



INTERNATIONAL SECONDARY CERTIFICATE EXAMINATION
MAY 2025

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 knowledge, explain why this liberation poster would be produced in London. Give TWO points.*

[LEVEL 2]

- SWAPO was a banned organisation and would not be legally allowed to produce or publish posters such as this one that advocates liberation.
- African liberation movements found support in places like London where many leaders were in exile.

1.2 *When was SWAPO formed?*

[LEVEL 1]

- 19 April 1960

1.3 *Name the SWAPO leader who became the first leader of the independent Namibia in 1990.*

[LEVEL 1]

- Sam Nujoma

1.4 *How effective would this poster have been in building support for SWAPO? Provide TWO visual clues to support your answer.*

[LEVEL 4 AND 6]

- Candidate first needs to evaluate the effectiveness of this poster in a general statement. E.g., This poster would have been highly effective in building support for SWAPO, or This poster would have had a limited effect on building support.
- The strong message in the slogan that was written in bold black letters that claimed, 'SWAPO FIGHTS TO LIBERATE NAMIBIA'.
- The image of the soldier/freedom fighter bravely marching into battle holding his weapon.
- The symbol of the liberation torch flaming throughout the continent of Africa.

1.5 *Using your knowledge and the source, explain the role played by SWAPO in Namibia's independence on 21 March 1990. Give THREE comprehensive points.*

[LEVEL 2 AND 4]

- The poster implies that it was SWAPO that would eventually bring liberation to Namibia. There is no doubt that their armed resistance did play a significant role in achieving independence on 21 March 1990. However, it was a difficult guerrilla war against the South African forces.
- The impact of South Africa's decision to support UNITA in Angola against the MPLA and Cuba was a significant moment for SWAPO.

- International pressure against the apartheid South African state to grant independence to Namibia was increasing.
- 8 August 1988 a ceasefire was agreed, and the UN sent a peace-keeping force to monitor elections in 1989.
- SWAPO won 57% of the vote and Sam Nujoma was elected president to lead Namibia into independence on 21 March 1990.

QUESTION 2 TEXTUAL SOURCE ANALYSIS

2.1 *How useful are oral history interviews such as this research by Emily Bridger? Give ONE value and ONE limitation.*

[LEVEL 4]

- Candidates must first take a stand in terms of how useful oral history interviews are. (2 marks)
- A value of oral history is that the story is told by the person who experienced the historical event – such as Beatrice in this case. (A first-hand account).
- A limitation could be that time has passed and this interview is happening in 2015 about events that happened in the 1980s and 1990s in South Africa.

2.2 *What does this interview reveal about the role of young women in the struggle against apartheid in the 1980s? Give TWO points.*

[LEVEL 3]

- This interview reveals that young women like Beatrice played a key role in the struggle against apartheid.
- Beatrice was a member of COSAS who was especially active in her home township of Pimville.
- She worked as a women's organiser for the student and youth movement.

2.3 *What does COSAS stand for?*

[LEVEL 1]

- Congress of South African Students.

2.4 *Does Beatrice believe that her generation had an important role to play in liberating South Africa? Give ONE quote to support your answer.*

[LEVEL 3]

- Beatrice definitely believes that her generation had a key role to play in liberating South Africa.
- She disagrees with the notion that it was the era of June 16th, 1976, who liberated the country.
- 'I believe it's our era, from 1985, yes, the COSAS leaders, they are the people who liberated this country.'

2.5 *Find ONE concept in the source that fits the following definitions:*
[BOTH ARE LEVEL 2]

2.5.1 *An individual's feeling of control over their actions and the consequences of their actions.*

- Personal Agency

2.5.2 *Going against the generally accepted version of events.*

- Contesting

QUESTION 3 CURRENT ISSUE IN THE MEDIA

3.1 *Using your own knowledge, give the names of TWO of the peace-loving activists who are waiting for Archbishop Tutu in the cartoon.*
[LEVEL 2]

- Any TWO of the following: Nkosi Johnson; John Lennon; Mahatma Gandhi; Princess Diana; Bob Marley (or Lucky Dube); Nelson Mandela; Dr Martin Luther King Jnr, Maya Angelou; Mother Theresa and Chief Albert Luthuli.

3.2 *Did the cartoonists respect Archbishop Tutu? Provide TWO visual clues to support your answer.*
[LEVEL 3 and LEVEL 4]

- The cartoonists respected Archbishop Tutu in the dignified way that they have portrayed him in this cartoon.
- He is portrayed as an angel with wings and a halo on his way to join a special group of fellow peace-loving activists – many who were also awarded the Nobel Prize for Peace.
- The writing in the bottom right-hand corner of the cartoon states that he was South Africa's foremost social justice activist.
- Mandela is proudly stating that 'he sure knows how to make an entrance'.
- The cartoon's caption is a play on the nickname of 'the Arch' in that it is called 'Archway to Heaven' – implying that there is no doubt that Archbishop Tutu will be going to heaven.

3.3 *Using your knowledge and the cartoon, explain why Archbishop Tutu would be joining such famous peace-loving activists. Give TWO strong points.*
[LEVEL 3]

- Archbishop Tutu participated in the anti-apartheid struggle and spoke up against apartheid brutality and worked tirelessly to get the international community to put pressure on the state to release Nelson Mandela. He was a mediator between the police and the people in the townships and especially was there for the student protests.
- He was appointed as Spiritual Head of the Truth and Reconciliation Commission in 1996 and did everything that he could to get all sides to take responsibility for their violence.

- He never stopped fighting for social justice and spoke up against gender-based violence and discrimination against people of different gender orientations.
- He was not afraid to criticise the ANC government for corruption and letting the people of South Africa down.

3.4 *How reliable are political cartoons like this one, when they are created to commemorate the death of a person like Archbishop Tutu?*
[LEVEL 6]

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

- Reliable to some extent or reliable with limitations.
- It is important to note that Jack and Curtis created this cartoon on 28 December 2021 to honour Archbishop Tutu who passed away on 26 December 2021.
- The tone is very respectful as it has been designed as an obituary to focus on the achievements of the archbishop whilst the whole country was in mourning for the loss of one of the moral leaders of the liberation struggle.
- The value is that this cartoon captures how many South Africans saw the legacy of Archbishop Tutu and it would have given some comfort to think of him joining people like Mandela in Heaven.
- The limitation of the cartoon would be that it has a definite bias to only focus on the social activism of Tutu and does not allow any room for other views.
- A cartoon produced after the death of a significant leader would naturally have a bias to be respectful and not entertain any criticism. However, some cartoons about the passing of more controversial leaders like FW De Klerk did focus on his flaws.

Use this rubric in conjunction with the above-mentioned guidelines.

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

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

4. *Identify the TWO processes that the author suggests led to the opening of the Berlin Wall in 1989.*

[LEVEL 2]

- Peaceful demonstrations and protest marches of East German Civil Rights organisations.
- Growing number of East German citizens leaving through places like Hungary

5. *Using your own knowledge and the source, explain why the author states that there was a 'wider context for these events'. Provide THREE comprehensive points.*

[LEVEL 3 and LEVEL 4]

- The author states that it was necessary to look beyond these immediate events to the wider historical context. Long term factors should be considered.
- This should include the role played by Mikhail Gorbachev who came to power in 1985 and his economic reform measures such as Glasnost and Perestroika.
- Unlike previous leaders he was much more tolerant of reforms such as relaxed censorship and reforming centralised control over the economies in the member states of the Warsaw Pact. He abandoned the Brezhnev Doctrine that advocated the use of force to crush any dissent in these states.

Refer to Source B

6. *Provide ONE piece of evidence from the source to show that the author believes that the fall of the Berlin Wall did not happen because of pressure from the Americans.*

[LEVEL 2]

- 'The Berlin Wall's fall was a moment when Gorbachev's actions, not Reagan's, played a particularly prominent role.'

7. *Using your knowledge and the source, explain why Gorbachev's decisions in 1985 created the environment that encouraged mass protests in Eastern Europe. Provide THREE comprehensive points.*

[LEVEL 2 and LEVEL 4]

- Gorbachev's reforms of Glasnost (openness) and Perestroika (restructuring) encouraged the revolts in Eastern Europe.
- His decision to abandon the Brezhnev Doctrine that had assured Soviet intervention should there be any protests in a Warsaw Pact nation.
- Gorbachev created an environment much friendlier to revolution with the 'Sinatra Doctrine'.
- He made it very clear that he would not support stagnant policies and expected to see the reform of socialism in Eastern Europe.

8. *Using your knowledge and the source, describe how the 'Sinatra Doctrine' differed from the Brezhnev Doctrine.*

[LEVEL 3]

- Brezhnev's Doctrine was about Soviet intervention by force to support any Socialist Government or Member State of the Warsaw Pact. 'Moscow would intervene in Soviet Bloc countries to keep them in line.'
- Gorbachev turned his back on this approach in favour of a more tolerant approach that allowed for reform and free choice in these states. Gorbachev was in favour of listening to the demands of the people and would not send Soviet military forces to prop up governments that were not reforming and were unpopular with their people. This was referred to as the Sinatra Doctrine after Sinatra's song 'I did it my way...'

Refer to Sources B and C

9. *Does this photograph signed by President Reagan support the argument made in Source B? Provide ONE reason supported by TWO visual clues from Source C.*

[LEVEL 3 and LEVEL 4]

- This photograph does not support the argument made in Source B as it implies that all it needed was the strong words of President Reagan to bring down the wall.
- Reagan is photographed in front of the Brandenburg Gate in 1987 within earshot of the East Germans. This is a confrontational, strong-arm tactic and his presence is a direct challenge to the pro-Soviet Government. The west German flag and the American flag are strategically placed to frame this podium of western leaders.
- His message is direct and commands Gorbachev to 'tear down this wall!' There is no ambiguity in his message.

Refer to Source D

10. *What opinion did Craig Shirley have about the fall of the Berlin Wall on 9 November 1989? Give ONE quote to support your answer.*

[LEVEL 3]

- Craig Shirley believes that the Americans should get more credit for the part that the American presidents played in bringing down the wall.
- 'It should be an American holiday because we brought it about. Every American president did something to hasten it.'

11. *How does Professor Achilles differ with this interpretation? Provide TWO points and ONE quote to illustrate who she believes was most responsible for the fall of the Berlin Wall on 9 November 1989.*

[LEVEL 3 and LEVEL 4]

- Professor Achilles differs in that she does not see the fall of the wall as such a victory and believes that the west should avoid 'triumphalism'.
- She strongly believes that credit should be given to the people of East Germany who put their lives on the line. They bravely marched when they really did not know how the Soviets would react.

Any one quote:

- 'It is really important that we give credit to the East German people who put their lives at stake for freedom or democracy...'
- First and foremost, we should remember the people who were holding up their posters saying, 'We don't want violence, we want change, to the world looking on'.

12. *What does Source D reveal about the nature of historical research into the events of the Cold War even in 2019? Give TWO comprehensive points.*

[LEVEL 4]

- It reveals that historical research into the events of the Cold War is always contested and open to debate. The nature of the Cold War created a situation whereby historical opinions were deeply divided and even in 2019 this continues. There has been some attempt to move away from the triumphalist ideas that the Cold War ended because of the actions of American presidents. An occasion like the 30th commemoration of the fall of the Berlin Wall is going to produce a lot of debate and rethinking previous versions of History.
- Candidates can mention that there have always been historiographical debates – from traditional interpretations that blamed Stalin for starting the Cold War to Revisionist versions that blamed the USA, to post-revisionists, etc.

Refer to Source E

13. *Is Source E a primary or secondary source? Give ONE piece of evidence to support your answer.*

[LEVEL 3]

- Source E is a Primary Source.
- It is an extract from an article published on 20 November 1989 in TIME magazine.

14. *According to this article from November 1989, what role did Gorbachev play in bringing about the fall of the Berlin Wall? Provide TWO comprehensive points.*

[LEVEL 2 and LEVEL 4]

- Gorbachev did more than merely support the opening of the Berlin Wall.
- It was no coincidence that Honecker resigned after Gorbachev visited East Berlin and that the pace of reform picked up after his successor Krenz returned from meeting with Gorbachev.
- Gorbachev's reforms made it clear Moscow would tolerate 'almost any political and economic system...' They just needed to stay in the Warsaw Pact and not threaten Soviet Security.
- Gorbachev's Kremlin reacted positively to the fall of the Wall and apparently said it was 'wise'.

15. *Using your knowledge, list TWO stereotypes that would have existed in 1989 about the 'iron curtain.'*

[LEVEL 3]

Candidates must illustrate an understanding of the stereotypes the western capitalist countries had about life behind the iron curtain.

- No freedom of speech/no right to protest.
- No freedom to travel.
- No freedom to move out of Eastern Europe.
- Any attempt at breaching the Berlin Wall would end in a violent response from the Soviets.

Refer to Source F

16. *Using your knowledge and the source, analyse the message of the cartoon. Provide TWO points supported by TWO visual clues from the cartoon.*

[LEVEL 3 and LEVEL 4]

- The message of the cartoon created by Paul Berge and published on 30 November 1989 suggests that it was 'People Power' that forced the Soviets to rethink their policies towards Eastern Europe. This is captured in the caption 'People Power'.
- The cartoonist depicted the people as marching with banners and their sheer numbers forming a more powerful tank than the one sent by the Soviets. The Soviet tank is illustrated as being crumpled and badly damaged by the power of the ordinary people. The only colour in the cartoon is the red flag of the Soviet Union (Hammer and Sickle in yellow).
- The students might mention that this was also a comment on Tiananmen Square and how the Chinese Government had used tanks against protestors and squashed resistance.

Refer to Source G

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

17.1 *Gorbachev's reforms were intended to bring about the fall of the Berlin Wall in November 1989.*

[LEVEL 2]

- **FALSE**

17.2 *Krenz was the new leader appointed by Moscow after Honecker was forced to resign on 18 October 1989.*

[LEVEL 2]

- **TRUE**

17.3 *East Germany was also known as the Federal Republic of Germany (FDR).*

[LEVEL 2]

- **FALSE**

17.4 *Gorbachev embraced 'New Thinking' and did not believe that a divided Germany was a modern solution.*

[LEVEL 2]

- **TRUE**

17.5 *Gorbachev did not believe in listening to the people.*

[LEVEL 1]

- **FALSE**

18. ***How useful is Source G to historians investigating why the Berlin Wall fell on 9 November 1989? Give ONE value and ONE limitation.***

[LEVEL 2 and LEVEL 6]

- This source is useful to a limited/large extent as it is a perspective from an online article published by Russia Beyond, a multilingual project linked to the official Russian newspaper supported by the Government and written by their staff writer Oleg Yegorov.
- A value is that it attempts to provide some insight into how the Soviets felt about the fall of the wall in 1989. It includes comments from Andrey Grachev who was Gorbachev's press secretary in 1989 and a statement from Gorbachev himself.
- A limitation is that this article was published on 9 November 2019 and is relying on people's memories about this time.

Refer to Source H

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

[ALL LEVEL 2]

19.1 *Used by protestors to advertise their messages.*

- Banners

19.2 *A system of government that did not tolerate opposition.*

- Dictatorship

19.3 *Mass protests by ordinary people that went beyond borders.*

- Transnational grass roots movement

19.4 *People who belonged to Solidarity.*

- Polish workers

19.5 *People who actively challenged the established political system.*

- Activists/dissidents

20. *Using your own knowledge and the source, provide a brief definition for the concept of 'people power'. Give TWO points.*

[LEVEL 4]

- People Power suggests the role played by ordinary people/civilians who rise up to protest against injustice and oppressive regimes.
- The source refers to grass roots, civil society, public protest.

SECTION C SOURCE-BASED ESSAY**QUESTION 21**

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

To what extent did mass protests in East Germany bring about the fall of the Berlin Wall on 9 November 1989?

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]

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

- Candidates may argue that **to a large extent** mass protests brought about the fall of the Berlin Wall on 9 November 1989.
- Peaceful demonstrations and mass protests acknowledged as one of two processes, which gained momentum in the latter part of 1989.
- It is important to acknowledge the courage of the East German people who took to the streets and did not know how the Soviets would respond.
- It was ordinary people holding posters wanting change without violence.
- People Power became an important concept at this time. Ordinary people faced tanks in China with terrible consequences.
- The will of the German people convinced Gorbachev not to interfere.

OR

- Candidates may argue that **to a lesser extent** mass protests brought about the fall of the Berlin Wall on 9 November 1989.
- Must acknowledge the role of the growing number of East German citizens leaving the GDR through Hungary.
- The wider context of Mikhail Gorbachev's reforms and a more tolerant attitude towards the member states of the Warsaw Pact.
- USA played a role but not as significant as Gorbachev's abandonment of the Brezhnev Doctrine for the 'Sinatra Doctrine'.
- The role of Reagan with his confrontational stance and his famous speech in front of the Brandenburg Gate.
- The pressure put on Eric Honecker by Gorbachev to reform and that the Soviets would tolerate any economic or political system as long as it did not threaten Soviet security interests.

To what extent did mass protests in East Germany bring about the fall of the Berlin Wall on 9 November 1989?

<p>To a large extent mass protests in East Germany brought about the fall of the Berlin Wall on 9 November 1989.</p>	<p>To a lesser extent mass protests in East Germany brought about the fall of the Berlin Wall on 9 November 1989.</p>
<p>Source A Acknowledges that a result of two processes one being, 'peaceful demonstrations and protest marches of a number of newly constituted East German Civil Rights organisations.'</p>	<p>Source A The number of East German citizens who took advantage of the situation in Hungary that enabled them to escape to the West. 'By November 1989, the trickle of East Germans leaving had become a flood, with thousands going to the West by the week the wall was opened.' The wider context should also be considered, and the role of Gorbachev was significant. 'Unlike, previous Soviet leaders, Gorbachev signalled a tolerant attitude to reforms in the member states of the Warsaw Pact, including relaxation of censorship and central control of economic matters.'</p>
<p>Source B Could say that historians are still debating whether the collapse (including the fall of the Berlin Wall) happened because of pressure from the USA or internal pressures like mass protests...</p>	<p>Source B The Berlin Wall's fall was a moment when Gorbachev's actions, not Reagan's, played a particularly prominent role. The revolts began in large part because of his decision in 1985 to implement the reforms of glasnost and perestroika. It was his decision to abandon the Brezhnev Doctrine that 'created a climate much friendlier to revolution'.</p>
<p>Source C This photograph was deliberately staged to create the impression that Reagan's words would be enough to bring down the wall...</p>	<p>Source C This photograph of President Reagan taken on June 12, 1987, implies that his four words led to the destruction of the Berlin Wall. His strong message to the Soviets put pressure on Gorbachev to abandon the Brezhnev Doctrine and to create the conditions necessary for the wall to fall in November 1989.</p>
<p>Source D Achilles stated that it was not necessarily such a triumph for the West and that, 'It is really important that we give credit to the East German people who put their lives at stake for freedom and democracy'. These people were protesting without really knowing how the authorities would react. She said that 'First and foremost we should remember the people who were holding up the posters.'</p>	<p>Source D The historian Craig Shirley had an opposing view. As an official biographer for Ronald Reagan, he had a particular bias. He commented that the American role in bringing about the fall of the Berlin Wall had not been properly acknowledged. 'This 30th anniversary should be an American national holiday. I am surprised that not one politician has suggested it. It should be an American holiday because we brought it about. Every American president did something to hasten it.'</p>
<p>Source E</p>	<p>Source E The journalist George Church suggested that Gorbachev did more than merely support the fall of the Wall. The Soviets led by Gorbachev would tolerate any political or economic system as long as they did nothing to put Soviet security interests at risk. They believed that the opening up of the Berlin Wall would help to move away from the stereotypes about the iron curtain.</p>

<p>Source F This cartoon by Paul Berge clearly illustrates that the Soviets were defeated by People Power. The caption is People Power, and this is represented by mass protests of poster holding people joining together to form their own tank that is depicted as larger than the crumpled wreck of the Soviet tank waving a battered Hammer and Sickle red flag.</p>	<p>Source F</p>
<p>Source G This article implies that Gorbachev did not plan for the fall of the wall, but he acknowledged that this was the 'will of the German people' and they would not interfere. This supports that mass protest had a large role to play as they illustrated to Gorbachev that the people wanted the Wall to come down.</p>	<p>Source G This article suggests that Gorbachev was never in favour of German partitioning and was not taken aback when it happened. It was fortunate to have someone like Gorbachev who had a secret dream that he would wake up and the Wall had disappeared on its own. He sent a message to the East German leader Krenz to say, he approved of the opening of the border.</p>
<p>Source H The wall collapsed because of a real desire for freedom that was translated into concrete action. In contrast to a widely held cliché, the communist dictatorship did not collapse of its own accord – rather it had to be pushed by mass demonstrations in order to agree on free elections and the return of democracy. Ultimately, 'The fall of the Wall was magical because it signalled the peaceful triumph of people's power over a regime that commanded enormous repressive force.'</p>	<p>Source H Can say that it was not only mass protests in East Berlin but in fact, 'It took a transnational grass roots movement of courageous Polish workers, Hungarian activists, German refugees and Czech dissidents braving considerable risks in order to revive civil society and regain space for public protest.'</p>

Total: 200 marks

GENERIC RUBRIC FOR SOURCE-BASED ESSAY

	Argument + focus	Use of sources	Counterargument (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 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.
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.

4 50–59% 25–29	Takes a weak stand. Uses tagged-on or implied focus. Makes weak attempt to link sources and question.	Omits 2 or 3 sources. Describes or lists* sources rather than using information from them appropriately. Uses quotes that are irrelevant or too long. Lumps* sources together.	Identifies C/A at basic level.	Weak introduction and conclusion. Introduction OR conclusion missing. Structural problems (e.g. lack of paragraphs). Expression satisfactory.	Essay shows simplistic understanding of question. There is little evidence of historical understanding and insight.
3 40–49% 20–24	Makes poor attempt to take a stand. Makes little attempt to focus. Shows little understanding of argument. Includes inaccuracies. Gaps in argument. Tries to link sources to question but not successful.	Does not use half of the sources. Has poor comprehension of sources. Uses few relevant quotes.	Has no C/A or it is very simplistic.	Structural problems. Introduction and/or conclusion missing. Expression weak.	Essay is difficult to read, or the argument is hard to follow. It shows a lack of understanding of the question, or of how to use the sources to answer the question.
2 30–39% 15–19	Makes no attempt to take a stand. Does not focus on question. Is unable to link sources to question.	Uses very few sources. Has very poor comprehension of sources.	As above.	Structural problems. Expression very weak.	Essay does not demonstrate an understanding of historical issues evident in the sources. It shows very little understanding, but the candidate has tried to use some information from the sources.
1 0–29% 0–14	Makes no attempt to focus. Has no understanding of the 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 counterargument, 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.