



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 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.

SECTION A**QUESTION 1 VISUAL SOURCE ANALYSIS**

1.1 1.1.1 *What visual clue in the cartoon suggests that the blanket represents the Soviet Union?*

[LEVEL 2]

- The Hammer and Sickle symbol of the Soviet Union.
- Star
- Communist symbol

1.1.2 *Name TWO policies that Gorbachev introduced when he became leader of the USSR in 1985.*

[LEVEL 1]

- Perestroika
- Glasnost
- Democratiya or democratisation

[TWO valid policies]

1.2 1.2.1 *What message do you think the cartoonist is trying to convey about Gorbachev's role in the dissolution of the USSR? Refer to ONE visual clue to support your answer.*

[LEVEL 4]

- Gorbachev was responsible for the dissolution of the USSR and Gorbachev played a key role. Gorbachev was determined to dissolve it.
- Stepping away/breaking away from communism
- **Clue:** He is holding a pair of scissors, which is 'cutting up' the USSR.

1.2.2 *To what extent do you agree with the cartoonist's opinion? Support your answer with ONE point.*

[LEVEL 6]

He was responsible, and the cartoon is accurate to a large extent.

- It was his policies of Glasnost and Perestroika that precipitated the USSR's dissolution.
- Although the breakup of the Soviet Union was not his intention.

He was responsible to some extent/partially responsible.

- It was his policies of Glasnost and Perestroika that precipitated the dissolution of the USSR.
- But there were other factors in play that he was not responsible for historically: war in Afghanistan poor economy due to communism.

- 1.3 *How reliable is this source for understanding the reasons for the collapse of the USSR? Explain your answer.*
[LEVEL 6]

The source gives us some ideas about what people thought at the time, so it is **partially reliable with limitations**. However, it's not a perfect source for understanding why the USSR fell apart. It's a **one-sided view** since the cartoon was drawn by someone with his/her own opinions (**biased**). It **might not show the whole story** or all the reasons why the USSR collapsed – especially since it was **published in the USA** and drawn by an American cartoonist. It's a simple cartoon and, therefore, can leave out important details – the symbolism of Gorbachev cutting up a blanket with the hammer and sickle may **oversimplify** the causes of the USSR's collapse and fail to capture all of the economic, political, social, and ideological factors involved. The cartoon might focus on Gorbachev as the reason for the USSR's collapse, but there were other important factors, such as economic problems, ethnic nationalism, etc. Without additional context or accompanying information, it is challenging to interpret the cartoon with 100% accuracy. **The intention** of the cartoonist might have been to suggest that Gorbachev's policies or actions contributed to the downfall of the USSR – expressing his opinion or apportioning blame and criticism, but this would, again, be a biased opinion. The cartoonist may have **intended to celebrate** the perceived victory of the United States and its allies over communism. The image of Gorbachev cutting up the symbol of the USSR could symbolise the triumph of democracy and capitalism over communism. However, the cartoon would be limited here in that it does not offer insight for the historian into the causes of the fall of the USSR. Furthermore, different people have different views – people can see the same cartoon differently – thus, while the cartoon is interesting, **we can't rely on it alone** to understand why the USSR fell apart. We need to look at other sources, too.

Use this rubric in conjunction with the above-mentioned guidelines.

5–6	Evaluation/limitation & bias Comprehends the source / acknowledges limitation / focuses on origin and intention (to some degree) 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.
3–4	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.)
1–2	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.

QUESTION 2 TEXTUAL ANALYSIS

2.1 2.1.1 *List the THREE main aims of the TRC using your historical knowledge.*
[LEVEL 1]

- The TRC aimed to uncover and document the truth about human rights abuses and atrocities committed during the apartheid era in South Africa.
- The granting of amnesty to those who confessed their crimes – the TRC aimed to promote reconciliation and healing among South Africans.
- It aimed to contribute to the pursuit of justice by recommending compensation for victims/reparations
- To provide a platform for victims and perpetrators to tell stories
- To build historical records and documentation

2.1.2 *Which aim of the TRC was achieved, according to the source? Give THREE pieces of evidence to support your answer.*
[LEVEL 2 and LEVEL 4]

The aim of identifying the truth/Human Rights violations

- '... It had established beyond all doubt that death squads had operated not as aberrations but as part and parcel of the system of government oppression ...'
- '... that torture had been used systematically and was in effect condoned as official practice ...'
- '... violence between rival black factions had been officially encouraged, supported and financed ...'
- '... It had established the chain of command leading to the highest levels of government ...'
- '... It had confronted the liberation movements with their own crimes of murder, torture, and necklacing, refusing to judge these crimes any differently from government crimes ...'

2.2 *Using your historical knowledge, give TWO criticisms of the TRC, according to relatives of the victims of apartheid.*
[LEVEL 1]

- Many victims and their families felt that the TRC prioritised reconciliation over justice/while the TRC provided a platform for victims to share their stories and for perpetrators to seek amnesty, it did not prosecute all perpetrators of human rights abuses/some victims felt that this lack of accountability allowed perpetrators to evade punishment for their crimes.
- The TRC granted amnesty too readily, particularly to those who were perceived to be politically connected or who did not fully disclose the truth about their crimes.
- Victims and their families often felt that the reparations provided by the TRC were insufficient to address the lasting impacts of apartheid-era violence/the TRC's emphasis on reconciliation and amnesty undermined efforts to hold perpetrators accountable for their actions.
- Limited scope.

2.3 *Which committee of the TRC would have drawn the conclusions mentioned in the source?*
[LEVEL 1 and 3]

Committee on Amnesty/Human Rights violation

QUESTION 3 CURRENT ISSUE IN THE MEDIA

3.1 *Describe why the author calls the National Party 'illegitimate'. Use the source and your historical knowledge.*

[LEVEL 2]

- **Source:** NP was racist for 46 years through apartheid.
- **Own knowledge:** the system of apartheid oppressed Black people and denied them the vote.
- Thus, the NP was not in power through the democratic will of all the people of SA.
- NP suppressed and violated fundamental human rights
- NP lacked moral and democratic legitimacy
- Undemocratic

3.2 *Using your historical knowledge, explain how the 'government of national unity' mentioned in Paragraph 3 was made up.*

[LEVEL 1]

- Any party that gained at least 5% of the votes would be represented in a national unity government for the first five years.
- The ANC, the NP, and the IFP qualified to be included in this coalition government.
- The cabinet of the government of national unity included 12 representatives from the ANC call back, six from the NDP, and three from the IFP.
- Nelson Mandela became the 1st president, with Thabo Mbeki and FW de Klerk as deputy presidents.
- One president and two deputies

3.3 *Which TWO pieces of evidence in Paragraph 3 suggest that the international community would welcome the transition to democracy in South Africa in 1994?*

[LEVEL 2 and 3]

- There was an influx of global investment
- 'We were the postcolonial darlings of the West.'

3.4 *Does the author believe that the 1994 elections have left South Africans with a positive legacy? Explain, using Paragraph 4.*

[LEVEL 6]

- **Yes**
- South Africa continues to have peaceful, timeous, free, fair, and credible elections.
- The IEC* works.
- We have a multi-party democracy.
- We have freedom of speech.
- We have thriving opposition parties.
- We can criticise whoever we want without being jailed ...
- Our democracy is a model for the rest of Africa ...

SECTION B SOURCE-BASED QUESTIONS

Study the sources contained in the Source Material Booklet and then answer the questions that follow.

Refer to Source A

4. 4.1 *Use your historical knowledge to provide a definition of the term Western.*
[LEVEL 1]

- Refers to non-communist countries with a similar heritage, culture, and values, and tend to be democratic and capitalist.
- Cultural, social, and philosophical values originating in Europe.
- Countries in Western Europe and North America.
- Countries that share the values of individualism, human rights, democracy, and the rule of law.

4.2 *Give THREE pieces of evidence from paragraph 2 which show that Western powers had a negative effect on politics in the Congo.*
[LEVEL 2]

- They manipulated the United Nations.
- They facilitated the deployment of mercenaries.
- They worked through the great mining groups such as *Union Miniere Du Haut Katanga* ... which they controlled by threats, bribes, and overt political pressures.
- They ensured that a puppet system beholden to them, rather than any fully independent political leadership, came to power.

5. *Does the source provide any evidence that local politicians played a role in the postcolonial turmoil? Support your answer with ONE piece of evidence.*
[LEVEL 6]

- Yes
- Mobutu Seso Seko prevented the elected parliament of the Congo from gathering to meet.
- 'The murder of Patrice Lumumba ... marked the end of the first phase of the crisis.'
- Paragraph 2 – 'puppet'.
'Mobutu Seso Seko ...was to make state kleptocracy fashionable'.

6. *Using the source, describe the motivation behind foreign involvement in the Congo. (Paragraph 3)*
[LEVEL 2]

- The Cold War was one excuse for this behaviour – preventing the spread of Soviet or Communist influence in the region;
- Greed was another – the Congo was too rich to be allowed to escape from Western corporate controls;
- Deep resentment on the part of the Belgians at the loss of control of their colonial empire in Africa was the third.

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

[LEVEL 2]

7.1 Refers to a sudden, violent overthrowing of a government.

Coup

7.2 Refers to a country that is free from outside control and makes its own laws.

Independent

7.3 Refers to a political system in which one person possesses absolute power.

dictatorship

Refer to Source B

8. Give FOUR reasons why Lumumba was deposed after only six months as Prime Minister of the Congo. Use your historical knowledge to answer.

[LEVEL 1]

- One of the main factors leading to Lumumba's capture was the opposition he faced from various quarters: this included internal opposition from political rivals and external interference from Western powers.
- Lumumba's attempts to assert Congolese sovereignty and pursue policies independent of Western influence, particularly in the economic area, put him at odds with powerful interests both domestically and internationally.
- Lumumba's efforts to maintain the territorial integrity of the Congo and his opposition to the secessionist movement in Katanga led to heightened tensions and conflict.
- Lumumba's appeal to the Soviet Union for support in the face of Western opposition and his perceived alignment with socialist principles added to his vulnerability.
- This move angered Western powers, particularly the United States and Belgium, who viewed Lumumba's overtures to the Soviet Union as a threat to their interests in the region.
- Lumumba's capture ultimately occurred amid a power struggle for control over the Congo's future.
- He was eventually arrested by forces loyal to Colonel Joseph Mobutu, who would later seize power in a coup backed by Western powers.

9. 9.1 *Provide ONE visual clue in the photograph which shows that Lumumba had been captured.*
[LEVEL 4]
- Hands are tied up behind his back
 - Ropes
 - weapons
 - Army guards surrounding him.
- 9.2 *Provide ONE limitation of THIS photograph for historians researching the causes of the turmoil in the Congo after independence.*
[LEVEL 6]
- Cannot see who has captured him, so we need more context.
 - Cannot ascertain what happened just before this – how was he captured?
 - Cannot determine what was done with him immediately after this.
 - The photo documents only a moment in time when he was captured.
10. *Create a headline for this photograph, which might have appeared in a pro-President Kasavubu newspaper.*
[LEVEL 4]
- 'President Kasavubu's Forces Triumph: Lumumba Captured in Historic Victory for Congo's Stability'

Refer to Source C

11. *Use the source to explain how controlling communication and important facilities affected Lumumba's ability to fight back when Kasavubu removed him from power.*
[LEVEL 6]
- The source indicates that the UN took control of Leopoldville airport, which prevented Lumumba from bringing in forces loyal to him from Stanleyville and Kasai province.
 - This hindered Lumumba's ability to mobilize support and reinforcement from regions where he had significant backing, thus weakening his position and limiting his ability to resist Kasavubu's dismissal.
 - The source mentions that Lumumba was denied access to the national radio network.
 - This denial deprived Lumumba of a crucial communication channel through which he could rally support, share information, and counter Kasavubu's actions.
 - Lumumba's disadvantage in accessing the national radio network undermined his ability to resist Kasavubu's dismissal effectively.
 - The source highlights that Lumumba received confirmation that the UN, which had previously refused to help his government militarily, was now militarily opposing him.
 - This military opposition by the UN further weakened Lumumba's position and demonstrated the international community's support for Kasavubu's actions.
 - Making it even more challenging for Lumumba to resist or overturn his dismissal from power.

12. 12.1 *In what way is Source C useful to historians studying the impact of the United Nations role in the Congo during the 1960s? Provide TWO points.*
[LEVEL 6]

- The passage provides evidence of the UN's intervention in the Congo during the 1960s, particularly regarding its actions in response to Lumumba's dismissal by Kasavubu.
- It highlights how the UN intervened by taking control of key infrastructure such as the Leopoldville airport and denying Lumumba access to the national radio network.
- This information offers insights into the UN's involvement in the Congo crisis and its efforts to influence the political dynamics of the country during a critical period.
- Source C illustrates the complex dynamics of international relations during the Cold War era.
- It shows how Lumumba's threats to invite the Soviet Union to intervene in the Congo crisis provoked a reaction from the United States and escalated tensions between the superpowers.
- This aspect of the passage highlights the extent to which Cold War rivalries influenced international responses to the Congo Crisis.

12.2 *Quote ONE example of bias against Lumumba by the author of the source.*
[LEVEL 4]

- '... Being the most skilled rabble-rouser ...'

Refer to Source D

13. 13.1 *According to your knowledge, what are 'mercenaries' as mentioned in the passage?*
[LEVEL 1]

- Individuals who are paid to fight in conflicts or wars on behalf of a country, group, or organisation, hired by private companies, governments, or rebel groups to provide military service.

13.2 *Use the source to state TWO consequences of the mercenaries' actions on the local population and prisoners during the conflict in the Congo.*
[LEVEL 2]

- They slaughtered people.
- Assisted the army to terrorise the population.
- Tortured prisoners before killing them.

Refer to Source E

14. 14.1 *According to your historical knowledge, what ideology do the two countries represented by Khrushchev and Mao Tse Tung have in common?*

[LEVEL 1]

- Both Communist

- 14.2 *What is the message of the cartoon with regard to the relationship between African countries (the Congo in particular) and the other countries represented in the cartoon? Support your answer with reference to TWO visual clues in the cartoon.*

[LEVEL 4]

Meaning:

- Both African countries and outside powers such as China and USSR are eager to engage with each other after independence.
- **Alternative:** the man indicates **reluctance** to engage with Asian powers

Clues:

- The man representing Congo walks towards the other two men representing the USSR and China and asks for a 'porter' as if he is boarding the 'communist train'.
- The 'porters' are bowing and scraping to show how eager they are to assist and welcome him into their 'fold'.
- Pointing, gesturing, smiling, saluting.
- **Clues for 'reluctance':** facial expression looks doubtful or hesitant, and he seems to be walking stiffly past the two men who are trying to engage with him.

Refer to Source F

15. *Use Source F as well as your historical knowledge to state whether the following statements are TRUE or FALSE.*

Write down only TRUE or FALSE. (No explanation is required.)

[LEVEL 1 and LEVEL 2]

- 15.1 *Both Kasavubu and Lumumba claimed to have fired each other.*

TRUE

- 15.2 *Source F criticises Lumumba and Kasavubu for not doing what was best for the Congo.*

TRUE

15.3 *Mobutu was elected to power in 1960.*

FALSE

15.4 *As the leader of the Congo, Mobutu would control Kasavubu's activities.*

TRUE

15.5 *Source F suggests that Mobutu may have played a role in the execution of Lumumba.*

TRUE

15.6 *Source F is a primary source.*

FALSE

Refer to Source G

16. *Use Source G to answer the following questions. Write down only the answer. (No explanation is required.)*

16.1 *Using the source, list FOUR countries involved in the Congo crisis of 1960–1965.*

[LEVEL 2]

- USSR (Moscow)
- Czechoslovakia
- China
- Cuba

16.2 *According to the source, while 'Moscow', China, and Cuba all wanted to expand communism, their strategic interests in the Congo during the 1960s differed slightly.*

Using the source, describe each country's strategic goals in the Congo.*

*[*the long-term goals and priorities that a nation aims to achieve to protect its security, promote its prosperity, and advance its influence on the global stage]*

[LEVEL 4]

- **The USSR had strategic and economic interests in Africa**, including the Congo, due to the country's rich natural resources such as diamonds, uranium, and copper.
- One of the main goals of the Soviet Union was to expand communism in the African continent, using its presence in the Congo to further this objective.
- The KGB (Soviet intelligence agency) and Czechoslovak State Security (StB) conducted joint operations in the Congo, gathering information, recruiting informants, and infiltrating Western institutions to advance Soviet interests and influence in the region.

- **China's strategic goal in the Congo** was to expand its influence in the African continent as part of its broader worldwide objectives.
- The Chinese Communist Party offered economic support to Congo in 1960, driven by its desire to counter American imperialism and capitalism and extend communism's reach.
- China's relationship with the Congo materialised through economic support, reflecting its goal of expanding its influence and combating Western influence in Africa.
- **Cuba's strategic goal in the Congo** was to extend the influence of the Cuban Revolution and defend countries affected by Western intervention.
- Che Guevara, a prominent member of the Cuban leadership, sought support from China to bolster the Cuban cause in the Congo, reflecting Cuba's commitment to supporting anti-imperialist movements and promoting communism globally.
- Cuba actively joined the fight in the Congo, sending Che Guevara with a group of guerrillas to support local forces against Western powers and capitalism.

Refer to Source H

17. *Provide TWO quotes which show that Lumumba's actions threatened stability in the Congo.*
[LEVEL 2]

- '... In an increasingly volatile* mood, he demanded that the UN force be used to expel Belgian troops.'
- '... After meeting him in Leopoldville on 16 July, the head of the UN operation in the Congo, Ralph Bunche, ... reported that 'Lumumba was crazy and that he reacted like a child.' ...'
- '... The following day, Lumumba issued an ultimatum threatening that if the UN did not remove all Belgian troops from the Congo by midnight on the 19th of July, then he would invite the Soviet Union to intervene ...'
- '... At a time when Cold War rivalry was at one of its peaks, Lumumba's threats infuriated the United States and pitched the Congo into the middle of a Cold War confrontation ...'

SECTION C SOURCE-BASED ESSAY**QUESTION 18**

To what extent were external forces responsible for the Congo's volatile and unstable political conditions after independence?

[LEVELS 2, 3, 4, 5, 6]

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

- Candidates may argue that external forces were responsible for the volatile and unstable political conditions in the Congo after independence **TO A GREATER EXTENT**. Both of the superpowers of the Cold War, the USSR and the USA, interfered in the affairs of the Congo for their own ideological and strategic reasons, such as the mineral wealth and other resources of the Congo. Other Western powers were also involved in the Congo for their own reasons, such as Belgium, which did not want to let go of its previous colony, which was filled with precious minerals and other resources. Even the United Nations became embroiled in the Congo crisis, often at the behest of and manipulated by Cold War superpower interests.
- External forces were, **TO A LESSER EXTENT**, responsible for the volatile and unstable political conditions in the Congo after independence since local, internal forces were more responsible: individuals like President Kasavubu, Joseph Mobuto, Patrice Lumumba, Moise Tshombe all played a role in the turmoil that engulfed the Congo after independence. Their motives varied from ideological to tribal identity to lust for power. Their competitive interaction with each other exacerbated the turmoil in the Congo.

OR

- Candidates may argue that it is accurate to say that external forces were responsible for the volatile and unstable political conditions in the Congo after independence **TO A LESSER EXTENT**. Others were more responsible: individuals like President Kasavubu, Joseph Mobuto, Patrice Lumumba, and Moise Tshombe all played a role in the turmoil that engulfed the Congo after independence. Their motives varied from ideological to tribal identity to lust for power. Their competitive interaction with each other exacerbated the turmoil in the Congo.
- External forces, **TO A GREATER EXTENT**, were responsible for the volatile and unstable political conditions in the Congo after independence. Both of the superpowers of the Cold War, the USSR and the USA, interfered in the affairs of the Congo for their own ideological and strategic reasons, such as the mineral wealth and other resources of the Congo. Other Western powers were also involved in the Congo for their own reasons, such as Belgium, which did not want to let go of its previous colony, which was filled with precious minerals and other resources. Even the United Nations became embroiled in the Congo crisis, often at the behest of and manipulated by Cold War superpower interests.

EXTERNAL FORCES WERE RESPONSIBLE	EXTERNAL FORCES NOT RESPONSIBLE – INTERNAL FORCES RESPONSIBLE
<p>Greater/lesser extent</p>	<p>Greater/Lesser extent</p>
<p>A – '... Few events in Africa during the 1960s better illustrated the hypocrisy* of the Western powers or their determination to control the newly independent countries of Africa by any means at their disposal...' '...They manipulated the United Nations, they facilitated the deployment of mercenaries, they worked through the great mining groups such as <i>Union Miniere Du Haut Katanga</i> ... which they controlled and by threats, bribes, and overt political pressures, they made certain that a puppet system beholden to them, rather than any fully independent political leadership, came to power in the mineral-rich Congo. '... The Cold War was one excuse for this behaviour – preventing the spread of Soviet or Communist influence in the region; greed was another – the Congo was too rich to be allowed to escape from Western corporate controls and deep resentment on the part of the Belgians at the loss of control of their colonial empire in Africa was the third ...'</p>	<p>A – '... He wished the United Nations would take a more positive role, using its forces and powers to enable the Congo Parliament to meet ... This, he said, was the most obvious step, but it had been prevented by Colonel Mobutu.</p>
<p>B – The photograph reflects Patrice Lumumba after his arrest. The events leading to his arrest and execution involved Belgian and US CIA intelligence and action of varying degrees. External powers interfering in the events of the Congo with us partly responsible for his assassination.</p>	<p>B – the photograph reflects Patrice Lumumba after his arrest. The events leading to his arrest and execution involved local politicians like Moise Thsombe and Joseph Mobutu. Thus, internal actors were involved in his assassination, therefore contributing to the violence and turmoil in the years after independence.</p>
<p>C – '... the UN, which had up to then refused to intervene, intervened to freeze the situation after Kasavubu had dismissed Lumumba ...' '... By taking control of Leopoldville airport, the UN prevented Lumumba from bringing the most loyal forces to him into Leopoldville ...' '... the UN, which had refused to help his government militarily, was now militarily opposing him ...'</p>	
	<p>D – '... Tshombe ... raised a force of European mercenaries to fight the rebels in the east ...' '... By March 1965, the Congo National Army, with its mercenary leaders, was winning the war ...' '... A great deal of slaughter took place as the army terrorised the population while relying upon the mercenaries to lead military actions.' '... The mercenaries were responsible for a growing list of brutalities and carried out horrific tortures on the prisoners before killing them ...'</p>
<p>E – the cartoon reflects the eagerness of the USSR and China as external powers, both communist states in terms of ideology, to play a role in newly independent African states.</p>	
	<p>F – '... Mobutu considered his options: to remain loyal to his friend and supporter, the man who was rowing with President Kasavubu even now as the country slid into flames, or act on behalf of the US, which required Lumumba out of the way ...' This shows the plotting of Mobutu – which exacerbated the conflict.</p>

	<p>'... President Kasavubu headed for the national radio station in Leopoldville ...' and '... an hour later, they heard the voice of Patrice Lumumba announcing that he had sacked President Kasavubu ...' – shows the power-play between local politicians in terms of creating conflict in the Congo. '... At that critical moment amid a military, ethnic, and economic crisis, when a unified and determined position was paramount*, the two elected leaders had placed personal politics above national interests ...' – confirms the above. '... Mobutu ... was effectively the new leader of this vast young Republic ... later, Mobutu would allow President Kasavubu to return to office, but only under his stewardship*, not with any real power. In the meantime, there was the awkward question of what to do with Lumumba ... Mobutu needed him out of the picture, permanently' ... This shows the role of an internal politician in the creation of turmoil in the Congo.</p>
<p>G – '... Moscow ... had its strategic and economic interests in Africa ...' '... one of the main goals of Czechoslovakia was to develop relations with countries outside Europe ... Czechoslovakia was the only communist country to have diplomatic representation in Congo from 1948. As the USSR, its wish was to expand communism in the African continent. It also had economic interests in the country. Congo was rich in natural resources, such as diamonds, uranium, and copper ...' '... In 1960, KGB and the Czechoslovak State Security (StB) began their first joint operation in Congo. Even before Congo's independence, Czechoslovakia was already present in the country. This facilitated the process of cooperation and infiltration of the Soviet Union. Moscow's attention to the Congo crisis was drawn in 1960 ... The role of KGB officers was to gather information about Congolese politicians and the Western plans for the country. The StB role was to recruit informants, infiltrate their personnel into Western institutions and discredit Western powers in Congo.' '... The relationship between China and Congo materialised in 1960 when the Chinese Communist Party offered economic support to Congo. The Chinese wish for expansion in the African continent and the fight against American imperialism and capitalism mainly drove this support ...' '... The Cuban government, ... decided to join the fight ... Che Guevara, a member of the Cuban leadership, ... went to China to seek more support for his cause in Congo. His goal was to extend the influence of the Cuban Revolution and defend those countries affected by Western intervention ... Che Guevara arrived with a smaller ... column* that comprised 150 guerrillas. Cuba was prepared for the fight... China and Cuba felt that communism was threatened by the Western countries and capitalism ...'</p>	

	<p>H – '... In an increasingly volatile* mood, he demanded that the UN force be used to expel Belgian troops ...'</p> <p>'... After meeting him in Leopoldville on 16 July, the head of the UN operation in the Congo, Ralph Bunche, ... reported that 'Lumumba was crazy and that he reacted like a child.' ...'</p> <p>'... The following day, Lumumba issued an ultimatum threatening that if the UN did not remove all Belgian troops from the Congo by midnight on the 19th of July, then he would invite the Soviet Union to intervene ...'</p> <p>'... At a time when Cold War rivalry was at one of its peaks, Lumumba's threats infuriated the United States and pitched the Congo into the middle of a Cold War confrontation ...'</p>
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GENERIC RUBRIC FOR SOURCE-BASED ESSAY

	Argument + focus	Use of sources	Counter-argument (C/A)	Structure + style	Main impression
<p>7+ 90–100% 45–50</p>	<p>Takes a stand. Sustains argument throughout. Maintains clear and consistent focus. Understands all the aspects of the question. Links sources and questions very well.</p>	<p>Uses all the sources and references them by letter. Uses details from the sources to substantiate the argument and counterargument. Quotes selectively where appropriate.</p>	<p>Discusses C/A fully. Acknowledges C/A in introduction and conclusion. Consistently links C/A to the main argument.</p>	<p>Short introduction and conclusion that focus on answering the question. Use of paragraphs. Fluent expression.</p>	<p>The essay is logical, coherent, and concise. It demonstrates excellent historical insight and understanding.</p>
<p>7 80–89% 40–44</p>	<p>Takes a stand. Sustains argument but may have minor lapses that do not detract from the understanding or focus. Links sources and questions well.</p>	<p>As above.</p>	<p>As above.</p>	<p>As above.</p>	<p>The essay is clear and accurate, though the style may not be succinct. It demonstrates very good historical insight and understanding.</p>
<p>6 70–79% 35–39</p>	<p>Takes a stand. It focuses on the question but may have some lapses in focus or implied focus that detract from the argument. Links, sources and questions.</p>	<p>Uses all the sources and references them by letter. It uses details from sources, but gaps or minor lapses in evidence may exist. Quotes selectively where appropriate.</p>	<p>Identifies C/A.</p>	<p>The introduction and conclusion focus on answering the question. Use of paragraphs. Expression satisfactory.</p>	<p>The 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.</p>
<p>5 60–69% 30–34</p>	<p>Attempts to take a stand. Lapses in focus or uses tagged on/ implied focus. Makes inconsistent or shallow argument. It shows some evidence of linking sources and questions.</p>	<p>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.</p>	<p>Identifies C/A but not fully. Omits some aspects of C/A.</p>	<p>The introduction and conclusion are present but flawed. Expression satisfactory.</p>	<p>The 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.</p>

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

- Listing sources – using sources alphabetically rather than grouping them to support 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.