NATIONAL SENIOR CERTIFICATE EXAMINATION
SUPPLEMENTARY EXAMINATION – MARCH 2019

HISTORY: PAPER II

MARKING GUIDELINES

Time: 3 hours | 200 marks

These marking guidelines are prepared for use by examiners and sub-examiners, all of whom are required to attend a standardisation meeting to ensure that the guidelines are consistently interpreted and applied in the marking of candidates' scripts.

The IEB will not enter into any discussions or correspondence about any marking guidelines. It is acknowledged that there may be different views about some matters of emphasis or detail in the guidelines. It is also recognised that, without the benefit of attendance at a standardisation meeting, there may be different interpretations of the application of the marking guidelines.

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SECTION A INDIVIDUAL SOURCE ANALYSIS

QUESTION 1 VISUAL SOURCE ANALYSIS

1.1 *Use your own knowledge to explain the historical context of this photograph. Your answer should consist of TWO points.*

[LEVEL 1 AND LEVEL 2]

- In 1954 the *Brown versus the Board of Education of Topeka* ruling struck down the *Plessy vs Ferguson* ruling declaring that segregation in public schools was unconstitutional.
- In 1957 nine black students were enrolled in all-white Little Rock Central High School.
- The governor defied federal law and prevented the students from entering the school using the national guard.
- Angry crowds protested outside the school trying to prevent integration.
- President Eisenhower had to send federal troops to ensure the children could attend the school.

[Any TWO points that show cause of event and reason for the response]

1.2 *Explain the attitude of the protesters towards Elizabeth Eckford. Support your answer with ONE visual clue from the photograph.*

[LEVEL 2]

- Hostile/angry/aggressive/unfriendly/bullying behaviour/unkind/vicious or nasty. [Any ONE]
- Women look angry next to Elizabeth / girl shown shouting at Elizabeth / girl laughing at Elizabeth / military presence / Elizabeth's body language suggest the protestors are intimidating / Elizabeth is alone which indicates that those around her are victimising or shunning her. [Any ONE]

[2 attitude + 2 visual clue]

1.3 *Does this photograph show the local government's attitude towards desegregation in 1957? Support your answer using evidence from the source.*

[LEVEL 2 AND LEVEL 6]

- **Yes**
- There are soldiers/military troops in the background not helping Elizabeth but clearly watching; suggesting support of the events/parents and onlookers.

[2 judgement + 2 evidence. If judgement incorrect no marks are awarded]

1.4 *In what way can this photograph be used as a form of propaganda? Explain your answer with reference to the main focus of the photograph.*

[LEVEL 6]

- The photograph could be used by the civil rights movement to gain support or sympathy for their cause/attract media attention. (Any relevant response)
- The black girl is clearly shown as a victim/well-dressed/passive/non-threatening/walking calmly/showing no harmful intentions, yet the white people around her are acting in an aggressive manner, bullying and shouting at her. It would be difficult to justify the actions of the segregationists in this photograph as they are shown as being aggressive and attacking a defenceless girl. (Any one well-explained point)

OR

- Segregationists could use the image to show how they protect their traditions and refuse to give up all-white schooling. (Any relevant response)
- The segregationists could describe the black girl as intruding or trying to go where she is not wanted/segregationists could suggest government support as the troops watch and support the white demonstrators/Use photograph to show that the segregationists will not back down and will fight to keep their laws. (Any one well-explained point)

[2 explanation + 2 main focus evidence]

1.5 *Would it be accurate to claim that Elizabeth Eckford was taking part in civil rights protest action in this photograph? Explain your answer using your own knowledge.*

[LEVEL 4 AND LEVEL 6]

- **No**
- The law had been changed and segregation of public schools was unconstitutional. She was enrolled in the school and was trying to attend the first day of school. This was not a protest and Elizabeth was not prepared for the reception she would receive / Elizabeth did not expect to change history or protest as she was just going to school.

OR

- **Yes**
- Little Rock Nine chose to continue to try and enter the school and stay at the school in the face of abuse and retaliation in order to make integration work/bravery brought hope to many people.

[2 marks for stand + 2 marks point of accurate explanation]

QUESTION 2 TEXTUAL SOURCE ANALYSIS

2.1 *Provide a quote from the source that shows the seriousness of the situation in South Africa in June 1992.*

[LEVEL 1]
- "Our country is on the brink of disaster." / "… an untenable and explosive situation" (Any ONE)

2.2 *Use the source to define the concept "third force".*

[LEVEL 2]
- … direct and indirect involvement of the NP government, the state security forces and the police in the violence.

2.3 *Provide TWO quotes from the source that suggest negotiations had stalled.*

[LEVEL 2]
- "… there is the crisis in the negotiation process"
- "The central blockage …"

2.4 *Identify the most important factor Mandela suggests prevented progress in the negotiation process. Provide ONE quote from the source to support your answer.*

[LEVEL 4 and LEVEL 2]
- The National Party or NP government's attitude and actions preventing the democratic process to move forward / The NP government's slowing the process of negotiation to suit its own interests / NP government's self-interests.
- "… refusal of the NP government to move together with all of us in the process of truly democratising South Africa …"
- "… direct and indirect involvement of the NP government … in the violence as well as … unwillingness to act decisively to bring such violence to an end …"
- "… The NP government is placing party political interests above national interests …"

[2 marks for explanation + 2 marks ANY ONE quote]

2.5 *Give TWO propaganda techniques used by Mandela and quote one phrase from the source for each technique to support your answers.*

[LEVEL 3, LEVEL 4 AND LEVEL 5]
- Pinpointing the enemy: "… central blockage stems from the refusal of the NP government to move together with all of us …" / "The NP government persists in portraying the crisis as a creation of the ANC. This attitude is unhelpful and extremely dangerous" / "The NP government is placing party political interests above national interests."
- Fear: "… attitude is unhelpful and extremely dangerous …" / "… Our country is on the brink of a disaster …" / " … created an untenable and explosive situation."

- Warning: "… attitude is unhelpful and extremely dangerous …" / "… Our country is on the brink of a disaster …" / "… created an untenable and explosive situation."
- Personalised test: "our country", "us"
- Offers solutions: "only one way forward"
- Emotive language: "extremely dangerous"

[2 techniques and one piece of evidence for each. Propaganda techniques and quotes must match each other]

QUESTION 3 CURRENT ISSUE IN THE MEDIA

3.1 *Use your own knowledge to explain the term "Black Consciousness". Your answer should consist of TWO points.*

[LEVEL 1]
- An attitude of mind and way of life that advocates separatism, self-reliance and activism.
- Black pride in all areas of life.
- Builds confidence in the right to shape one's own future and moves away from submissive attitudes.
- Decolonisation emphasised.

[Any TWO relevant points]

3.2 *Explain how the student protests of 2015 and 2016 have been characterised by the ideology of Black Consciousness. Give TWO points from Paragraph 2.*

[LEVEL 2]
- Students were protesting and organising themselves against authority.
- Students were demanding decolonisation of faculty and curricula.

3.3 *Explain why the Soweto Uprising of 1976 and the student protests in 2015 and 2016 are regarded as being similar in character. Your answer should consist of THREE points.*

[LEVEL 2]
- Both movements were initiated and organised by students or the youth.
- Both protests centred around education.
- Both protests embraced Black Consciousness or shared the same ideology.
- Both protests changed political thought and discussion regarding education and promoted real change in education.
- Both used similar techniques: mass marches

[Any THREE]

3.4 *Do you think the historian considers the student protests of 2015 and 2016 to be a successful example of mass action? Support your answer with evidence from Paragraph 2 and 3.*

[LEVEL 6]
- **No**
- The author feels that the 2015 and 2016 protests lacked strategy and could not move beyond campuses to incorporate mass support from other sectors of society, thus there was no mass action.
- Paragraph 2: But their protests remain largely constrained by the campuses on which they happen.
- Paragraph 3: … students have struggled to move their activism beyond universities … / … student movements today have yet to create enduring alliances with workers outside the university, or with school students / … the 1976 generation, and … the university students of the early 1970s … may offer some strategic lessons.

OR

- **To some extent only in ideology and some gains, but not in the strategy of mass action**.
- The author feels that the 2015 and 2016 protests lacked strategy and could not move beyond campuses to incorporate mass support from other sectors of society, however, they did succeed in rediscovering Black Consciousness and changed political discussions around education regarding decolonisation of faculty and curricula as well as outsourcing. They lacked strategy to create a mass movement.
- Paragraph 2: They have changed the tenor and shape of political discussion around education in South Africa … has led to a movement to decolonise universities' faculty and curricula. But their protests remain largely constrained by the campuses on which they happen …
- Paragraph 3: … significant gains in the movement to end the exploitative practice of outsourcing jobs on campuses … students have struggled to move their activism beyond universities … / … student movements today have yet to create enduring alliances with workers outside the university, or with school students / … the 1976 generation, and … the university students of the early 1970s … may offer some strategic lessons.

[2 stand + 4 for evidence which must come from BOTH paragraphs. May paraphrase or quote]

SECTION B SOURCE-BASED QUESTIONS

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

Refer to Source A and Source B

4. *Name the reform measure introduced by PW Botha that resulted in the establishment of the United Democratic Front. Describe this reform using evidence from BOTH sources.*

[LEVEL 2]
- Tricameral parliament / 1983 constitution.
- Source A: Boesak mentions that the constitutional reforms are inadequate and that 80% of the people are excluded, while the Indian and coloured population have been included.
- Source B: granting political rights to Indian and coloured people and withholding them from black people / divide-and-rule strategy / "... coloured and Indian houses …" / "…co-opt black middle class…"

[2 marks for reform + 4 marks for evidence from BOTH sources/may be paraphrased or quoted]

5. *Use your own knowledge to explain why the journalist in Source B has described Botha's reforms as a divide-and-rule strategy*

[LEVEL 2]
- The opposition to the apartheid government has been split into those groups that may participate in the new parliament and those who may not, weakening/splitting up groups, making rule easier.
- This is an attempt to divide or weaken the opposition causing rifts between different oppressed groups, making rule easier.

[Any accurate relevant interpretation]

6. *Does Source A confirm the journalist's interpretation of the effects of reform on protest against apartheid mentioned in Source B? Use evidence from BOTH sources to support your answer.*

[LEVEL 5 AND LEVEL 6]
- **Yes Source A confirms the journalist's interpretation in Source B.**
- The journalist states that the act of introducing reform triggered a serious revolt in South Africa / the reform measure also resulted in the formation of an alliance called the United Democratic Front which campaigned against the new constitution and held rallies everywhere / The journalist mentions that the political consciousness had risen to unprecedented heights. / "…great revolt began…"
- These points are confirmed by Source A where Rev. Dr. Allan Boesak states that the United Democratic Front had formed due to the historic moment in time. / There is the call to resist the new constitution and he suggests that "… now is the time …"

[2 marks stand + 4 marks evidence from BOTH sources to show any ONE link]

7. *Is Source A reliable for a historian studying protest action in South Africa during the 1980s?*

[LEVEL 6]
To obtain full marks mention should be made to origin, intention and bias/limitation within the source. Value is not required.

The source is a primary source and speech given by Rev. Dr. Allan Boesak in 1983 at the launch of the United Democratic Front in Cape Town in 1983. The speech is written for public consumption and has the purpose of uniting all in attendance at the meeting. It uses emotional language to motivate protest action, "… now is the time …" / "… we must resist it!" It is therefore biased in purpose and is only the perspective of the leader of the new movement. The speech has a political agenda. The extract is only part of the speech and the editing may affect the reliability. The bias, purpose, singular perspective and editing makes this an unreliable source if used on its own.

- 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 and acknowledges bias in order to deduce that the source has limited reliability or is unreliable. Must 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.

Refer to Source C

8. *Use information from the source to explain how South Africa was becoming ungovernable. Your answer should consist of THREE points.*

[LEVEL 2]
- Confrontation erupted in townships
- Repression prompted further protests
- Escalating direct action against symbols of state power
- Resistance spread to other regions
- Call for people's power
- State of emergency

[ANY THREE]

Refer to Source D

9. *Use your own knowledge and evidence from the source to explain what the "… Black [Local] Authorities Act …" was and why it was unpopular. Your answer should consist of TWO points.*

[LEVEL 2]

- The Act was an attempt to give more power to local councillors in the townships. / The Act created local government structures that would be elected by the residents / Established elected councillors who were responsible for local administration of the townships and residents had to contribute to the budget through rents and levies / Appointed township councillors who remained under the control of the relevant minister in the apartheid government. [Any ONE relevant observation]
- Act was unpopular because of rents charged as there were rent boycotts / the councillors were unpopular as there were calls for them to resign. [Any ONE]

[2 marks for definition of the Act + 2 marks for evidence as to why it was unpopular]

Refer to Source C and Source D

10. *How did repression change the character of protest in the 1980s? Support your answer with evidence from BOTH sources.*

[LEVEL 4]

- Largely peaceful protest changed to <u>larger</u>, <u>more violent</u> and <u>more focused</u> protest because of repression. [Any TWO characteristics each for 1 mark to a maximum of 2 marks]
- Source C: "The state responded to largely peaceful protest with severe repression, which prompted further protest and escalated direct action against the symbols of state power …" / "… spread to other regions …"
- Source D: "… The response to state repression was not less protest, but more and more violent waves of protest …" / "… When government threats increased, so did popular opposition …" / "… threat itself was focusing resistance …"

[2 marks explanation which must include at least 2 characteristics + 4 marks for correct association with source evidence / may paraphrase, must use BOTH sources]

Refer to Source E

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

[ALL LEVEL 2]

11.1 *Community-organised and -staged uprisings against unjust laws.*

Civic revolt

11.2 *A temporary alliance between two or more groups or political parties.*

Coalition

11.3 *A set of beliefs, values or opinions that forms the basis of a political or social group.*

Ideology

11.4 *Customers stop buying a particular product or stop buying from a particular company as a means of protest.*

Boycotts/consumer boycotts

11.5 *An official government restriction that prohibits the freedom of movement requiring people to stay indoors after a specific time.*

Curfews/state of emergency
[2 marks for each correct concept.]

Refer to Source E

12. *To what extent did government repression affect the work of the United Democratic Front? Explain your answer with evidence from Paragraph 1 and Paragraph 2.*

[LEVEL 6]

- Government repression affected the work of the United Democratic Front (UDF) to a large extent or some extent.
- **Paragraph 1:** The government could not break up the UDF as it still held together, but the repression did succeed in preventing the organisation to make the entire country ungovernable.
- **Paragraph 2**: With the state of emergency the UDF faced increased pressure and most of its leaders were imprisoned, their networks were also collapsing and they had to change their strategy to consumer boycotts.

OR

- Government repression affected the work of the United Democratic Front (UDF) to a lesser extent.
- **Paragraph 1:** The government could not break up the UDF as it still held together, the repression did succeed in preventing the organisation to make the entire country ungovernable but the UDF made it impossible for the apartheid state to continue.
- **Paragraph 2**: With the state of emergency the UDF faced increased pressure and most of the leaders were imprisoned, their networks were also collapsing and they had to change their strategy to consumer boycotts, but this became a widely used method adopted and kept pressure on the government.

[2 marks stand + 4 marks for accurately linked evidence from Paragraph 1 and 2]

Refer to Source E and Source F

13. *What action by the apartheid government resulted in the creation of the poster (Source F)? Support your answer with ONE quote from Source E and ONE clue from Source F.*

[LEVEL 2 and LEVEL 3]
- State of Emergency
- **Source E:** "… the government had declared a state of emergency …" "…power to detain…"
- **Source F**: Police State/Detentions/Leaders detained/Bannings/meeting banned/Restrictions/Many activists restricted/ Harassment [Any ONE]

[2 marks name + 2 marks quote + 2 marks clue]

Refer to Source F

14. *Would this poster be effective in encouraging protest action? Explain your answer with TWO pieces of evidence from the source.*

[LEVEL 6]
- **Yes, it would be effective.**
- Hand suggests that the people know what is going on / they are tearing down police state to reveal the truth / Hand bigger than police state / the UDF says "… We will not be silenced" / Uses emotional wording and exclamation marks that encourage protest.
- The production of the poster is an act of protest in itself and would encourage others to protest./UDF logo present on poster

OR

- **No, it would not be effective.**
- Hand tearing down police state to reveal the truth / Police state methods are revealed / the UDF says "… We will not be silenced" / Uses emotional wording and exclamation marks that encourage protest, but the reality of what is being revealed may scare people into not protesting as they do not want to be detained, banned, restricted or harassed.

[2 marks explanation + 4 marks evidence]

15. *Explain the usefulness of this poster for the historian studying resistance to apartheid in the 1980s. Your answer should consist of THREE points.*

[LEVEL 4]
- Indicates local resistance movements (UDF).
- Primary source and shows the media used at the time of resistance.
- Gives insight into the atmosphere or feelings towards the apartheid state by activists in South Africa.
- Shows anger and emotion and opinion of the oppressed people of the time.
- Reveals government policy followed and how public views this policy.
- Indicates the sustained resistance in face of repression "we will not be silenced".

[Any THREE relevant, accurate points showing understanding]

Refer to Source G

16. ***Use Source G as well as your own knowledge to state whether the following statements are TRUE or FALSE. Write down only TRUE or FALSE. (No explanation is required)***

[ALL LEVEL 2]

16.1 *COSATU was an umbrella organisation for workers that only participated in protests that fought to improve wages.*
FALSE

16.2 *The Mass Democratic Movement challenged apartheid laws by occupying all-white beaches and challenging segregation in hospitals.*
TRUE

16.3 *Repressive measures used by the government encouraged greater cooperation between organisations protesting against apartheid.*
TRUE

Refer to Source H

17. **Use Source H to answer the following questions. Write down only the answer.**

17.1 *Name the anti-apartheid organisation represented by women and write down ONE visual clue from the source to support your answer.*

[LEVEL 2]
- Black Sash
- Black bands or sashes worn by women / use of peaceful protest.

[Any ONE]

17.2 *Write down a clue from the photograph that suggests the women supported the End Conscription Campaign.*

[LEVEL 2]
- Don't jail objectors / Conscripts need alternatives. [Any ONE]

17.3 *Write down TWO clues from the photograph that show that the women supported democracy.*

[LEVEL2]
- One Person One Vote / Abolish Apartheid Legislation / Free the Press. / Right to protest [Any TWO]

17.4 *Write down TWO clues from the source that show that the women did not believe in the use of violence.*

[LEVEL 2]
- Banner with Peaceful Protest / The women are standing with placards and are unarmed.

SECTION C SOURCE-BASED ESSAY

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

To what extent was protest action against apartheid during the 1980s a response to PW Botha's reforms?

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

[LEVEL 2, 3, 4, 5 and 6]

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

- Candidates may argue that protest action against the apartheid state was to a **large extent** a response to Botha's reforms as the protest was **initiated by reforms** and repression of these initial protests resulted in further protest. **Repression did not start the protest, reforms did.**

  OR

- Candidates may argue that protest action against the apartheid state was to **some extent** a response to Botha's reforms as the protest was **initiated by reforms and repression of these initial protests resulted in further protest**. **Reform and repression of protests resulted in protest action.**

  OR

- Candidates may argue that protest action against the apartheid state was to a **lesser extent** a response to Botha's reforms as, although protest was initiated by reform, it was **repression that resulted in a larger, more violent, sustained and focused protest** action or resistance. **Repression intensified protest.**

SOURCE	RESPONSE TO REFORM	RESPONSE TO REPRESSION
	Focus words: to a large extent/lesser extent/some extent	**Focus words: lesser extent/some extent/ large extent**
A	**United Democratic Front formed in response to Botha's Tricameral Parliament** "We are here to say that the Government's constitutional proposals are inadequate … The apartheid line is not all abolished, it is simply shifted so as to include those so-called coloureds and Indians who are willing to co-operate with the Government." **Protest Action encouraged as a result of reform** "… And therefore we must resist it! … We want all of our rights, we want them here and we want them now."	**Some indication that repressive action has influenced protest in the 1980s** "… We have been jailed, exiled, killed for too long. Now is the time."
B	**Botha's reform measures resulted in increased protest and widespread revolt against the government** "… The very act of political reform … in fact triggered the most serious … revolt in South Africa's history …" "It should have come as no surprise in 1984 when only five days after the last votes were cast for the coloured and Indian houses … the great … revolt began …" **The United Democratic Front was established as a result of reforms and it was responsible for coordinating protest in the 1980s** … In August 1983 more than five hundred community, church, professional, sports, workers, students', women's and youth organisations formed an alliance called the United Democratic Front to campaign against the new constitution … Rallies were held everywhere … the level of political consciousness in South Africa rose to unprecedented heights … Five days later the great revolt began …	
C	**Protest broke out as a result of Botha's reforms in the administration of the townships** "… 1984, confrontation erupted in the townships … In each case protests were provoked by discontent over civic issues, especially increases in rents effected by unpopular township councillors, combined with student discontent around educational grievances and the state's constitutional reforms."	**Repression of peaceful protest instigated further protest** "The state responded to largely peaceful protests with severe repression, which prompted further protests and escalated direct action against the symbols of state power …" "The state declared a partial state of emergency in July 1985, but this neither suppressed resistance in the affected areas nor prevented its spread to other regions …"

D	**Protest action a result of the Black Authorities Act** "… The Black Authorities Act spurred popular resistance: calls for councillors to resign, rent boycotts and much more."	**Repression resulted in increased protest action that was more violent and focused** "… indeed during the 1980s, the response to state repression was not less protest, but more and more violent waves of protest in the townships." "When government threats increased, so did popular opposition … threat itself was focusing resistance …"
E		**The state of emergency resulted in protest action changing tactics but this did not stop protest action** "… the UDF demonstrated that even in the most astonishingly difficult circumstances, a … coalition of groups and individuals could be held together – despite … arrests, banning orders …" "By 21 July 1985 the government had declared a state of emergency … The UDF was now increasingly under pressure, many of its leaders imprisoned, its networks giving way." "At this juncture, consumer boycotts became the most widely used means of civic revolt – with UDF sanction and sanction from other bodies …" … The UDF could claim their sustained pressure on the government, in spite of the military balance … "
F		**Protest poster against repressive measures under a state of emergency or police state indicates protest action** Poster indicates that the "UDF Will Not Be Silenced" Publishing poster an act of protest Hand removing police state Detentions/bannings/restrictions/harassment/ "leaders detained/meeting banned/many activists restricted

G		**Repression resulted in the creation of new organisations to protest against the state and resulted in massive sustained protest action** "Despite the intense repression of the state in the late 1980s … the state had not been able to crush resistance." "… 1989 saw a strong revival of anti-apartheid activity … The UDF … formed an alliance with COSATU, which came to be known as the Mass Democratic Movement (MDM). …" "… 1989 the MDM embarked on a massive defiance campaign … people started to engage in acts of civil disobedience ... A number of mass marches took place … sustained resistance … on the government was known as rolling mass action."
H	**Protest against Botha's reforms and lack of change** Abolish apartheid legislation One person one vote	**Protest in reaction to repressive laws** Free the press Don't jail objectors Conscripts need alternatives Unban restricted organisations

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 counter-argument. 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 which 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 which detract from the argument. Links sources and question.	Uses all the sources and references them by letter. Uses detail from sources but 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 be lacking in depth. It is generally fluent but may have limited repetition. There may be some limitations to historical insight and understanding.
5 **60–69%** **30–34**	Attempts to take a stand. Lapses in focus or uses tagged-on/implied focus. Makes inconsistent or shallow argument. Shows some evidence of linking sources and question.	Uses most of the sources and references them by letter. Describes or paraphrases sources rather than using information from them. Uses too many long quotes from sources.	Identifies C/A but not fully. Omits some aspects of C/A.	Introduction and conclusion present but flawed. Expression satisfactory.	Essay attempts to answer the question but is not fluent and accurate throughout. It shows some basic insight but there are limitations to historical understanding.

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4 **50–59%** **25–29**	Takes a weak stand. Uses tagged-on or implied focus. Makes weak attempt to link sources and question.	Omits 2 or 3 sources. Describes or lists* sources rather than using information from them appropriately. Uses quotes that are irrelevant or too long. Lumps** sources together.	Identifies C/A at basic level.	Weak introduction and conclusion. Introduction OR conclusion missing. Structural problems (e.g. lack of paragraphs). Expression satisfactory.	Essay shows simplistic understanding of question. There is little evidence of historical understanding and insight.
3 **40–49%** **20–24**	Makes poor attempt to take a stand. Makes little attempt to focus. Shows little understanding of argument. Includes inaccuracies and gaps. Tries to link sources to question but not successfully.	Does not use half of the sources. 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 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 counter-argument [e.g. Source A shows …; Source B states …; According to Source C ...; In Source D … etc.]

** Lumping sources – dealing with several sources together rather than separately, implying that they all say the same thing [e.g. Sources A, C, F and H]

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