



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

SOURCE BASED / ESSAY TASK

HISTORY TERM 1 TASK 2025

MARKS: 50

TIME: 1 hour

This question paper consists of 9 pages and an addendum of 14 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

SECTION A: SOURCE-BASED QUESTION

QUESTION 1: COMMUNISM IN RUSSIA, 1900 – 1940s- Source Based material to answer questions is on Addendum.

OR

SECTION B: ESSAY QUESTION

QUESTION 2: COMMUNISM IN RUSSIA, 1900 – 1940s



SECTION A: SOURCE-BASED QUESTIONS

Source material to be used to answer these questions is contained in the ADDENDUM.

QUESTION 1: WHAT WERE THE EFFECTS OF WAR COMMUNISM ON THE RUSSIANS IN THE 1920s?

Study Sources 1A, 1B, 1C and 1D and answer the questions that follow.

1.1 Refer to Source 1A.

1.1.1 Define the concept *Civil War* in your own words. (1 x 2) (2)

1.1.2 Why do you think Lenin introduced the policy of War Communism? (1 x 2) (2)

1.1.3 List any TWO measures introduced through War Communism. (2 x 1) (2)

1.1.4 Explain why you think the peasants were against their surplus crops being taken by the government. (2 x 2) (4)

1.2 Study Source 1B.

1.2.1 Define the term *nationalisation* in the context of the economic policy implemented by the communist. (1 x 2) (2)

1.2.2 Select TWO pieces of evidence from the source confirming that food was strictly rationed. (2 x 1) (2)

1.2.3 Quote evidence from the source that suggests that soldiers often used force on peasants to handover their grain? (1 x 2) (2)

1.2.4 Comment on the Bolshevik observer's statement: 'how savage (severe) peasants would split open a Commissar's belly, pack it with grain and leave him by the roadside as a lesson to all' in the context of the reasons for the resistance by the peasants against War Communism. (2 x 2) (4)

1.2.5 Explain the effects that War Communism had on the economy of Russia. (2 x 2) (4)

1.3 Read Source 1C.

1.3.1 What messages are portrayed about the conditions in Russia caused by War Communism. (2 x 2) (4)

1.3.2 Name the secret police that contributed to this condition that the peasants found themselves in. (1 x 2) (2)

1.4 Compare Source 1B and 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the effects of War Communism on the people of Russia. (2 x 2) (4)

1.5 Consult Source 1D.

1.5.1 Why, according to the source, did the peasants call for the overthrow of communism? (2 x 1) (2)

1.5.2 What do you think Lenin meant by the following: 'We are barely hanging on'? (1 x 2) (2)

1.5.3 Why, according to the source, did sailors at Kronstadt mutiny (revolt)? (2 x 1) (2)

1.5.4 Explain why you think the Bolsheviks decided to change their policies? (2 x 2) (4)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the effects that War Communism had on the people of Russia in the 1920s. (6)
[50]

OR

SECTION B: ESSAY QUESTIONS

QUESTION 2: COMMUNISM IN RUSSIA, 1900 – 1940s

‘Stalin’s economic policies were generally successful. However, the Russian people paid a heavy price for its success.’

Critically discuss this statement by referring to Stalin’s Five Year Plans from 1928 to 1939.

[50]

TOTAL: [50]





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ADDENDUM

HISTORY TERM 1: 2025

QUESTION 1: WHAT WERE THE EFFECTS OF WAR COMMUNISM ON THE RUSSIANS IN THE 1920s?

SOURCE 1A

This source below explains the reasons for the introduction of War Communism in Russia.

During the Civil War Lenin introduced a policy of War Communism. The government took control of the economy. It was vital that the Red Army was supplied with the weapons and food which it needed to fight the war effectively. War communism was very effective in keeping the army supplied, but it led to widespread starvation among the peasants and workers in Russia.

Lenin set up the supreme Council of National Economy to introduce War Communism. Private trading was banned and profit-making was decreed (ordered) to be exploitation. Factories with more than ten workers were taken over by the government and strict discipline was imposed in them. Strikes were illegal. In the countryside, peasants encouraged to work harder still. The surplus crops they grew were taken by the government to feed the factory workers and the army. The peasants resented (refused) this. They had won the right to own their land under the Communist, but now they wanted to profit from it by selling their crops. They did not see why they should have to give surplus produce to the government. The government also abolished money charges on such services as rail-ways and post. This was to encourage the use of bartering (exchanging) instead of money. As inflation made the rouble almost worthless, many peasants did swap goods instead of using paper money.

[From *Russia and the USSR 1905–1956* by N Kelly] Accessed on 06 February 2025

SOURCE 1B

This source below describes the effects of War Communism on the people of Russia.

Under War Communism, factories were nationalised. Workers were ordered into whatever jobs the government felt were needed at the time. Nobody was allowed to make or sell goods for his/her own profit. The scarce supplies of food were strictly rationed, for instance, seven kilos (+7 loaves) of bread, 450 grams of sugar and 225 grams of imitation butter had to last a worker a month - and many people got less. To keep the army and workers fed, the government send soldiers to the countryside. The soldiers forced peasants to hand over any grain they had stored away. Often, they even beat and killed them. But the peasants hit back. One Bolshevik observer described 'how savage (severe) peasants would split open a Commissar's belly, pack it with grain and leave him by the roadside as a lesson to all'.

War Communism kept the Red Army going through the civil war. But in every way it was a disaster. The peasants knew that any surplus grain they produced would be taken by the government. So they only grew what they needed to feed their own families. In industry things were worse. The years of war had left mines flooded, machines smashed, factories and railways in ruins. Industrial output dropped to only one-seventh of its pre-war level. In 1920 and 1921, famine and epidemic diseases swept Russia. Millions died with 3,5 million people dying of typhoid alone.

Stanmorephysics.com

[From <https://www.britanica.com/event/warcommunism>. Accessed on 06 February 2025

SOURCE 1C

The photograph below shows starving Russian children as a result of War Communism.



[From podomatic.com/podcast/russellquil/episodes/2016-08-/15TO2_54_25-07_00 Accessed on 06 February 2025]

Stanmorephysics.com

SOURCE 1D

The source below describes how War Communism was resisted by the Russian people.

With the economy in ruins, inflation out of control and the country in the grip of famine, the peasants called for the overthrow of Communism. They rose up against the army and the CHEKA. Lenin was so concerned that he said: "We are barely hanging on". Again the Bolsheviks responded with terror. They imposed their will by rounding up villages and shooting them in batches; whole villages were also sent into exile.

However, they had to face a more serious revolt when, in 1921, the sailors at Kronstadt mutinied (revolted), demanding more political and economic freedom. They opposed the oppression and growing dictatorship of the Soviet government. They had always been regarded as the most loyal supporters of the Bolsheviks. Although Trotsky and the Red Army put down the revolt, the Party realised that if even their most loyal supporters were revolting against them, then it was time to change the policies that were driving them into revolt.

They demanded new elections for the Soviets, as well as freedom of speech for other left-wing parties, freedom for trade unions, the release of left-wing political prisoners, the end of food requisitions (demands) and investigations at roadblocks, the right of peasants to own land and freedom of production for artisans.

[From *Russia in Revolt* by J. Robertson.] 06 February 2025



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SOURCE BASED / ESSAY

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**TERM 1: 2025
MARKING GUIDELINE**

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MARKS: 50

1. SOURCE-BASED QUESTIONS

1.1 The following cognitive levels were used to develop source-based questions:

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	<ul style="list-style-type: none">• Extract evidence from sources.• Selection and organisation of relevant information from sources.• Define historical concepts/terms.	30% (15)
LEVEL 2	<ul style="list-style-type: none">• Interpretation of evidence from the sources.• Explain information gathered from the sources.• Analyse evidence from the sources.	50% (25)
LEVEL 3	<ul style="list-style-type: none">• Interpret and evaluate evidence from sources.• Engage with sources to determine its usefulness, reliability, bias and limitations.• Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions.	20% (10)

1.2 The information below indicates how source-based questions are assessed:

- In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 × 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 × 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓)

Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (.) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.
- At the end of the paragraph indicate the ticks (√) that the candidate has been awarded for the paragraph; as well as the level (1, 2 or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ . _____ . _____

√√√√
Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the right-hand bottom margin e.g.

$\frac{32}{50}$

- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

2. Global assessment of the essay

3

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of argument (planned, structured and has independent line of argument)

2. Assessment procedures of the essay

4

2.4. Keep the synopsis in mind when assessing the essay.

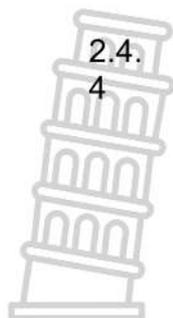
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2.4. During the reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline) and a relevant conclusion (indicated by a bullet in the marking guideline) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4. Keep the **PEEL** structure in mind when assessing an essay.

3

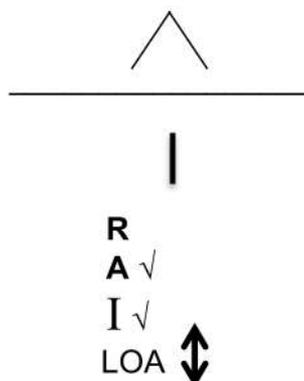
P	Point: The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	Explanation: The candidate should explain in more detail what the main point is all about and how it relates to the question posed (line of argument)
E	Example: The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.



2.4.
4

The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised
- Wrong statement
- Irrelevant statement
- Repetition
- Analysis
- Interpretation
- Line of argument



2. The matrix

2.5.1 Use of the matrix in the marking of essays.

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of essays will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

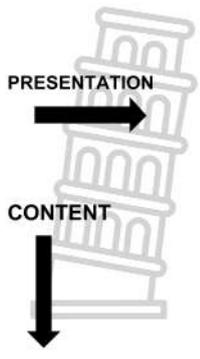
- (b) The second reading of essays will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 5	

- (c) Allocate an overall mark with the use of the matrix.

C	LEVEL 4	} 30 – 33
P	LEVEL 5	

MARKING MATRIX FOR ESSAY – TOTAL: 50

 <p>PRESENTATION</p> <p>CONTENT</p>	<p>LEVEL 7 Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.</p>	<p>LEVEL 6 Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.</p>	<p>LEVEL 5 Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.</p>	<p>LEVEL 4 Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence..</p>	<p>LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.</p>	<p>LEVEL 2 Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.</p>	<p>LEVEL 1 Little or no attempt to structure the essay.</p>
<p>LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.</p>	47–50	43–46					
<p>LEVEL 6 Question has been answered. Content selection relevant to a line of argument.</p>	43–46	40–42	38–39				
<p>LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.</p>	38–39	36–37	34–35	30–33	28–29		
<p>LEVEL 4 Question recognisable in answer. Some omissions/irrelevant content selection.</p>			30–33	28–29	26–27		
<p>LEVEL 3 Content selection does not always relate. Omissions in coverage.</p>				26–27	24–25	20–23	
<p>LEVEL 2 Sparse content. Question inadequately addressed</p>					20–23	18–19	14–17
<p>LEVEL 1 Question not answered. Inadequate content. Significant irrelevance</p>						14–17	0–13

***Guidelines for allocating a mark for Level 1:**

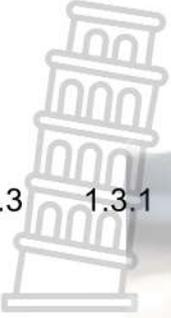
- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Content selection includes basic and generally irrelevant information; no attempt to structure the essay = 1 – 6
- Question inadequately addressed and vague; little attempt to structure the essay = 7 – 13

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: WHAT WERE THE EFFECTS OF WAR COMMUNISM ON THE RUSSIANS IN THE 1920s?

- 1.1 1.1.1 *[Definition of historical concept from Source 1A – L1]*
- It is a war between two organised groups within the same nation
 - Any other relevant response (1 x 2) (2)
- 1.1.2 *[Interpretation of evidence from Source 1A – L2]*
- To save the communist revolution
 - To gain strict communist control of the industries and food supplies
 - Any other relevant response (any 1 x 2) (2)
- 1.1.3 *[Extraction of evidence from Source 1A – L1]*
- Private trading was banned
 - Profit-making was decreed to be exploitation
 - Factories with fewer than ten workers were taken over by the government
 - Strikes were illegal
 - Surplus crops were taken by the government (any 2 x 1) (2)
- 1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- They had won the right to own their land under the communists
 - They wanted to make profit by selling their surplus crops
 - Any other relevant response (2 x 2) (4)
- 1.2 1.2.1 *[Definition of historical concept from Source 1B – L2]*
- The state controlled all means of production in the mines, industries, factories and businesses
 - All industries changed from private to state ownership
 - Any other relevant response (any 1 x 2) (2)
- 1.2.2 *[Extraction of evidence from Source 1B – L1]*
- Seven kilos (+7 loaves) of bread, 450 grams of sugar and 225 grams of imitation butter had to last a worker a month
 - Many people got less of that (2 x 1) (2)
- 1.2.3 *[Extraction of evidence from Source 1B – L1]*
- They often beat and killed (1 x 2) (2)
- 1.2.4 *[Interpretation of evidence from Source 1B – L2]*
- Peasants were unhappy that they lost their land
 - They were not allowed to sell their products on the open market
 - Peasants were revolting against the hardship caused by War Communism
 - Peasants were revolting against the harsh treatment by the Red Army
 - Any other relevant response (any 2 x 2) (4)

(4)

- 
- 1.2.5 *[Interpretation of evidence from Source 1B – L2]*
- Industrial production fell
 - It led to a shortage of raw material
 - International trade had ceased
 - Many machines and trains broke and were not repaired
 - Any other relevant response (any 2 x 2)
- 1.3 1.3.1 *[Interpretation of evidence from Source 1C – L2]*
- It shows the effects of War Communism on the people of Russia
 - It shows how famine and epidemic diseases affected the people
 - It highlights the failure of War Communism
 - Any other relevant response (any 2 x 2) (4)
- 1.3.2 *[Interpretation of evidence from Source 1C – L1]*
- Cheka (1 x 2) (2)
- 1.4 *[Comparison of evidence from Source 1B and Source 1C – L3]*
- Source 1B explains how War Communism negatively affected people of Russia and Source 1C demonstrate that people suffered.
 - Source 1B highlights the effects of famine and epidemic diseases and this is shown in Source 1C.
 - Any other relevant response (2 x 2) (4)
- 1.5 1.5.1 *[Extraction of evidence from Source 1D – L1]*
- Economy was in ruins
 - Inflation was out of control
 - The country was in the grip of famine (any 2 x 1) (2)
- 1.5.2 *[Interpretation of evidence from Source 1C – L2]*
- He meant that War Communism was a disaster
 - He was acknowledging the failure of War Communism
 - Any other relevant response (any 1 x 2) (2)
- 1.5.3 *[Extraction of evidence from the Source 1D – L1]*
- They wanted political and economic freedom
 - They opposed the oppression
 - Growing dictatorship of the Soviet government (any 2 x 1) (2)
- 1.5.4 *[Interpretation of evidence from Source 1D – L2]*
- They wanted to prevent further revolts
 - To save communism
 - Economy has collapsed
 - Inflation was out of control
 - Starvation of the Russian people
 - Any other relevant response (any 2 x 2) (4)



1.6

[Interpretation, comprehension and synthesis of evidence from sources – L3]

Candidates could include some of the following:

- Under War Communism: Government took control of the economy (Source 1A)
- Red Army supplied with food (Sources 1A and 1B)
- Private trade was banned (Source 1A)
- Factories with fewer than ten workers taken over by government (Source 1A and 1B)
- Strikes were illegal (Source 1A)
- Surplus crops were forcefully taken by the government to feed factory workers and the army (Source 1A, 1B and 1C)
- Peasants resented this: They only produced what was sufficient to feed their own families (Source 1A and 1B)
- Money charges on such services as rail-ways and post was abolished (own knowledge)
- Mines were affected (flooded, machines smashed (Sources 1B)
- Industrial output dropped (Source 1B)
- Famine and epidemic diseases swept Russia and many people died of typhoid (Source 1B and 1C)
- Peasants rose up against the army and the CHEKA (Source 1D)
- Sailors mutinied at Kronstadt (Source 1D)
- Any other relevant response

Use the following rubric to allocate a mark:

 LEVEL 1	<ul style="list-style-type: none">• Uses evidence in an elementary manner, e.g. show no or little understanding of the effects of War Communism on the people of Russia in the 1920s.• Uses evidence partially to report on topic or cannot write a paragraph.	Marks: 0–2
 LEVEL 2	<ul style="list-style-type: none">• Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of the effects of War Communism on the people of Russia in the 1920s.• Uses evidence in a very basic manner to write a paragraph.	Marks: 3–4
 LEVEL 3	<ul style="list-style-type: none">• Uses relevant evidence, e.g. demonstrates a thorough understanding of the effects of War Communism on the people of Russia in the 1920s.• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	Marks: 5–6

(6)
[50]

OR

SECTION B: ESSAY QUESTIONS

QUESTION 4: COMMUNISM IN RUSSIA, 1900 – 1940s

[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills]

SYNOPSIS

Candidate should critically discuss how Stalin's economic policies were generally successful, and indicate how the Russian people paid a heavy price for its success.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a stance and demonstrate whether Stalin's economic policies were successful and the price the Russian people had to pay.

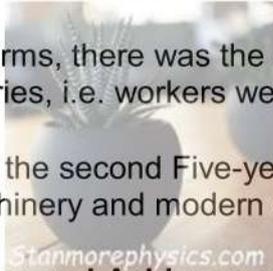
ELABORATION

First Five Year Plan – Aims and Achievements

- Was aimed particularly at the development of heavy **industries**, e.g. the building of factories, the development of transport, etc.
- The manufacturing of agricultural machinery was to be increased by 400%.
- More than 1500 factories were established, e.g. tractor factories at Stalingrad and motorcar factories at Moscow.
- Coal mining and the metallurgical industry were extended.
- The development of hydroelectric power was a great stimulus for new industries.
- Large cities were established.
- The existence of 26 million peasant farmers created a problem for **agriculture**, as the size of their units did not justify the use of agricultural machinery.
- The peasants were neither prepared to give up their ground, nor prepared to modernize.
- Stalin decided to collectivize the small farming units in order to mechanize agriculture.
- The peasants, and in particular the Kulaks, opposed mechanization and collectivization.
- They would rather slaughter their animals and destroy their crops than make them available for collective farms.
- As a result, a chronic shortage of meat, dairy products and grains developed.
- The resistance of the peasants to collectivism was handled roughshod and they were either murdered or sent to punishment camps.
- Approximately two million people died as a result of collectivism and a million families were deprived of their farms.
- Stalin's agricultural reforms failed and he was forced to revise his plan to force collective farming on the peasants.

Second Five Year Plan – Aims and Achievements

- Stalin continued to emphasize the development of heavy **industries**, but now the accent fell on the production of consumer goods.
- With the rise to power of Hitler, the emphasis shifted to the production of ammunition, in order to ward off the threat of Nazi Germany.
- This period was characterized by the production of consumer goods of a very poor quality.
- Production was low because the nation could not be motivated to become more productive.
- There was however great success achieved in the establishing of factories alongside mines and the modernization of the transport system
- The **agricultural** plan aimed to make collectivism more acceptable to the peasants by making adjustments of collective farms.
- Farmers now only had to hand over a quota of their production to the State.
- They could retain the rest for their own use or for seed.
- Farmers could now own their houses as well as their fruit and vegetable gardens.
- These concessions made collectivism more popular and as a result, more than a million people opted for collectivisation in the first three months of 1935.
- In addition to collective farms, there was the development of state farms, which operated like factories, i.e. workers were paid wages and managers operated the concerns.
- A further characteristic of the second Five-year Plan was the use of fertilizer, agricultural machinery and modern agricultural practices.



Third Five Year Plan – Aims and Achievements

- The **THIRD FIVE - YEAR PLAN** was basically a continuation of the first two plans.
- The threat of World War II resulted in greater attention being paid to the production of weapons and ammunition.
- Any other relevant response

[50]

Conclusion: Candidates should tie up their argument with a relevant conclusion.