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NATIONAL SENIOR CERTIFICATE EXAMINATION
SUPPLEMENTARY EXAMINATION – MARCH 2016

HISTORY: PAPER I

MARKING GUIDELINES

Time: 3 hours

200 marks

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

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

These memoranda serve as guidelines.

SECTION A INDIVIDUAL SOURCE ANALYSIS

QUESTION 1 VISUAL SOURCE ANALYSIS

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

[LEVEL 2]

- Gorbachev's reforms resulted in a loss of Soviet control in Eastern Europe/After reforms in Hungary, the border between Austria and Hungary was open to travel. Thousands of East Germans used this opportunity to escape into West Germany.
- This shocked the East German Government who responded by closing the border and demonstrations resulted.
- In 1989 Gorbachev visited East Germany and told the East German Government that there would be no Soviet help to crush revolts.
- Government control over the country was lost when troops refused to obey orders to shoot demonstrators.
- In 1989 thousands of people in East Berlin marched to the Berlin Wall.
- When guards refused to fire on the crowd, people started chipping away at the Berlin Wall.

[Three points needed: should include reforms leading to demonstrations (2) loss of government control or guards refusing to shoot (2) and destruction of the Wall (2)]

(6)

- 1.2 *How does the photograph capture the atmosphere in Berlin in 1989? Your answer should consist of THREE visual clues.*

[LEVEL 4]

Excited atmosphere is shown by the crowds pulling down a piece of the wall/and/the man sitting on top of the broken wall trying to bring it down/who has a determined/smiling expression. No reaction from the army.

[Any THREE visual clues]

(6)

- 1.3 *What information about the position of the East German Government in November 1989 could a historian gain from using this photograph? Support your answer with ONE visual clue.*

[LEVEL 4]

The East German Government seemed powerless/had lost control of the situation as their soldiers do nothing to stop the destruction of the wall/The East German soldiers look unarmed in the photograph/the soldier is taking a photograph of the crowds/the soldiers are standing around on the wall doing nothing to stop the crowd/soldiers behind the wall are doing nothing to stop the wall coming down, they are standing with locked arms.

[Any ONE visual clue]

(4)

- 1.4 *Use your own knowledge to explain the historical significance of the event shown in the photograph.*

[LEVEL 2]

The Berlin Wall was a symbol of the Cold War/communist domination in Eastern Europe and the destruction of the Berlin Wall symbolised the end of the Cold War. (2)

- 1.5 *Write down ONE limitation of using photographs as historical sources.*

[LEVEL 3]

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 *In your own words, explain the purpose of Mandela's speech. Your answer should consist of TWO points.*

[LEVEL 4]

Mandela wanted to praise his supporters/Mandela wanted to thank his supporters/
Mandela wanted to encourage his supporters to continue with the struggle for
democracy.

[Any TWO]

(4)

- 2.2 *Mandela states in his speech that "Mr De Klerk has gone further than any other Nationalist president in taking real steps to normalise the situation." (Paragraph 6)*

Use your own knowledge to describe any THREE steps taken by De Klerk in 1990 to normalise the situation.

[LEVEL 1/2]

De Klerk unbanned the ANC, PAC and SACP/De Klerk released political prisoners/De Klerk said that Nelson Mandela would be released without any conditions attached/De Klerk eased restrictions, banning orders and censorship/De Klerk suspended the death penalty/De Klerk expressed a willingness to work with all political groups to create a new and democratic constitution.

[Any THREE]

(6)

- 2.3 *Explain why some National Party supporters may have felt threatened by Mandela's speech. Provide ONE quote from the source to support your answer. (Paragraph 7)*

[LEVEL 2]

The National Party may have felt threatened as the speech implies that the process to democracy must be more rapid and this would mean the end of National Party rule.

"... call on our people to seize the moment"/"We have waited too long for our freedom. We can wait no longer."

[Explanation 2 + any ONE quote 2]

(4)

- 2.4 *Is this a reliable source for historians studying the coming of democracy in South Africa?*

[LEVEL 6]

To obtain full marks, mention should be made to origin, intention and bias/limitation within the source. Value/usefulness does not require discussion.

The origin of the source is a speech delivered by Nelson Mandela in 1990. The source is only from one perspective (Mandela's perspective) and has been written for public consumption. The speech has the intention of thanking, praising and motivating supporters of the liberation struggle. Mandela makes use of biased words in his praise such as 'finest patriots', 'sterling contribution', 'endless heroism', 'young lions', 'rock-hard foundation'. In addition, this is not the entire source; it has been edited and is only an extract from the original. The bias, singular perspective, purpose of the speech and editing makes this an unreliable source if used on its own.

OR

Candidates may mention that Mandela was himself involved in the event, giving the speech being described, and this gives a unique and qualified view of the event and atmosphere of the time, making the source reliable to some extent.

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

6 – 5	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 or is unreliable. Must quote/provide some reference to bias in the source to be credited with 6 marks.
4 – 3	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.)
2 – 1	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.

(6)
[20]

QUESTION 3 CURRENT ISSUE IN THE MEDIA

- 3.1 *Use your own knowledge to explain China's relationship with Tibet in the 1950s and 1960s. Your answer should consist of THREE comprehensive points.*

[LEVEL 2]

- When the Chinese Communist Party (CCP) came into power, Mao's People's Liberation Army invaded Tibet and made Tibet an independent region within the People's Republic of China (PRC). A Seventeen Point Agreement was signed giving Tibet some autonomy in government, religious freedom and recognition of the Dalai Lama. It gave China control over Tibet's external affairs and armed forces. Not all Tibetans accepted this plan with the Dalai Lama later claiming they had been forced to sign the plan causing tension
- Tension between Tibet and PRC increased, and in 1959 a revolt broke out leading to the Dalai Lama's exile to India
- After the failed uprising, Tibet was placed more directly under Chinese rule. During the Cultural Revolution, Buddhist temples were destroyed and looted and Chinese authorities refused to allow contact between Tibet and the outside world.

(6)

- 3.2 *Use your own knowledge to explain why the Dalai Lama went into exile and how his exile affected relations between China and India. (Paragraph 4)*

[LEVEL 2]

In 1959, a revolt broke out in Tibet after rumours arose that the Chinese Government was planning to arrest the Dalai Lama and thus he escaped to India/The Dalai Lama's presence in India caused tension between China and India.

(4)

- 3.3 *Explain what the article suggests about the nature of Chinese rule in Tibet. Provide TWO quotes from the article that support this view. (Paragraphs 4 and 5 and 6)*

[LEVEL 3]

The nature of Chinese rule is oppressive/unjust/harsh/repressive.

'... suffering of the Tibetan people under Chinese rule'/'The album was banned in China'/'11 Tibetan musicians have been arrested by Chinese authorities'/'... policies formulated by China's dominant ethnic group, are encroaching on Tibetan culture ...'

[Character description 2 + any TWO quotes (2 + 2 = 4)]

(6)

- 3.4 *When considering the claims made in this article regarding the actions of the Chinese Government in Tibet, do you think that the Chinese Government has provided a suitable response in Paragraph 7? Briefly explain your answer.*

[LEVEL 5]

No, not suitable – the Chinese Government suggests that it is protecting Tibetan culture by spending money on the region's heritage; however, the Chinese Government does not address the arrests and banning orders mentioned in the article related to Tibetan musicians / The Chinese Government does not confirm or deny the use of banning orders and arrests to stop protest and is thus avoiding the issue that many see the Government as encroaching on cultural heritage.

OR

Yes, it is suitable – the Chinese Government is spending large sums of money on preserving Tibetan cultural heritage and thus the claims that the Government is encroaching on Tibetan heritage is false as they are promoting it.

OR

Yes, it is suitable to some extent – the Chinese Government is spending large sums of money on preserving Tibetan cultural heritage and thus the claims that the Government is encroaching on Tibetan heritage is false as they are promoting it. However, the Chinese Government did not address the use of banning and arrests of those musicians protesting.

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

(4)
[20]

60 marks

SECTION B SOURCE-BASED QUESTIONS

Study the sources contained in the Source Material Booklet and then answer the following questions:

Refer to Source A

1. *Use your own knowledge to identify the name of this speech and explain what gave Truman cause to deliver it.*

[LEVEL 2]

This speech has become known as the Truman Doctrine.

It signalled a change in US foreign policy when the British government announced that it was no longer able to support the anti-communist forces fighting in the Greek Civil War.

(4)

2. *How effective is this speech as a means of propaganda? Your answer should focus on TWO propaganda techniques that have been used as well as TWO quotes from the source to support your analysis.*

[LEVEL 4]

The speech is effective and Truman makes use of several propaganda techniques.

Guilt/Doing the right thing – 'I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.'

Fear – 'It relies upon terror and oppression'

Emotive Language – 'The choice is too often not a free one.'

[Any two techniques with one supporting quote]

(8)

Refer to Source B

3. *Use your own knowledge and evidence from the source to explain why Stalin referred to this speech as dollar diplomacy.*

[LEVEL 2]

- Marshall states the USA will assist any country in need economically in order to 'permit the emergence of political and social conditions in which free institutions can exist.'
- This implies capitalist democracies, allowing the USA to gain more influence in Europe **OR** USA is using economic means to spread influence.

(4)

Refer to Sources A and B

4. *Do these speeches refer to the policy of containment or brinkmanship? Support your answer with ONE piece of evidence from EACH source.*

[LEVEL 2 and 3]

The policy followed is containment.

Source A – 'I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.'

Source B – 'Its purpose should be the revival of a working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist ...'

[Name of policy (2) + 1 quote from each source (2 + 2 = 4)]

(6)

Refer to Source C

5. **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.)**

- 5.1 *The Berlin Blockade was an act of brinkmanship by the Soviet Union.*

[LEVEL 2]

TRUE

(2)

- 5.2 *Currency reform and the Blockade were both in violation of the Potsdam Agreement.*

[LEVEL 1]

TRUE

(2)

- 5.3 *The USA and the USSR both had nuclear weapons in 1948.*

[LEVEL 1]

FALSE

(2)

- 5.4 *The USA responded to the Blockade by applying the principles stated in the Marshall Plan.*

[LEVEL 2]

TRUE

(2)

Refer to Source D

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

6.1 Name the event captured in this photograph.

[LEVEL 2]

Berlin Airlift / Berlin Air Bridge

(2)

6.2 How does the photograph show the effects of World War II?

[LEVEL 2]

Destroyed buildings in background/rubble on the ground

(2)

6.3 Use your own knowledge to explain what the aircraft was bringing to Berlin.

[LEVEL 2]

Supplies/food and medical supplies (Any relevant response)

(2)

6.4 Does this photograph show the event from a Western or Soviet perspective?

[LEVEL 6]

Western perspective

(2)

6.5 Provide evidence from the photograph that shows the aircraft posed no danger to civilians.

[LEVEL 2]

Many children standing and watching aircraft/children with adults standing out in the open watching aircraft/the aircraft does not look like a military plane. (Any relevant response)

(2)

Refer to Sources E and F

7. Use your own knowledge to name the political policy followed by Khrushchev in Source E. Support your answer with a quote from the source.

[LEVEL 2 and 3]

The political policy followed is brinkmanship.

Source E – 'The Berlin crises were provoked by Khrushchev ...'/Khrushchev responded that if war were to come, it should come sooner rather than later ... The Russian leader judged that the young American president might buckle under pressure ...'

[Political policy (2) + one quote (2)]

(4)

8. *How do the accounts of Khrushchev's actions differ in Source E and F? Support your answer with evidence from BOTH sources.*

[LEVEL 4]

In Source E, Khrushchev's actions are described as more aggressive/forceful/he threatens war, whereas Source F describes his actions as more cautious.

In Source E it states that the Berlin Crisis was '... provoked by Khrushchev ...' or/that Khrushchev threatened war. 'Khrushchev responded that if war were to come, it should come sooner rather than later ...' In Source F, it states that Khrushchev at first rejected the idea of cutting air corridors '... fearing it might lead to war ...' and at first only agreed to seal the border with barbed wire. If the West did not try and break through the barbed wire, only then could a wall be erected.

[Explanation (2) + evidence from both sources (2 + 2 = 4)]

(6)

9. *Does Source F confirm Khrushchev's impression of President Kennedy as stated in Source E? Support your answer with TWO comprehensive points.*

[LEVEL 4 and 6]

Source F does confirm Khrushchev's impression as stated in Source E. Source E states that Khrushchev regarded Kennedy as nervous/inexperienced/weak and thought he might 'buckle' or give in under pressure. Source F suggests that once the barrier was constructed, the USA president made no comment on the subject for a week, and he was both criticised and praised for this action. His inaction confirmed Khrushchev's perceptions.

OR

Source F does not confirm Khrushchev's impression as stated in Source E. Source E states that Khrushchev regarded Kennedy as nervous/inexperienced/weak and thought he might 'buckle' or give in under pressure. Source F suggests that once the barrier was constructed, the USA president made no comment on the subject for a week only, and he was both criticised and praised for this action. His silence did not necessarily indicate that he had given in but that he took his time in responding/he did not want to provoke a war.

(6)

10. *Was it Khrushchev's idea to close the boundary between East and West Berlin? Use evidence from BOTH sources to support your answer.*

[LEVEL 2]

No, it was not. Ulbricht suggested that the boundary between East and West Berlin should be closed. Source E states that Khrushchev accepted 'Ulbricht's point' that if the boundary was not closed, the 'GDR would not achieve its economic potential.' Source F states that Ulbricht had been 'lobbying Khrushchev for months to let him close the border', thus, it was Ulbricht's idea.

(6)

Refer to Source G

11. *According to Khrushchev, how was the Cuban Missile Crisis solved? Support your answer with evidence from the source.*

[LEVEL 2]

The Cuban Missile Crisis was solved through an act of compromise. Khrushchev states that '... both sides showed that if the desire to avoid war is strong enough, even the most pressing dispute can be solved by compromise ...'/'The episode ended in a triumph of common sense ...'

(4)

12. *Has Khrushchev given an unbiased account of the Cuban Missile Crisis? Support your answer with THREE pieces of evidence from the source.*

[LEVEL 6]

Khrushchev has not provided an unbiased account of his role in the Cuban Missile Crisis./No, it is biased./Khrushchev has emphasised his role./The extract is written by Khrushchev and only gives his perspective. The book was written in 1970 and Khrushchev selected the information./The account glorifies the Soviet Union's role in the Crisis.

Khrushchev portrays the Soviet Union as having the upper hand stating that Kennedy 'gave in' and that '... we had been able to extract from Kennedy a promise ...'

Khrushchev describes the crisis as a victory/great success for the Soviet Union. He states that 'it was a great victory for us ...' and that the crisis was a 'triumph of Soviet foreign policy'. He also describes the event as a 'personal triumph' in his own career.

[Recognition of bias (2) + Any THREE pieces of evidence to support answer (6)]

(8)

Refer to Sources F and G

13. 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 2]

- 13.1 *A document that issues a final demand.*

Ultimatum (2)

- 13.2 *An imaginary divide between communist Eastern and non-communist Western Europe.*

Iron curtain (2)

- 13.3 *A government's strategy in dealing with other nations.*

Foreign policy (2)

- 13.4 *The belief in a political system that aims to create an equal society where infrastructure is owned and operated by the government for the benefit of the whole community.*

Socialist (2)

- 13.5 *People who leave a country during a time of war or any other threatening event.*

Refugees (2)

Refer to Source H

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

[LEVEL 2 and 4]

The cartoonist is trying to convey the message that Kennedy and Khrushchev worked together to prevent the Cuban Missile Crisis turning into nuclear war.

Clues from the cartoon include – Kennedy to Khrushchev 'Let's get a lock for this thing'/Kennedy and Khrushchev are sitting on the box together/Both leaders are trying to close the box labelled nuclear war/Both leaders are trying to prevent the monster from climbing out of the box labelled nuclear war.

[Explanation of message (2) + Any TWO clues from cartoon (2 + 2 = 4)] (6)

90 marks

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 1962 characterised only by acts of brinkmanship?

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

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

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

Candidates may argue:

- The period of the Cold War from 1947 to 1962 was characterised by acts of brinkmanship to a large extent. The period was characterised to a lesser extent by containment and compromise.
- OR**
- The period of the Cold War from 1947 to 1962 was not only characterised by acts of brinkmanship. Brinkmanship was followed to a great extent, however, the period was also characterised by containment and compromise.

SOURCE	BRINKMANSHIP	OTHER (CONTAINMENT AND COMPROMISE/ WORKING TOGETHER)
	Focus words: to a large extent/great extent	Focus words: lesser extent/some extent/ period also characterised by
A		Containment: Truman Doctrine 'I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.'
B		Containment: Marshall Plan 'It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health in the world, without which there can be no political stability and no assured peace.' 'Its purpose should be the revival of a working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist ...'

C	Brinkmanship: Berlin Blockade '... Stalin reacted boldly to the announcement of the new currency by commencing what has become to be known as the Berlin Blockade. He was gambling, but he said later that he knew that the US was unwilling to respond with nuclear weapons, and he himself would have backed down if a full-scale war was imminent ...'	
D		Containment: Berlin Airlift The Berlin Airlift was used to ensure that West Berlin received supplies during the Blockade and did not fall to communism. Aeroplanes were used to deliver supplies.
E	Brinkmanship: Berlin Wall 'The Berlin crises were provoked by Khrushchev ...' 'Kennedy made it clear that he did not want war but could not concede on Berlin. Khrushchev responded that if war were to come, it should come sooner rather than later ... The Russian leader judged that the young American president might buckle under pressure ...'	
F	Brinkmanship: Berlin Wall 'Ulbricht ... had been lobbying Khrushchev for months to let him close the border. On 31 July, he suggested that the air corridors from Berlin to West Germany should be cut in order to keep refugees from leaving. Khrushchev rejected this, fearing it might lead to war, but agreed finally to let Ulbricht seal the border with barbed wire; if the West did not try to break through, a wall could replace the wire ...'	

G	Brinkmanship during Cuban Missile Crisis 'President Kennedy issued an ultimatum, demanding that we remove our missiles and bombers from Cuba ...' '... Finally Kennedy gave in' 'The two most powerful nations of the world had been squared off against each other, each with its finger on the button ...'	Compromise to end Cuban missile Crisis '... both sides showed that if the desire to avoid war is strong enough, even the most pressing dispute can be solved by compromise ... The episode ended in a triumph of common sense ...'
H		Compromise to end Cuban Missile Crisis Kennedy and Khrushchev are working together to prevent nuclear war. 'Let's get a lock for this thing' Both leaders are sitting on the box labelled 'nuclear war', trying to close it. Both leaders are shown working together to prevent nuclear war.

50 marks

Total: 200 marks

GENERIC RUBRIC FOR SOURCE-BASED ESSAY

	Argument + Focus	Use of Sources	Counterargument (C/A)	Structure + Style	Main Impression
7+ 100 – 90% 50 – 45	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 89 – 80% 44 – 40	Takes a stand. Sustains argument but may have minor lapses which do not detract from the understanding or focus. Links sources and question well.	As above.	As above.	As above.	Essay is clear and accurate though style may not be succinct. It demonstrates very good historical insight and understanding.
6 79 – 70% 39 – 35	Takes a stand. Focuses on question, but may have some lapses in focus or implied focus which detracts from the argument. Links sources and question.	Uses all the sources and references them by letter. Uses detail from sources but may be gaps or minor lapses in evidence. Quotes selectively where appropriate.	Identifies C/A.	Introduction and conclusion that focus on answering the question. Use of paragraphs. Expression satisfactory.	Essay is a good attempt but may be lacking in depth. It is generally fluent but may have limited repetition. There may be some limitations to historical insight and understanding.
5 69 – 60% 34 – 30	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 59 – 50% 29 – 25	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 49 – 40 % 24 – 20	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.
2 39 – 30 % 19 – 15	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 29 – 0 % 14 – 0	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

[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)]