



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2017

HISTORY: PAPER I

MARKING GUIDELINES

Time: 2 hours

100 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 DISCURSIVE ESSAY

Answer any **ONE** question from this section.

A discursive essay showing evidence of analysis, interpretations, explanation and argument is required. It should be approximately 800–900 words in length.

THEME INDEPENDENT AFRICA**QUESTION 1**

With reference to the social, economic and political policies implemented by Julius Nyerere in Tanzania after independence, critically assess if he was able to achieve his aims of equality and self-reliance.

Markers must consider, and credit, ALL arguments presented by candidates where the evidence provided is significant and valid.

Context:

- Tanganyika independent from Britain in 1961 – united with Zanzibar in 1964 – Tanzania
- Led by Julius Nyerere and Tanganyikan African National Union (TANU)
- Post-independence issues
 - Limited training for officials
 - Still reliant on Britain and foreign investments
 - Country still largely agrarian
 - Issues of corruption in government and bureaucracy

Aims:

- Egalitarian society – eliminate tribal divisions
- Promote and develop economy – government to retain control of Tanzanian economy – self-reliance
- Create political institutions that would be widely participatory
- Build a fair society – free people from inequalities, all to share the benefits of development

Policies:**ARUSHA DECLARATION, 1967**

- Anchored in ideal of equality
- Announced a 'Leadership Code' – aimed to root out corruption and create accountable leaders and bureaucrats – attempts to ensure good leadership
- Economic self-reliance
- Assessment:
 - *Single party state* – top-down leadership structure created
 - Tanganyika Rifles *mutiny* in 1964
 - Economic *failure* – Tanzania not self-reliant
 - National *unity created*
 - Education system used as a tool for *nation building*
 - Basic services *improved*

AFRICAN SOCIALISM

- State control over production, distribution and transport
- Banks, insurance companies and large foreign-owned companies nationalised
- Some private ownership but controlled by State Corporations
- African Socialism focussed on:
 - Development of rural areas – land to be communally owned/resources shared/leaders elected, introduced **UJAMAA**
 - 'freedom, equality, unity'
 - Collectivisation of agriculture compulsory viz **VILLAGISATION**
- Assessment:
 - Farmers *reluctant* to collectivise – led to use of force
 - Poor *planning* and little co-ordination
 - Agricultural production fell – food became *scarce*
 - Nationalised companies *bankrupt*
 - Exports *dropped* – maize had to be imported
 - Literacy levels *increased*
 - Textile industry *created*
 - Rural health care *improved*

However, by the 1990s, Tanzania was one of the poorest countries in Africa. It had to rely on foreign aid.

AFRICANISATION

- Tanzania to break free from European cultural influences – celebration of African art, dance, cultural activities
- Adoption of local language as national language viz Swahili
- Assessment:
 - Translation of Shakespeare into Swahili
 - Name changes to reflect African heritage
 - Traditional art forms *encouraged* and supported viz Makonde masks
 - Swahili language created *social cohesion*

OR

THEME CIVIL SOCIETY PROTESTS 1950s TO 1970s**QUESTION 2**

With reference to the aims and actions of the Civil Rights Movement in the United States of America from 1955, critically assess if segregation and discrimination were overcome by 1965.

Markers must consider, and credit, all arguments presented by candidates where the evidence provided is significant and valid.

Context:

- Segregation and discrimination in USA – racial legislation and attitudes
- 'Jim Crow' laws in the South – civil rights of African Americans not recognised
- Racial violence – Ku Klux Klan actions – other violence committed
- Formation of organisation to campaign for racial equality – National Association of Advancement of Coloured People (1909) – Congress of Racial Equality (1942) – Southern Christian Leadership Conference (1957)
- Limited advances, e.g. *Brown vs Board of Education Topeka (1954)*

Aims:

- Protest discrimination through non-violent disobedience
- Mass action through peaceful resistance: challenge legislation and attitudes – protests, boycotts, sit-ins, voter registration campaigns, marches
- Integration of society at all levels

Actions (1955–1965):

- 1955, Montgomery Bus Boycott
 - Rosa Parks refuses to move seats on bus in Montgomery, Alabama
 - Act of defiance leads to her arrest and conviction of breaking segregation laws
 - Montgomery Improvement Association (MIA) formed to boycott bus system – Martin Luther King Jnr first president of MIA – boycott last a year/bus company loses 65% of its profits
 - Supreme Court rules against *desegregation* in December, 1956
- 1957, Little Rock Nine
 - Supreme Court rules *against segregation* of schools in 1954, schools in South remained segregated owing to *Southern attitudes and values prevelant*
 - Nine black students register at Central High School in Little Rock, Arkansas
 - White community angry, abusive – National Guard protection given to black students – Alabama governor defies court rulings
 - Challenge to Federal government and Supreme Court – no change in *Southern attitudes*
- 1960, Greensboro
 - Students Non-Violent Coordinating Committee (SNCC) stages a 'sit-in' at lunch counter in Woolworths, Greensboro
 - Four students faced abuse and violent attacks
 - *Encourages* sit-ins in other states
 - Other protests include 'kneel-ins'/'read-ins'/'play-ins'/'wade-ins'/'swim-ins'
 - *Segregation and discrimination challenged*
- 1960, James Meredith and Ole Miss' (University of Mississippi)
 - Meredith first black student to enrol at University of Mississippi as part of *desegregation* of educational facilities
 - Accompanied by 500 Federal officials
 - White students protests and attack officials – 160 marshals injured – 5 000 troops restore order
- 1961 – Freedom Rides
 - CORE organises bus rides from Washington DC to South to protest interstate transportation and public facilities segregation
 - Freedom Riders attacked and buses burnt
 - Protest spread to trains and airports
 - Americans made *aware of segregation* on public transport – public outcry led Kennedy Administration to end violence and investigate causes
 - Attorney-General R Kennedy directed Interstate Commerce Commission to *enforce desegregation*
- 1963 (April), Birmingham Campaign
 - SCLC embark on protests in Birmingham, Alabama – KKK stronghold – 17 black churches and homes bombed from 1957–1962
 - Volunteers trained in non-violence techniques – sit-in and protests used
 - Chief of Police Connor orders use of force viz fire hoses/tear gas/cattle prods/police dogs – 3330 men, women and children jailed
 - Intense media coverage of protests – televised to American nation
 - Huge impact on business in Birmingham, and agreed to *desegregate* lunch counters, restroom and drinking fountains

- 1963 (August), March on Washington DC
 - King and SCLC organise a march to Lincoln Memorial to commemorate Lincoln's Emancipation Proclamation
 - Support from diverse sectors of society
 - King's famous 'I Have A Dream' speech
 - Kennedy proposes a law to end discrimination – Civil Rights Act passed in 1964 *bans segregation* based on race, colour, religion, gender or national origin
- 1964, Freedom Summer
 - SNCC promoted voter registration in the South – Northern volunteers – 60 000 new voters registered
 - 'Freedom Schools' taught Black history and basic literacy
 - Murder of three activists by segregationists
 - Organised the Mississippi Freedom Democratic Party – politicised many poor blacks in the state, developed leaders – *raised awareness*
- 1965, Selma-Montgomery March
 - Despite Federal *desegregation* legislation few African-Americans registered to vote – massive intimidation from white supremacist officials
 - SCLC organises campaign in Alabama to bring attention to discrimination – Birmingham notorious for racism and KKK activity – September 1963 four black children killed in church bombing
 - Launches in Selma in January 1965 – Sheriff Clark uses force and intimidation to stop civil rights protests and registration of African-American voters
 - Three marches from Selma to Montgomery in March 1965 – violent response from police and white opponents
 - Johnson signs Voting Rights Act in 1965 which *removes restrictions* on voter registration

Candidate may include the growth of Black Power as evidence of continuing discrimination, i.e. attitudes had not changed, but does not need to go into detail.

OR

THEME CIVIL RESISTANCE IN SOUTH AFRICA 1970s AND 1980s

QUESTION 3

With reference to the reforms implemented by P.W. Botha in South Africa from the late 1970s, critically assess if he was able to achieve his aims of white domination and National Party control by 1989.

Markers must consider, and credit, all arguments presented by candidates where the evidence provided is significant and valid.

Context:

- Apartheid still in place by 1980s
- Increase in resistance after 1976 led to increase in repressive measures in late 1970s and 1980s
- South Africa under increasing pressure to reform/eradicate Apartheid from within the country
 - Black political organisations/parties still banned
 - Political activists face restriction orders or house arrest
- Economic issues challenging the Apartheid government
 - 1973 Oil Crisis
 - Foreign investment and companies in SA under scrutiny
 - SA economy under pressure owing to Apartheid laws

Botha's Aims:

- 'Total Onslaught. Total Strategy'
 - Total Strategy: military build-up/censorship/banning orders/detentions/states of emergency/martial law
- BUT accompanied by reform measures in an attempt to Maintain National Party Control (viz white dominance)
- Stabilise economy – growth and development in face of increasing fiscal pressures
- Win support of growing black middle class
 - 'Winning Hearts and Minds'
- Attempt to quell internal protest through limited reform

Reforms:

- **TRADE UNIONS** legalised
 - Labour demands for representation – business need for reliable form of communication with workers
 - Wiehahn Commission led to legalisation from 1979
 - FOSATU (1979) – COSATU (1985) – politicised trade union
 - Rapid growth of membership from 1980s
 - Legalised trade unions led to increase in industrial action – economic impact
 - Trade Union members urge employers to pressure government to abolish pass laws
 - Pass Laws repealed by 1986
 - Attempts to curb Trade Union power led to further action
 - Stay-aways and boycotts/May Day stay-away – '*rolling mass action*'
 - *Economic impact significant* – 'Rubicon Speech', 1985 led to major disinvestment/loss of investment
 - NP maintained control
- **TRICAMERAL PARLIAMENT** implemented
 - 1983 referendum leads to Tricameral Parliament in 1984
 - Three houses of parliament (White/Indian/Coloured representation only)
 - White control disguised by an attempt at multiracial representation
 - No Black representation ('Bantustans' and Community Councils)
 - *Increased protest against the government* – led to formation of UDF
 - *Mobilisation of masses* – national coordination by UDF
 - Townships become 'ungovernable' – increase presence of the military
 - NP maintained control: white domination evident
- **LEGISLATION**
 - 'Petty Apartheid' laws repealed
 - *Attempt* by government at gaining support
 - Bantu Local Authorities Act (1982) passed
 - *Black* communities given local authority – limited powers
 - No support for BLA Act – lacked legitimacy and financial base – increased rents – rent boycotts
 - Black councillors seen as collaborators and killed
 - Repealing of legislation did not win support for the government
 - *Increase of protest against the State*
 - NP maintained control

- **BLACK MIDDLE CLASS**

- Reform attempt to 'win Hearts and Minds'
- Attempt at creating a black 'middle class': supportive of 'reforms'
 - White domination evident

- **HOMELANDS**

- Homelands independence from 1960s' 'TBVC' (Bantu Self-Government Act – 'Separate Development')
- Venda 'independent' 1979
- Ciskei 'independent' 1981
- 'Removal' of homelands 'citizens' attempted to provide 'rights' in homelands
- No international recognition of TBVC states
 - NP maintained control

- **TOWNSHIP DEVELOPMENT**

- Money into townships for infrastructure development
- 'WHAM'
- NP maintained control

- **ECC**

- Young white men challenged NP control with ECC

SECTION B EXTENDED WRITING

Answer any **ONE** question from this section.

Extended writing should be approximately 350–400 words in length. You should use your own knowledge and you may also refer to the stimulus to answer the questions.

THEME INDEPENDENT AFRICA**QUESTION 4**

Explain the effect of Mobutu Sese Seko's social and economic policies on The Congo/Zaire from 1965 to 1997 by answering the following questions:

(a) **Why did Mobutu Sese Seko implement his social and economic policies in The Congo/Zaire from 1965 to 1997?**

- Mobutu seizes power in 1965
- Civil conflict in The Congo from 1960 – overthrow of Lumumba, Katanga secession crisis
- Colonial legacy in The Congo
 - Little infrastructure
 - Population poorly educated – few medical professionals/civil servants untrained
 - The Congo divided by tribal conflict
- Western influence in The Congo through control of mining and banking control

(b) **What social and economic policies did Mobutu Sese Seko implement in The Congo/Zaire from 1965 to 1997?**

- Industries and farms **NATIONALISED viz 'ZAIRENISATION'**
 - The Congo borrowed heavily from foreign companies to finance nationalised industry
- Foreign companies control minerals – **largely exported, little benefit to people**
- **AFRICANISATION**
 - Changing of personal names and place names
 - The Congo – Zaire/Joseph Mobutu to Mobutu Sese Seko
 - Western clothing banned
 - Westerners replaced by locals in civil service/business
- **MOBUTUISM**
 - Cult of the personality
 - Attempt at unifying the country
- **DECOLONISATION viz 'AUTHENTICITÉ'**
 - Mobutu phased out control of education by missions and religious orders
 - New schools founded after independence
 - Attempt to improve infrastructure viz road and rail system
 - 'Popular arts' encouraged – literature/theatre

(c) **What were the successes and failures of Mobutu Sese Seko's social and economic policies on The Congo/Zaire?**

Failures:

- Nationalised industry and farms **poorly managed** – returned to private ownership
- Mineral prices drop – unable to pay **foreign debts**
- **Inflation** increases by 100%
 - **Cuts in funding** to healthcare/education/social welfare programmes
- **Corruption** in all levels of government – **kleptocracy**
- State education **failed**
 - **Lack of resources** – return to church-run education by 1990s
- Infrastructure **deteriorates** – **negative economic impact**
- The Zaire **divided** by tribalism

Successes:

- The Congo becomes Zaire – other name changes implemented
- **Attempt at technical and management skills**
- **Pride** as Africans
- Hydroelectric schemes

OR

THEME CIVIL SOCIETY PROTESTS 1950s TO 1970s

QUESTION 5

Explain how the Women's Movement attempted to challenge tradition and prejudice in the United States in the 1960s and 1970s by answering the following questions:

(a) **What was the Women's Movement and what were its aims?**

- By 1960s women's role still defined by societal norms post-World War II
 - Wives and mothers – educational opportunities few and limited access to jobs
 - Worked longer hours – less pay
 - Skills undermined by sexist attitudes and sexual harassment
 - 1960s becomes era of protest – 'baby boomers' challenging attitudes of previous generation
 - 1963, *The Feminist Mystique* by Betty Friedan argues against societal attitudes 'comfortable concentration camp' – prompts rise of women's liberation movement
 - 1964, Civil Rights Acts outlaws discrimination on grounds of gender
 - Women's movement aimed at:
 - Recognition of worth of women
 - Fighting for women's/mothers' rights
 - Ending discrimination denying women equal opportunities in workplace
 - 'Conscious-raising'
 - Challenging laws and discrimination using justice system
- Divided into 2 groups:
- NOW – targeted white, middle-class intellectuals
 - Women's liberation – young, radical women

(b) **How did the Women's Movement attempt to challenge tradition and prejudice in the United States in the 1960s and 1970s?**

- 1966, National Organisation of Women (NOW) set up by Friedan to promote the women's liberation movement
- Formed discussion groups to encourage women to express feelings and ideas and ways to change the situation
- Lobbied for child care centres and maternity leave, equal pay
- Invaded all-male clubs and bars – women's liberation
- Target 1968 'Miss World' pageant – paraded a sheep and crowned it Miss America – women's liberation
- Burnt bras and threw stockings/fashion apparel/cosmetics into rubbish bins – 'Freedom Trash Cans' – women's liberation
- Challenged laws prohibiting abortion – women's liberation
- Encouraged use of the pill – women's liberation
- Personal is political
- Some women became lesbians

(c) **What were the successes and failures of the Women's Movement in its attempt to challenge tradition and prejudice in the United States in the 1960s and 1970s?**

- **Raised awareness** of women's rights
- Used court system to **fight** for salary increases and child care
- Rape Crisis hotline in Washington DC in 1972
- Supreme Court **legalises abortion** in 1973
- **International recognition**, 1975 Global forum on women's issues in USA
- Radical women's groups (NYRW/WITCH, Redstockings) **alienated** the liberals and society
- NOW **limited success as it represented** only white, middle-class women
 - **Working-class** women faced further discrimination owing to social status
 - African-American women dealing with **gender and race** issues
 - Gay women faced discrimination from other women's groups
- Achievements not sustained
- Women's liberation = too fragmented – lost focus
- Admitted to military
- **ERA** not advanced
- Equal Credit Opportunity Act, 1974
- Work and home expectations in society
- Spread ideas overseas

OR

THEME CIVIL RESISTANCE IN SOUTH AFRICA 1970s AND 1980s**QUESTION 6**

Explain how the Black Consciousness Movement attempted to challenge the Apartheid state in the 1970s by answering the following questions:

(a) What was the Black Consciousness Movement and what were its aims?

Definition:

- Movement started by university students = an attitude of the mind
- Black Consciousness Movement (BCM) a broad term for a number of organisations formed from early 1970s to protest against the Apartheid State
- BCM aimed at conscientising the youth – instilled sense of self-worth and confidence – psychological liberation
- BCM based on ideas of Pan-Africanism and Civil Rights Movement & Black Power Movement in USA
- Steve Biko was the leader

Aims:

- Black South Africans living in a state of repression from early 1960s viz 'Silent Sixties'
- Apartheid legislation aimed at control of black population
- Increased state control – censorship/police power/banning orders/detentions/militarisation of state – lack of human rights
- BCM wanted to change the way Black South Africans saw themselves and allow them to empower themselves – 'black pride' – rejection of the term 'non-white', adopted term black
- BCM wanted to stop working with white liberal multi-racial organisations
- BCM encouraged pride in culture and heritage – unity of all black South Africans
- Steve Biko played a significant role in formation of ideas viz *I Write What I Like*

(b) How did the Black Consciousness Movement attempt to challenge the Apartheid state in the 1970s?

- Biko at Natal University in 1960s – NUSAS regarded as not meeting needs of black students – led to creation in 1968 of South African Students Organisation (SASO)
- SASO spreads ideas of BCM at university campuses – use of SRC funds and sports meetings and student gatherings
- South African Students' Movement (SASM) formed in 1971 by school students
 - Discussion of educational issues – *Thrust* published – radicalisation of school students
- Black People's Organisation (BPO) formed in 1972 – umbrella body for similar BCM organisations (Black People's Convention – BPC)
 - Black Communities Project (self-help schemes/economic co-operatives/literacy campaigns/cultural forums/health projects 'Zanempilo' clinics)
- Black Allied Workers' Union (BAWU) founded in 1973
 - Rejected white involvement – renewed strike action – Durban and East Rand – workers given confidence to challenge the State
- Promoted self-reliance – use of poetry and organising relevant symposiums

- Encouraged spirit of unity – solving of financial problems faced by students within schools
- Raise awareness of BCM ideas – publication of newsletters and other print media – growth of protest theatre, e.g. Mhloti Theatre in Alexandra township
- Organisation of rallies and protests – led to Soweto Uprising in 1976
- Black People's Project – political voice of BCM

(c) **What were the successes and failures of the Black Consciousness Movement in its attempt to challenge the Apartheid state in the 1970s?**

Successes:

- BCM became a **mass movement** – **undermined** Apartheid
- Speeches/publications **raised awareness** – encouraged rejection of Apartheid
- BCM workers **incited to strike** – pressure on the economy
- Soweto Uprising in 1976 triggered mass protests across SA – 'reinvigoration' of protest movement – **turning-point** in SA protest history *but* led to **militarisation** of the State
- AZAPO formed in 1978 – total rejection of white participation in the struggle
- International **awareness**

Failures:

- Government **banned** BCM speakers – many BCM leaders forced into exile
- Leaders **detained** under Terrorism Act
- SASO **banned** on university campuses
- Biko murdered in 1977

Total: 100 marks

GENERIC RUBRIC FOR DISCURSIVE ESSAY

NB. An essay may have aspects of different level criteria. Decide which of the levels it fits into by determining where the majority of the criteria fit. Also consider the main impression level.					
	Development of argument Answer generally characterised by ...	Evidence Answer generally characterised by ...	Style of writing Answer generally characterised by ...	Structure Answer generally characterised by ...	Main impression
Level 7+ 100–90% 70–63	Argument clearly set out in introduction and conclusion and sustained throughout body. No new ideas included in conclusion. Depth of understanding of the specific question. Possible evidence of extra reading. Clear logic throughout.	Accurate and relevant evidence in order to substantiate arguments. No gaps in knowledge (do not penalise according to a set list of facts). No unnecessary 'facts' thrown in. No unnecessary repetition.	Formal, fluent and accurate throughout. Often characterised by 'flair' – interesting and easy to read.	Clear introduction, body and conclusion.	The question has been fully answered from start to finish! Essay is interesting, exciting and logical. As complete an answer as can be expected from an 18-year-old writing under examination conditions.
Level 7 89–80% 62–56	Really good essay. Argument sustained throughout introduction, body and conclusion. Clear understanding of the period and the question. Perhaps, not quite the same depth or logic as the previous level.	Obviously knows work very well and has used relevant and accurate evidence to substantiate answer.	Formal, fluent and accurate throughout.	Clear introduction, body and conclusion.	A really good essay with clear understanding of the question and substantiated with accurate, relevant evidence but perhaps lacks the depth, flair and interest of the previous level.
Level 6 79–70% 55–49	Argument has minor lapses and/or certain aspects of the question are not adequately dealt with. Essay may be rather narrative with focus at times unclear.	Has made an obvious attempt to learn work. There may be some gaps or lack of sufficient handling of the evidence in relation to the question, e.g. does not fully explain relevant issues and events.	Generally formal, fluent and accurate throughout.	Clear introduction, body and conclusion.	Candidate has made a good attempt to learn the work and has a generally clear understanding of the period but perhaps has struggled to link this knowledge consistently and/or in depth to the specific question. OR Candidate understands the question but there are some important gaps in evidence.
Level 5 69–60% 48–42	Candidate might 'tag on' focus without much depth. OR One aspect of the question is dealt with thoroughly but the other crucial aspect(s) are thinly dealt with.	Includes accurate, relevant evidence but there are a few important omissions. OR A lack of depth of explanation and understanding.	Generally formal, fluent and accurate throughout.	Introduction, body and conclusion present.	Question has been generally answered but lacks some depth of focus and evidence. Essay is largely narrative but does show some attempt to 'tag on' focus. There are some gaps in important evidence. Perhaps, some inaccuracies in grammar.

Level 4 59–50% 41–35	Focus is not clear and/or is intermittent. There is some tagged-on focus. OR One aspect of the question is dealt with satisfactorily but the other crucial aspect(s) are almost completely ignored.	Includes some accurate, relevant evidence but there are important omissions. There is some waffle with repetition of certain evidence.	Satisfactory in that it is legible and largely fluent. Perhaps, some colloquial or inaccurate use of language or sentence construction.	Maybe has made an attempt to include an introduction, body and conclusion but some structural problems, e.g. only one or two very long paragraphs.	Essay has some understanding but has too many gaps in knowledge and rather thin focus on the question. AND/OR Essay has some structural inaccuracies. AND/OR Some confusion in understanding question and selecting and explaining the evidence.
Level 3 49–40% 34–28	Little attempt to focus – does not even 'tag on' focus. Perhaps, glimpses of implied focus. OR One aspect of the question is dealt with superficially but the other crucial aspect(s) are completely ignored.	Includes a little accurate, relevant evidence and there are many important omissions.	Style of writing is weak. (Be careful not to penalise second-language students). Essay is difficult to read and there are many grammar and language errors.	Possibly a weak attempt at structure but many problems, e.g. introduction not a paragraph, only one paragraph in the body.	The candidate does not really understand the specific question or the relevant issues. Argument is very shallow. Perhaps, there is some relevant and accurate evidence in an attempt to answer the question. Style of writing is simplistic although there may be an attempt to structure the essay.
Level 2 39–30% 27–21	Candidate makes little attempt to focus – does not even 'tag on' focus. Perhaps, the occasional glimpse of implied focus. OR One aspect of the question is dealt with very superficially and the other crucial aspect(s) are completely ignored.	Includes a smattering of accurate, relevant evidence and there are huge important omissions.	Style of writing is very weak. (Be careful not to penalise second-language students). Essay is very difficult to read and there are many grammar and language errors. Much shallow repetition.	Little to no formal structure although some sign of accurate sentence construction.	The candidate is a very poor History candidate who would have just passed on the old Standard Grade. He/she struggles to see cause and effect, similarity or difference, different perspectives and to remember and to apply learned information. This candidate might have mixed-up information but there is a smattering of accurate and relevant evidence although it does not actually address the specific question. Look for some implied (even if unconscious) focus.
Level 1 29–0% 20–0	Perhaps some very vague implied focus.	Zero to extremely little evidence.	Very weak style of writing.	No structure.	This candidate has either no historical understanding or ability or has made almost zero effort to learn his/her work or to understand the question. There may be the occasional vague reference to some relevant evidence and some very vague implied focus.

GENERIC RUBRIC FOR EXTENDED WRITING

	Knowledge of event/issue	Selection of factual evidence	Significance (Only where appropriate)	Main impression
Level 7+ 100–90% 30–27	Demonstrates an excellent knowledge of the event/issue. Has answered all the sub-questions fully.	Selection of correct factual evidence is outstanding.	The significance of the event/issue is understood and demonstrated very well.	Best answer in controlled conditions. Very minor errors/gaps do not disqualify the candidate from 100%.
Level 7 89–80% 26–24	Demonstrates a very good knowledge of the event/issue. Has answered all the sub-questions very well.	Selection of correct factual evidence is very good.	The significance of the event/issue is understood and demonstrated well.	May show minor errors and may have a few gaps but is largely a very good answer.
Level 6 79–70% 23–21	Demonstrates a good knowledge of the event/issue. Has largely answered the sub-questions.	Mostly correct factual evidence is provided.	The significance of the event/issue is understood and demonstrated clearly.	An adequate answer but some gaps. Some errors evident.
Level 5 69–60% 20–18	Demonstrates a solid knowledge of the event/issue. Sub-questions not answered well.	Correct factual evidence is provided but there may be some gaps and omissions.	The significance of the event/issue is understood and demonstrated but with some lapses in understanding or with some omissions.	The question has been answered but is lacking specific detail. Gaps in knowledge. May tend to be a bit vague.
Level 4 59–50% 17–15	Demonstrates a fair knowledge of the event/issue. Sub-questions not answered fully.	Some correct factual evidence is provided but there are gaps and omissions.	The significance of the event/issue is understood and demonstrated satisfactorily but with lapses in understanding and/or important omissions.	A generally vague answer. Repetition evident.
Level 3 49–40% 14–12	Demonstrates some knowledge of the event/issue. Sub-questions poorly answered.	Factual evidence is flawed with some errors. There are significant gaps and omissions.	The significance of the event/issue is understood and demonstrated in a limited way.	Shows 'glimpses' of evidence. Repetition of the same points. Some flaws.
Level 2 39–30% 11–9	Demonstrates limited knowledge of the event/issue. Sub-questions barely answered.	Factual evidence is limited and/or contains serious errors. Significant gaps and omissions.	The significance of the event/issue is barely understood or demonstrated poorly.	Very little specific detail. Very repetitive. Major flaws.
Level 1 29–0% 8–0	Demonstrates no or extremely limited knowledge of the event/issue. Sub-questions not answered or done badly.	Factual evidence is severely limited with serious errors or is completely incorrect.	The significance of the event/issue has not been understood or has been demonstrated extremely poorly.	This answer would be regarded as 'off-topic' or contains little or no factual content. An 'incomplete' answer.