



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2014

HISTORY: PAPER I
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 TEXTUAL SOURCE ANALYSIS**

1.1 *Use your knowledge to briefly identify who the following historical personalities were:*

[LEVEL 2]

1.1.1 *John F Kennedy*

President of the USA/leader of the USA

(2)

1.1.2 *Nikita Khrushchev*

Premier/president/leader of the USSR/leader of the USSR/General Secretary of Communist Party/Communist leader

(2)

1.2 *Use your knowledge to explain the ultimatum that Kennedy had presented to Khrushchev.*

[LEVEL 2]

Kennedy imposed a naval blockade of Cuba and ordered Khrushchev to instruct the ships to turn around **OR** to dismantle the missiles on Cuba.

(4)

1.3 *What was Khrushchev's reaction to the ultimatum? Write down TWO reactions and support your answer with TWO quotes from the source.*

[LEVEL 5]

He was taken-aback/horrified – 'I think you would be outraged at such a move.' OR He was defiant: 'No, Mr Kennedy, I cannot agree to this ...' OR He takes the moral high ground – 'The Soviet government considers the violation of the freedom of navigation in international waters and airspace to constitute an act of aggression.' OR He is aggressive/threatening: 'To be sure we will not remain mere observers of pirate actions by American ships ... to take those measures we deem necessary and sufficient to defend our rights.' OR He was in disagreement OR He was outraged OR He was determined. **(Any 2 × 3) Reaction + quote (3 x 2)**

No marks for just quotes.

Do not take marks of for no quotation marks.

(6)

1.4 *In the last paragraph Khrushchev suggests that the Soviets would use force 'necessary and sufficient to defend our rights.' Use your knowledge to explain whether Khrushchev followed through with this threat to Kennedy.*

[LEVEL 2]

No he did not. As the Soviet ships approached the American navy, Khrushchev gave the order for the Soviet ships to turn around. He dismantled the missiles on Cuba and did not discharge them.

(6)

[20]

QUESTION 2 VISUAL SOURCE ANALYSIS

2.1 An American reporter in Saigon at the time reported that 'there were desperate scenes of mass panic as the South Vietnamese tried to flee the advancing North Vietnamese.' (*The Castle Main Independent*, 24 May 1975).

2.1.1 *Use your knowledge to briefly explain why the South Vietnamese were so desperate the escape the North Vietnamese.*

[LEVEL 2]

The South Vietnamese had fought alongside the USA against the North Vietnamese OR but the South Vietnamese (together with the USA) had lost the war and the Americans were pulling out. AND They feared that the North Vietnamese would see them as traitors and would punish them severely – even killing them. OR they did not want to live under Communist rule.

(4)

2.1.2 *Refer to ONE visual clue in this photograph that supports this reporter's version of the events on the day.*

[LEVEL 3]

Flee – South Vietnamese clutching at door; large masses running at helicopter.

Desperate – facial features; hanging onto door of helicopter

Chaos – no one is boarding the helicopter in an orderly way. It seems like a mad rush to get on board.

Panic – facial features of the South Vietnamese but also the soldier stationed at the helicopter to push back the masses. The American diplomat's face is also one of panic and fear./the punch indicates panic too.

(Any ONE)

(2)

2.2 *Do you think that the American diplomat was justified in punching the South Vietnamese man? Briefly explain your answer.*

[LEVEL 3]

Yes – the helicopter was already full and taking another person would mean that the helicopter might not be able to fly and would crash, killing all on board.

OR No – the Americans had a responsibility to the South Vietnamese. They had fought alongside them and they were their allies. You shouldn't abandon your allies/friends.

Marks are awarded for a yes/no answer plus explanation. If just 'yes' or 'no' then no marks will be awarded.

If a candidate has said both yes AND no then they would have to justify their answer with a reason to support BOTH yes and no for 4 marks.

(4)

2.3 There are two main Western historiographies associated with the Vietnam War:

Explain how Revisionist historians would use this photograph to support their interpretation of the Vietnam War. Support your answer by using both your knowledge and the photograph.

[LEVEL 4]

Own knowledge: (The USA justified its involvement in Vietnam by saying that it was defending the helpless people of South Vietnam who were being threatened by the Communist North Vietnamese invasion. The USA portrayed itself as righteous and defenders of justice.) However, the USA was ultimately in Vietnam to solidify its position in world affairs/and to be able to ensure that markets around the world remained sympathetic to American capitalism.

Photograph: When it was obvious that they could not win the war in Vietnam, the USA pulled out, abandoning the South Vietnamese to the advancing North Vietnamese – even punching them in the face to get away quicker./It was clear that the war had nothing to do with 'saving' the South Vietnamese people.

Suggested break-down of response: The photograph puts the USA in a bad light and challenges the original reason that the USA gave for their involvement in Vietnam (the assist the South Vietnamese) . The USA were not the selfless saviours that they tried to portray themselves as being/identifies the hypocrisy of America's actions AND reference to the photograph (the embassy official punching the S Vietnamese man)

(6)

2.4 Write down TWO limitations of photographs, such as the one above, as historical sources.

[LEVEL 7]

They only show one moment in time – we do not know what happened before or after the photograph was taken./They can be biased and subjective – showing us only what the photographer wants us to see./It is limited in perspective as it only shows a scene through the photographer's eyes/photographs can be altered or doctored./photos can be staged or posed/photographs can be open to interpretation. There must be TWO DISTINCT limitations. (Any TWO) (2 × 2)

(4)

[20]

QUESTION 3 CURRENT ISSUE IN THE MEDIA

- 3.1 *What is the attitude of the writer of this article towards the USSR before its collapse? Support your answer with ONE reference to the source (Paragraphs 1 to 3)*

[LEVEL 5]

It is negative/critical. He/she refers to the 'stifling of criticism/Stalinist period is described as a 'dark' time OR period of 'terror'.

(Any ONE)

(4)

- 3.2 *What are the TWO main criticisms of Putin's attempts to introduce a new school history curriculum? (Paragraphs 4 to 6)*

[LEVEL 3]

The main criticisms are that: the new history is a tool to 'further the interests of Putin and his inner circle'/it omits parts of contemporary history that do not chime with Putin's version of events./There is nothing on the growing opposition to Putin's government./Putin glorifies Russia's past/Putin is manipulating the masses.

(Any TWO) Criticisms must be about the introduction of a new history curriculum and not about his rule of Russia.

(4)

- 3.3 *Use your knowledge to explain why the topic of Russia's transition from Communism to Democracy was described as 'turbulent.' (Paragraph 3) Your answer should include TWO comprehensive points.*

[LEVEL 2 AND 5]

The transition from communism to democracy was turbulent because it too involved suffering of the Russian people/conflict in Russia/political unrest. Gorbachev's reforms led to the introduction of limited capitalism and a withdrawal of state subsidisation which in turn led to a drop in the Russian people's standard of living/OR Gorbachev's reforms led to the breakup of the USSR/OR The Communist Party lost the stranglehold on Russia/OR the USSR broke up as the forces of nationalism overpowered the central government leading to the breakaway of independent states. OR Many Russians believe that the standard of living was better under Communist rule. [Any ONE of these points]

(Any TWO)

(4)

- 3.4 *According to the writer how is Putin's treatment of the writing of history similar to that of past Soviet leaders such as Stalin? Be sure to include TWO similarities in your answer. (Paragraph 6)*

[LEVEL 3]

Both Stalin and Putin view the writing of history as a means to manipulate the masses/propaganda AND glorify Russia's Soviet past.

(4)

- 3.5 *Write down TWO pieces of evidence from Paragraph 7 to support the claim that Putin is attempting to bring back past Soviet tactics to modern day Russia.*

[LEVEL 3]

He has revived the Soviet anthem/Soviet-style military parades/a Soviet-era medal for labour/he uses Soviet-style tactics against dissent* **(Any TWO)**

(4)

[20]

60 marks

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

1. *According to Source A why had the relationship between Mandela and De Klerk become 'increasingly strained?'*

[LEVEL 3]

Corrupt members of the army and police threatened the negotiation process/violence had characterized this period and each doubted whether the other was doing enough to try to curb it./Third Force. (**Any ONE**)

(2)

2. *Use Source A to write down TWO aims of the 'third force.'*

[LEVEL 3]

They were set on sabotaging negotiations AND channeling arms to, and encouraging, Mangosuthu Buthelezi's Inkatha movement in its vicious contest with the ANC in Natal and on the Witwatersrand.

(4)

Refer to Source B

3. *The writer of Source B has made use of many biased words. Write down TWO biased words or phrases and explain his intention in using EACH of these biased words.*

[LEVEL 5]

'Sworn enemies' – emphasizes how estranged the two leaders had been.

'Quest' – emphasizes the importance (almost spiritual) of the work of De Klerk and Mandela.

'dare not' – emphasizes the seriousness of the situation.

'survive' – emphasis on the importance of the situation.

'totally dependent' – emphasis on the closeness of their relationship

Repetition of 'move' to indicate the importance of progressing with negotiations.

'unique' – special relationship.

'outlaw' – suggest that what the ANC had done was wrong/illegal.

'viable' – judgment – suggesting other options won't work.

[biased word + explanation (2) × 2]

(6)

4. *Use your knowledge to explain why the USSR was no longer interested in sponsoring a revolutionary war in South Africa. (Your answer should focus on the changes that were taking place in the USSR at the end of the 1980s)*

[LEVEL 2]

Gorbachev had embarked on his Glasnost (openness) OR Perestroika (restructuring) OR Demokratiya (democracy) programmes in order to modernise the Soviet economy and create a better standard of living in the USSR. In tandem with these programmes was his abandoning of the Brezhnev Doctrine. Together this meant that the Soviet Union would no longer support intermediaries in a battle to gain power over the USA. It would be up to organizations such as the ANC to seek other sources of funding for their struggle against Apartheid./The Cold War had ended and therefore there was no need to support intermediaries/Communism itself was disintegrating and was therefore no longer a force to be reckoned with.

(6)

Refer to Sources A and B

5. *Both of these sources focus on Mandela and De Klerk's relationship. By making use of ONE quote from EACH of the sources explain how the writers have portrayed their relationship in a similar way.*

[LEVEL 6]

De Klerk and Mandela had a productive and effective relationship which meant that they could together affect a positive outcome for SA/They had a symbiotic relationship – one could not be effective without the other: 'Whenever there was a crisis, De Klerk and Mandela would routinely be the ones to meet and resolve it.' (Source A)/'It is a unique relationship of two political opposites, sworn enemies for most of their lives, who have become political partners in a quest to end apartheid and lay the foundations for a new South Africa.' (Source B)/'It is a quest in which each is totally dependent on the other, for neither has a viable fall-back position.' (Source B)/'He, too, must move to survive, and he can only move in tandem with De Klerk.' (Source B)

OR there are also suggestions that it was not a perfect relationship or one based on trust: 'But their relationship became increasingly strained,' (Source A)/'sworn enemies for most of their lives' (Source B)

Description of relationship + quote from Source A = quote from Source B . May write down just TWO quotes and be awarded 2 marks for each quote but the quotes must contain similar evidence.

(6)

Refer to Source C

6. Use Source C to answer the following questions. Write down only the answer. (No explanation is required)

[LEVEL 1/2]

- 6.1 *How many political deaths were there in KwaZulu/Natal in 1993?*

1489

(2)

- 6.2 *How many political deaths were there in South Africa in 1992?*

3347

(2)

- 6.3 *In which year was the total number of political deaths in South Africa at its lowest?*

1994

(2)

- 6.4 *In which year was the total number of political deaths in KwaZulu/Natal at its highest?*

1991

(2)

Refer to Source D

7. *What was the photographer's intention in taking this photograph? Refer to TWO visual clues in the photograph to support your answer.*

[LEVEL 5]

The photographer's intention was to show the seemingly friendly relationship that existed between the three leaders/the successful outcome of the CODESA 1 negotiations.

Clues: All three figures seem to be smiling./the three figures are standing close together.

Mandela has a hand outstretched to Buthelezi as a sign of friendship/handshake (pact/friendship) (2 + 2 + 2) Answer must show that the candidate has used his/her historical knowledge to interpret the photograph correctly. (6)

Refer to Source E

8. *Use this source and your knowledge to explain how Joe Slovo's suggestion saved the negotiation process. Your answer should include THREE comprehensive points.*

[LEVEL 2/3]

Negotiations between the ANC and NP government had broken down. They needed to get back on track. OR All along the NP had feared losing their privileges and white civil servants losing their jobs. OR They could not come to terms with a black government so soon. In order to get their attention and out of sympathy for their concerns, Slovo suggested a sharing of power in the government for 5 years/OR Sunset clause OR establishing a Government of National Unity. AND This led to the signing of the Record of Understanding and resuming of negotiations. (6)

9. *Find a historical concept in Source E that best fits each of the following definitions of historical concepts. Write down only the historical concept. (No explanation is required) Markers will accept variations of the words listed below but NOT words that do not appear in the source.*

[LEVEL 2/3]

- 9.1 *The process of reaching an agreement by peaceful means.*
Negotiations (2)
- 9.2 *A supporter of the belief in a social system in which property is owned by the community and each member works for the common benefit.*
Communist (2)
- 9.3 *A supporter of the belief in the independence of a country or someone who has a great love for his/her country.*
Nationalist (2)
- 9.4 *Fighting between citizens of the same country.*
Civil war (2)

Refer to Source F

10. Use the source as well as your knowledge to state whether the following statements are TRUE or FALSE. Write down only T or F. (No explanation is required)

- 10.1 *Amy Biehl's killers never appeared in a court of law and were not found guilty of her murder.*

[LEVEL 3]

F (2)

- 10.2 *The acronym T.R.C. stands for the Truth and Rehabilitation Commission.*
[LEVEL 1/2]
 F (2)
- 10.3 *The T.R.C. aimed to establish retributive justice.*
[LEVEL 1/2]
 F (2)
- 10.4 *Amnesty, in the context of the T.R.C., is another word for 'pardoned'.*
[LEVEL 3]
 T (2)
- 10.5 *One condition required, before the T.R.C. could grant amnesty to applicants, was for those who had committed Apartheid crimes to make full disclosure of their involvement.*
[LEVEL 2]
 T (2)
- 10.6 *The Biehl family supported the decision of the T.R.C. following the killers' appearance before the T.R.C.*
[LEVEL 3]
 T (2)
- 10.7 *The T.R.C. could recommend compensation for the victims of Apartheid for their suffering with financial reparations.*
[LEVEL 2]
 T (2)
- 10.8 *The Chairperson of the T.R.C. was Thabo Mbeki.*
[LEVEL 1/2]
 F (2)
- 10.9 *PW Botha and Mangosuthu Buthelezi refused to appear before the T.R.C.*
[LEVEL 1/2]
 T (2)
- 10.10 *Source F is a secondary source as it is the product of more than one primary source.*
[LEVEL 7]
 T (2)

Refer to Source G

11. *Explain why, according to Mandela, the assassination of Chris Hani was a watershed moment for South Africa. (Your answer should focus on your understanding and application of the concept of 'watershed'.)*

[LEVEL 4]

The murder of Chris Hani was a turning point in South Africa's history. The people of the country could either continue to escalate the violence that had characterized the period 1990 to 1993 and regress further into a civil war or they could commit themselves to a new, peaceful and democratic South Africa. This murder made most people stop and think. It gave the political role players a fright and this led them to commit themselves more fully to the negotiation process and a desire to see the ideal of a democratic South Africa achieved.

Understanding of the magnitude/significance of the event AND the country faced a choice to either go down the road of more violence and a civil war or could make the decision to go forward in finding a peaceful solution.

(6)

12. *Evaluate the reliability of this source for historians studying the coming of democracy in South Africa.*

[LEVEL 7]

The origin of this source is an extract from a speech by Mandela delivered on national TV following the assassination of Chris Hani. It is a subjective source and is limited as it contains only one perspective – Mandela's perspective. However, the intention is to reassure and calm all South Africans who had reacted with fear or anger at Hani's murder. It contains biased words such as 'foul' and 'disaster' to reiterate the dire situation the country was in but also words such as 'depth of my being' to gain sympathy and support. In addition this is not the entire source – it has been edited. Because of the bias and the limitation of the editing, if used on its own, it is not a reliable source. OR candidates may mention the fact that the writer/speaker was himself involved in the event being described and so had a unique and qualified view of the event making the source credible. However, to get full marks mention should still be made to origin, intention and bias/limitation within the source.

(6)

Use this rubric in conjunction with the abovementioned suggested answer:

5 – 6	Evaluation/Limitation and Bias Comprehends the source/acknowledges limitation/focuses on origin and intention and acknowledges bias in order to deduce that the source is unreliable. Must quote/OR provide some reference to the bias in the source to be credited with 6 marks.
3 – 4	Analysis and Limitation Shows an 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./Only refers to the contents of the source and no attempt to evaluate the source itself.(limited discussion of origin or intention)
0	No attempt to answer the question.

Refer to Source H

13. *Explain how the cartoonist has made use of exaggeration to achieve his intention by referring to TWO visual clues in the cartoon.*

[LEVEL 5]

Mandela and De Klerk were not really in a room where there were dead people/those involved in the negotiation process were not themselves killed in the negotiation venue/arrows and pangas were not used on the delegates/Mandela and de Klerk are the only 2 people still alive./Mandela and de Klerk seem to have aged or grown ugly/There are a lot of dead bodies. (**Any 2 × 2**) – however, there were many deaths in the country at the time of the negotiations and this is the point that the cartoonist is making. (2)

(6)

90 marks

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 the period 1990 to the end of 1993 in South Africa characterized more by acts of violence than by peaceful negotiations?

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

SOURCE	MORE BY VIOLENCE	MORE BY PEACEFUL NEGOTIATIONS
	Focus words: great extent/large extent	Focus words: lesser extent/small extent
A	<p>Violence in KZN:</p> <p>'Two months earlier (in June 1990) De Klerk had lifted the state of emergency everywhere except in Natal where violence was worsening.'</p> <p>Violence generally: 'Bloodshed though would continue to strain the process to the very end.'</p> <p>Interruption of negotiations: 'Talks were constantly interrupted by outbreaks of violence that claimed an average of more than ten lives a day, a higher death rate than in the 1980s ...'</p> <p>Third force: 'ANC suspicions mounted over what soon came to be called 'third force' activity: underhand conduct by rogue* elements in the army and police who were dead set on sabotaging negotiations, or, at the very least, channeling arms to, and encouraging, Mangosuthu Buthelezi's Inkatha movement in its vicious contest with the ANC in Natal and on the Witwatersrand.'</p>	<p>Good relationship:</p> <p>De Klerk and Mandela worked together to manage the violence:</p> <p>'Whenever there was a crisis, De Klerk and Mandela would routinely be the ones to meet and resolve it.'</p>
B		<p>Mandela and De Klerk's relationship:</p> <p>'It is a unique relationship of two political opposites, sworn enemies for most of their lives, who have become political partners in a quest to end apartheid and lay the foundations for a new South Africa.'</p> <p>'Having raised internal and international expectations of change, he dare not even stand still; to survive he has to keep moving forward, and he can only move if Mandela moves with him.'</p>
C	<p>Figures for deaths in political violence in KwaZulu/Natal province alone and the total number of deaths in political violence involving mostly supporters of Inkatha and the ANC for the whole country.</p>	
D		<p>Breakthrough:</p> <p>A photograph of Chief Mangosuthu Buthelezi (left), FW de Klerk (centre) and Nelson Mandela (right) at the Convention for a Democratic South Africa (CODESA) 1 in December 1991. Shows peaceful negotiations and a warming of relations.</p>

<p>E</p>	<p>Threats of violence:</p> <p>'For a while it looked as if the country might collapse into anarchy ...'</p> <p>'Buthelezi pulled his Inkatha out of the process. Disturbing talk of civil war became widespread.'</p>	<p>Breakthrough/negotiations:</p> <p>'Mandela and De Klerk recognized that the problems could be solved if they worked together.'</p> <p>'Joe Slovo, who had been the leader of the South African Communist Party (SACP) for many years, suggested that the African National Congress (ANC) and the National Party (NP) share power for five years.'</p> <p>'In September 1992 the parties signed the Record of Understanding in which they agreed to renew negotiations.'</p>
<p>F</p>	<p>Ongoing violence:</p> <p>'Amy Biehl was an American anti-Apartheid activist who was living in South Africa in the 1990s. She was murdered outside Guguletu, Cape Town, on 25 August 1993 by a group of men who dragged her from her car shouting racial slurs.'</p>	
<p>G</p>	<p>More violence – assassination of Chris Hani:</p> <p>'A white man, full of prejudice and hate, came to our country and committed a deed so foul that our whole nation now teeters* on the brink of disaster ...'</p>	<p>Mandela's appeal for peace: 'I am reaching out to every single South African ... to stand together.'</p> <p>Continuation of negotiations: Shortly after Mandela's address on TV the ANC announced that negotiations would not be called off.</p>
<p>H</p>	<p>Reference to violence:</p> <p>Spears and axes through heads; dead people.</p>	<p>Negotiations succeeded:</p> <p>However, Mandela and De Klerk are shaking hands and the peaceful outcome of negotiations – a new democratic SA – is achieved.</p>

50 marks

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 detracts 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.
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 (eg lack of paragraphs). Expression satisfactory.	Essay shows simplistic understanding of question. There is little evidence of historical understanding and insight.

<p style="text-align: center;">3 40 – 49% 20 – 24</p>	<p>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.</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 style="text-align: center;">2 30 – 39% 15 – 19</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 style="text-align: center;">1 0 – 29% 0 – 14</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 [eg 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)]