet Offensive.
- President Lyndon B. Johnson and other leaders took note of the growing anti-war sentiment at home and chose to de-escalate rather than add more troops to Vietnam.
- This decision was made despite the U.S. generals' request to add more troops to the already 500,000 troops in Vietnam.
- The public's opposition to the war was a crucial factor in the decision to halt bombings and begin de-escalation.

[2 marks for the role + 4 marks for TWO pieces of evidence which support the role]

6. *Find a word in paragraph 1 which refers to people who support a system of social organisation in which all property is owned by the community and each person contributes and receives according to their ability and needs.*
[LEVEL 2]

- Communists

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Study Source B

7. *Is this a primary or a secondary source?*
[LEVEL 2]

- Primary

8. *Give TWO limitations of cartoons as historical evidence.*
[LEVEL 1]

- Political cartoons are not always accurate or unbiased representations of history.
- They can be influenced by the political, social, and cultural context in which they were created,
- They may not always reflect the views of the majority of people at the time.
- Historical cartoons are often created with a specific agenda in mind, and their creators may have intentionally distorted or exaggerated certain events or people for their own purposes – they may be biased and subjective.
- As a result, they may not accurately represent historical events or figures.
- Historical cartoons are often created for a specific audience and time period and may assume a certain level of knowledge or cultural context that is no longer present, thus modern viewers may not fully understand the message or significance of the cartoon without additional information.
- Historical cartoons may contain factual errors or inaccuracies, particularly if they were created during a time when information was scarce or difficult to verify.
- Historical cartoons can only provide a narrow window into historical events, and may not capture the full range of perspectives or experiences of the people involved.
- Historical cartoons require interpretation by historians to fully understand their meaning and significance - this interpretation can be influenced by the historian's own biases and perspective, leading to potential misinterpretations or misrepresentations of the cartoon's message.

[ANY TWO valid limitations]

9. 9.1 *How does the cartoonist show that the soldiers dealt with the protestors in a heavy-handed manner? Refer to TWO clues in the cartoon in your answer.*
[LEVEL 2]

- Large rifle in hand
- Caption: is mocking the soldier's response by depicting the soldier as saying that the protestors had 'sticks and stones', so they had to react – which emphasises all the more, the heavy-handed response.

[TWO correct clues from the cartoon]

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9.2 *How is Uncle Sam reacting to the news of the shootings? Support your answer with ONE visual clue from the cartoon.*
[LEVEL 2 and LEVEL 4]

- With sadness
- Bowing of head
- Sad expression on face

[2 marks for description + 2 marks for a clue from the cartoon]

9.3 *Using your historical knowledge, give ONE reason why the Kent State shootings were a turning point in public perception of the Vietnam War.*
[LEVEL 4]

- The Kent State shootings intensified anti-war sentiments and protests across the country.
- Many people who had been previously ambivalent or silent about the war became more active in their opposition.
- The incident led to increased criticism of the Nixon administration and its handling of the war and domestic dissent.
- Many saw the shootings as evidence of the government's willingness to suppress dissent through force.
- The incident further divided the nation along political lines.
- The media played a significant role in shaping public opinion by broadcasting images and stories from the incident – the graphic nature of the images contributed to the public's emotional response.
- The shootings spurred a national dialogue about the right to protest, freedom of speech, and the appropriate use of force by authorities against citizens.
- The Kent State shootings became a symbol of resistance and a rallying point for anti-war activists.
- The incident contributed to a shift in public opinion regarding the Vietnam War – it underscored the broader sense of disillusionment and distrust toward the government's handling of both domestic and foreign matters.

[ANY reasonable answer]

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9.4 *Using your historical knowledge, give TWO reasons why so many Americans were against the Vietnam war.*

- The war was seen as a costly and unnecessary conflict that did not directly affect the national security of the United States.
- Many Americans felt that their country should not be involved in a war that was happening so far away, especially since there was no clear objective or end goal.
- There were moral objections to the war.
- The conflict was seen by many as a violation of human rights, as the US military used brutal tactics such as napalm and Agent Orange, and committed atrocities such as the My Lai massacre.
- The draft was another major factor in the opposition to the war – many Americans saw the draft as unfair and unjust – many affluent Americans were able to avoid the draft through medical exemptions or enrolling in college.

[ANY TWO valid reasons]

Study Source C

10. *Use Source C to state whether the following statements are TRUE or FALSE. Write down only TRUE or FALSE. (No explanation is required)*
[LEVEL 2]

10.1 *President Nixon played a role in trying to end the Vietnam War.*

True

10.2 *Nixon's advisors used a combination of force and diplomacy to try to bring the war to an end.*

True

10.3 *The United States Congress was also responsible for facilitating the ending of the war in Vietnam by cutting off funding to South Vietnam.*

True

10.4 *North Vietnamese officials played no role in trying to end the Vietnam War.*

False

10.5 *The word 'regime' in the source refers to the government.*

True

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Study Source D

11. *To what extent does the photograph show that anti-war protest was effective?*
[LEVEL 6]

- **To a large extent/to some extent**
- The protesters have successfully blocked the entire highway from traffic.
- the protest has drawn out a massive response from the government in the form of heavily armed riot police, which would not have been necessary if the protesters had not been effective in their actions.
- at the very least they have effectively drawn attention to their cause by bringing a highway to a standstill.

[2 marks for stand + 4 marks for TWO pieces of evidence based on evidence in the photograph]

12. *Can historians reliably conclude from this photograph that anti-war protest might have been effective in persuading the government to take steps to end the Vietnam war? Explain.*
[LEVEL 6]

- **To some extent, yes**
- If a large number of protesters can bring an entire highway to a standstill as evidenced in the photograph, and require large numbers of troops to contain them,
- Such action in a number of different places in the USA by large numbers of students may have been effective in persuading the government that the American people did not support the war in Vietnam any longer and that the USA should in fact withdraw from it.

[2 marks for stand + 2 marks for an explanation that matches the stand]

13. *Give TWO values of photographs as historical sources.*
[LEVEL 1]

- Photographs provide visual evidence of the past, capturing people, events, and places that are otherwise lost to time.
- They can provide a window into what life was like during a particular era and can help historians reconstruct the past.
- Photographs are often seen as more authentic and trustworthy sources of information than written records, which can be biased or manipulated.
- The image itself is hard evidence of what was there, and the context in which it was taken can also provide clues to its authenticity.
- Photographs can reveal details about the cultural and social context of a particular time and place.
- They can capture clothing, architecture, and technology, for example, that can help historians understand how people lived and worked.
- Photographs can also capture moments of memory and emotion that are difficult to convey in written records.
- The emotions captured in a photograph can help historians understand the psychological impact of historical events and how people reacted to them.

[ANY TWO correct points]

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Study Source E

14. 14.1 *Provide TWO points which explain why this source is reliable for historians researching the impact of anti-war protest.*
[LEVEL 6]

- It is written by a recognized historian, who has done extensive research and published his findings with an extensive bibliography, which can be verified.
- Historians strive for objectivity and avoid presenting A biased or one sided view of the subject matter - they should present evidence and arguments in a balanced and fair manner.

[Any TWO valid points]

14.2 *Provide TWO quotes which show that the protest by anti-war activists at Kent State University had an impact on President Nixon's actions.*
[LEVEL 2]

- '… President Nixon took tactical measures aimed at appeasing the protesters …'
- '… He limited incursions into Cambodia to no more than 35 kilometers inside the border …'
- '… He also kept the campaign at two months maximum …'

[ANY TWO relevant quotes]

14.3 *Explain the usefulness of this source for a historian trying to determine the impact that anti-war protests in the USA had on the soldiers fighting the Vietnam war. Provide ONE explanation.*
[LEVEL 6]

- The source is useful in that it gives evidence of how American soldiers felt anger about the war and refused to follow orders, as well as mutinied and deserted – this shows impact.

[ONE valid explanation showing usefulness]

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14.4 (a) *According to the source, was the US military in Vietnam affected by the protests in the USA? (One word answer)*
[LEVEL 2]

YES

(b) *Provide TWO pieces of evidence from the text which support your answer to 14.4.1*
[LEVEL 2]

- '… more than 500 United States soldiers deserted each day …'
- '… In South Vietnam some U.S. Army units mutinied, to a man, refusing direct orders to cross into Cambodia ...'
- '… Many soldiers added improvised black arm bands to their combat uniforms, tokens of mourning for the slain students, …'
- '… and some of these troops flatly declared their intention to refuse anymore combat orders in Vietnam …'

[TWO valid points, paraphrased or quoted]

Study Source F

15. *Use the source to describe how the media and lawmakers in the USA played a role in trying to end America's involvement in Vietnam. Give TWO points.*
[LEVEL 2 and LEVEL 4]

- '… Prominent news reporters and television commentators revealed their views on America's policy in Vietnam …'
- '… the respected New York Times began, during 1967, to call for a halt in the bombing and the beginning of peace negotiations ... '
- '… lawmakers risked their political future by opposing President Johnson's Vietnam policy …'
- '… the position of Senator J. William Fulbright was particularly important. In 1964, … he was demonstrating his unhappiness with the president's policies by sharp questioning of administration advisers …'

[TWO relevant points – candidates may use quotes, but the meaning must be clear and the answer must adequately 'describe' as the question asks]

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16. 16.1 *According to this source, how successful were members of the Johnson administration in persuading the president to end the Vietnam war? Explain, using evidence from the source.*
[LEVEL 6]

- **Very successful/largely successful**
  - After listening to several of his cabinet secretaries, president Johnson 'caved in' and announced that he was establishing 'a ceiling 'on US troop commitments and 'preparing the South Vietnamese to take over their own defence'

[2 marks for stand + 2 marks for substantiation]

16.2 *According to the source, which one of President Johnson's advisers probably played the most significant role in persuading him to withdraw from the Vietnam War?*
[LEVEL 4]

Secretary of Defense McNamara

Study Source G

17. *Use the source to explain how this author views the impact of the anti-war protests in the USA. Give TWO points.*
[LEVEL 2 and LEVEL 4]

- His view is that there is no real evidence that demonstrations against the Vietnam War actually shortened the war.
- The author makes use of figures of the numbers of U.S. soldiers killed in Vietnam to show that for that many to have died, the war went on far too long – in other words, if the war had been short, there would not have been as many casualties as there were.

[ANY TWO valid points]

Study Source H

18. *Provide ONE quote which shows that the public's opinion on the Vietnam war, changed by the media, successfully pressurised the government to change course in Vietnam.*
[LEVEL 2]

- '… As news reports became increasingly negative, public opinion compelled the government to downsize troop deployment; therefore, forcing an adjustment to America's policy in Vietnam …'

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SECTION C SOURCE-BASED ESSAY

QUESTION 19

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

To what extent were anti-war protestors in the USA responsible for ending the Vietnam war?

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

- Candidates may argue that Anti-Vietnam war protestors were **to a LARGER/GREATER EXTENT** responsible for the ending of the Vietnam War: especially after the Tet offensive in Vietnam which caught American troops by surprise and after the Kent State shootings in 1970, which led to dramatic increases in protest numbers. Increasing numbers of state troopers were needed to contain student protest on university campuses and elsewhere. Many shocking images were coming home to the American public which clearly showed the horror of the war and the fact that the United States was not winning and so their support of the war effort began to wane. **To a LESSER EXTENT**, other people were responsible: President Johnson himself announced troop limitations and a halt on bombings as well as a process of de-escalating the war. President Nixon also wanted to end the war, he had his own geopolitical reasons and engaged in intense diplomacy with the president of South Vietnam to try to negotiate a settlement. His negotiations included trying to engage north Vietnam's key politicians in negotiations. The United States Congress also played a role in trying to end the Vietnam War by cutting off aid to the South Vietnamese. Furthermore, advisors within President Nixon's cabinet put immense pressure on him to escalate actions which would end the Vietnam War.

OR

- Candidates may argue that anti-Vietnam War protestors were responsible for ending the Vietnam war, **to a LESSER EXTENT**: other people were responsible: President Johnson himself announced troop limitations and a halt on bombings as well as a process of de-escalating the war. President Nixon also wanted to end the war, he had his own geopolitical reasons and engaged in intense diplomacy with the president of South Vietnam to try to negotiate a settlement. His negotiations included trying to engage north Vietnam's key politicians in negotiations. The United States Congress also played a role in trying to end the Vietnam War by cutting off aid to the South Vietnamese. Furthermore, advisors within President Nixon's cabinet put immense pressure on him to escalate actions which would end the Vietnam War. **To a LARGER/GREATER EXTENT**, anti-Vietnam war protestors were responsible for the ending of the Vietnam War: especially after the Tet offensive in Vietnam which caught American troops by surprise and after the Kent State shootings in 1970, which led to dramatic increases in protest numbers. Increasing numbers of state troopers were needed to contain student protest on university campuses and elsewhere. Many shocking images were coming home to the American public which clearly showed the horror of the war and the fact that the United States was not winning and so their support of the war effort began to wane.

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Anti-Vietnam War protestors responsible	**OTHERS responsible**
Key words: Greater/lesser extent	**Key words: Greater/Lesser extent**
A – Americans lose faith in their government and the war: '… The shocking images coming out of Vietnam vividly showed the horrors of the war, and many were shocked by the enemy's resilience …' **which probably led to more protest**, **was a precursor to more protest**. '… President Lyndon B. Johnson and other leaders, **taking note of growing anti-war sentiment at home**, chose to do the opposite. Troop limitations were announced, and there was a halt on bombings. De-escalation began …'	**A – President Lyndon**, **B – Johnson and other leaders – were responsible for their own actions and decisions**, could have ignored protests, but troop limitations were announced, and there was a halt on bombings and de-escalation began …
B – The US as a whole – many Americans were appalled at the shootings at Kent and the government lost enough support to escalate its action to end the war.	
	C – Other played a role in ending the war, **like President Nixon and Henry Kissinger**, '… in January 1969, Richard Nixon and his national security adviser, Henry Kissinger, understood that part of their mandate was to end the war in some way …' '… and they wanted to do so for their own geopolitical* reasons, as well …' '… by late 1969, the Nixon team settled on a new approach, combining gradual withdrawal, temporary protection of the regime of South Vietnamese President Nguyen Van Thieu, …' '… and intense diplomacy to enshrine these elements in a negotiated settlement …' '… The Nixon administration's courting of the North's key patrons* began to pay off …' **Congress played a role:** '… Congress restricted U.S. operations and cut aid to the South, and these moves did indeed facilitate the eventual Northern victory …' '… in June 1973, Congress ordered all U.S. military operations in Indochina to cease by the end of the summer, …' '… Congress also cut U.S. aid to Saigon, from about $2,3 billion in 1973 to about $1 billion in 1974 and still less after that …' **Kissinger and his North Vietnamese counterpart**: '… worked out a draft agreement that called for the removal of the remaining U.S. troops and the return of U.S. prisoners of war …'

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D – the anti-Vietnam War protesters clearly had the numbers and the power to bring at least parts of a city to a standstill as shown in the photograph. The entire highway is at a standstill and at least thirty state troopers were needed to confront them and get them to disperse, **which shows that they had impact that they played a role in raising awareness of the war**. The protests would have been seen in photographs like this throughout the United States.	
E – action was only taken in response to the protest: '… In the wake of Kent State, President Nixon took tactical measures aimed at appeasing *the protesters. He limited incursions* into Cambodia to no more than 35 kilometres inside the border. He also kept the campaign at two months maximum …'	**E – may have been** '… In the wake of Kent State,' that **President Nixon** took tactical measures aimed at appeasing *the protesters. '… but he could have ignored the protest. He took decisive action to end the war.'
F – Martin Luther King Junior lent his voice to the protest.	**F – Martin Luther King Junior lent his voice to the protest** **So did** '… **Prominent news reporters and television commentators** revealed their views on America's policy in Vietnam, and the respected **New York Times** …' '… l**awmakers** risked their political future by opposing President Johnson's Vietnam policy …' '… **Within the Johnson administration** itself there was a rising undercurrent of doubt …' Senior Secretaries opposed the war, like **McNamara**.
	G – '… the Vietnam demonstrations did reduce the dangers of the draft, **there is almost no evidence they shortened the war** …' **Numbers of dead increased significantly over time to 58 000 US dead**.
H – '… As news reports became increasingly negative, **public opinion compelled the government** to downsize troop deployment; therefore, forcing an adjustment to America's policy in Vietnam …'	**H – Media played a key role in ending the war – without them Americans might not have known of the extent of the tragedy.**

Total: 200 marks

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GENERIC RUBRIC FOR SOURCE-BASED ESSAY

	Argument + focus	Use of sources	Counter-argument (C/A)	Structure + style	Main impression
7+ **90–100%** **45–50**	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 counterargument. 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 **80–89%** **40–44**	Takes a stand. Sustains argument but may have minor lapses that 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 **70–79%** **35–39**	Takes a stand. Focuses on question but may have some lapses in focus or implied focus that detract from the argument. Links sources and question.	Uses all the sources and references them by letter. Uses detail from sources but there 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 lack depth. It is generally fluent but may have limited repetition. There may be some limitations to historical insight and understanding.
5 **60–69%** **30–34**	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.

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4 **50–59%** **25–29**	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 **40–49%** **20–24**	Makes poor attempt to take a stand. Makes little attempt to focus. Shows little understanding of argument. Includes inaccuracies. Gaps in argument. Tries to link sources to question but not successfully.	Only half of the sources used. 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 **30–39%** **15–19**	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 **0–29%** **0–14**	Makes no attempt to focus. Has no understanding of the 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 counterargument, 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.

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