



NATIONAL SENIOR CERTIFICATE EXAMINATION
MAY 2022

HISTORY: PAPER II
MARKING GUIDELINES

Time: 3 hours

200 marks

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

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

SECTION A INDIVIDUAL-SOURCE ANALYSIS**QUESTION 1 VISUAL-SOURCE ANALYSIS**

1.1 *Using your own knowledge, explain why Cuba became involved in Angola. Write TWO points.*

[LEVEL 1]

- Strong historical links between Cuba and Africa.
- Fidel Castro committed to international communism – supported MPLA from the start.
- Castro did not want apartheid to spread to Angola as South African forces were active in the region and supporting UNITA.

[ANY TWO relevant reasons]**(4)**

1.2 *Describe the atmosphere in the photograph. Refer to TWO visual clues in the photograph to support your answer.*

[LEVEL 2]

- Excited and friendly, even triumphant.
- Smiling faces, friendly expressions.
- Shaking of hands – positive body language.

[Description of atmosphere = 2 + TWO visual clues in support of the description = 4]**(6)**

1.3 *Which 'Angolan combatants' would the soldiers on the bank of the river most likely be?*

[LEVEL 3]

- MPLA

(2)

1.4. *How might the Angolan government have used this photograph as a piece of propaganda? Give ONE comprehensive point.*

[LEVEL 4]

- They might have used it to promote their military prowess.
- To show their superiority over other combatants.
- To show their strong links to the international communist community (in this case Cuba), as a pro-communist party (MPLA) as part of the Cold War.

[Candidate's answer must show an understanding of propaganda]**(2)**

1.5 *Explain the usefulness of this photograph for historians studying the Angolan Civil War. Provide THREE points.*

[LEVEL 4]

- It is a primary source – photo taken after Cuban soldiers had assisted MPLA forces to defend the government against UNITA and SA attacks – captures an event that took place at the time.
- Indicates the co-operative, friendly relationship between MPLA and Cuban soldiers, provides evidence that Cuban soldiers and Angolan government forces worked together.
- Indicates the type of uniforms worn.
- Indicates success (implied at least) of the recent military co-operation against SA and UNITA – atmosphere of victory and celebration.

(6)
[20]

QUESTION 2 TEXTUAL SOURCE ANALYSIS

2.1 *Using the source, list THREE aims of the British Anti-Apartheid Movement.*

[LEVEL 2]

- 'to inform the people of Britain about apartheid ...'
- '... to campaign for international action to help bring the system of apartheid to an end ...'
- ... 'to cooperate with and support South African organisations campaigning against apartheid ...'

[THREE aims from the source = 6 marks]

(6)

2.2 *In your own words, provide TWO reasons from the source that explain why the British government continued to support the South African government, despite pressure not to do so.*

[LEVEL 2]

- Both the UK and SA regarded continuing trade with each other as essential/vital.
- SA was regarded as important in the fight against the USSR in the Cold War, because of its strategic placement.

[TWO accurate explanations in own words, not quoted = 4 marks]

(4)

2.3 *How successful was the AAM, according to the source? Provide TWO quotes to support your answer.*

[LEVEL 6]

Some success only, not fully:

- '... It helped to stimulate an eventual worldwide reluctance to invest in, or lend to, South Africa that was the major external force in bringing the apartheid regime down ...'

But:

- '... Not all of these and AAM's many other activities were outright successes ...'

[Stand = 2 marks + 2 marks each for TWO quotes]

(6)

2.4 *Using your own knowledge, name TWO types of boycotts called for by the AAM to pressurise the South African government to change.*

[LEVEL 1]

- Sports
- Cultural
- Academic
- Consumer products

[ANY TWO accurate boycotts = 4 marks]

(4)

[20]

QUESTION 3 CURRENT ISSUE IN THE MEDIA

3.1 *Use the source to explain the aim of the march from Selma to Montgomery in March 1965 (paragraph 1). Write TWO points.*

[LEVEL 2]

- to protest the murder of the voting rights activist Jimmie Lee Jackson at the hands of law enforcement agencies.
- to dramatise the struggle for the right to vote. (4)

3.2 3.2.1 *Use your own knowledge to describe what the Voting Rights Act of 1965 stipulated with regard to voting. Write THREE points.*

[LEVEL 1]

- The act banned the use of literacy tests,
- provided for federal oversight of voter registration in areas where less than 50 percent of the non-white population had not registered to vote,
- and authorised the U.S. attorney general to investigate the use of poll taxes in state and local elections.

[ANY THREE relevant/accurate points] (6)

3.2.2 *Which piece of iconic civil rights legislation was passed in 1964, the year before the above-mentioned law was passed?*

[LEVEL 1 and LEVEL 2]

- Civil Rights Act (2)

3.3 3.3.1 *Explain the link made in this article between the march from Selma and current issues in the US regarding voting rights.*

[LEVEL 4]

- Just like the Selma march was aimed at securing equal voting rights in the US because voting in the US was 'imperilled' for blacks, so too are current voting rights being imperilled.
- Democracy – in the form of voting rights for all – was threatened at Selma and has been threatened by attempted coup and new bills to restrict expanding voting opportunities. (2)

3.3.2 *Provide THREE pieces of evidence from paragraph 3 that support the link referred to in Question 3.3.1.*

[LEVEL 4]

- Stories of voter fraud are being perpetuated by Trump and supporters.
- As a way to try to suppress voters.
- As can be seen in 253 bills that have been introduced to restrict voting opportunities.

[THREE relevant points]

(6)
[20]

60 marks

SECTION B SOURCE-BASED QUESTIONS

Study the sources contained in the booklet and then answer the questions that follow.

Refer to Source A

4. *Explain why the Black Power movement marked a 'turning point' in black–white relations.*

[LEVEL 2]

- The Black Power movement marked a time at which a decisive change in black–white relations occurred – one that was more hostile.

[ANY accurate description]**(2)**

5. *The author suggests that blacks had the means to change their social and economic position in society. Provide ONE quote from paragraph 1 that shows how this could be done.*

[LEVEL 2]

- '...Black Power advocates encouraged blacks to form or join all-black political parties that could provide a formidable power base and offer a foundation for real socioeconomic progress ...'

(2)

6. *How did the Black Power movement promote a sense of pride in heritage through arts and culture? Write THREE points.*

[LEVEL 2]

- For the first time, blacks in the United States were encouraged to acknowledge their African heritage.
- Colleges and universities established black studies programs and black studies departments.
- Blacks who had grown up believing that they were descended from a backwards people now found out that African culture was as rich and diverse as any other, and they were encouraged to take pride in that heritage.
- The Black Arts movement, seen by some as connected to the Black Power movement, flourished in the 1960s and 1970s.
- Young black poets, authors, and visual artists found their voices and shared those voices with others.

[ANY THREE relevant points]**(6)**

7. *Using the source, explain TWO ways in which the Black Power movement hindered the fight for racial equality, according to the author.*

[LEVEL 2 AND LEVEL 4]

- The same spirit of racial unity and pride that made the Black Power movement so dynamic also made it problematic – and to some, dangerous.
- Many whites, and a number of blacks, saw the movement as a black separatist organisation bent on segregating blacks and whites and undoing the important work of the civil rights movement.
- The solutions that some Black Power leaders advocated seemed only to create new problems.
- Some suggested that blacks receive paramilitary training and carry guns to protect themselves.
- Though these individuals insisted this device was solely a means of self-defence and not a call to violence, it was still unnerving to think of armed civilians walking the streets.

[ANY THREE relevant/accurate points]

(4)

Refer to Source B

8. 8.1 *How prominently did women feature in the Black Power movement? Provide TWO pieces of evidence from the source to support your answer.*

[LEVEL 6]

- Quite/very prominently:
- making up at least two-thirds of the organisation by the end of the 1960s.
- Elaine Brown edited the Party's newspaper and led the entire organisation from 1974 to 1977.
- Other women were involved at all levels of organising; they fought for more inclusive understandings of Black Power,
- armed themselves and led many of the party's most successful community programs ...

[2 marks for the stand + 4 marks for TWO pieces of evidence]

(6)

- 8.2 *How did the Black Power movement use education to promote equality?*

[LEVEL 2]

- Liberation schools were started that taught traditional subjects like Maths and Science but included lessons on black history and racial inequity.

(2)

Refer to Source C

9. *How does the photograph (Source C) confirm the statements made in Source B about the community work that the Panthers did? Support your answer with evidence from BOTH sources.*

[LEVEL 4, 5 AND LEVEL 6]

- Source B refers to the Panthers setting up food pantries and Source C shows food packages being made up by black children.

[2 marks for referring to evidence in Source B and 2 marks for referring to evidence in Source C = 4. Evidence must correlate.]

(4)

10. *Provide a headline for this photograph if it were to appear in a Black Panther newspaper.*

[LEVEL 3]

'Helping the community Panther-style'

[ANY accurately biased pro-Panther headline]

(2)

Refer to Source D

11. 11.1 *Who was Malcolm X? Use your own knowledge.*

[LEVEL 1]

- Malcolm X was a minister, human rights activist, and prominent black nationalist leader during the 1950s and 1960s
- who advocated for black empowerment, black supremacy, and the separation of black and white Americans, and publicly criticised the mainstream civil rights movement for its emphasis on nonviolence and racial integration.
- Throughout his life he tried to 'heighten the political consciousness' of African Americans and supported and encouraged people to fight for their civil rights.
- He was the spokesman for the NOI, but in the 1960s, Malcolm X began to grow disillusioned with the Nation of Islam, as well as with its leader Elijah Muhammad and later publicly renounced the Nation of Islam. (Split with NOI in 1963.)

[ANY TWO biographical points indicating who Malcolm X was in relation to the civil rights and the Black Power movements.]

(4)

- 11.2 *Can it be said that the Nation of Islam had a positive impact on black Americans and civil rights groups? Provide TWO pieces of evidence from the source to support your answer.*

[LEVEL 6]

Yes, to some degree NOI had a positive impact, in that it appealed to many black Americans:

- '... make NOI's depiction of the "white devil" pertinent to a much larger sector of black America ...'
- '... NOI's message that black elevation could come only through a radical separation from the structures of white oppression continued to resonate with many ...'

NO, to a lesser extent NOI had a positive impact, in that it alienated other civil rights groups, and therefore had a negative effect.

- '... the Nation's vituperative language and its advocacy of self-defence in place of nonviolence alienated it from mainstream civil rights groups ...'
- '... By 1959, Martin Luther King was warning of "a hate group arising in our midst that would preach the doctrine of black supremacy ..."'

[2 marks for the stand; 4 marks for evidence = 6]

(6)

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

[LEVEL 2 AND LEVEL 4]

- 12.1 *Is this poster a primary or a secondary source?*

Primary

(2)

- 12.2 *To what does the word 'pigs' in the caption refer?*

Police

(2)

- 12.3 *How might Black Power supporters have viewed this poster?*

As a triumph – it reflects how they felt about the police/positively.

(2)

- 12.4 *How might conservative white Americans have viewed this poster?*

As an example of the brutality and violence of the Black Power movement.

(2)

- 12.5 *Name ONE advantage of using posters to promote your views.*

- Highly visible to many people.
- Can place many of them all over the city.
- Colour catches the eye – hard to avoid looking.

(2)

Refer to Source F and Source H

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

[LEVEL 2]

- 13.1 *The deliberate killing of a large group of people, especially those of a particular nation or ethnic group, with the aim to destroy that nation or group.*

genocide (2)

- 13.2 *A group or person who exercises cruel or unjust treatment of others.*

oppressor (2)

- 13.3 *A forced overthrow of a government or social order, in favour of a new system.*

revolution (2)

- 13.4 *A section of a city, especially a thickly populated slum area, inhabited predominantly by members of an ethnic or other minority group.*

ghetto (2)

- 13.5 *A public declaration of policy and aims by a political party.*

manifesto (2)

14. *Explain what Huey Newton is saying about the purpose of the survival programmes in this extract. Provide THREE points.*

[LEVEL 4]

- They are a temporary measure to help people meet their daily needs.
- This would help them to survive.
- Which ultimately served the purpose of raising the peoples' consciousness who would then take action, '...seize the time ...'.
- They would assist the Panthers to help the community to understand the true nature of their situation (oppression by whites).

[ANY THREE accurate points] (6)

Refer to Source G

15. 15.1 *Using the source, explain how the Black Power movement had a negative impact on the struggle for civil rights in the USA. Give TWO points and provide ONE quote to support EACH point.*

[LEVEL 3 AND LEVEL 4]

The movement's slogan was interpreted by some as being problematic:

- '... The slogan has to most people rather an alarming ring about it, with implications of violence and extremism and a blatant appeal to racism ...'
- '... no-one seems to know exactly what it means ...'
- '... It is a striking slogan which could lend itself to all kinds of interpretations according to the needs of the moment. ...'
- **It threatened to split/divide the movement**
- '... The slogan Black Power was used constantly at the CORE convention, and, according to the Press, was endorsed there ... It was obvious that somebody of Dr. Martin Luther King's mentality ... would disagree profoundly with it, and he made his opposition known at once ...'
- '... significance of Black Power is that it has threatened to split the civil rights movement ...'
- '... Roy Wilkins, Executive Director of the NAACP ... told his audience that the slogan meant anti-white power... we of the NAACP will have none of this'...

[2 marks each for TWO examples of the negative impact correctly identified and explained (4) and 2 marks each for two quotes = 4]

(8)

- 15.2 *The source claims that Dr Martin Luther King would strongly oppose Black Power.*

Use your own knowledge to provide ONE word or phrase that sums up Dr King's approach used during his campaigns to achieve civil rights in the USA.

[LEVEL 1 AND LEVEL 2]

- Satyagraha
- Passive resistance
- Non-violence
- Peaceful resistance

(2)

Refer to Source H

16. 16.1 *How reliable is this source for a historian researching the impact of the Black Power movement?*

[LEVEL 6]

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

- **Reliable to some extent only or reliable with some limitations.**
- Extract is from Sir Harold Matthew Evans, a journalist, writer and academic.
- The intention of the source seems to be to offer a critique of the nature of the Black Panthers and their leaders. A further intention could be to highlight the disparity, as he sees it, between the good work the organisation did and the quality of the leaders.
- Although he acknowledges some of the programmes that uplifted the black communities in the USA and says that some of their aims were laudable, which indicates some reliability, he reflects his biased perspective against the organisation and its leaders, which limits the reliability of the source (relevant quote to show bias), such as calling them a 'criminal gang' and referring to their manifesto as a 'concoction of the laudable and the risible', which is very emotive and calls the reliability of his perceptions into question.
- In addition, this is not the entire source; it has been edited and is only an extract from the original. The bias, purpose, singular perspective and editing makes this an unreliable source if used on its own.

(6)

Use this rubric in conjunction with the abovementioned guidelines.

5–6	<p>Evaluation/Limitation & bias Comprehends the source/acknowledges limitation/focuses on origin and intention and acknowledges bias in order to deduce that the source has limited reliability. Must quote/provide some reference to bias in the source or bias of origin and publication to be credited with 6 marks.</p>
3–4	<p>Analysis and limitation Shows ability to comprehend the source/acknowledges origin and/or intention and vague mention of the limitation of the source if used on its own/no attempt to evaluate the source (bias, etc.)</p>
1–2	<p>Comprehension Describes the information obtained from the source/only able to comprehend the source but no attempt to evaluate the source itself (limited discussion of origin or intention).</p>
0	<p>No attempt to answer the question</p>

- 16.2 Use 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 1 AND LEVEL 2]

- 16.2.1 *Capitalism refers to an economic system in which the state has complete control over production and distribution of goods and services.*
- FALSE (2)
- 16.2.2 *Source H does acknowledge the positive impact of the Panthers.*
- TRUE (2)
- 16.2.3 *Panther leaders were involved in illegal activities.*
- TRUE (2)
- 16.2.4 *Malcolm X is credited with first using the phrase 'Black Power'.*
- FALSE (2)
- 16.2.5 *The FBI's Counter-Intelligence Programme (COINTELPRO) was partly responsible for the decline of the Black Panther Party.*
- TRUE (2)

90 marks

SECTION C SOURCE-BASED ESSAY**QUESTION 17**

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

To what extent can the impact of the Black Power movement be characterised as positive?

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

[LEVELS 2, 3, 4, 5, 6]

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

- Candidates may argue that the Black Power movement's impact can be characterised as positive, **TO A LARGER EXTENT**.
- Many of their programmes such as their survival programmes and the other community-based programmes uplifted black Americans and provided an organising tool for BPM organisations like the Black Panthers.
- The BPM promoted ideas that advanced programmes in arts and culture and programmes that encouraged black Americans to take pride in their culture and heritage and to value themselves as human beings.
- The Black Power movement had a positive impact, **TO A LESSER EXTENT**, in that their image inspired fear in some which resulted in a crackdown and through their actions, various organisations like the Black Panthers, who formed part of the Black Power movement, declined in popularity and impact quite quickly, due to in-fighting and the criminal activity of its leaders.

OR

- Candidates may argue that the Black Power movement's impact can be characterised as positive, **TO A LESSER EXTENT**.
- in that their image inspired fear in some which resulted in a crackdown and through their actions, various organisations like the Black Panthers, who formed part of the Black Power movement, declined in popularity and impact quite quickly, due to in-fighting and the criminal activity of its leaders.
- The Black Power movement had a positive impact, **TO A LARGER EXTENT**, in that many of their programmes such as their survival programmes and the other community-based programmes uplifted black Americans and provided an organising tool for BPM organisations like the Black Panthers.
- The BPM promoted ideas that advanced programmes in arts and culture and programmes that encouraged black Americans to take pride in their culture and heritage and to value themselves as human beings.

POSITIVE IMPACT	NEGATIVE IMPACT
<p>Greater/lesser extent</p> <p>A – ‘... the Black Power movement marked a turning point in black-white relations in the United States and also in how blacks saw themselves ...’ (i.e. more positively)</p> <p>‘... the Black Power movement instilled a sense of racial pride and self-esteem in blacks... Black Power advocates encouraged blacks to form or join all-black political parties that could provide a formidable power base and offer a foundation for real socioeconomic progress... Now it was time for blacks to set their own agenda, putting their needs and aspirations first. ...’</p> <p>‘... The movement generated a number of positive developments. Probably the most noteworthy of these was its influence on black culture.</p> <p>For the first time, blacks in the United States were encouraged to acknowledge their African heritage. Colleges and universities established black studies programs and black studies departments. Blacks who had grown up believing that they were descended from a backwards people now found out that African culture was as rich and diverse as any other, and they were encouraged to take pride in that heritage.</p> <p>The Black Arts movement, seen by some as connected to the Black Power movement flourished in the 1960s and 1970s. Young black poets, authors, and visual artists found their voices and shared those voices with others ...’</p>	<p>Greater/Lesser extent</p> <p>A – ‘... The same spirit of racial unity and pride that made the Black Power movement so dynamic also made it problematic – and to some, dangerous.</p> <p>Many whites, and a number of blacks, saw the movement as a black separatist organization bent on segregating blacks and whites and undoing the important work of the civil rights movement ... But the solutions that some Black Power leaders advocated seemed only to create new problems. Some ... suggested that blacks receive paramilitary training and carry guns to protect themselves. Though these individuals insisted this device was solely a means of self-defence and not a call to violence, it was still unnerving to think of armed civilians walking the streets.</p> <p>‘... the Black Power movement ... had no central leadership, which meant that different organizations with divergent agendas often could not agree on the best course of action. The more radical groups accused the more mainstream groups of capitulating to whites, and the more mainstream accused the more radical of becoming too ready to use violence. By the 1970s, most of the formal organizations that had come into prominence with the Black Power movement, such as the SNCC and the Black Panthers, had all but disappeared.</p> <p>The Black Power movement did not ... help end discrimination or racism...’ (negative impact).</p>
<p>B – Positive examples:</p> <p>‘... While the Panthers fought against police brutality, they also invested heavily in community organizing and aid. Their free breakfast program fed thousands of hungry kids before school; they set up health clinics, child development centres and food pantries. They handled pest control, gave away coats and shoes in the winter, and started a free bus route to prisons for people to visit their incarcerated family members or loved ones ...’</p> <p>‘... they started ‘liberation schools’ that mixed traditional subjects like math and science with teachings about black history and racial inequity ...’</p> <p>‘... women played an essential role in the party ...’</p> <p>Elaine Brown edited the Party’s newspaper and led the entire organization from 1974 to 1977. Other women were involved at all levels of organizing ...’</p>	

<p>C – Shows the food pantries, parcels of food for distribution to the needy in the black communities – set up by the Black Panthers.</p>	<p>C – Possibly – use of child labour by the Black Panthers.</p>
<p>D – Some black Americans resonated with the message of the NOI's 'white devil' message. Malcolm X made the NOI popular. So, some positive impact.</p>	<p>D – NOI – language and self-defence stance alienated it from many = so a negative impact, not so positive. Even MLK warned of it being a 'hate group'.</p>
<p>E – For many black Americans – poster represents strength, taking action against violent police and oppressors. SO as a Black Panther (BPM) poster – it may have had a positive, inspiring effect.</p>	<p>E – For many white Americans, the poster may have inspired fear and terror and their attitudes towards blacks may have hardened. Thus, a negative effect.</p>
<p>F – There were many survival programmes to help with daily needs and to survive present circumstances, but the ultimate aim was change – some sort of 'revolution: 'pending revolution' – so for black Americans, a positive impact in the fight for equality: '... So, the survival programs are not answers or solutions, but they will help us to organize the community around a true analysis and understanding of their situation. When consciousness and understanding is raised to a high level then the community will seize the time and deliver themselves from the boot of their oppressors ...'</p>	
	<p>G – Shows the split in the BPM: the slogan 'Black Power' was alarming to some, instilled fear, had vague meaning, could be interpreted any way – especially by people who wanted to use it for their own ends; MLK Disagreed with it and others like Roy Wilkins, said it was anti-white and would have nothing to do with it.</p>

H – Some support to show a positive impact for the fight for equality.

'... There was at first undeniable support for the Panthers in the ghettos across the country. They started free breakfast programs, a learning center, jobs programs, ...'

'... Their manifesto was a concoction of the **laudable** and the risible: better housing and the release of 'all black men' held in jail, the exemption of all blacks from military service and 'an end to the robbery of the capitalists of your black community' ... the Panthers' demand for 'an end to police terrorism' was popular ... and it was followed up by having armed Panthers patrol the streets to protect blacks from harassment

H – Some negative views of the impact, with examples to support:

Mocking tone, indicates possible disbelief that the aims could be achieved or that the impact was negligible:

'... Their manifesto was a concoction of the laudable and the **risible**: better housing and the release of 'all black men' held in jail, the exemption of all blacks from military service and 'an end to the robbery of the capitalists of your black community' ... the Panthers' demand for 'an end to police terrorism' was popular ... and it was followed up by having armed Panthers patrol the streets to protect blacks from harassment ...'

Leaders had a negative (less than positive) influence, given their bad behaviour:

... That said, the Panthers were no angels ... the leadership operated more as a criminal gang than dedicated revolutionaries. They betrayed the worthy efforts of the people who ran the slum programs. ... Cleaver claimed he raped white women as a revolutionary act ... He plotted the ambush of an Oakland policeman ... fled to Algeria and came back to do time for that and other burglaries ...

... Newton was a drug addict and alcoholic ... Jailed in a confused shooting incident in which a policeman dies, he became a radical ... Newton got out of prison on a technicality after three years and later confided he did the shooting ... He expelled Seale from the party, beating him with a bull whip. The remaining staff members were in terror of Newton ...

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 has minor lapses that do not detract from the understanding or focus. Links sources and question well.	As above.	As above.	As above.	Essay is clear and accurate though style may not be succinct. It demonstrates very good historical insight and understanding.
6 70–79% 35–39	Takes a stand. Focuses on question but has 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 lacks depth. It is generally fluent but has limited repetition. There are 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.

<p>4 50–59% 25–29</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>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. Gaps in argument. Tries to link sources to question but not successful.</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>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>1 0–29% 0–14</p>	<p>Makes no attempt to focus. Has no understanding of the 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.