



NATIONAL SENIOR CERTIFICATE EXAMINATION  
NOVEMBER 2015

**HISTORY: PAPER I**  
**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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**SECTION A INDIVIDUAL SOURCE ANALYSIS****QUESTION 1: VISUAL SOURCE ANALYSIS**

- 1.1 *Use your own knowledge to briefly explain the series of political events that led to what is shown in the photograph. Your answer should include THREE comprehensive points.*

**[LEVEL 2]**

- During the late 1980s the Soviet economy was failing, people in the Soviet Union were demoralised and the government could not seem to find solutions/The war in Afghanistan had drained the Soviet economy and was increasingly unpopular at home
- Gorbachev introduced reforms/glasnost and perestroika/withdrew from Afghanistan
- These reforms had unintended consequences and contributed to the collapse of the Soviet Union in 1991.

(6)

- 1.2 *What do you think the photographer was trying to show about communism in this photograph? Refer to the main focus of the photograph to support your answer.*

**[LEVEL 4]**

The photographer's intention is to show the collapse of the Soviet Union/this is emphasised by the focus of the photograph which is the fallen statue of Lenin/the girl sitting on the statue – to show how the revered communist hero was 'useless' in 1991. (Any relevant response)

(4)

- 1.3 *Do you think the photograph has succeeded in capturing the atmosphere in the USSR in 1991? Explain your answer by using your own knowledge and a visual clue from the photograph.*

**[LEVEL 6]**

Yes: Some conservatives did not want to see the end of the Soviet Union/the photograph has a sombre/sad atmosphere showing a fallen/broken statue of Lenin discarded/The girl looks sad sitting on top of the statue/The girl may be posing to create the desired effect.

**OR**

No: The photograph has a sad/sombre atmosphere showing a fallen statue of Lenin/girl looking sad sitting on top of the statue. The disintegration of the Soviet Union was celebrated by many inside the USSR and/or the fall of the Berlin Wall and the independence of the Satellite and Baltic States was celebrated.

**[No marks are awarded to Yes or No. Marks are awarded to the answer as a whole: 2 Explanation + 2 Evidence]**

(4)

- 1.4 *Provide an appropriate, biased headline to accompany this photograph if it had appeared in:*

**[LEVEL 3]**

- 1.4.1 *A conservative Russian newspaper in 1991*

(2)

Use the following rubric to assess:

The headline must show sadness or regret with regard to the collapse of the Soviet Union. The headline may also be anti-Gorbachev and his policies. The headline may show anti-Western bias related to the fall of the Soviet Union.

2	Accurate description and contains bias/bias is correct and appropriate; shows understanding of the collapse of the Soviet Union; conservative views of loss, anger or sadness; negative perspectives towards Gorbachev or his policies
1	Merely descriptive/accurate comprehension but no bias or bias in incorrect/no real understanding of conservative viewpoint
0	Incorrect comprehension of picture/no understanding/not attempted

1.4.2 *A patriotic American newspaper in 1991* (2)  
**[LEVEL 3]**

Use the following rubric to assess:

The headline must show celebration/triumph or happiness with regard to the collapse of the Soviet Union. The headline may also be pro-Gorbachev and his policies. The headline may show pro-Western bias related to the fall of the Soviet Union.

2	Accurate description and contains bias/bias is correct and appropriate; shows understanding of the collapse of the Soviet Union; patriotic American views of triumph for democracy or the West/celebration and happiness; praise for Gorbachev or his policies
1	Merely descriptive/accurate comprehension but no bias or bias in incorrect/no real understanding of patriotic American viewpoint
0	Incorrect comprehension of picture/no understanding/not attempted

1.5 *Write down ONE limitation of photographs as historical sources.*  
**[LEVEL 4]**

Photographs 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, as the photographer may have a certain point of view or may frame the photograph in a certain way only allowing us to see what he/she wants us to see/photographs can be altered or doctored.

[Any ONE]

(2)  
**[20]**

**QUESTION 2      TEXTUAL SOURCE ANALYSIS**

- 2.1 *Use your own knowledge to define the term 'referendum'.*  
**[LEVEL 2]**  
 An opportunity for all citizens in a country to vote and make a decision on one subject/a yes or no vote on one political issue.  
 A vote held to test public opinion (Any relevant definition) (2)
- 2.2 *Provide ONE reason from the source for De Klerk's decision to hold a referendum in 1992. (Paragraph 2)*  
**[LEVEL 2]**  
 • We had for some time promised that we would hold a referendum ...  
 • to enable the white electorate to express its views on the negotiation process  
 • Our defeat in Potchefstroom convinced me to do so as soon as possible.  
 [Any ONE reason/Candidates may paraphrase] (2)
- 2.3 *Quote from the source to show that the decision to hold a referendum was a risk for De Klerk. (Paragraph 2)*  
**[LEVEL 2]**  
 • I did not put the question to a vote – which I might well have lost.  
 • I was determined to resign if we lost the referendum.  
 [Any ONE] (2)
- 2.4 *Was the referendum held in 1992 a truly democratic process? Support your answer using your own knowledge and evidence from the source. (Paragraph 5)*  
**[LEVEL 2]**  
 • No  
 • Only the white electorate could vote in the referendum  
 • South Africa was not a democracy in 1992  
 [Any relevant observation from own knowledge] (4)
- 2.5 *How has De Klerk's role in the negotiation process been described in this source? Support your answer with ONE piece of evidence from the source. (Paragraphs 3 and 5)*  
**[LEVEL 6]**  
 • He is shown to be a leader in full control of the process/started negotiation – "continuation of the reform process that the State President started".  
 • He is shown as the leader who has ended apartheid – "... my victory speech"/"finally closed the book on apartheid"/"... today is the real birth of the new South Africa ..."  
 [Any ONE: Role: (2) + Evidence (2)] (4)
- 2.6 *How reliable is this source for historians studying the role of De Klerk in the transition to a democracy in South Africa?*  
**[LEVEL 6]**  
 To obtain full marks, mention should be made to origin, intention and bias/limitation within the source. Validity/usefulness is not required.  
 The origin of the source is an article written by FW de Klerk in 2012 and was issued by the FW de Klerk Foundation. The source is only from one perspective (De Klerk's perspective) and was written 20 years/many years after the event. The source focuses on De Klerk's role and is biased in that it promotes De Klerk. De Klerk speaks of his 'victory' speech and willingness to "resign if we lost the

referendum". The source constantly refers to 'I' ("... goals that I listed ..."). It was published by a foundation that supports him. In addition, this is not the entire source; it has been edited and is only an extract from the original. The bias, hindsight, singular perspective and editing makes this an unreliable source if used on its own.

**OR**

Candidates may mention that De Klerk was himself involved in the event being described and thus has a unique and qualified view of the event, making the source reliable to some extent. The source is however limited as a result of selective memory/hindsight.

Use this rubric in conjunction with the above-mentioned guidelines

6 – 5	<p><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 or is unreliable. Must quote/provide some reference to bias in the source <b>or</b> bias of origin and publication to be credited with 6 marks.</p>
4 – 3	<p><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.)</p>
2 – 1	<p><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).</p>
0	No attempt to answer the question.

(6)  
[20]

**QUESTION 3      CURRENT ISSUE IN THE MEDIA**

- 3.1 *Use the information in Paragraph 3 and your own knowledge to explain why the author describes the USA and Cuba as having their 'own Berlin Wall'. Your answer should consist of TWO comprehensive points.*

**[LEVEL 3]**

- The Berlin Wall was a divide between East and West Berlin and symbolised the Cold War and the separation of communism and democracy.
- The USA and Cuba were also divided as diplomatic relations between the countries broke off in 1961 and/or an overall trade embargo was established. (4)

- 3.2 *Use your own knowledge to explain why Cuba is described as 'one of the victims of a conflict between the USA and the then Soviet Union'. (Paragraph 4)*

**[LEVEL 2]**

The US and Soviet Union were competing for influence and Cuba became an area of interest during the Cuban Missile Crisis/Cuba was caught in acts of brinkmanship between the USA and the Soviet Union during the Cold War/Cuba was cut off from the USA as it practised socialism during the Cold War/The USSR placed missile launching capabilities in Cuba, which threatened the USA.

[Any ONE]

(2)

- 3.3 *What is the author's attitude towards the Marxist Regime in Cuba? Provide TWO quotes from Paragraph 7 to support your answer.*

**[LEVEL 2]**

The author is negative towards/against/not in favour of the Marxist Regime/The author views the Marxist regime as oppressive/despotic.

[Any One = (2)]

The 11 million Cubans have suffered under the embargo (and probably even more under the Marxist regime)/the lack of freedom of speech and property rights/lack of free elections/restricted freedom of movement to other countries.

[Any TWO = (4)]

(6)

- 3.4 *Use the source to explain what problem Obama and Castro face in trying to break down their own 'Berlin Wall' (paragraph 8).*

**[LEVEL 6]**

- Obama's obstacles involve his policy priorities due to republican opposition.
- Castro brothers face the end of a communist utopia and the end to an entire political system due to economics (declining oil prices). (4)

- 3.5 *The headline of the article makes reference to FW de Klerk (FW-moment). In the context of the article and your own knowledge, explain why the author has compared Obama with FW de Klerk. Your answer should consist of TWO comprehensive points.*

**[LEVEL 5]**

FW de Klerk made history and brought about the start of significant change in South Africa, starting the process towards democracy/Obama is making history by lifting the diplomatic and economic embargo of 50 years between Cuba and the USA and/or starting the process towards significant change in relations between Cuba and the US.

[FW de Klerk's role (2) + Obama's role (2)]

(4)

**[20]**

<b>60 marks</b>
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**SECTION B: SOURCE-BASED QUESTIONS****Refer to Source A**

1. *Use your knowledge to identify the name of the plan and quote a phrase from the source which suggests that this speech hoped to promote democracy.*  
**[LEVEL 1 and 2]**  
 The Marshall Plan  
 '... permit the emergence of political and social conditions in which free institutions can exist'  
 [2 + 2] (4)
2. *Using your own knowledge, name the economic plan adopted by the Soviet Union in reaction to Marshall's speech.*  
**[LEVEL 2]**  
 COMECON/COMINFORM  
 (Any ONE) (2)

**Refer to Source B**

3. *Use your own knowledge to define the term 'containment' as used by the author of this source.*  
**[LEVEL 2]**  
 The foreign policy followed by the USA after World War Two in order to contain the spread of communism/prevent the spread of communism (2)
4. *Write down TWO quotes from the source which show that tense relations were developing between the USA and the Soviet Union.*  
**[LEVEL 2]**  
  - United States cannot expect ... to enjoy political intimacy with the Soviet regime.
  - ... continue to regard the Soviet Union as a rival, not a partner.
  - no real faith in the possibility of permanent happy co-existence of socialist and capitalist worlds.
 [Any TWO] (4)
5. *Has Source B provided an unbiased view of Soviet policy? Briefly explain your answer.*  
**[LEVEL 6]**  
 The source is biased/The author is hostile towards the Soviet Union/The source suggests that the Soviet Union is a rival that will use persistent pressure to disrupt and weaken all rivals/The source is from an American perspective as the author is a US adviser and diplomat who wrote this in 1947.  
 [Judgement (2) + Any ONE explanation (2)] (4)

**Refer to Source C**

6. *The author suggests a change in USA policy in 1947. Use your own words to describe how this policy changed. Your answer should contain THREE points.*

**[LEVEL 2]**

- The USA at first collaborated with the Great Powers
- The US policy has changed towards imposing its will on other nations
- The USA uses its economic resources to gain political power and influence
- The USA is not collaborating anymore as it has attempted to split Europe into two camps
- The USA is now hostile towards the Soviet Union

[Any THREE points must include: USA initial stance + USA changed stance + the method used by the USA in this new stance]

(6)

**Refer to Source A and C**

7. **Explain how the interpretation of the speech in Source C differs from its original intention in Source A. Your answer should consist of THREE comprehensive points.**

**[LEVEL 4]**

- The speech states that USA assistance will help return struggling nations to economic health while Source C suggests that assistance will be used to apply political pressure on needy nations
- Source A states that the purpose of the aid is to permit the emergence of political and social conditions that will help free institutions to exist while Source C states that the plan will lead to a split in Europe into two hostile camps
- Source C states that the plan will create a bloc hostile to democratic countries in Eastern Europe, not promote free institutions
- Source A implies that the Plan will have a positive impact on Europe and Source C states that it will have a negative effect
- Source A states that the policy is against hunger and poverty, but Source C interprets the plan as a plot against the Soviet Union

[Any THREE comprehensive points]

(6)

**Refer to Source D**

8. **Use Source D to answer the following questions. Write down only the answer. (No explanation is required)**

- 8.1 *Is this photograph a primary or secondary source?*

**[LEVEL 2]**

Primary

(2)

- 8.2 *Name the event captured in this photograph?*

**[LEVEL 2]**

Construction of the Berlin Wall

(2)

- 8.3 *Name the city in which this photograph was taken?*

**[LEVEL 1]**

Berlin

(2)



- 8.4 *Has the photograph been taken from a Western or Soviet perspective?*  
**[LEVEL 6]**  
 Western perspective (2)
- 8.5 *What clue in the photograph suggests increasing tension between East and West?*  
**[LEVEL 2]**  
 Barbed wire OR soldier guarding wall (2)

### Refer to Source E

9. *Use your own knowledge to describe the historical context that led to Kennedy's speech.*  
**[LEVEL 2]**  
 East Germany had been losing thousands of skilled workers who fled to West Berlin after the creation of East Germany in 1949/To stop the flow of people, the East German Government with Soviet backing built a wall to divide East and West Germany/The wall became a symbol of the Cold War  
 [Any TWO] (4)
10. *In his speech, Kennedy repeats the phrase "Let them come to Berlin". Consider the content of the speech and explain what Kennedy is trying to emphasise about the differences between communism and capitalism. Your answer should contain TWO points.*  
**[LEVEL 4]**  
 Kennedy is making a speech about communism and how it oppresses people/He is stating that if there are doubts, people should come to Berlin to see the effects of communism at first hand/or/Berlin is where the world can see the oppressive nature of communism/They can see the contrast between East and West (4)

### Refer to Source D and E

11. *How does the photograph (Source D) confirm the statements made by Kennedy (Source E) in describing the situation the people of Berlin face? Support your answer with evidence from BOTH sources.*  
**[LEVEL 5 and 6]**
- Kennedy states that the communists have had to put up a wall to keep people in and to prevent them from leaving. The photograph shows the wall in place/barbed wire wall that prevents people from crossing/There is a soldier guarding the wall (2 + 2 = 4)
  - Kennedy states that the wall separates families, divides husbands and wives and sisters and divides people who wish to be joined together. The photograph shows many people looking over the wall from the Western side, which may suggest that they do not want to be separated/the wall is clearly separating people in the photograph as they all only stand on one side (2 + 2 = 4)
  - Kennedy suggests that the wall is a failure of communism; people are shown gathered at the wall and may be engaging with the soldier to defect/the communists need armed guards to stop people from going over the wall as shown in the photograph (2 + 2 = 4)  
 [Any TWO observations where BOTH sources are accurately used (4 + 4 = 8)] (8)

**Refer to Source F**

12. Use the source 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.)

- 12.1 *The only reason China threatened the USA during the Cold War was because it had the largest population.*  
**[LEVEL 2]**  
 FALSE (2)
- 12.2 *China and the USA experienced a changing relationship as a result of the Sino-Soviet Split.*  
**[LEVEL 2]**  
 TRUE (2)
- 12.3 *One of the reasons for the Sino-Soviet Split was the different interpretations of Marxism.*  
**[LEVEL 2]**  
 TRUE (2)
- 12.4 *China was considered a superpower during the 1960s and 1970s.*  
**[LEVEL 2]**  
 FALSE (2)
- 12.5 *After the Sino-Soviet Split, the Cold War was no longer just about tension between the USSR and the USA.*  
**[LEVEL 6]**  
 TRUE (2)

**Refer to Source G**

13. Use your own knowledge to explain what Khrushchev meant by 'peaceful co-existence' and why Beijing rejected this policy.  
**[LEVEL 2]**
- Khrushchev accepted different spheres of influence with the West and did not push for world communism/or/Khrushchev believed that two different political systems could live together at the same time
  - Beijing rejected this as the CCP believed that revolutionary activity should continue until the whole world had been won over for communism (4)

**Refer to Source F and G**

14. Use your own knowledge to briefly identify who the following personalities were:
- 14.1 *Mao Zedong*  
**[LEVEL 1]**  
 Leader of the Chinese Communist Party in China (2)
- 14.2 *Nikita Khrushchev*  
**[LEVEL 1]**  
 Leader of the USSR (2)

15. Find a historical concept in Source F or Source G that best fits each of the following definitions. Write down only the historical concept. (No explanation is required)

**[LEVEL 1 and 2]**

- 15.1 A country, such as the USA, that dominates world affairs.  
Superpower (2)
- 15.2 Each country has equal military and political power.  
Balance of power (2)
- 15.3 The political system that aims to create a society in which everyone has equal opportunities and in which the most important industries are owned or controlled by the whole community.  
Communism (2)
- 15.4 The belief in new ideas and complete change in society.  
Revolutionary (2)
- 15.5 The political system that aims to create an equal society where industry and infrastructure is owned and operated by the government for the benefit of the whole community.  
Socialism (2)
- 15.6 Conflict between countries practising a different ideology that does not develop into an actual war.  
Cold War (2)

**Refer to Source H**

16. Briefly explain what message the cartoonist is attempting to convey. In your answer be sure to refer to TWO visual clues the cartoonist uses in order to convey this message.

**[LEVEL 2 and 4]**

The cartoonist is trying to convey that there are friendly relations between China and the USA

The cartoonist has drawn both leaders as smiling/the leaders are playing table-tennis/ping-pong/the audience in the background have smiles on their faces/Nixon makes the peace sign

[Message (2) + any TWO visual clues (4)] (6)

<b>90 marks</b>
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**SECTION C SOURCE-BASED ESSAY**

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

*To what extent was the period of the Cold War from 1947 to 1971 characterised by tense relations between the USA and the USSR?*

Candidate may argue that:

- The period was characterised by tense relations between the USA and the USSR. There were, however, other relationships during this period. Tense relations existed between the USA and China as well as between the USSR and China. There were also friendly relations between Communist countries and the USA and between communist countries themselves.

**OR**

- The period was characterised by tense relations between the USA and the USSR to a large extent and other relationships to a lesser extent.

**OR**

- The period was characterised by tense relations between the USA and the USSR to a large/great extent and was also characterised by other relationships between the USA and communist countries and between communist countries themselves.

**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.**

SOURCE	TENSE RELATIONS BETWEEN USA AND THE USSR	OTHER RELATIONSHIPS
	Focus words: <b>Great extent/large extent</b>	Focus words: <b>less extent/small extent/to some extent/also characterised by</b>
<b>A</b>	<p><b>Implies tense relations between USA and communist countries as US offering aid to all European countries and Stalin interpreted this as dollar diplomacy</b></p> <p>'... USA should do whatever it is able to assist in the return of normal economic health in the world/policy directed against hunger, poverty/to permit the emergence of conditions in which free institutions can exist ...'</p>	<p><b>No tense relations between USA and communist countries as US offering aid to all European countries</b></p> <p>'... USA should do whatever it is able to assist in the return of normal economic health in the world/policy directed against hunger, poverty/to permit the emergence of conditions in which free institutions can exist ...'</p>
<b>B</b>	<p><b>Tension between USA and USSR: Soviet Union regarded as a rival who is not to be trusted by the USA</b></p> <p>'... USA policy towards the Soviet Union must be that of ... containment of Russian expansive tendencies/USA cannot enjoy political intimacy with the Soviet regime/ regard the Soviet union as a rival not a partner/ no real faith in a happy co-existence of the Socialist and capitalist worlds, ... but rather a cautious, persistent pressure towards the disruption and weakening of all rival influence and rival power.'</p>	
<b>C</b>	<p><b>Tension between the USSR and USA: The USSR accused the USA of trying to gain political influence through economic means at the expense of the Soviet Union</b></p> <p>'USA ... attempts to impose its will on other independent states, while at the same time obviously using the economic resources ... as an instrument of political pressure.'</p> <p><b>The creation of opposing sides</b></p> <p>'... this Plan is an attempt to split Europe into two camps/ ... formation of a bloc of several European countries hostile to the interests of Eastern Europe and most particularly to the interests of the Soviet Union.'</p>	
<b>D</b>	<p><b>Berlin Wall shows divide between West Germany affiliated to USA and East Germany affiliated to Soviet Union</b></p> <p>Wall with barbed wire and soldier separate citizens of Berlin</p> <p><b>OR</b></p> <p><b>Tension between East and West Germany</b></p> <p>Wall with barbed wire and soldier separate citizens of Berlin</p>	

<p><b>E</b></p>	<p><b>USA President Kennedy delivers a clearly hostile speech condemning communism as oppressive and as a failure, indicating tension between the USA and communist states</b></p> <p>'Freedom has many difficulties and democracy is not perfect. But we have never had to put a wall up to keep our people in.'</p> <p>'... Wall is the most obvious and vivid demonstration of the failures of Communism ...'</p>	
<p><b>F</b></p>		<p><b>Tension between USA and China</b></p> <p>'... When the Mao's China entered a strategic alliance with the Soviet Union, the United States immediately felt seriously threatened ...'</p> <p><b>Tension between USSR and China, both communist countries</b></p> <p>'... China's split with the Soviet Union ...'</p> <p><b>Friendly relations between communist countries: China and the USSR:</b></p> <p>'... Mao's China entered a strategic alliance with the Soviet Union ...'</p> <p><b>Friendly relations between the USA and communist countries (China):</b></p> <p>'... China's split with the Soviet Union and growing friendliness with the USA ...'</p>
<p><b>G</b></p>		<p><b>Tension between communist countries: China and the USSR</b></p> <p>'The Chinese-Soviet conflict began in 1957, when two basic issues arose. Beijing rejected Khrushchev's version of "peaceful co-existence" "The Chinese want to go faster than the Russians believe is desirable or possible'</p> <p><b>Suggests less tense relations between USSR and USA</b></p> <p>'Khrushchev's version of "peaceful co-existence"'</p>
<p><b>H</b></p>		<p><b>Friendly relations between China and the USA:</b></p> <p>Cartoon shows friendly relations as the two leaders are smiling and playing a game of table tennis/ping-pong. The audience in the background are smiling/peace sign</p>

**50 marks**

**Total: 200 marks**

**GENERIC RUBRIC FOR SOURCE-BASED ESSAY**

	<b>Argument + Focus</b>	<b>Use of Sources</b>	<b>Counterargument (C/A)</b>	<b>Structure + Style</b>	<b>Main Impression</b>
<b>7+</b> <b>100 – 90%</b> <b>50 – 45</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 counterargument. Quotes selectively where appropriate.	Discusses C/A fully. Acknowledges C/A in introduction and conclusion. Consistently links C/A to main argument.	Short introduction and conclusion that focus on answering the question. Use of paragraphs. Fluent expression.	Essay is logical, coherent and concise. It demonstrates excellent historical insight and understanding.
<b>7</b> <b>89 – 80%</b> <b>44 – 40</b>	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.
<b>6</b> <b>79 – 70%</b> <b>39 – 35</b>	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 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>69 – 60%</b> <b>34 – 30</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.
<b>4</b> <b>59 – 50%</b> <b>29 – 25</b>	Takes a weak stand. Uses tagged on or implied focus. Makes weak attempt to link sources and question.	Omits two or three 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.

	<b>Argument + Focus</b>	<b>Use of Sources</b>	<b>Counterargument (C/A)</b>	<b>Structure + Style</b>	<b>Main Impression</b>
<b>3</b> <b>49 – 40%</b> <b>24 – 20</b>	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.
<b>2</b> <b>39 – 30%</b> <b>19 – 15</b>	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.
<b>1</b> <b>29 – 0%</b> <b>14 – 0</b>	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  
[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 [eg (Sources A, C, F and H)]