



NATIONAL SENIOR CERTIFICATE EXAMINATION  
NOVEMBER 2019

**HISTORY: PAPER II**  
**MARKING GUIDELINES**

Time: 3 hours

200 marks

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**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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**These memoranda serve as guidelines.**

**SECTION A INDIVIDUAL SOURCE ANALYSIS**

**QUESTION 1 VISUAL SOURCE ANALYSIS**

1.1 *Use your own knowledge to give TWO possible reasons for the presence of troops in the townships in 1985.*

**[LEVEL 1 and LEVEL 2]**

- Government policy of reform and repression resulted in resistance toward government.
- Rent boycotts and violence against township councillors in Vaal Triangle uprisings.
- 1985 the ANC in exile called for supporters to make South Africa ungovernable.
- Township revolts against the government resulted in violence.
- The government sent the SADF/ army/ troops into the townships
- To restore law and order.
- In 1985 Botha declared a State of Emergency, sending troops into the townships.
- The SADF in townships was an act of aggression and used as intimidation by the government.
- Action to suppress protest.

**[Any TWO relevant, accurate points]**

1.2 *How does the photograph portray the National Party government? Support your answer with TWO visual clues.*

**[LEVEL 2]**

- Description: powerful/ well-armed/ aggressive/ dominated by white males/ military state/ intimidating/ barbaric/ like the enemy/ hostile/ heavy-handed/ occupying force/ draconian.
- Clues: army vehicles/ soldiers/ white males/ armed/ in big tank-like vehicles/ Casspirs towering over an unarmed woman.
- Only award 1 mark for the description of negative with a weak support.
- Award full marks for description of negative with well-supported substantiation.
- The visual clue and description must clearly link to each other.

**[Description + 2 clues]**

1.3 *Identify the form of protest used by the woman. Support your answer with ONE visual clue.*

**[LEVEL 2]**

- Form of protest: peaceful/ nonviolent/ defiance/ passion/ unarmed/ individual protest
- Clue: unarmed/ standing on her own with arms and fists in the air/ Amandla! sign/ people's power stance

**[2 for judgement + 2 for clue]**

1.4 *Provide an appropriate caption for the photograph from the perspective of a:*

1.4.1 *United Democratic Front (UDF) pamphlet*

**[LEVEL 4]**

Caption must be short and show the UDF's negative perspective of the government and/or highlight the bravery of the woman protesting on her own/ highlight the failure of the government to stop protest.

**[Any relevant response that shows appropriate bias in favour of protester]**

1.4.2 *National Party newspaper*

**[LEVEL 4]**

Caption must be short and show the newspaper's positive perspective of the government and/or highlight the bravery or strength of the army or young men; describe woman as communist or terrorist or a victim of communist propaganda who is powerless against the force of the military/ comment on strength of government/ protection given by government.

**[Any relevant response that shows appropriate bias in favour of government]**

1.5 *How might the Anti-Apartheid Movement have responded to this photograph?*

**[LEVEL 4]**

- Shock, disapproval. (Positive and negative responses not accepted without an explanation)
- Pressure placed on National Party government to remove the troops.
- Anti-Apartheid Movement may have used images in protest against the apartheid state.
- Sanctions or call for sanctions
- Supportive of/ sympathetic to protesting woman

**[Any accurate, relevant response]**

**QUESTION 2      TEXTUAL SOURCE ANALYSIS**

2.1 *Provide TWO quotes from the source to define Black Consciousness.*

**[LEVEL 2]**

- 'Black is Beautiful'
- '... inspired our youth to shed themselves of the sense of inferiority'
- '... assert yourself and be self-reliant ...'
- "...they walked tall..."

**[Any TWO quotes, no paraphrasing]**

2.2 *What does Mandela believe was the most important contribution of the Black Consciousness Movement? Provide ONE quote to support your answer.*

**[LEVEL 4]**

- The message to motivate people into activism/ action/ freeing themselves/ ignited a passion in the youth/ democratic principles/ fight for change
- 'He understood that an enslaved people through their actions make freedom ...'
- 'He was focused on how to get our people into action, on how we can achieve freedom ...'
- "Black is Beautiful"
- "...inspired our youth to shed themselves of the sense of inferiority"

**[2 marks for contribution and 2 marks for any ONE quote The contribution and quote must clearly link to one another; if the contribution is incorrect and the quote correct receives no marks as the candidate would then have misunderstood the question]**

2.3 *Why was a 'link-up between the ANC and the Black Consciousness Movement' regarded as 'unthinkable' by the South African government? Explain your answer using your own knowledge.*

**[LEVEL 3]**

- Collaboration between the ANC and the Black Consciousness Movement would signify unification or greater unity of the resistance movements and would make it harder to repress protest and uprisings against the government.
- It would weaken the government's ability to repress opposition.
- The ANC was banned and the Black Consciousness Movement would gain ideas and influence for the ANC inside South Africa if they worked together.
- The ANC was banned and thus the government would not allow collaboration.
- The aim of the government was to divide and conquer resistance and this idea of unity went against their policy.
- ANC and BCM ideologically different thus incompatible

**[Any ONE accurate, relevant response]**

2.4 *Provide ONE piece of evidence from the source to show that resistance to apartheid was dangerous during the 1970s?*

**[LEVEL 2]**

- He forged a space in the midst of repression
- He was arrested
- Meetings were held in secret/ clandestine meetings
- Describes Biko as brave and courageous

**[Any ONE quote or paraphrased answer]**

2.5 *Explain Nelson Mandela's perspective of Steve Biko. Provide THREE pieces of evidence from the source to support your answer.*

**[LEVEL 4 and 6]**

- Mandela supported Biko/ Mandela saw Biko as essential to the movement or as a key figure in the success of the Movement / saw him as as a powerful symbol for the youth/ positive/ brave/ influential/ important/ inclusive influence (Any one for 2 marks)
- Emotional words: 'brave/ courageous'.
- Praise/ heroism/ use of positive metaphors: 'he forged a space'/ 'he was the spark'/ 'he ignited a passion'.
- Inclusive: consulted with a broad spectrum
- "helped shape democratic South Africa"
- Heroism: 'he inspired'/ 'he understood'/ Shows that he endured hardship for a greater cause: he forged a space in the midst of repression/ he was arrested.

**[All 3 pieces of evidence must match perspective and multiple perspectives and supporting evidence accepted for full marks. Variation is accepted but 3 linked pieces of evidence important.]**

**QUESTION 3      CURRENT ISSUE IN THE MEDIA**

- 3.1 *Use your own knowledge to explain the position held by each of the following historical personalities in creating a democratic South Africa in the 1990s?*

**[ALL LEVEL 1 and 2]****3.1.1 Cyril Ramaphosa**

Chief negotiator for the ANC during Codesa; helped to reach compromise agreements during the negotiation process/ record of understanding/ high profile position in the ANC.

**3.1.2 Archbishop Desmond Tutu**

Called for sanctions to be maintained to pressurise the government to negotiate/ Head of Truth and Reconciliation Commission/ supported peaceful protest against the government during the 1980s/ Archbishop of the Anglican Church/ chairperson of the TRC/ leader of the World Council of Churches.

**[Any relevant, accurate information]**

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

**[ALL LEVEL 2]**

- 3.2.1 *An official pardon for political crimes.*

**Amnesty**

- 3.2.2 *A South African policy of racial discrimination.*

**Apartheid**

- 3.2.3 *Ending conflict between former enemies or groups on opposing sides.*

**Reconciliation/ conciliatory**

- 3.2.4 *South Africa's legislative body, made up of elected representatives.*

**Parliament**

- 3.3 *According to the article, what was Dr Boraine's greatest achievement?*

**[LEVEL 2]**

Launching and running the Truth and Reconciliation Commission.

3.4 *According to this article, did Boraine believe that the Truth and Reconciliation Commission had failed in its dealings with perpetrators of apartheid crimes? Support your answer with evidence from the source.*

**[LEVEL 6]**

- The Truth and Reconciliation Commission (TRC) did not fail in its dealings with perpetrators.
- The TRC had the strictest amnesty conditions in the world and most people did not receive amnesty.
- The TRC could not prosecute perpetrators, only the judicial system could prosecute perpetrators. The authorities failed or refused to pursue the cases and those who committed atrocities were never prosecuted for their crimes.
- The authorities failed to prosecute the perpetrators who were not granted amnesty.

**[2 marks for explanation and 4 marks for evidence. Candidates must identify that the TRC could not prosecute and thus the judicial system failed to follow up on TRC findings. If the stand is incorrect no marks will be awarded as this is a Level 6 response]**

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

4. *Write down TWO principles Dr Martin Luther King Jr contributed to the Civil Rights Movement.*

**[LEVEL 2]**

- Equality.
- Nonviolence/ peaceful protest/ change through peaceful means.

[Must have both points: equality and non-violence]

5. *Provide ONE piece of evidence from the source to show that Dr Martin Luther King Jr was the key to the success of the Civil Rights Movement.*

**[LEVEL 2]**

Kings message added to the movements numbers/ increased the movements following/ moral strength/ unquestionable leader/ change through peaceful means

**[May be paraphrased or quoted]**

6. *Use your own knowledge to explain why Dr Martin Luther King Jr was '... one of the most hated men of his time ...' during the 1960s. Provide TWO comprehensive points.*

**[LEVEL 4]**

- He was hated by white supremacists because he challenged the racist traditions and the laws of the segregated South.
- He was accused of encouraging violence and was seen as a national security threat by the FBI.
- His methods were deemed too slow and neglectful of the Northern states by the Black Power Movement and Malcolm X/ younger generation of African Americans/ African American communities living in ghettos in the northern states.
- Taking undue credit for success of the Civil Rights Movement.
- Inclusivity versus self-reliance – policy difference
- Vietnam: anti-Vietnam stance caused tension

**[Any two relevant responses or points]**

**Refer to Source B**

7. *Use your own knowledge to name TWO legislative successes achieved by the Civil Rights Movement in the mid-1960s.*

**[LEVEL 1]**

- Civil Rights Act (1964)
- Voting Rights Act (1965) / Voting Act

**[Dates are not required]**



8. *To what extent did the Civil Rights Movement improve conditions for local communities during the 1960s? Use evidence from the source and your own knowledge to support your answer.*

**[LEVEL 4 and 6]**

- **To some extent.**
- The Civil Rights Movement brought King to the segregated South and brought with him media attention. This challenged segregation in these communities and led to an improvement in the quality of life for African Americans in these communities.
- However, when King left, the African American community had to deal with the backlash/ violent reaction/ vengeful reaction of the white communities and the African American communities were exhausted.
- Therefore, in the short term, the conditions did not necessarily improve, but they did improve long term due to the end of segregation.

**[2 marks for stand and 4 marks for explanation using source evidence and own knowledge for total of 6]**

9. *What does this article suggest led to the successful desegregation of the South?*

**[LEVEL 2]**

Interactivity between national and local, politics and culture and ... leaders and the led .../ local leaders and local efforts interacting with King/media attention.

**Refer to Source C**

10. *List FOUR ways in which Dr Martin Luther King Jr contributed to the success of the Civil Rights Movement.*

**[LEVEL 2]**

- King's prestige as a symbolic leader/ the King myth
- intellectual simplicity of his philosophy
- friend in the White House
- oratorical skills
- ability to galvanise or unite supporters
- youth activism

**[Any FOUR quoted or paraphrased points]**

11. *Use the source to describe the myth surrounding the leadership of Dr Martin Luther King Jr. Your answer should consist of TWO points.*

**[LEVEL 2]**

- The myth states that King as a leader was the only initiator of the movement.
- The myth also states that King was indispensable to the movement
- He was the only important leader

12. *Why did scholars argue that the 'King myth' was an inaccurate analysis of the Civil Rights Movement? Your answer should consist of TWO points.*

**[LEVEL 4 and 2]**

- It is inaccurate because it neglects the role of local communities who organised protests without King's help.
- It is also inaccurate with regard to King as it misrepresents or exaggerates his very important role and contribution to the movement.
- Uses speech-making skills but did not really depend on him

**Refer to Source D and Source E**

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

**[ALL LEVEL 2]**

- 13.1 *A form of nonviolent civil disobedience where demonstrators enter a public place and remain seated until forcibly removed or until their protests are answered.*

**Sit-in/ sit-ins**

- 13.2 *A white supremacist group established in the American South.*

**Ku Klux Klan/ KKK**

- 13.3 *The opening of public facilities to all races.*

**Desegregating/ integration**

- 13.4 *A student-led civil rights campaign that worked to ensure political rights for African Americans in the Deep South.*

**Mississippi Freedom Summer of 1964/ Freedom Summer/ Freedom Summer of 1964/ Mississippi Freedom Summer/ voter registration drives/ Freedom Rides/ Greensboro sit-in**

- 13.5 *A belief in African American pride, self-reliance and achieving civil rights through more aggressive action.*

**Black power**

**Refer to Source D and Source E**

14. Use BOTH sources to explain the relationship between Dr Martin Luther King Jr and the Student Nonviolent Coordinating Committee (SNCC). Provide FOUR points.

**[LEVEL 4 AND LEVEL 5]**

- King and SNCC recognised and supported each other / although King was criticised by SNCC./ They pursued equality with slightly different principles and methods.
- King recognised and praised SNCC and wanted them to be affiliated with the SCLC.
- SNCC recognised King as a beloved leader among the community and would support his nonviolent protests, but wanted to be separate from the SCLC.
- SNCC, although recognising King's role, criticised him for being too slow and considered his nonviolent approach a political tactic.
- SNCC looked further than King's integration initiatives and wanted broader social change.
- SNCC looked for new tactics and goals outside King's principles.
- King regarded as being out of touch with the youth.

**Refer to Source F**

15. Use your own knowledge to describe the aims and methods of the 1961 Freedom Rides.

**[LEVEL 2]**

- Aim: test desegregation/ desegregate bus terminals in the South/ test whether segregation still existed at bus terminals and public facilities in the South/ force government to pay attention to segregation practised in the South/ gain media attention to protest against segregation
- Method: nonviolent protest by riding buses through Southern States and using the facilities at bus terminals to test whether segregation was still in place.

**[2 marks aim and 2 marks method]**

16. How did white members of the Montgomery community react to the Freedom Rides? Support your answer with TWO quotes from the source.

**[LEVEL 4 and 2]**

- The white community members used violence against the activists/ unsupportive/ threatening behaviour/ anger/ aggressive/ negative
- 'We were beaten and left bloody and unconscious ...'
- '... A white mob attempted to burn a church ...'

**[2 marks for explanation and 4 marks for 2 quotes]**

17. *How does John Lewis view the role of Dr Martin Luther King Jr in the Civil Rights Movement? Support your answer with THREE quotes.*

**[LEVEL 4]**

- He views King as the central or most important element of the movement/ He views King as the driving force behind the movement/ the motivator of the movement/ regarded King as most important in the success of the movement/ King is viewed as the hero of the movement/ significant/ politically powerful.
- 'He inspired me.'
- 'He lifted me.'
- 'He was a brave and courageous person ...'
- 'When you listened to him speak or talk to you, you were ready to go out there and put your life on the line ...'
- "King made a call to Robert Kennedy..."

**[2 marks for role and 6 marks for any THREE quotes]**

18. *How reliable is this source for studying the inspirational nature of Dr Martin Luther King Jr during the Civil Rights Movement?*

**[LEVEL 6]**

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

- Reliable to some extent or reliable with some limitations.
- Extract is from John Lewis a supporter of King who helped organise the March on Washington. He was also a member of SNCC, an organisation that could be critical of King.
- Eyewitness report to events thus a primary source of information.
- Interview given in hindsight and Lewis may be selective in his memory of King, subjective information, thus biased information. Only praises King (relevant quote to show bias).
- Intention of source seems to be a personal reflection of King.
- Interview questions are not included; this is a limitation.
- Edited source, selection may exclude important information; this is a limitation.
- Reliable in that Lewis was part of the movement, had personal dealings with King, belonged to different organisations, but is biased and does not show any criticism of King.

**[Markers do not use ticks to assess, but indicate I = Intention, B = bias, L = Limitations and O = Origin to judge according to the rubric. Above summary a guide]**

Use this rubric in conjunction with the abovementioned guidelines

5–6	<b>Evaluation/ Limitation &amp; bias</b> Comprehends the source/ acknowledges limitation/ focuses on origin and intention and acknowledges bias in order to deduce that the source has limited reliability. Must quote/ provide some reference to bias in the source <b>or</b> bias of origin and publication to be credited with 6 marks.
3–4	<b>Analysis and limitation</b> 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	<b>Comprehension</b> 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 G and Source H**

19. **Refer to Source G and Source H 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.)**

**[LEVEL 2]**

19.1 *Dr Martin Luther King Jr was referring to the racism, segregation and police violence when describing the injustice in Birmingham.*

**TRUE**

**[LEVEL 2]**

19.2 *Dr Martin Luther King Jr was placed in jail in Birmingham for civil disobedience.*

**TRUE**

**[LEVEL 2]**

19.3 *The 'Letter from a Birmingham Jail' and the 'I Have a Dream' Speech created mostly positive publicity for the Civil Rights Movement.*

**TRUE**

**[LEVEL 1]**

19.4 *The March on Washington in 1963 was supported by only African Americans.*

**FALSE**

**[LEVEL 4]**

19.5 *Both Source G and H suggest Dr Martin Luther King Jr was the most important person in civil rights protest.*

**TRUE**

**SECTION C SOURCE-BASED ESSAY**

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

*To what extent was Dr Martin Luther King Jr responsible for the success of the Civil Rights Movement in the United States of America during the 1960s?*

**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 King was to a **larger extent** responsible for the success of the Civil Rights Movement in the 1960s.
- King's fame, philosophy, legislative success, media attention, symbolism, ability to inspire, influence on the government and standing in the community attest to his importance to the Civil Rights Movement's success.
- Local leadership, interactivity, student-run protests, SNCC and other factors were to a **lesser extent** responsible for success.
- Modern historical theories discuss other factors but still recognise King as very important in the success of the movement.

**OR**

- Candidates may argue that King was to a **lesser extent** responsible for the success of the Civil Rights Movement in the 1960s.
- King's fame, philosophy, legislative success, media attention, symbolism, ability to inspire, influence on the government and standing in the community only played a part in the success of the Civil Rights Movement in the 1960s.
- Local leadership, interactivity, student-run protests, SNCC and other factors were to a **larger extent** responsible for success.
- King's role is often exaggerated; a myth and local life did not always improve. Most protests were organised by local leadership and students. The younger generation criticised King for the pace of change and the philosophy of non-violence. SNCC organised sit-ins, Freedom Rides and Freedom Summer.
- Modern historical theories stress the importance of local leadership and interactivity as the crucial aspect in the success of the movement.

<p><b>ARGU- MENT</b></p> <p><b>SOURCE</b></p>	<p><b>Dr Martin Luther King Jr was responsible for the success of the Civil Rights Movement</b></p> <p><b>Focus words: lesser extent/ larger extent</b></p>	<p><b>Dr Martin Luther King Jr was not responsible for the success of the Civil Rights Movement</b></p> <p><b>Focus words: lesser extent/ larger extent</b></p>
<p><b>A</b></p>	<p><b>King was recognised as the main leader and was responsible for increasing the movement's size, support and provided it with its philosophy</b></p> <p>'... the unquestioned leader of the peaceful Civil Rights Movement in the 1960s ...'</p> <p>'... King's message of change through peaceful means added to the movement's numbers and gave it its moral strength ...'</p> <p>'Time magazine had named him 'Man of the Year' in 1963</p> <p>'... he won the Nobel Peace Prize and was described as 'the first person in the Western world to have shown us that a struggle can be waged without violence.'</p>	
<p><b>B</b></p>	<p><b>King contributed to laws being changed</b></p> <p>'... movement took its cue from King's leadership of mass protest throughout the South. These works often directly relate the legislative successes of the mid-1960s ...'</p> <p><b>Media attention</b></p> <p>'... That King brought the media with him certainly aided local efforts to challenge white supremacy ...'</p>	<p><b>Modern historical theories stress the importance of local leadership and interactivity as the crucial aspects in success of the Movement. King only part of the success.</b></p> <p>'... local leaders in the South were perhaps as important to the dismantling of segregation as King ...'</p> <p>'... King's leadership relied on a vast network of local leaders, and in some cases undercut King's claims to greatness.'</p> <p>'... King's leadership was largely interactive and heavily reliant upon the work of friends, colleagues and a vast network of ... activists ...'</p> <p><b>King may have brought media attention, but little changed once he and the media left</b></p> <p>'... his departure presaged the departure of the media, leaving local leaders to deal with the backlash from resentful white communities and exhausted black communities.'</p>

<p><b>C</b></p>	<p><b>King was symbolic and had influence in high places and provided media attention, unified the support and non-violent ideology</b></p> <p>'... symbolic leader a man like King.'</p> <p>'... prestige than power ... the intellectual simplicity of his philosophy; ... his friendship with the man in the White House – all are essential to the role he plays, and invaluable for the success of the movement ...'</p> <p>'... King influenced the struggles that took place in ... Mississippi, Alabama, and Georgia, those movements were also guided by ... local leaders who occasionally called on King's oratorical skills to galvanise ... protestors at mass meetings ...'</p>	<p><b>King's role is exaggerated and is a myth, he was not the only important leader as successful protest started without him under local leadership</b></p> <p>'... King myth ... as the ... leader of the civil rights movement ... as the initiator and sole indispensable element in the southern struggles of the 1950s and 1960s. ... the myth emphasises the individual at the expense of the movement, it not only exaggerates King's historical importance but also distorts his actual, considerable contribution to the movement ...'</p> <p>'... King was certainly not the only significant leader of the Civil Rights Movement, for sustained protest movements arose in many southern communities in which King had little or no direct involvement ... local leaders who occasionally called on King's oratorical skills to galvanise ... protestors at mass meetings while refusing to depend on his presence.'</p>
<p><b>D</b></p>	<p><b>Student organisations recognised King as a significant leader</b></p> <p>'... SNCC workers recognised and respected the fact that Rev. King was beloved in the communities where they worked.'</p>	<p><b>Student organisations initiated successful independent organisations and protest action independent of King</b></p> <p>'What is fresh, what is new in your fight is the fact that it was initiated, fed, and sustained by students ...'</p> <p>Rev. King had hoped the students would decide to become the student wing of his organisation ... SCLC. The students decided they would not.'</p>
<p><b>E</b></p>	<p><b>Student groups played a part in marches organised by King</b></p> <p>'... The new group played a large part in the Freedom Rides aimed at desegregating buses and in the marches organised by Martin Luther King Jr ...'</p>	<p><b>Student organisations independent and somewhat critical of King were responsible for sit-ins, Freedom Rides and Freedom Summer</b></p> <p>'The SNCC or Student Nonviolent Coordinating Committee ... soon became one of the movement's more radical branches ... She was concerned that SCLC, led by Martin Luther King Jr, was out of touch with younger [African Americans] who wanted the movement to make faster progress.'</p> <p>'... SNCC to look beyond integration to broader social change and to view King's principle of nonviolence more as a political tactic than a way of life.'</p> <p>'... The new group played a large part in the Freedom Rides aimed at desegregating buses.'</p> <p>'... The Student Nonviolent Coordinating Committee also directed much of the ... voter registration drives in the South.'</p>



<p><b>F</b></p>	<p><b>King was able to command the attention and action of important politicians and was the main motivation for successful action by the movement</b></p> <p>'... in Montgomery during the Freedom Rides in '61. King was there ... and King made a call to [Attorney General] Robert Kennedy, and [he] intervened and put the city of Montgomery under martial law.</p> <p>'He inspired me. He lifted me. He was a brave and courageous person, and when you would listen to him speak or talk to you, you were ready to go out there and put your life on the line, because he made it so plain and so clear that it was the right thing to do.'</p>	
<p><b>G</b></p>	<p><b>King made great speeches that brought attention to the movement</b></p> <p>... King's 'I Have a Dream' speech is ... one of the great orations of the 20th century. '... famous speech at the Lincoln Memorial ...'</p> <p>'...'Letter from a Birmingham Jail' ... The letter brought attention to the Birmingham movement and added to King's fame.'</p>	
<p><b>H</b></p>	<p><b>King drew mass support and commanded media attention to bring success to the movement</b></p> <p>King stands in front of mass gathering.</p> <p>King photographed in foreground, looks larger and most important focus.</p> <p>Media attention on King as press representatives photograph him.</p>	<p><b>King only one of many individuals that helped with the success of the movement</b></p> <p>The photograph shows many people at the March on Washington.</p>

**Total: 200 marks**



**GENERIC RUBRIC FOR SOURCE-BASED ESSAY**

	<b>Argument + focus</b>	<b>Use of sources</b>	<b>Counter-argument (C/A)</b>	<b>Structure + style</b>	<b>Main impression</b>
<b>7+</b> <b>90–100%</b> <b>45–50</b>	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.
<b>7</b> <b>80–89%</b> <b>40–44</b>	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.
<b>6</b> <b>70–79%</b> <b>35–39</b>	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 be lacking in depth. It is generally fluent but may have limited repetition. There may be some limitations to historical insight and understanding.
<b>5</b> <b>60–69%</b> <b>30–34</b>	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.

<p><b>4</b> <b>50–59%</b> <b>25–29</b></p>	<p>Takes a weak stand. Uses tagged-on or implied focus. Makes weak attempt to link sources and question.</p>	<p>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.</p>	<p>Identifies C/A at basic level.</p>	<p>Weak introduction and conclusion. Introduction OR conclusion missing. Structural problems (e.g. lack of paragraphs). Expression satisfactory.</p>	<p>Essay shows simplistic understanding of question. There is little evidence of historical understanding and insight.</p>
<p><b>3</b> <b>40–49%</b> <b>20–24</b></p>	<p>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.</p>	<p>Does not use half of the sources. Has poor comprehension of sources. Uses few relevant quotes.</p>	<p>Has no C/A or it is very simplistic.</p>	<p>Structural problems. Introduction and/ or conclusion missing. Expression weak.</p>	<p>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.</p>
<p><b>2</b> <b>30–39%</b> <b>15–19</b></p>	<p>Makes no attempt to take a stand. Does not focus on question. Is unable to link sources to question.</p>	<p>Uses very few sources. Has very poor comprehension of sources.</p>	<p>As above.</p>	<p>Structural problems. Expression very weak.</p>	<p>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.</p>
<p><b>1</b> <b>0–29%</b> <b>0–14</b></p>	<p>Makes no attempt to focus. Has no understanding of question.</p>	<p>Uses only one or no sources. Seems unable to use relevant sources.</p>	<p>No C/A.</p>	<p>Structural problems. Expression extremely poor.</p>	<p>Essay shows extremely limited comprehension of sources or understanding of question, or how the two are connected.</p>

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