



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2023

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 1.1.1 *Use your historical knowledge to explain why Tanzania adopted a socialist outlook with regard to its economy, similar to that of China. Write TWO points.*

[LEVEL 2]

- After 5 years of experimenting with capitalism, Nyerere was concerned about low economic growth and dependence on the West and thus changed direction.
- He decided to use socialist strategies to achieve the self-reliance, prosperous and classless society he desired.
- Tanzania admired China's economic development after the socialist revolution.
- Believed in a classless society and communal ownership.

[ANY TWO relevant points focused on explaining the transition from capitalism to socialism]

- 1.1.2 *Explain how the West might have responded to this visit.*

[LEVEL 5]

- Negatively, it was the era of the Cold War and a communist power was establishing closer links with another country.

[Any suitable explanation referring to Cold War competition and differences. Candidate cannot just say 'negatively' for 2 marks – must explain]

- 1.2 *How does the photograph show that the Chinese leader was honoured and welcome in Tanzania? Refer to TWO visual clues in the photograph.*

[LEVEL 3]

- Garlands of flowers around his neck
- Guard of honour in the background
- They are walking side by side comfortably
- Welcomed at the airport
- Nyerere is there personally to meet Zhou Enlai

[TWO accurate visual clues]

- 1.3 *Provide an appropriate headline for this photograph from the perspective of a:*

[LEVEL 4]

- 1.3.1 *Tanzanian government newspaper*

- Welcome support from the leader of China

- 1.3.2 *Western newspaper*

- Another African country turns to Communism

[Must show appropriate bias]

- 1.4 *Describe THREE reasons for the collapse of the economy in Tanzania during the 1970s, using your historical knowledge.*

[LEVEL 1 and LEVEL 2]

- Compulsory villagisation of the peasant caused discontent
- Ujamaa villages were overcrowded and under-resourced

- Mismanagement and bureaucracy
- State corporations overstaffed and inefficient
- Drought
- 1970s oil crisis – price of cash crops collapses
- Failure to develop a manufacturing base as a result of colonialism
- Over-reliance on single-crop farming
- Balance of trade in favour of Western countries
- Peasant resistance
- Nationalisation of banks

[ANY THREE relevant reasons – Internal or external]

QUESTION 2 TEXTUAL SOURCE ANALYSIS

2.1 *Name TWO aims of the Poor People's Campaign. (Paragraph 1)*
[LEVEL 2]

- '... to paralyze cities in pursuit of major federal action ...'
- '... ultimate goal would be to drive the nation to a guaranteed annual income, ...'
- '... to compel elected officials into passing radical political legislation ...'

[ANY TWO relevant aims. Must be from paragraph 1]

2.2 *How did King plan to use civil disobedience in a more effective way, in this campaign? Provide TWO examples from the source to illustrate your point.*
[LEVEL 2]

- Carry out civil disobedience **massive enough to paralyse cities**
- **Examples:**
- Target major cities for school boycotts, factory sit-ins and a wide range of protests.
- Mobilise large multiracial groups of poor people to descend on Washington

[2 marks = stance + TWO relevant points]

2.3 *Give THREE points to prove that King intended this campaign to be non-violent.*
[LEVEL 3]

- School boycotts
- Factory sit-ins
- King insisted that civil disobedience can be constructive and creative which suggests peaceful
- King envisaged protests that were carried out by people who were organised, disciplined and nonviolent
- "...announcing plans for nonviolent civil disobedience massive enough to paralyze cities in pursuit of major federal* action ..."
- "...Blacks ... required nonviolent political revolution capable of fundamentally transforming America..."

[THREE valid points]

2.4 *Using evidence from the source, suggest why the US government might have been concerned about this Poor People's Campaign.*

[LEVEL 4]

- The government might have feared this campaign because one of the aims was to paralyse cities which may have been considered excessive/unacceptable by the state.
- Working class people were being united across colour lines and thus wielded huge economic power, which concerned the government.
- Closure of factories on such a massive scale represented a threat to capitalism and the economy as a whole.
- Given the background of the Vietnam War and the Cold War, the government might have feared the influence of socialism amongst workers.
- King was trying to mobilise many different groups to work together (such as whites, Native Americans, Latinos, Black sharecroppers) and this many groups united within a reform movement, may have seemed potentially threatening.
- Fear of radical behaviour from King
- Fear of having to change laws

[Any TWO reasonable, accurate points]

QUESTION 3 CURRENT ISSUE IN THE MEDIA

3.1 *What right did the ruling on Roe v. Wade grant women in 1973? Use your historical knowledge to answer.*

[LEVEL 1]

- The court's decision recognised that a woman's right to privacy, as protected by the Due Process Clause of the Fourteenth Amendment, includes **the right to make decisions about her own body**
- **including the decision to have an abortion.**

[Answer must focus on the rights granted to women]

3.2 *According to this article, what will the reaction of many states be to the scrapping of Roe v. Wade? (Paragraph 3) Write TWO points.*

[LEVEL 2]

- '... Thirteen states have 'trigger laws' that will take effect either with the Supreme Court's decision, ... within a few weeks of the court's ruling. 'Those laws ... will ban abortion entirely,
- and most make performing the procedure a felony punishable by prison time.'
- '... The pro-abortion rights Guttmacher Institute projects 26 states will ultimately enact abortion bans with Roe no longer in place.'

[ANY TWO accurate points]

3.3 *How might the overturning of Roe v. Wade set back women's rights, some of which were achieved during the 1960s and 1970s? (Paragraphs 3 and 4). Write THREE points.*

[LEVEL 4]

- Women's rights will be curtailed to some degree.

- Their rights and status as free and equal citizens could be negatively impacted
- Reproductive rights such as birth control might be impacted negatively
- In vitro fertilisation could also be prevented by some states

[ANY THREE accurate points]

3.4 *The Supreme Court's decision to overturn Roe v. Wade could affect other human rights. Name TWO that are at risk.*

[LEVEL 2 and LEVEL 4]

- Same sex marriages could be at risk
- Interracial marriages could be at risk

[2 marks each for rights at risk from the source]

3.5 *Does the photograph accompanying the article reflect the type of protest used during the Second Wave Feminist Movement? Explain.*

[LEVEL 4]

- **Yes it does**
- during the 1960s and 1970s, women held marches and carried posters as a way of protesting – the photograph reflects that.

[2 marks for stand; 2 marks for corresponding explanation]

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

4. *Provide ONE piece of evidence from paragraph 1 that shows that moving towards a new political system in South Africa after 1990, was a slow process.*

[LEVEL 3]

- '... it had to be built laboriously, brick by brick ...'
- "...following years of multifaceted* struggle ..."
- "...Decades of multifaceted popular* resistance had undermined South Africa's political and economic viability*... "
- "..... Democracy did not emerge spontaneously; ..."

[ONE valid piece of evidence for 'slow']

5. 5.1 *Using paragraph 1, explain TWO factors which helped to end apartheid.*

[LEVEL 2]

- '... the **compromises made on all sides** to ensure a peaceful transition to democracy ...'
- '... **The main political parties made fundamental compromises** that provided stability during the transitional period ...'
- '... **The specter of escalating violence** ...'
- '... the **danger of economic chaos** probably drove negotiators to reach consensus.
- '... **Internal factors** were crucially important in bringing about apartheid's fall ...'

[TWO valid points]

- 5.2 *Provide TWO examples of how South Africans, other than F.W. de Klerk, contributed to the ending of apartheid. Use Paragraph 2 and your historical knowledge, to answer.*

[LEVEL 2]

- Nelson Mandela – through his "extra-ordinary abilities of statesmanship" and providing a democratic vision for the country
- Archbishop Desmond Tutu and other church leaders like Beyers Naudé; -through their influence within church circles
- ANC and NP negotiators Cyril Ramaphosa and Rolf Meyer – used their personal negotiating skills
- Ordinary South Africans – who attended rallies and voted for freedom and democracy

[4 marks for TWO examples]

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

[LEVEL 2]

- 6.1 *A political system in which people choose their government by voting for them in elections.*

democracy

6.2 *The process which involves people finding common ground, understanding, and forgiveness in order to restore harmony and establish a peaceful relationship.*

reconciliation

6.3 *A social group which includes professional and businesspeople and their families.*

Middle class

Refer to Source B

7. 7.1 *What do you think the intended purpose of the photograph was?*
[LEVEL 2]

- To document the awarding of the Peace Prize to De Klerk and Mandela
- To publicise the fact that South Africans were working to end apartheid and make a peaceful transition to democracy.
- To show the people of South Africa united.

[ANY ONE relevant point]

7.2 *Which TWO visual clues in the photograph suggest that receiving the award may have evoked different emotions in the two leaders?*
[LEVEL 2]

- Mandela is smiling broadly or holding his award proudly,
- whereas De Klerk is merely politely holding up the award or facing the cameras, but not very enthusiastically

[ANY correct visual clues, showing the difference]

8. *Does the photograph suggest that president De Klerk and Nelson Mandela played equal roles in ending apartheid? Explain your answer.*
[LEVEL 6]

Yes/To some extent

- Photograph clearly shows both receiving the award, a joint award
- The composition of the photograph gives equal space to both men – a visual representation of the equality of the award.

No

- It shows that **international perception** of their contribution is such that they both deserve to share the credit, but not specifically that they actually played equal roles

Refer to Source C

9. *Provide TWO pieces of evidence from Source C, which show that F.W. de Klerk's changed attitude towards apartheid was unexpected, according to the author.*
[LEVEL 3]

- '... He was born into a very strict sect of the Dutch Reformed Church ...'
- '... His father had been a cabinet member in the first apartheid government in 1948 ...'

- "... There was nothing in De Klerk's history that would lead you to think he would become a reformer..."

[TWO relevant quotes/Paraphrased statements]

10. *Using the source, describe TWO obstacles that De Klerk faced when trying to bring about change in South Africa. (Paragraph 2)*

[LEVEL 2]

- '... He faced a near mutiny* in his own party, ...'
- '... He had a challenge from an increasingly popular Conservative party ...'
- '... He also had to deal with a violent extremist wing that believed that white militias* should attack the Black masses ...'
- "...many of whom thought he was going too far..."

[May quote or paraphrase TWO relevant obstacles]

Refer to Source D

11. Use Source D, 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 2]

- 11.1 The word 'oppression' refers to the unjust and cruel treatment of people.

True

- 11.2 *The ANC lost an external ally when the USSR collapsed.*

True

- 11.3 *By 1989, the ANC was on the brink of a military victory against the apartheid government.*

False

- 11.4 *The word 'revolutionary' in the source, refers to a complete change in the way South Africa would be governed.*

True

- 11.5 *F.W. de Klerk was responsible for suggesting the 'Sunset Clause', which broke the deadlock on negotiations between the ANC and the NP.*

False

- 11.6 *F.W. de Klerk admitted at the TRC hearings that he played a role in directing the so-called 'Third Force'.*

False

Refer to Source E

12. 12.1 *This source is obviously biased towards De Klerk. Provide THREE pieces of evidence to show this bias.*

[LEVEL 4]

- The author uses very **emotive language**.

Such as: 'highly successful' as a description of De Klerk and calls his time in office an 'astounding chapter'.

- Paragraph two claims that despite the formidable challenge De Klerk faced in trying to convince whites that it was time to change he was able to do it and this constitutes a 'legacy'.
- The author gives him credit for transforming South Africa into a constitutional democracy.
- Shows how humble he was - "...I didn't do it myself..."
- When the country called, he answered the call
- Even Mandela says he could not have done it without De Klerk

[THREE pieces of valid evidence showing bias]

12.2 *Explain how the bias in the source affects its reliability, when considering De Klerk's role in managing the process to democracy in South Africa.*

[LEVEL 4]

- The bias in the source **limits the reliability** and credibility of the content in that it offers a very **one-sided view** of De Klerk's role – openly positive towards him.

[TWO valid point explaining how the bias affects the reliability]

13. *Quote a line from paragraph 3 which shows that De Klerk himself acknowledged that others contributed to the ending of apartheid.*

[LEVEL 4]

- '...'I didn't do it myself. I just played a role.'...'

[2 marks for the correct quote]

Refer to Source F

14. *Source C claims: 'There was nothing in De Klerk's history that would lead you to think he would become a reformer ...'*

Show how Source F confirms this by referring to TWO pieces of evidence from Source F, in your answer.

[LEVEL 4]

- His 'conversion' came so late in his career
- He had supported apartheid's separate development policies,
- He had advocated racial segregation in universities when he was Minister of Education

[TWO pieces of evidence]

15. *Use Source F to identify TWO steps that F.W. de Klerk took in 1990, to advance the process of reform and end the policy of Apartheid.*

[LEVEL 2]

- Lifted the ban on opposition parties
- Announced the release of political prisoners including Nelson Mandela
- Talks began between the government and opposition parties including the ANC

[ANY TWO steps]

Refer to Source G

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

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

- Primary OR Secondary

16.2 *Name the South African body through which the 'truth' was uncovered by Archbishop Tutu.*
[LEVEL 2]

- The Truth and Reconciliation Commission

16.3 *Use your historical knowledge to explain how De Klerk tried to 'cover up' the truth, stated on his statue.*
[LEVEL 1]

- De Klerk insisted that he had never authorised or been aware of the excesses of the brutal actions of the security forces
 - He took legal action to prevent the publication of a paragraph in the final report which held him responsible for the activities of a 'Third Force'
 - Court interdict
- [ONE valid response]**

16.4 *Use your own words to explain what comment the cartoonist is making about De Klerk's contribution to South Africa's history. Write TWO points.*
[LEVEL 4]

- The cartoonist is suggesting that De Klerk's contribution to South Africa's history was not as positive or momentous as some might think
- He is being compared to the other Nobel Peace Prize winners who are standing firm and upright compared to his statue which is falling down
- The cartoonist suggests that his contribution is inconsistent – at one point he fought for apartheid, then when he saw it was not viable he helped to end it, but at the same time covered up truth of atrocities that happened under his presidency
- The cartoonist is suggesting that morally and ethically, given this inconsistency, De Klerk is not on the same level as the other prize winners

[TWO points describing De Klerk's contribution to SA]

16.5 *Are historical cartoons useful to historians? Support your answer with TWO points.*
[LEVEL 6]

Yes they are

- They give us insight into how some people in a particular moment in time were thinking about a particular topic.

- A cartoon gives us a glimpse into the perspective of the cartoonist who usually reflects what many in society are thinking about a particular person or a particular political event or situation.

[2 marks for the stand; 4 marks for TWO points]

Refer to Source H

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

[LEVEL 2]

- 17.1 *An established set of principles governing a state.*

constitutional

- 17.2 *The process of trying to reach an agreement or compromise by discussion.*

negotiating

- 17.3 *The name given to all the people in a country or area who are entitled to vote in an election.*

electorate

- 17.4 *Refers to groups of people within a country, who have a smaller number or lesser representation within a larger population or society.*

minorities

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

To what extent was F.W. de Klerk responsible for the ending of apartheid?

[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 F.W. de Klerk was responsible for ending apartheid **TO A GREATER EXTENT**. He realised that continuing apartheid was futile and determined to change the course of South African history. He released Nelson Mandela and other political prisoners and started the process of negotiation which would result in the ending of apartheid.
- F.W. de Klerk was, **TO A LESSER EXTENT**, responsible for ending Apartheid – others were more responsible than he was: individuals like P.W. Botha played a role and started the process in the 1980s by making contact with Mandela in secret, the international community also played role by placing pressure on the South African government, which had a negative impact on the South African economy and played a role in ending the apartheid system, the United Nations put pressure on the government to end apartheid, Furthermore, factors such as the collapse of the USSR and the discrediting of the system of communism, also played a role.

OR

- Candidates may argue that it is accurate to say that F.W. de Klerk was responsible for ending apartheid **TO A LESSER EXTENT**. Others were more responsible for ending apartheid – others were more responsible than he was: individuals like P.W. Botha played a role and started the process in the 1980s by making contact with Mandela in secret, the international community also played role by placing pressure on the South African government, which had a negative impact on the South African economy and played a role in ending the apartheid system, the United Nations put pressure on the government to end apartheid, Furthermore, factors such as the collapse of the USSR and the discrediting of the system of communism, also played a role.
- F.W. de Klerk was, **TO A GREATER EXTENT**, responsible for ending apartheid. He realised that continuing apartheid was futile and determined to change the course of South African history. He released Nelson Mandela and other political prisoners and started the process of negotiation which would result in the ending of apartheid.

F.W. DE KLERK WAS RESPONSIBLE	F.W. DE KLERK NOT RESPONSIBLE – OTHERS /OTHER FACTORS RESPONSIBLE
Greater/lesser extent	Greater/Lesser extent
<p>A – all participants in the process must be given credit: '...compromises made on all sides to ensure a peaceful transition to democracy...' which includes De Klerk</p>	<p>A – '...The main political parties made fundamental compromises that provided stability...'</p> <p>'... The specter* of escalating violence and the danger of economic chaos probably drove negotiators to reach consensus ...'</p> <p>'... Internal factors were crucially important in bringing about apartheid's fall ...'</p> <p>'... Decades of multi-faceted popular resistance had undermined South Africa's political and economic viability*...'</p> <p>'...The role of individuals in making this history was extremely significant ...' Nelson Mandela had extraordinary abilities of statesmanship, as well as a democratic vision based on reconciliation and inclusiveness ... '... Those who forged the peace process include a diverse group of remarkable personalities: Archbishop Desmond Tutu and other church leaders like Beyers Naudé; ANC and NP negotiators Cyril Ramaphosa and Rolf Meyer; credible ANC figures like Thabo Mbeki; the Communist Party's Joe Slovo; and leaders of industry, among others ...' '... Each side had to have trusted leaders who could 'deliver' their constituencies* into the agreement ...' '... In addition, ordinary South Africans ...Through their attendance at countless rallies and at the election they 'voted with their feet' for freedom and democracy...</p>
<p>B – De Klerk received Nobel Peace Prize in 1993 – an acknowledgment of his contribution to ending apartheid</p>	<p>B – Mandela received Nobel Peace Prize in 1993 – an acknowledgment of his contribution to ending apartheid</p>
<p>C – De Klerk must be given a lot of credit, especially given his background ... '... There was nothing in De Klerk's history that would lead you to think he would become a reformer ...' '... somewhere along the line, this dour* and lawyerly Afrikaner politician had realized that his white supremacist ideology was on the wrong side of history ...'</p> <p>and the challenges he faced: '... He faced a near mutiny* in his own party, many of whom thought he was going too far ...'</p>	

<p>'... He had a challenge from an increasingly popular Conservative party, which was to his right ...'</p> <p>'... He also had to deal with a violent extremist wing that believed that white militias* should attack the Black masses ...'</p>	
<p>D – Credit given to F.W. de Klerk for recognising the opportunity and seizing it'</p> <p>'... In 1989, President F.W. de Klerk, ... states that the collapse of the Soviet Union was decisive in persuading him to take this step ...'</p> <p><i>'...The collapse of the Soviet Union helped to remove our long-standing concern regarding the influence of the South African Communist Party within the ANC Alliance ...'</i></p>	<p>D – The collapse of the USSR played a role, without which De Klerk may not have had an opportunity to end apartheid</p> <p>'... The collapse of the USSR in 1989 meant that the National Party could no longer use communism as a justification for their oppression ...'</p> <p>Drove the ANC to the negotiating table as well</p> <p>'... The ANC could also no longer rely on the Soviet Union for economic and military support. By the end of the 1980s, the Soviet Union was in political and economic crisis ...'</p>
<p>E – '... The ruling white majority had held power for decades. Convincing them to turn over the reins to a constitutional majority in which they would emerge as a minority was a formidable challenge. That he was able to convince his electorate after only a short time in the highest office is just one astounding chapter of his story...'</p> <p>'... How De Klerk managed that process, and ... freed Nelson Mandela from 27 years imprisonment and transformed South Africa into a constitutional democracy, is his legacy ...'</p> <p>Even Mandela admits:</p> <p>'... Nelson Mandela, made it clear that without De Klerk it could not have happened ...'</p>	<p>E – Even De Klerk admits others played a role:</p> <p>'... I didn't do it myself. I just played a role.'</p>
<p>F –</p> <p>'... Mr De Klerk, who served as president of South Africa from 1989 to 1994, is credited with convincing members of his government that apartheid was no longer a viable* government policy ...'</p> <p>'... In his first opening speech to Parliament in February 1990, he lifted a ban on opposition parties and announced the release of political prisoners, including Mr. Mandela ...'</p> <p>'... Talks began between his Afrikaner-led government and opposition parties, including Mr. Mandela's African National Congress ...'</p> <p>'... 'The season of violence is over,' he said at the time. 'The time for reconstruction and reconciliation has arrived.' ...'</p>	<p>F –</p> <p>International community/sanctions played a role:</p> <p>'... The nation was nearly broke after years of international sanctions ...'</p>
	G –

	De Klerk should NOT be given credit: De Klerk's actions which seemed inconsistent and contradictory – were not on par morally and ethically with other South Africans who had fought against apartheid and he was thus not deserving of a Nobel Peace Prize
H – '... By the early 1980s it was obvious to De Klerk that apartheid was failing catastrophically and, moreover, that its human costs were immense ...' '... 'I took a leap in my own mind , more decisively than many other National Party politicians, that power-sharing with blacks was the right course for a new political dispensation ...'	

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 the aspects of the 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 the 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.