



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2022

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 INDIVIDUAL SOURCE ANALYSIS**QUESTION 1 VISUAL SOURCE ANALYSIS**

- 1.1 *Using your own knowledge, describe the purpose of South Africa's Truth and Reconciliation Commission. Write TWO points.*

[LEVEL 1]

- **Purpose:**

- To investigate politically motivated violations of human rights during the apartheid era.
- To uncover the truth about what happened and to make everyone aware so that a process of healing and reconciliation could start.
- To grant amnesty
- To recommend compensation for victims
- To better, improve SA, create new SA
- For cathartic reasons

[2 marks each for TWO valid points on purpose = 4]

- 1.2 Does the cartoonist depict the NP's response to the TRC negatively? Refer to THREE visual clues in the cartoon in your answer.

[LEVEL 6]

- **Yes**

- The cartoonist depicts the NP as witches
- The witches are trying to hide their crimes under the carpet
- There are many crimes – all named, such as torture and hit squads
- Depicts the witches as knowing that they are doing wrong by the statement one of them makes: shout abuse loudly so that 'we' start to look like victims – i.e., a ploy to look innocent
- Sly, evil facial expressions
- Trying to destroy evidence

[2 marks for stand + 6 marks for three clues = 8]

- 1.3 *How accurate was the NP's claim that the TRC was a 'witch-hunt' against them? Explain your answer using your own knowledge.*

[LEVEL 4 AND 6]

- **Not accurate**

- NP was the party in power when human rights violations occurred
- they should be held accountable, they were targeted because they introduced apartheid and all the crimes that went with it, that was the truth
- other parties were also asked to account for their actions

[Stand = 2 marks + TWO good points that substantiate stand]

- 1.4 *Using your own knowledge, explain what action F. W. de Klerk took to oppose the findings of the TRC.*

[LEVEL 1 and 2]

- F. W. de Klerk took legal action to prevent publication of a paragraph accusing him of activities in the Third Force between 1990 and 1994.

QUESTION 2 TEXTUAL SOURCE ANALYSIS

2.1 *Using your own knowledge, explain why Malcolm X described the experience of black Americans as a 'nightmare', rather than a 'dream'. Give TWO points.*
[LEVEL 3]

- Black Americans had experienced systemic racism since the days of slavery.
- Jim Crow laws were applied in southern states and voting registration and voting were denied black Americans.
- Blacks did not have the same rights in practice as whites – segregation on many levels, including economic.
- There was no American Dream of prosperity and equal rights for black Americans.
- Police brutality
- Living in the ghettos in the North
- Poverty
- Inferior education
- Unemployment
- Watts Riots

[ANY TWO points that clearly outline the negative circumstances of black Americans' lives]

2.2 *How did Malcolm X define Black Power, according to the source? (Paragraphs 1 and 2) Provide TWO clear points.*
[LEVEL 2]

- '... he defined [it] as voting rights,
- political consciousness,
- community control of neighborhoods,
- and black pride...'
- '... he defined [it] as a struggle for radical* political self-determination,
- anti-colonialism,
- and human rights that intersected* with a vision of local, regional, national, and global racial and economic justice ...'
- '... toward black citizenship and racial justice ...'

[2 valid points, candidates may quote]

2.3 *Write down ONE piece of evidence from paragraph 1 OR paragraph 3 that shows the role that the black vote would play in the USA, according to Malcolm X.*
[LEVEL 2]

- '... Malcolm repeatedly upheld the black vote as the key to the future of American democracy ...' (par 1)
- '... He called for 1 000 000 new registered voters anticipating the political leverage in national and local elections that blacks would utilise after the passage of voting rights ...'
- '... blacks recognised as victims of democracy would become its greatest architects ...'

[ANY ONE valid piece of evidence that addresses the impact of voting]

2.4 *Provide THREE quotes that suggest that Malcolm X would be prepared to use violence against the state if necessary. (Paragraph 3)*

[LEVEL 2]

- '... announced his participation in what he called a human rights movement that would utilise grassroots organising, electoral politics, and self-defense to achieve racial justice in America ...'
- '... It's time for you and me to let the government know it's ballots – or bullets,' ...
- '... "There will be nonviolence only with those who are not violent with us," Malcolm said ...'

[ANY THREE relevant quotes]

2.5 *Using your own knowledge, name TWO organisations that were part of the Black Power Movement.*

[LEVEL 1]

- Nation of Islam
- Black Panthers
- Deacons for Defense and Justice
- SNCC
- BRAT
- Republic of New Africa
- White Panther Party

[ANY TWO organisations]

QUESTION 3 CURRENT ISSUE IN THE MEDIA

3.1 *Which piece of evidence do both Mondli Makhanya and Reverend Lapsley cite to show that De Klerk took strong action against anti-apartheid activists? (Paragraphs 2 and 4).*

[LEVELS 2 and 3]

- He was a member of the State Security Council, which authorised violence.
2 marks for member of State Security Council and a separate 2 marks for 'authorised violence'

3.2 *In what way is Adam Habib's view similar to Chief Mandla Mandela's view of De Klerk? (Paragraphs 3 and 5). Provide evidence from BOTH paragraphs.*

[LEVELS 2 and 4]

Statement: Both men make positive statements about De Klerk.

Evidence:

Par. 3:

- '... Africa "lost a father who served the country with distinction," ...'
- '... he felt that de Klerk should be honoured as an elder statesman ...'
- Avert catastrophe
- Pulled the country back from the precipice

Par.5:

- '... de Klerk's leadership saved South Africa from years of violence and turmoil ...'

[2 marks for the statement of similarity + 2 marks for evidence from paragraph 3, and 2 marks for evidence from paragraph 5 = 6 marks]

3.3 *Using your own knowledge, identify TWO factors that influenced De Klerk to introduce reforms in 1990.*

[LEVELS 1 and 2]

- Poor state of the economy
- International pressure
- Financial Sanctions
- Disinvestment
- Boycotts of various kinds
- Political pressure from the UN and OAU
- Diplomatic pressure from countries
- Internal pressure from domestic organisations such as UDF, MDM, COSATU, civic organisations (**not two examples**)
- Fall of USSR and Communism
- Loss of support of western powers
- Loss of US support
- End of Cold War

[ANY TWO relevant, valid factors that contributed to the pressure on De Klerk to introduce reforms]

3.4 *Find a historical concept in this article that best fits the following definitions. (No explanation is required)*

3.4.1 When people are treated unfairly and badly by those in power (Paragraph 2)

[LEVEL 2]

- oppressed

3.4.2 A government policy that divided black South Africans into bantustans (Paragraph 4)

[LEVEL 2]

- separate development

3.5 *Is Reverend Lapsley critical of De Klerk? Provide ONE point from paragraph 2 that supports your answer.*

[LEVEL 6]

- **Very/quite critical/yes**
- He calls his apology 'half-baked' – a derogatory term
- He is very critical of De Klerk – might be based on the fact that he was maimed by a bomb sent to him by the security forces of the apartheid regime.
- There is no reckoning
- There is no accountability

[2 marks for stand on critical + 2 marks for relevant reason]

SECTION B SOURCE-BASED QUESTIONS

Study the sources contained in the Source Booklet and then answer the following questions:

Refer to Source A

4. *Use your own knowledge to explain why Russia (USSR) was involved in Angolan affairs. Make TWO points.*

[LEVEL 2]

- Motivated by Cold War concerns – gave aid to anti-Western governments
- Saw its role as that of supporting liberation movements to overthrow colonial governments
- Spread Communist ideology
- Constrain Western influence in the region
- Natural resources
- To assist Cuba

5. *In your opinion, does the photograph show that the South African Defence Force had the upper hand in the Battle of Cuito Cuanavale? Refer to ONE visual clue to support your answer.*

[LEVEL 6]

- **No**
- Although the photograph shows some captured artillery, it does not necessarily illustrate 'upper hand'
- **Yes:** the substantiation **MUST** link to the yes or no or be embedded in the substantiation
- The photograph shows that the SADF were capable of defeating the Cubans/Russians and Fapla
- It shows some captured Russian artillery,
- But this does not necessarily signify that the SADF had the upper hand, rather that they had some successes, at times

[Mark globally]

6. *Provide a headline for this photograph if it had appeared in a pro-government South African newspaper.*

[LEVEL 2]

- 'SADF does it again'
- 'SA forces defeat the mighty Russians'

[Headline must show the pro-SA bias]

Refer to Source B

7. *State THREE reasons from the source that explain the low morale of the SADF at the final battle of Tumpo.*

[LEVEL 2]

- SADF had lost three tanks
- No relief from the endless fighting
- Did not drive the enemy out of their bunkers on the east bank of the Cuito River
- SADF lacked the offensive and killer instinct
- No substantial reserves available

- SADF suffered losses of equipment and personnel
- Aircraft crew were exhausted
- President Botha terminated the offensive

[ANY THREE valid points]

8. According to the source, was *the Battle of Tumpo stopped specifically because of the low morale of the troops*? Provide *ONE piece of evidence from the source to support your answer*.

[LEVELS 4 and 6]

No

- The offensive was stopped owing to issues such as the cost effectiveness of the operation
- The SADF was also under pressure from President Botha to terminate the intervention
- Did not want another Vietnam War

[2 marks for stand + 2 marks for ONE valid reason]

Refer to Source C

9. To what extent does the source suggest that South African armed forces were not defeated at Cuito Cuanavale? Use the source to provide *THREE pieces of evidence to support your answer*.

[LEVEL 6]

- **To a large extent**
- Pik Botha said that Cuban claims about air superiority were a 'face-saving device' and therefore not true
- Pik Botha claimed that the idea that Cuito Cuanavale was a 'smashing' victory for the Cubans was a 'joke'
- The legend of Cuito Cuanavale was gratifying for those who lusted to smash the myth of South African invincibility ... but the South African, Angolan and Cuban officials knew better ...'
- '... General Geldenhuys was emphatic about who the victors were: the SADF and Unita ...'
- 'The mission of the MPLA, Cubans and Russians was to capture Jamba. They did not. They never even reached Jamba. We did just that; indeed even before the attackers could scale the first hurdle – the Lombo River ...'
- '... As a bonus we also pushed them back to West of the Cuito river with the exception of one isolated spot, Tumpo, east of the river. This is the unquestionable truth ...'
- '... From the Cuban camp the much-decorated General Sanchez said in 1989 after the end of the Angolan war: 'I was sent to a war that was already lost so that I could take blame for the defeat.' ...'

[2 marks for extent + 2 marks each for THREE pieces of evidence from the passage]

Refer to Source D

10. 10.1 *According to the evidence in the source, which side had experienced the greatest military losses by April 1988?*
[LEVEL 2]

- Cuba-Fapla forces

- 10.2 *Give TWO pieces of evidence from the source to support your answer to Question 10.1.*
[LEVEL 2]

- E.g.: Cuba/Fapla – lost 94 tanks, whereas SADF lost only 3
- E.g.: Cuba/Fapla – lost 100 armoured vehicles, SADF lost only 5, etc.

11. *Using your own knowledge, explain TWO limitations of using these statistics as historical evidence.*
[LEVEL 1]

- The table of statistics might not be complete, might be selective
- The human story behind the statistics is absent
- Cannot always verify the accuracy
- Don't always know how the figures were compiled or by whom
- The interpretation of statistics is based on human perception with all its flaws and biases
- Excludes UNITA casualties

[ANY TWO limitations. General limitations or limitations of these statistics accepted]

Refer to Source E

12. *The Cuban ambassador claims that the 'fall of Cuito Cuanavale was imminent [about to happen]'. Does Source E support or contradict this? Provide ONE reason to support your answer.*

[LEVEL 4]

- **Contradicts or supports**
- General Geldenhuys of the SADF denied that Cuito Cuanavale was even an objective of the SADF
- He also suggests that in order to restore morale, the Cubans made it look like Cuito Cuanavale was a key area to capture
- Can see Cuban preparation for the attack or that they were expecting an attack on Cuito Cuanavale
- 'Cuba quickly responded to the Angolan government's call for assistance'
- '...South African armed forces had encircled the best Angolan units in the village and were preparing to annihilate them. '
- Fall of Cuito Cuanavale was imminent

[2 marks for the stand + 2 marks for ONE good reason]

13. *Provide ONE quote from Source E that explains Fidel Castro's strategy for expelling the SADF.*

[LEVEL 2]

- '... Cuba would stop the South African onslaught in Cuito and then attack in another direction, "like the boxer who keeps the opponent with the left hand and hits him with the right" ...'

A quote ending in 'direction' accepted

[ONE valid quote]

14. *Which word in paragraph 3 suggests that South Africa controlled UNITA's actions?*

[LEVEL 2]

- puppet

15. *How reliable is this source for a historian studying the success and failure of the SADF in the Battle of Cuito Cuanavale? Explain.*

[LEVEL 6]

To obtain full marks mention should be made of origin, intention and bias/limitation within the source.

- **To some extent**
- It gives insight into how the Cubans viewed the battle of Cuito Cuanavale and its outcome
- It shows how they thought that the South African government ultimately wanted to get to Luanda and take over and install a government of its choice there.
- **Not reliable/reliable to a lesser extent**
- It is from the Cuban ambassador
- Who represents Cuba and its views
- It is one-sided and biased
- Purpose of the speech is to celebrate Cuba's victory – so it will not contain other perspectives
- Emotive – 'puppet' used to describe how SA controlled UNITA
- Questions other views – labels them as 'dubious'

If candidates engage with 'usefulness' in this question, it must be linked to the bias and limitation within the sources using the rubric

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 some limited reliability. 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.

16. *Find a historical concept in Source E that best fits each of the following definitions. (No explanation is required)*
[LEVEL 2]

- 16.1 *People who engage in trying to forcibly overthrow a government (Paragraph 4)*
- revolutionaries
- 16.2 *The ruling government of a country that uses undemocratic and unacceptable methods to rule (Paragraph 4)*
- regime

Refer to Source F

17. *Answer TRUE or FALSE, using Source F and your own knowledge. No explanation is required:*
[LEVEL 4]

- 17.1 *Cuban forces had been assisting the Angolan government since Independence in 1975.*

TRUE

- 17.2 *Geldenhuys believed that Cuito Cuanavale was a key town to be captured by the SADF.*

FALSE

- 17.3 *Geldenhuys claimed that the SADF inflicted big losses on the Cubans and Fapla.*

TRUE

- 17.4 *The head of the Cuban forces in Angola was Jonas Savimbi.*

FALSE

- 17.5 *Fapla were the armed forces of the MPLA government in Luanda.*

TRUE

- 17.6 *Fapla had a military base at Jamba.*

FALSE

Refer to Source G

18. Write down *ONLY* the answer. No explanation is required:
[LEVEL 2]

18.1 *Is this a primary or a secondary source?*
Secondary

18.2 *Does the source suggest that the SADF won or lost the Battle of Cuito Cuanavale?*
Lost

18.3 *Write down THREE quotes that support your answer to Question 18.2.*

- '... Jorge Risquet, one of Fidel Castro's shrewdest and most trusted colleagues, addressed the gathered members, he was greeted with the resounding salutation "Viva Cuito Cuanavale!" ...'
- '... there was no doubt whatsoever that an epic* victory had been recently won at the remote town of Cuito Cuanavale in Angola ...'
- '... The loser was the apartheid military machine ...'
- '... By the year's end the tables had been dramatically turned on the SADF and the Pretoria apartheid regime ...'
- '... The SADF, which had carried out continuous invasions and incursions into Angola ... had been forced totally to withdraw ...'

[ANY THREE relevant quotes]

18.4 *Provide ONE word from paragraph 3 that means the same as: freedom from control by another country.*

- independence

19. **Answer FULLY:**

Is Source G useful for a historian studying the outcome of the Battle of Cuito Cuanavale? Support your stance with TWO points.

[LEVEL 6]

- **Yes/To some degree**
- Gives insight into Kasril's views on who won the battle and how
- He represents many in the ANC and Cuba who believe the Cubans and Fapla won the battle
- However, it is very one-sided and biased, highly emotive and dramatic and doesn't offer any supporting evidence – sweeping statements

[2 marks for the stand + 4 marks for TWO points which support the stand]

Refer to Source H

20 20.1 *What, in your opinion, was the intention of the photographer?*
 [LEVEL 4]

- To capture the victory over the SADF – symbolised by the capture of a tank
 - To show that the SADF was not invincible
- [ONE valid point]**

20.2 *Give ONE visual clue to support your answer to Question 20.1.*
 [LEVEL 4]

- Fapla soldiers dancing on the tank, exploring the tank
 - Clear sense of 'glee' – arms raised up
- [ONE valid visual clue]**

SECTION C SOURCE-BASED ESSAY**QUESTION 21**

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

To what extent is it true to say that the South African Defence Force was defeated at the Battle of Cuito Cuanavale?

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

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

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

- Candidates may argue that it is accurate to say that the SADF was defeated in the Battle of Cuito Cuanavale **TO A GREATER EXTENT**. The SADF suffered from low morale, were exhausted and lost many men and much equipment at Tumpo. They lacked the drive and 'killer' instinct and were prevented from completing their task by President Botha. They were caught in Cuba's deadly trap at Cuito Cuanavale and together with Fapla, expelled the South Africans, having won a decisive victory at Cuito Cuanavale.
- The SADF was, **TO A LESSER EXTENT**, defeated in the Battle of Cuito Cuanavale. The SADF won a clear victory in terms of causing enemy casualties and capturing their equipment. Uba and Fapla had not been able to destroy the SADF's military capability and had not driven them out of Angola. The South Africans had in fact allowed the Cubans and Fapla to claim that they had won, in order to facilitate the peace negotiations that had begun.

OR

- Candidates may argue that it is accurate to say that the SADF was defeated in the Battle of Cuito Cuanavale **TO A LESSER EXTENT**. The SADF won a clear victory in terms of causing enemy casualties and capturing their equipment. Uba and Fapla had not been able to destroy the SADF's military capability and had not driven them out of Angola. The South Africans had in fact allowed the Cubans and Fapla to claim that they had won, in order to facilitate the peace negotiations that had begun.
- The SADF was, **TO A GREATER EXTENT**, defeated in the Battle of Cuito Cuanavale. The SADF suffered from low morale, were exhausted and lost many men and much equipment at Tumpo. They lacked the drive and 'killer' instinct and were prevented from completing their task by President Botha. They were caught in Cuba's deadly trap at Cuito Cuanavale and together with Fapla, expelled the South Africans, having won a decisive victory at Cuito Cuanavale.

SADF DEFEATED	SADF NOT DEFEATED
Greater/lesser extent	Greater/Lesser extent
<p>A – Photograph shows one incident of capture of Russian artillery – does not necessarily mean that the SADF had the upper hand in the Battle of Cuito Cuanavale and won the battle</p>	<p>A – Photograph shows the SADF having captured Russian artillery in the battle, so must have had superior fighting tactics or artillery, evidence for the SADF having won.</p>
<p>B –</p> <p>'... This final battle at Tumpo, where the SADF lost three tanks in a minefield, proved to be detrimental* to the morale* of the SADF. The troops had fought too many fights and there was no indication of relief ...'</p> <p>'... The SADF did not succeed in driving the enemy out of their bunkers on the eastern bank of the Cuito River ...'</p> <p>'... The SADF lacked the offensive means and the killer instinct. The SADF suffered more losses of equipment and personnel than usual and had no substantial reserves available to continue the fight. Aircrew members, both in helicopters and fighters, were exhausted by the numerous operations ...'</p> <p>'... The offensive was then stopped owing to considerations such as the cost effectiveness of the operation ...'</p>	
<p>C –</p> <p>'... the Cubans had the upper hand in the air. Apparently, the Air Force were unable to get spares for their aircraft and consequently lost command of the air, ...'</p> <p>'...The South Africans were unable to advance and had to halt right there....'</p>	<p>C –</p> <p>In response to Cuban superiority: '... I think it's just more realistic to describe it as a face-saving* device – a face-saving device for the Cubans and that sort of thing.</p> <p>'... It's totally untrue... '</p> <p>'...To Sue Onslow of the London School of Economics he put this more strongly: 'Frankly, the idea that Cuito Cuanavale was a smashing victory [for them] is a joke...'</p> <p>... Chester Crocker's* account of the fighting at Cuito Cuanavale also differs widely from the one put out by the Cubans. 'The legend of Cuito Cuanavale was gratifying for those who lusted to smash the myth of South African invincibility ... but the South African, Angolan and Cuban officials who accepted our mediation in 1988 knew better. They were there...'</p> <p>... General Geldenhuys was emphatic about who the victors were: the SADF and Unita ...'</p>

	<p>'The mission of the MPLA, Cubans and Russians was to capture Jamba. They did not. They never even reached Jamba ...'</p> <p>'... We did just that; indeed even before the attackers could scale the first hurdle – the Lombo River....'</p> <p>'... As a bonus we also pushed them back to West of the Cuito river with the exception of one isolated spot, Tumpo, east of the river. This is the unquestionable truth.'</p> <p>'... General Sanchez said in 1989 after the end of the Angolan war: "I was sent to a war that was already lost so that I could take blame for the defeat."...'</p>
	<p>D –</p> <p>Damage done to Cuban forces and Fapla forces and equipment show that they sustained significantly larger losses than the SADF – some quotes of comparative figures needed.</p>
<p>E –</p> <p>'..., select Cuban units advanced towards Cuito Cuanavale and there they prepared a deadly trap for the powerful South African forces that were advancing ...'</p> <p>'... Commander in Chief Fidel Castro would later describe his strategy to the leader of the South African Communist Party, Cde.* Joe Slovo. He explained that Cuba would stop the South African onslaught in Cuito and then attack in another direction, ...'</p> <p>'... they were definitely stopped by the revolutionary forces ...' (SADF)</p> <p>' ... Throughout these years, some dubious* authors have also tried to rewrite history, minimising and even ignoring the relevance of the fight in Cuito Cuanavale. But the African revolutionaries never had doubts about who won the battle or its relevance ...'</p>	
	<p>F –</p> <p>'... "The Cuban-Fapla objective was to capture Mavinga and Jamba. They didn't accomplish it. Our objective was to prevent them from taking Mavinga and Jamba. We succeeded. The turning point was the Lomba River battles. They were a severe blow to the morale, ... of the Cubans and Fapla ...". We destroyed a whole enemy brigade* ... To destroy that brigade with minimal South African losses was remarkable.'</p>

<p>G –</p> <p>'... When Jorge Risquet, one of Fidel Castro's shrewdest and most trusted colleagues, addressed the gathered members, ... he was greeted with the resounding salutation "Viva Cuito Cuanavale!"...' (i.e. they had won)</p> <p>'... For the ... delegates, ... there was no doubt whatsoever that an epic* victory had been recently won at the remote town of Cuito Cuanavale in Angola. The loser was the apartheid military machine in that embattled country in March 1988 ...'</p> <p>'... But a dramatic reversal came in March 1988 after crack Cuban internationalist forces from Havana came to the rescue. By the year's end the tables had been dramatically turned on the SADF and the Pretoria apartheid regime, resulting in an epic regional change in favor of African liberation ...'</p> <p>'... The SADF, which had carried out continuous invasions and incursions into Angola since that country's hard-won independence in 1975 (and the reason for the Cuban military presence in the first place), had been forced totally to withdraw ...'</p>	
<p>H –</p> <p>Clearly shows Fapla forces dancing in celebration on a South African tank that they had captured – showing SADF defeat.</p>	

Total: 200 marks

**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.

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.