

**2003 HSC Notes from
the Marking Centre
Modern History**

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2003 HSC NOTES FROM THE MARKING CENTRE

MODERN HISTORY

General Comments

9250 candidates sat the Modern History paper in 2003. This was a slight increase on 2002.

There was a decline from previous years in the number of problem scripts, that is the number of candidates attempting incorrect combinations of questions.

Refinement of the marking guidelines took place during Senior Marker briefings and was well received by markers. The guidelines were applied positively. Credit was given for the knowledge candidates demonstrated.

Better responses provided sustained arguments, analysing in depth on the basis of detailed knowledge. These candidates focused on the questions and used supporting evidence well.

Average responses had difficulty focusing on the relevant issues or spoke in general terms about the issue. Weaker responses often simply wrote about the events of the period without linking them to the question. Candidates all too frequently ignored the periods defined in the question and wrote what they knew about the topic.

Section I – Core Study – World War I (30 Marks)

(Questions 1, 2 and 3)

General Comments

World War One was well answered. Many candidates requested extra booklets to write in. However many also crammed their answer into the space provided or stopped at that point. Students need to know that they should ask for additional writing booklets if they need them to fully complete their answer.

Specific Comments

Question 1

This question was well answered with 95% of candidates in the top marking range.

Question 2

The main task in this question was to respond to the question provided. Students were instructed to use the sources listed and their own knowledge as evidence to support the points raised. A number of students analysed the sources which was not required for this question. Many simply described what was in the sources. Better answers applied their information to the question.

Question 3

Question 3 was well answered with almost 30% of candidates fitting in the top two marking bands. Most students wrote about the reliability, perspective and usefulness of the two sources. Weaker responses were often very general.

Section II – National Study (20 Marks)

(Questions 4, 6, 8, 10, 12, 14, 16, 18)

General Comments

Most students were able to display their knowledge about the National Study and wrote answers of good length. Some candidates needed to focus more directly on the time period specified in the question. The better responses analysed the key events, groups and concepts with detailed knowledge to provide a sustained response.

Percentage of Candidates Attempting Options

In the National Studies the popularity of options was very similar to 2002

Germany 66%

Russia 21%

USA 7%

China 3%

India/Japan/Australia/Indonesia – less than 3% in total

Specific Comments

Question 4

USA: 17% attempted 4(a) and 83% attempted 4(b)

Question 4(b) was answered better than 4(a). For question 4(a) most candidates found it difficult to provide information about unionists. They wrote about the 1920s and tried to link unionists to most aspects of the 1920s. For question 4(b) the better responses addressed the issue of American capitalism while the poorer responses dealt with a description of the New Deal. The candidates could, however, write about what they knew.

Question 10

Russia: 69% attempted 10(a) and 31% attempted 10(b)

Question 10(a) was more popular and answered better than 10(b). For question 10(a) the best responses used the content to clearly demonstrate reasons for Bolshevik success. Many candidates did not use the full time period to 1928 and finished with the NEP or the death of Stalin. For question 10(b) the better responses analysed the cult of personality and its role in totalitarian USSR. Many candidates had semi prepared answers on totalitarianism. Many candidates also ignored the Great Patriotic War.

Question 12

Germany: 24% attempted 12(a) and 76% attempted 12(b)

Question 12(b) was more popular than 12(a) and both questions were answered reasonably well. For question 12(a) candidates with prepared answers gave a run down of the failure of Weimar and the rise of Hitler and the Nazi Party. Very good responses discussed the impact of the Depression on democracy and showed how it destroyed German faith in democracy. Many good responses also linked the Depression and its effect to the earlier Weimar period and other factors that impacted on democracy. For question 12(b) some candidates merely gave a rundown of Nazi Germany in the 1930s focusing on the implementation of totalitarianism. However, better responses discussed the success that the Nazis had in trying to transform society with very good evaluation of the process of *gleichaltung* and *volksgemeinschaft*.

Japan: 41% attempted (a) and 59% attempted (b)

China: 74% attempted (a) and 26% attempted (b)

India: 22% attempted (a) and 78% attempted (b)

Australia: 87% attempted (a) and 13% attempted (b)

Indonesia: 88% attempted (a) and 12% attempted (b)

Section II – National Studies – Personality (20 Marks)

(Questions 5, 7, 9, 11, 13, 15, 17, 19)

General Comments

Overall the ‘personality’ questions were well answered by candidates. A continuing problem is that candidates are still spending a great deal of time answering the first question and giving little time to the second question despite their equal value. Many candidates tended to ignore the time periods given and spent unnecessary time especially in the lead up or by going beyond the specified period.

A small number of candidates still answered the two questions together as one response. Candidates need to be reminded that they are separate questions requiring separate responses. While markers did not penalise candidates for this approach, candidates are doing themselves a disservice, as they did not adequately cover the issues raised in the two questions. Some candidates also wrote a timeline list of events for the first question. This approach is to be discouraged as a descriptive narration is expected.

Question 5

USA: 13% attempted Hearst and 87% attempted Hoover

Very few candidates answered the Hearst question. For Hoover most students were able to identify some key features. However better responses narrated a great amount of relevant detail, not just sensationalist fact. In the second question there was plenty of discussion and (mis)interpretation of Hoover's 'secrets'. Candidates struggled to assess critically and provide relevant evidence when examining the statement. Anti-communism was dealt with more effectively than social conservatism.

Question 7

Japan: 63% attempted Hirohito and 37% attempted Ikki

Question 9

China: 85% attempted Sun Yixian and 15% attempted Zhu De

Question 11

Russia: 93% attempted Trotsky and 7% attempted Kollontai

Most candidates answered the Trotsky question. A comprehensive knowledge of 1917 to 1928 was displayed but the 1928 to 1940 period was often dealt with in one or two sentences. Most candidates used the statement in answering the question. Better responses explained how and why Trotsky's ideology was not popular. Some responses dealt with why Stalin triumphed rather than why Trotsky did not.

Question 13

Germany: 62% attempted Speer and 38% attempted Riefenstahl

Well over half the Germany candidature answered the 13(b), Albert Speer. The better responses linked the argument/statement to specific evidence, eg Speer's part in resettlement, using historians to support their argument. In the Riefenstahl answers, many candidates spent far too long on her pre-1933 career, only providing brief responses for the 1933–45 period.

Question 15

India: 100% attempted Jinnah

Question 17

Australia: 76% attempted Evatt and 24% attempted Fraser

Question 19

Indonesia: 100% attempted Sukarno

Section III – International Studies in Peace and Conflict (30 Marks)

(Questions 20–26)

General Comments

Most candidates wrote longer responses than previous years and demonstrated good knowledge of the topic areas. However the more able students could focus directly on the key issues in the question being asked and could analyse them effectively. Better responses also used historiography in their argument and were able to benefit from this.

Percentage of candidates attempting Options

Conflict in Indochina 1954–1979	38 %
The Cold War 1945–1991	26 %
Arab–Israel Conflict 1948–1996	15 %
Conflict in the Pacific 1937–1951	13 %
Conflict in South Africa 1947–1994	4 %
Anglo–Irish Relations 1968–1998	3 %
The United Nations as Peacekeeper 1946–1999	1 %

Question 20

Conflict in the Pacific: 55% attempted 20(a) and 45% attempted 20(b)

Question 21

The Cold War: 72% attempted 21(a) and 28% attempted 21(b)

Most candidates attempted Question 21(a). Most answered this question by placing the attempt to limit nuclear weapons in the broader context of the Cold War. Better responses discussed the attempts in specific detail. Most candidates answered question 21(b) by attempting to focus on Gorbachev's specific internal and external policies. However many candidates chose to give a general explanation of the reasons for the ending of the Cold War.

Question 22

The United Nations as Peacekeeper: 85% attempted (a) and 15% attempted (b)

Question 23

Conflict in South Africa: 69% attempted (a) and 31% attempted (b)

Question 24

Arab–Israel Conflict: 59% attempted 24(a) and 41% attempted 24(b)

Most candidates attempted question 24(a). Most candidates had a sound knowledge of the events of the Six Day War. Better responses discussed the impact in terms of both Palestinian and Israeli perspectives and linked the war with the Intifada. For question 24(b) most candidates were able to identify the major peace initiatives from the 1970s to the 1990s such as Camp David, Madrid and Oslo. Better responses considered the wider implications of these initiatives.

Question 25

Conflict in Indochina: 71% attempted 25(a) and 29% attempted 25(b)

In Question 25(a) better responses dealt with the Tonkin incident in the wider context of US intervention between 1954–68. The best responses were able to show how Johnson made use of the Tonkin resolution. Weaker responses merely narrated events of the period. For 25(b) the strongest responses were able to specifically link the widening conflict to events in Cambodia between the late 1960s and 1979. Weaker responses tended to dwell on the horrors of the Khmer Rouge regime failing to establish any link with the widening conflict.

Question 26

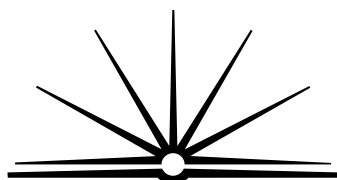
Anglo–Irish Relations: 80% attempted (a) and 20% attempted (b)

Modern History

2003 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
1(a)	1	World War I and its Aftermath	H5.1
1(b)	3	World War I and its Aftermath	H5.1
1(c)	2	World War I and its Aftermath	H1.1, H5.1
1(d)(i)	2	World War I and its Aftermath	H5.1
1(d)(ii)	2	World War I and its Aftermath	H5.1
2	10	World War I and its Aftermath	H1.2, H2.1, H3.1, H5.1
3	10	World War I and its Aftermath	H4.1
4(a)	20	USA 1898–1941	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
4(b)	20	USA 1898–1941	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
5(a)(i)	10	USA – William Randolph Hearst	H1.1, H1.2, H3.1
5(a)(ii)	10	USA – William Randolph Hearst	H1.1, H1.2, H3.1, H6.1
5(b)(i)	10	USA – J Edgar Hoover	H1.1, H1.2, H3.1
5(b)(ii)	10	USA – J Edgar Hoover	H1.1, H1.2, H3.1, H6.1
6(a)	20	Japan 1904–1941	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
6(b)	20	Japan 1904–1941	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
7(a)(i)	10	Japan – Emperor Hirohito	H1.1, H1.2, H3.1
7(a)(ii)	10	Japan – Emperor Hirohito	H1.1, H1.2, H3.1, H6.1
7(b)(i)	10	Japan – Kita Ikki	H1.1, H1.2, H3.1
7(b)(ii)	10	Japan – Kita Ikki	H1.1, H1.2, H3.1, H6.1
8(a)	20	China 1911–1949	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
8(b)	20	China 1911–1949	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
9(a)(i)	10	China – Sun Yixian (Sun Yat-sen)	H1.1, H1.2, H3.1
9(a)(ii)	10	China – Sun Yixian (Sun Yat-sen)	H1.1, H1.2, H3.1, H6.1
9(b)(i)	10	China – Zhu De (Chu Teh)	H1.1, H1.2, H3.1
9(b)(ii)	10	China – Zhu De (Chu Teh)	H1.1, H1.2, H3.1, H6.1
10(a)	20	Russia and the Soviet Union 1917–1945	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
10(b)	20	Russia and the Soviet Union 1917–1945	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
11(a)(i)	10	Russia – Alexandra Kollontai	H1.1, H1.2, H3.1
11(a)(ii)	10	Russia – Alexandra Kollontai	H1.1, H1.2, H3.1, H6.1
11(b)(i)	10	Russia – Leon Trotsky	H1.1, H1.2, H3.1
11(b)(ii)	10	Russia – Leon Trotsky	H1.1, H1.2, H3.1, H6.1
12(a)	20	Germany 1918–1945	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
12(b)	20	Germany 1918–1945	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
13(a)(i)	10	Germany – Leni Riefenstahl	H1.1, H1.2, H3.1

Question	Marks	Content	Syllabus outcomes
13(a)(ii)	10	Germany – Leni Riefenstahl	H1.1, H1.2, H3.1, H6.1
13(b)(i)	10	Germany – Albert Speer	H1.1, H1.2, H3.1
13(b)(ii)	10	Germany – Albert Speer	H1.1, H1.2, H3.1, H6.1
14(a)	20	India 1919–1947	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
14(b)	20	India 1919–1947	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
15(a)(i)	10	India – Jawaharlal Nehru	H1.1, H1.2, H3.1
15(a)(ii)	10	India – Jawaharlal Nehru	H1.1, H1.2, H3.1, H6.1
15(b)(i)	10	India – Mohammad Ali Jinnah	H1.1, H1.2, H3.1
15(b)(ii)	10	India – Mohammad Ali Jinnah	H1.1, H1.2, H3.1, H6.1
16(a)	20	Australia in the World 1946–1996	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
16(b)	20	Australia in the World 1946–1996	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
17(a)(i)	10	Australia – Herbert Evatt	H1.1, H1.2, H3.1
17(a)(ii)	10	Australia – Herbert Evatt	H1.1, H1.2, H3.1, H6.1
17(b)(i)	10	Australia – Malcolm Fraser	H1.1, H1.2, H3.1
17(b)(ii)	10	Australia – Malcolm Fraser	H1.1, H1.2, H3.1, H6.1
18(a)	20	Indonesia 1950–1998	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
18(b)	20	Indonesia 1950–1998	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
19(a)(i)	10	Indonesia – Sukarno	H1.1, H1.2, H3.1
19(a)(ii)	10	Indonesia – Sukarno	H1.1, H1.2, H3.1, H6.1
19(b)(i)	10	Indonesia – Pramoedya Ananta Toer	H1.1, H1.2, H3.1
19(b)(ii)	10	Indonesia – Pramoedya Ananta Toer	H1.1, H1.2, H3.1, H6.1
20(a)	30	Conflict in the Pacific 1937–1951	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
20(b)	30	Conflict in the Pacific 1937–1951	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
21(a)	30	The Cold War 1945–1991	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
21(b)	30	The Cold War 1945–1991	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
22(a)	30	The United Nations as a Peace Keeper 1946–1999	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
22(b)	30	The United Nations as a Peace Keeper 1946–1999	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
23(a)	30	Conflict in South Africa 1948–1994	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
23(b)	30	Conflict in South Africa 1948–1994	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
24(a)	30	Arab–Israel Conflict 1948–1996	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
24(b)	30	Arab–Israel Conflict 1948–1996	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
25(a)	30	Conflict in Indochina 1954–1979	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
25(b)	30	Conflict in Indochina 1954–1979	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
26(a)	30	Anglo–Irish Relations 1968–1998	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1
26(b)	30	Anglo–Irish Relations 1968–1998	H1.1, H1.2, H2.1, H3.1, H4.2, H6.1



B O A R D O F S T U D I E S
NEW SOUTH WALES

2003 HSC Modern History Marking Guidelines

Question 1 (a)

Outcomes assessed: H5.1

MARKING GUIDELINES

Criteria	Marks
• Any ONE of: barbed wire, appearance of desolation/no man's land, appearance of two sides, appearance of Germans coming out of trenches	1

Question 1 (b)

Outcomes assessed: H5.1

MARKING GUIDELINES

Criteria	Marks
• Lists THREE of the following: shovels/spades, capes, (waterproof) coats, helmets, waders (boots), buckets, uniforms	3
• Any TWO of the above	2
• Any ONE of the above	1

Question 1 (c)

Outcomes assessed: H1.1, H5.1

MARKING GUIDELINES

Criteria	Marks
• Lists TWO of the following: impact of machine guns, soldiers digging in, the Allies stopping, the protection available to defenders (mounds and trenches)	2
• Any ONE of the above	1

Question 1 (d (i))*Outcomes assessed: H5.1***MARKING GUIDELINES**

Criteria	Marks
• Lists sandbags AND petrol tins AND food tins	2
• Lists ONE of the above	1

Question 1 (d ii)*Outcomes assessed: H5.1***MARKING GUIDELINES**

Criteria	Marks
• Lists TWO of: bacon, bread, beans, bully beef, jam, stew, water, rum, biscuits	2
• Lists ONE of the above	1

Question 2*Outcomes assessed: H1.2, H2.1, H3.1, H5.1***MARKING GUIDELINES**

Criteria	Marks
• Provides a comprehensive comparison that demonstrates breadth of relevant knowledge combined with specific use of the THREE sources specified • Demonstrates a sophisticated understanding of life in the trenches	9–10
• Provides some clear comparison with appropriate use of THREE sources with reference to own relevant knowledge • Demonstrates sound knowledge of life in the trenches • An excellent answer with only two sources used may be awarded 8 marks	7–8
• Uses relevant knowledge and makes specific reference to at least TWO sources but with a limited comparison • Makes generalisations about life in the trenches and includes some appropriate detail • A good answer that combines own knowledge with reference to only one source may be awarded 6 marks	5–6
• Limited use of knowledge and sources, relying largely on simple description or narrative	3–4
• One or two references to experience of life in the trenches from sources or own knowledge	1–2

Question 3*Outcomes assessed: H4.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes a clear judgement which demonstrates an understanding of BOTH sources in the context of their usefulness to the specific investigation in the question• Provides an effective discussion of perspective and reliability in the wider context of the historical investigation	9–10
<ul style="list-style-type: none">• Makes a judgement about the usefulness of BOTH sources to the specific investigation but may be uneven in its treatment of them• Provides some discussion of perspective and reliability in the wider context of the historical investigation	7–8
<ul style="list-style-type: none">• Provides a limited discussion of the usefulness of BOTH sources to the specific investigation including reference to perspective and reliability OR <ul style="list-style-type: none">• Provides a detailed discussion and evaluation of the usefulness of ONE source to the specific investigation and its perspective and reliability	5–6
<ul style="list-style-type: none">• Generalises about usefulness of the sources and/or reliability/or perspective• May paraphrase sources	3–4
<ul style="list-style-type: none">• Some reference to the use of sources generally OR <ul style="list-style-type: none">• Simple description or paraphrase of one or both sources	1–2

Question 4 (a)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Examines and evaluates the impact of unionists on American society and politics in the period givenPresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using a range of appropriate terms and concepts	17–20
<ul style="list-style-type: none">Evaluates, with some analysis, the impact of unionists on American society and politics in the period givenPresents a sustained and logical answer drawing on identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using a range of appropriate terms and concepts	13–16
<ul style="list-style-type: none">Outlines the impact of unionists on American society and politics in the period givenPresents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms	9–12
<ul style="list-style-type: none">Provides some description of the impact of unionists on American society and politics in the period givenPresents a descriptive narration, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms	5–8
<ul style="list-style-type: none">Lists some historical events of the period and shows a limited understanding of the impact of unionists on American society and politics in the period givenPresents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts	1–4

Question 4 (b)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Examines and discusses the effectiveness of New Deal policies in dealing with the problems faced by American capitalism in the period givenPresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using a range of appropriate terms and concepts	17–20
<ul style="list-style-type: none">Discusses, with some analysis, the effectiveness of New Deal policies in dealing with the problems faced by American capitalism in the period givenPresents a sustained and logical answer drawing on identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using a range of appropriate terms and concepts	13–16
<ul style="list-style-type: none">Outlines the effectiveness of New Deal policies in dealing with the problems faced by American capitalism in the period givenPresents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms	9–12
<ul style="list-style-type: none">Describes some aspects of the effectiveness of New Deal policies in dealing with the problems faced by American capitalism in the period givenPresents a descriptive narration, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms	5–8
<ul style="list-style-type: none">Lists some historical events of the period and shows a limited understanding of the effectiveness of New Deal policies in dealing with the problems faced by American capitalism in the period givenPresents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts	1–4

Question 5 (a) (i) and 5 (b) (i)*Outcomes assessed: H1.1, H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Presents a sustained, logical and well-structured descriptive narration of a substantial selection of events• Clearly identifies relevant key features of the specified period of the individual's career• Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts	9–10
<ul style="list-style-type: none">• Presents a logical descriptive narration of a substantial selection of events OR <ul style="list-style-type: none">• Presents a sustained, logical and well-structured descriptive narration of a representative selection of events• Identifies relevant key features of the specified period of the individual's career• Provides relevant and accurate historical information using appropriate terms and concepts	7–8
<ul style="list-style-type: none">• Presents a descriptive narration of a selection of events OR <ul style="list-style-type: none">• Presents a detailed, logical and well-structured descriptive narration of a small selection of events• Identifies some key features of the specified period of the individual's career• Provides adequate and accurate historical information incorporating some historical terms	5–6
<ul style="list-style-type: none">• Presents a limited descriptive narration of some events of the specified period of the individual's career with a simple use of historical information incorporating some historical terms	3–4
<ul style="list-style-type: none">• Presents a limited narration of minimal events of the individual's career with limited use of historical terms/concepts	1–2

Question 5 (a) (ii) and 5 (b) (ii)
Outcomes assessed: H1.1, H1.2, H3.1, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Critically assesses the role played by the individual in relation to the key feature(s), and the different perspectives and interpretations of it, making a clear judgement of the value and outcomes of the individual's contribution • Presents a sustained, logical and well-structured argument drawing on a clear identification of relevant key features of the period, supported by detailed, relevant and accurate historical information • Critically evaluates the statement in terms of the individual and the key feature(s) 	9–10
<ul style="list-style-type: none"> • Assesses the role played by the individual in relation to the key feature(s) and the different perspectives and interpretations of it, making a judgement on the value and possible outcomes of the individual's contribution • Presents a detailed and logical argument drawing on an identification of relevant key features of the period, and supported by detailed, relevant and accurate historical information • Discusses the statement in terms of the individual and the key feature(s) 	7–8
<ul style="list-style-type: none"> • Describes the role played by the individual in relation to the key feature(s), with some attempt at simple evaluation • Presents an argument with some identification of key features of the period and provides adequate and accurate historical information • Makes reference to the statement in terms of the individual and the key feature(s) 	5–6
<ul style="list-style-type: none"> • Describes the role played by the individual in relation to the key event/key feature(s) • Presents a descriptive narration, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information 	3–4
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of roles played by the specified individual in the period • Presents a limited narration/description of people and/or events from the past 	1–2

Question 6 (a)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Examines and discusses the relationship between territorial expansion and the development of Japanese nationalism in the period givenPresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using a range of appropriate terms and concepts	17–20
<ul style="list-style-type: none">Discusses, with some analysis, the relationship between territorial expansion and the development of Japanese nationalism in the period givenPresents a sustained and logical answer drawing on an identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using appropriate terms and concepts	13–16
<ul style="list-style-type: none">Outlines territorial expansion and the development of Japanese nationalism in the period givenPresents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms	9–12
<ul style="list-style-type: none">Describes some aspects of the relationship between territorial expansion and the development of Japanese nationalism in the period givenPresents a descriptive answer, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms	5–8
<ul style="list-style-type: none">Lists some historical events of the period and shows a limited understanding of the relationship between territorial expansion and the development of Japanese nationalism in the period givenPresents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts	1–4

Question 6 (b)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Examines and evaluates the influence of the Army on Japanese society and politics in the period givenPresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using a range of appropriate terms and concepts	17–20
<ul style="list-style-type: none">Evaluates, with some analysis, the influence of the Army on Japanese society and politics in the period givenPresents a sustained and logical answer drawing on an identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using appropriate terms and concepts	13–16
<ul style="list-style-type: none">Outlines reasons for the influence of the Army on Japanese society and politics in the period givenPresents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms	9–12
<ul style="list-style-type: none">Describes some aspects of the role of the Army in Japanese society and politics in the periodPresents a descriptive answer, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms	5–8
<ul style="list-style-type: none">Lists some historical events of the period and shows a limited understanding of the role of the Army in Japanese society and politicsPresents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts	1–4

Questions 7 (a) (i) and 7 (b) (i)*Outcomes assessed: H1.1, H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Presents a sustained, logical and well-structured descriptive narration of a substantial selection of events• Clearly identifies relevant key features of the specified period of the individual's career• Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts	9–10
<ul style="list-style-type: none">• Presents a logical descriptive narration of a substantial selection of events OR <ul style="list-style-type: none">• Presents a sustained logical and well-structured descriptive narration of a representative selection of events• Identifies relevant key features of the specified period of the individual's career• Provides relevant and accurate historical information using appropriate terms and concepts	7–8
<ul style="list-style-type: none">• Presents a descriptive narration of a selection of events OR <ul style="list-style-type: none">• Presents a detailed, logical and well-structured descriptive narration of a small selection of events• Identifies some key features of the specified period of the individual's career• Provides adequate and accurate historical information incorporating some historical terms	5–6
<ul style="list-style-type: none">• Presents a limited descriptive narration of some events of the specified period of the individual's career with a simple use of historical information incorporating some historical terms	3–4
<ul style="list-style-type: none">• Presents a limited narration of minimal events of the individual's career with limited use of historical terms/concepts	1–2

Question 7 (a) (ii) and 7 (b) (ii)
Outcomes assessed: H1.1, H1.2, H3.1, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Critically assesses the role played by the individual in relation to the key event/key feature(s), and the different perspectives and interpretations of it, making a clear judgement of the value and outcomes of the individual's contribution • Presents a sustained, logical and well-structured argument drawing on a clear identification of relevant key features of the period, and supported by detailed, relevant and accurate historical information • Critically evaluates the statement in terms of the individual and the key feature(s) 	9–10
<ul style="list-style-type: none"> • Assesses the role played by the individual in relation to the key event/key feature(s) and the different perspectives and interpretations of it, making a judgement on the value and possible outcomes of the individual's contribution • Presents a detailed and logical argument drawing on an identification of relevant key features of the period, and supported by detailed, relevant and accurate historical information • Discusses the statement in terms of the individual and the key feature(s) 	7–8
<ul style="list-style-type: none"> • Describes the role played by the individual in relation to the key event/key feature(s), with some attempt at simple evaluation of the quote provided • Presents an argument with some identification of key features of the period and provides adequate and accurate historical information • Makes reference to the statement in terms of the individual and the key feature(s) 	5–6
<ul style="list-style-type: none"> • Describes the role played by the individual in relation to the key event/key feature(s) • Presents a descriptive narration, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information 	3–4
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of roles played by the specified individual in the period • Presents a limited narration/description of people and/or events from the past 	1–2

Question 8 (a)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Examines and explains the failure of the GMD to create a unified and democratic China in the period givenPresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using a range of appropriate terms and concepts	17–20
<ul style="list-style-type: none">Explains, with some analysis, the failure of the GMD to create a unified and democratic China in the period givenPresents a sustained and logical answer drawing on an identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using appropriate terms and concepts	13–16
<ul style="list-style-type: none">Outlines some reasons for the failure of the GMD to create a unified and democratic China in the period givenPresents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms	9–12
<ul style="list-style-type: none">Describes some aspects of the GMD's role in China in the period givenPresents a descriptive narration, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms	5–8
<ul style="list-style-type: none">Lists some historical events of the period and shows a limited understanding of the failure of the GMD to create a unified and democratic China in the period givenPresents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts	1–4

Question 8 (b)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Examines and accounts for the development of Maoism as a form of communism in China in the period givenPresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using a range of appropriate terms and concepts	17–20
<ul style="list-style-type: none">Accounts for, with some analysis, the development of Maoism as a form of communism in China in the period givenPresents a sustained and logical answer drawing on an identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using appropriate terms and concepts	13–16
<ul style="list-style-type: none">Outlines the development of Maoism as a form of communism in China in the period givenPresents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms	9–12
<ul style="list-style-type: none">Describes aspects of the development of Maoism as a form of communism in China in the period givenPresents a descriptive narration, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms	5–8
<ul style="list-style-type: none">Lists some historical events of the period and shows a limited understanding of the development of Maoism as a form of communism in China in the period givenPresents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts	1–4

Question 9 (a) (i) and 9 (b) (i)*Outcomes assessed: H1.1, H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Presents a sustained, logical and well-structured descriptive narration of a substantial selection of events• Clearly identifies relevant key features of the specified period of the individual's career• Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts	9–10
<ul style="list-style-type: none">• Presents a logical descriptive narration of a substantial selection of events OR <ul style="list-style-type: none">• Presents a sustained logical and well-structured descriptive narration of a representative selection of events• Identifies relevant key features of the specified period of the individual's career• Provides relevant and accurate historical information using appropriate terms and concepts	7–8
<ul style="list-style-type: none">• Presents a descriptive narration of a selection of events OR <ul style="list-style-type: none">• Presents a detailed, logical and well-structured descriptive narration of a small selection of events• Identifies some key features of the specified period of the individual's career• Provides adequate and accurate historical information incorporating some historical terms	5–6
<ul style="list-style-type: none">• Presents a limited descriptive narration of some events of the specified period of the individual's career with a simple use of historical information incorporating some historical terms	3–4
<ul style="list-style-type: none">• Presents a limited narration of minimal events of the individual's career with limited use of historical terms/concepts	1–2

Question 9 (a) (ii) and 9 (b) (ii)
Outcomes assessed: H1.1, H1.2, H3.1, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Critically assesses the role played by the individual in relation to the key feature(s), and the different perspectives and interpretations of it, making a clear judgement of the value and outcomes of the individual's contribution • Presents a sustained, logical and well-structured argument drawing on a clear identification of relevant key features of the period, and supported by detailed, relevant and accurate historical information • Critically evaluates the statement in terms of the individual and the key feature(s) 	9–10
<ul style="list-style-type: none"> • Assesses the role played by the individual in relation to the key event/key feature(s) and the different perspectives and interpretations of it, making a judgement on the value and possible outcomes of the individual's contribution • Presents detailed and logical argument drawing on an identification of relevant key features of the period, and supported by detailed, relevant and accurate historical information • Discusses the statement in terms of the individual and the key feature(s) 	7–8
<ul style="list-style-type: none"> • Describes the role played by the individual in relation to the key feature(s) with some attempt at simple evaluation of the quote provided • Presents an argument with some identification of key features of the period and provides adequate and accurate historical information • Makes reference to the statement in terms of the individual and the key feature(s) 	5–6
<ul style="list-style-type: none"> • Describes the role played by the individual in relation to the key feature(s) • Presents a descriptive narration, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information 	3–4
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of roles played by the specified individual in the period • Presents a limited narration/description of people and/or events from the past 	1–2

Question 10 (a)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Examines and accounts for the success of the CPSU in consolidating the Bolshevik Revolution in the period givenPresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using a range of appropriate terms and concepts	17–20
<ul style="list-style-type: none">Accounts for, with some analysis, reasons for the success of the CPSU in consolidating the Bolshevik Revolution in the period givenPresents a sustained and logical answer drawing on an identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using appropriate terms and concepts	13–16
<ul style="list-style-type: none">Outlines the reasons for the success of the CPSU in consolidating the Bolshevik Revolution in the period givenPresents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms	9–12
<ul style="list-style-type: none">Describes some aspects of the CPSU's role in consolidating the Bolshevik Revolution in the period givenPresents a descriptive answer, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms	5–8
<ul style="list-style-type: none">Lists some historical events of the period and shows a limited understanding of the success of the CPSU in consolidating the Bolshevik RevolutionPresents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts	1–4

Question 10 (b)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Examines and assesses the role of the cult of personality in the creation and maintenance of a totalitarian society in the period givenPresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using a range of appropriate terms and concepts	17–20
<ul style="list-style-type: none">Assesses, with some analysis, the role of the cult of personality in the creation and maintenance of a totalitarian society in the period givenPresents a sustained and logical answer drawing on an identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using appropriate terms and concepts	13–16
<ul style="list-style-type: none">Outlines the role of the cult of personality in the creation and maintenance of a totalitarian society in the period givenPresents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms	9–12
<ul style="list-style-type: none">Describes some aspects of the cult of personality in the period givenPresents a descriptive narration, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms	5–8
<ul style="list-style-type: none">Lists some historical events of the period and shows a limited understanding of the role of the cult of personality in the creation and maintenance of a totalitarian societyPresents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts	1–4

Question 11 (a) (i) and 11 (b) (i)*Outcomes assessed: H1.1, H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Presents a sustained, logical and well-structured descriptive narration of a substantial selection of events• Clearly identifies relevant key features of the specified period of the individual's career• Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts	9–10
<ul style="list-style-type: none">• Presents a logical descriptive narration of a substantial selection of events OR <ul style="list-style-type: none">• Presents a sustained logical and well-structured descriptive narration of a representative selection of events• Identifies relevant key features of the specified period of the individual's career• Provides relevant and accurate historical information using appropriate terms and concepts	7–8
<ul style="list-style-type: none">• Presents a descriptive narration of a selection of events OR <ul style="list-style-type: none">• Presents a detailed, logical and well-structured descriptive narration of a small selection of events• Identifies some key features of the specified period of the individual's career• Provides adequate and accurate historical information incorporating some historical terms	5–6
<ul style="list-style-type: none">• Presents a limited descriptive narration of some events of the specified period of the individual's career with a simple use of historical information incorporating some historical terms	3–4
<ul style="list-style-type: none">• Presents a limited narration of minimal events of the individual's career with limited use of historical terms/concepts	1–2

Question 11 (a) (ii) and 11 (b) (ii)
Outcomes assessed: H1.1, H1.2, H3.1, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Critically assesses the role played by the individual in relation to the key event/key feature(s), and the different perspectives and interpretations of it, making a clear judgement of the value and outcomes of the individual's contribution • Presents a sustained, logical and well-structured argument drawing on a clear identification of relevant key features of the period, and supported by detailed, relevant and accurate historical information • Detailed relevant and accurate historical information • Critically evaluates the statement in terms of the individual and the key feature(s) 	9–10
<ul style="list-style-type: none"> • Assesses the role played by the individual in relation to the key feature(s) and the different perspectives and interpretations of it, making a judgement on the value and possible outcomes of the individual's contribution • Presents a detailed and logical argument drawing on an identification of relevant key features of the period, and supported by detailed, relevant and accurate historical information • Discusses the statement in terms of the individual and the key feature(s) 	7–8
<ul style="list-style-type: none"> • Describes the role played by the individual in relation to the key feature(s) with some attempt at simple evaluation of the quote provided • Presents an argument with some identification of key features of the period and provides adequate and accurate historical information • Makes reference to the statement in terms of the individual and the key feature(s) 	5–6
<ul style="list-style-type: none"> • Describes the role played by the individual in relation to the key feature(s) • Presents a descriptive narration, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information 	3–4
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of roles played by the specified individual in the period • Presents a limited narration/description of people and/or events from the past 	1–2

Question 12 (a)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Examines and discusses the impact of the Depression on democracy in Germany in the period givenPresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using a range of appropriate terms and concepts	17–20
<ul style="list-style-type: none">Discusses, with some analysis, the impact of the Depression on democracy in Germany in the period givenPresents a sustained and logical answer drawing on an identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using appropriate terms and concepts	13–16
<ul style="list-style-type: none">Outlines the impact of the Depression on democracy in Germany in the period givenPresents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms	9–12
<ul style="list-style-type: none">Describes the impact of the Depression on democracy in Germany in the period givenPresents a descriptive narration, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms	5–8
<ul style="list-style-type: none">Lists some historical events of the period and shows a limited understanding of the impact of the Depression on democracy in Germany in the period givenPresents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts	1–4

Question 12 (b)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Examines and evaluates the success of the Nazi Party in transforming Germany into a Nazi society in the period givenPresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using a range of appropriate terms and concepts	17–20
<ul style="list-style-type: none">Evaluates, with some analysis, the success of the Nazi Party in transforming Germany into a Nazi society in the period givenPresents a sustained and logical answer drawing on an identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using appropriate terms and concepts	13–16
<ul style="list-style-type: none">Outlines the role of the Nazi Party in transforming Germany into a Nazi society in the period givenPresents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms	9–12
<ul style="list-style-type: none">Describes some aspects of the role of the Nazi Party in transforming Germany into a Nazi society in the period givenPresents a descriptive answer, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms	5–8
<ul style="list-style-type: none">Lists some historical events of the period and shows a limited understanding of the success of the Nazi Party in transforming Germany into a Nazi societyPresents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts	1–4

Question 13 (a) (i) and 13 (b) (i)*Outcomes assessed: H1.1, H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Presents a sustained, logical and well-structured descriptive narration of a substantial selection of events• Clearly identifies relevant key features of the specified period of the individual's career• Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts	9–10
<ul style="list-style-type: none">• Presents a logical descriptive narration of a substantial selection of events OR <ul style="list-style-type: none">• Presents a sustained logical and well-structured descriptive narration of a representative selection of events• Identifies relevant key features of the specified period of the individual's career• Provides relevant and accurate historical information using appropriate terms and concepts	7–8
<ul style="list-style-type: none">• Presents a descriptive narration of a selection of events OR <ul style="list-style-type: none">• Presents a detailed, logical and well-structured descriptive narration of a small selection of events• Identifies some key features of the specified period of the individual's career• Provides adequate and accurate historical information incorporating some historical terms	5–6
<ul style="list-style-type: none">• Presents a limited descriptive narration of some events of the specified period of the individual's career with a simple use of historical information incorporating some historical terms	3–4
<ul style="list-style-type: none">• Presents a limited narration of minimal events of the individual's career with limited use of historical terms/concepts	1–2

Question 13 (a) (ii) and 13 (b) (ii)
Outcomes assessed: H1.1, H1.2, H3.1, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Critically assesses the role played by the individual in relation to the key feature(s), and the different perspectives and interpretations of it, making a clear judgement of the value and outcomes of the individual's contribution • Presents a sustained, logical and well-structured argument drawing on a clear identification of relevant key features of the period, and supported by detailed, relevant and accurate historical information • Critically evaluates the statement in terms of the individual and the key feature(s) 	9–10
<ul style="list-style-type: none"> • Assesses the role played by the individual in relation to the key feature(s) and the different perspectives and interpretations of it, making a judgement on the value and possible outcomes of the individual's contribution • Presents a detailed and logical argument drawing on an identification of relevant key features of the period, and supported by detailed, relevant and accurate historical information • Discusses the statement in terms of the individual and the key feature 	7–8
<ul style="list-style-type: none"> • Describes the role played by the individual in relation to the key feature with some attempt at simple evaluation of the quote provided • Presents an argument with some identification of key features of the period and provides adequate and accurate historical information • Makes reference to the statement in terms of the individual and the key feature(s) 	5–6
<ul style="list-style-type: none"> • Describes the role played by the individual in relation to the key feature(s) • Presents a descriptive narration, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information 	3–4
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of roles played by the specified individual in the period • Presents a limited narration/description of people and/or events from the past 	1–2

Question 14 (a)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Examines and accounts for the extent to which Gandhi's social reform initiatives improved the position of Untouchables in the period givenPresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using a range of appropriate terms and concepts	17–20
<ul style="list-style-type: none">Provides some evaluation of the extent to which Gandhi's social reform initiatives improved the position of UntouchablesPresents a sustained and logical answer drawing on an identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using appropriate terms and concepts	13–16
<ul style="list-style-type: none">Outlines some aspects of Gandhi's social reform initiatives in relation to the position of Untouchables in the period givenPresents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms	9–12
<ul style="list-style-type: none">Describes aspects of Gandhi's social reform initiatives and/or the position of Untouchables in the period givenPresents a descriptive answer, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms	5–8
<ul style="list-style-type: none">Lists some historical events of the period and shows a limited understanding of the extent to which Gandhi's social reform initiatives improved the position of Untouchables in the period givenPresents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts	1–4

Question 14 (b)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Examines and assesses the impact of the growth of Hindu-Muslim antagonism on the development of nationalism in India in the period givenPresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using a range of appropriate terms and concepts	17–20
<ul style="list-style-type: none">Assesses, with some analysis, the impact of the growth of Hindu-Muslim antagonism on the development of nationalism in India in the period givenPresents a sustained and logical answer drawing on an identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using appropriate terms and concepts	13–16
<ul style="list-style-type: none">Outlines the impact of the growth of Hindu-Muslim antagonism on the development of nationalism in India in the period givenPresents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms	9–12
<ul style="list-style-type: none">Describes the growth of Hindu-Muslim antagonism on the development of nationalism in India in the period givenPresents a descriptive answer, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms	5–8
<ul style="list-style-type: none">Lists some historical events of the period and shows a limited understanding of the impact of the growth of Hindu-Muslim antagonism on the development of nationalism in India in the period givenPresents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts	1–4

Question 15 (a) (i) and 15 (b) (i)*Outcomes assessed: H1.1, H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Presents a sustained, logical and well-structured descriptive narration of a substantial selection of events• Clearly identifies relevant key features of the specified period of the individual's career• Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts	9–10
<ul style="list-style-type: none">• Presents a logical descriptive narration of a substantial selection of events OR <ul style="list-style-type: none">• Presents a sustained logical and well-structured descriptive narration of a representative selection of events• Identifies relevant key features of the specified period of the individual's career• Provides relevant and accurate historical information using appropriate terms and concepts	7–8
<ul style="list-style-type: none">• Presents a descriptive narration of a selection of events OR <ul style="list-style-type: none">• Presents a detailed, logical and well-structured descriptive narration of a small selection of events• Identifies some key features of the specified period of the individual's career• Provides adequate and accurate historical information incorporating some historical terms	5–6
<ul style="list-style-type: none">• Presents a limited descriptive narration of some events of the specified period of the individual's career with a simple use of historical information incorporating some historical terms	3–4
<ul style="list-style-type: none">• Presents a limited narration of minimal events of the individual's career with limited use of historical terms/concepts	1–2

Question 15 (a) (ii) and 15 (b) (ii)
Outcomes assessed: H1.1, H1.2, H3.1, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Critically assesses the role played by the individual in relation to the key feature(s), and the different perspectives and interpretations of it, making a clear judgement of the value and outcomes of the individual's contribution • Presents a sustained, logical and well-structured argument drawing on a clear identification of relevant key features of the period, and supported by detailed, relevant and accurate historical information • Critically evaluates the statement in terms of the individual and the key feature(s) 	9–10
<ul style="list-style-type: none"> • Assesses the role played by the individual in relation to the key event/key feature(s) and the different perspectives and interpretations of it, making a judgement on the value and possible outcomes of the individual's contribution • Presents a detailed and logical argument drawing on an identification of relevant key features of the period, and supported by detailed, relevant and accurate historical information • Discusses the statement in terms of the individual and the key feature(s) 	7–8
<ul style="list-style-type: none"> • Describes the role played by the individual in relation to the key event/key feature(s) with some attempt at simple evaluation of the quote provided • Presents an argument with some identification of key features of the period and provides adequate and accurate historical information • Makes reference to the statement in terms of the individual and the key feature(s) 	5–6
<ul style="list-style-type: none"> • Describes the role played by the individual in the key event/key feature(s) • Presents a descriptive narration, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information 	3–4
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of roles played by the specified individual in the period • Presents limited narration/description of people and/or events from the past 	1–2

Question 16 (a)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Examines and accounts for the extent to which changes in Australia's immigration patterns up to the 1990s resulted from a decline of racism in Australia in the period givenPresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using a range of appropriate terms and concepts	17–20
<ul style="list-style-type: none">Accounts for, with some analysis, the extent to which changes in Australia's immigration patterns up to the 1990s resulted from a decline of racism in Australia in the period givenPresents a sustained and logical answer drawing on an identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using appropriate terms and concepts	13–16
<ul style="list-style-type: none">Outlines changes in Australia's immigration patterns up to the 1990s and a decline of racism in Australia in the period givenPresents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms	9–12
<ul style="list-style-type: none">Describes aspects of changes in Australia's immigration patterns up to the 1990s and/or racism in Australia in the period givenPresents a descriptive answer, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms	5–8
<ul style="list-style-type: none">Lists some political events of the period and shows a limited understanding of the extent to which changes in Australia's immigration patterns up to the 1990s resulted from a decline of racism in Australia in the period givenPresents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts	1–4

Question 16 (b)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Examines and assesses the influence of protesters on Australia's foreign policy in the period givenPresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using a range of appropriate terms and concepts	17–20
<ul style="list-style-type: none">Assesses with some analysis, the influence of protesters on Australia's foreign policy in the period givenPresents a sustained and logical answer drawing on an identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using appropriate terms and concepts	13–16
<ul style="list-style-type: none">Relates some aspects of the influence of protesters on Australia's foreign policy in the period givenPresents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms	9–12
<ul style="list-style-type: none">Describes some aspects of the role of protesters and/or Australia's foreign policy in the period givenPresents a descriptive answer, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms	5–8
<ul style="list-style-type: none">Lists some historical events of the period and shows a limited understanding of the influence of protesters on Australia's foreign policy in the period givenPresents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts	1–4

Question 17 (a) (i) and 17 (b) (i)*Outcomes assessed: H1.1, H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Presents a sustained, logical and well-structured descriptive narration of a substantial selection of events• Clearly identifies relevant key features of the specified period of the individual's career• Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts	9–10
<ul style="list-style-type: none">• Presents a logical descriptive narration of a substantial selection of events OR <ul style="list-style-type: none">• Presents a sustained logical and well-structured descriptive narration of a representative selection of events• Identifies relevant key features of the specified period of the individual's career• Provides relevant and accurate historical information using appropriate terms and concepts	7–8
<ul style="list-style-type: none">• Presents a descriptive narration of a selection of events OR <ul style="list-style-type: none">• Presents a detailed, logical and well-structured descriptive narration of a small selection of events• Identifies some key features of the specified period of the individual's career• Provides adequate and accurate historical information incorporating some historical terms	5–6
<ul style="list-style-type: none">• Presents a limited descriptive narration of some events of the specified period of the individual's career with a simple use of historical information incorporating some historical terms	3–4
<ul style="list-style-type: none">• Presents a limited narration of minimal events of the individual's career with limited use of historical terms/concepts	1–2

Question 17 (a) (ii) and 17 (b) (ii)*Outcomes assessed: H1.1, H1.2, H3.1, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Critically assesses the role played by the individual in relation to the key event/key feature(s), and the different perspectives and interpretations of it, making a clear judgement of the value and outcomes of the individual's contribution• Presents a sustained, logical and well-structured argument drawing on a clear identification of relevant key features of the period, and supported by detailed, relevant and accurate historical information• Critically evaluates the statement in terms of the individual and the key feature(s)	9–10
<ul style="list-style-type: none">• Assesses the role played by the individual in relation to the key event/key feature(s), and the different perspectives and interpretations of it, making a clear judgement of the value and outcomes of the individual's contribution• Presents a sustained, logical and well-structured argument drawing on a clear identification of relevant key features of the period, and supported by detailed, relevant and accurate historical information• Evaluates the statement in terms of the individual and the key feature(s)	7–8
<ul style="list-style-type: none">• Describes the role played by the individual in relation to the key event/key feature(s) with some attempt at simple evaluation of the quote provided• Presents an argument with some identification of key features of the period and provides adequate and accurate historical information• Makes reference to the statement in terms of the individual and the key feature(s)	5–6
<ul style="list-style-type: none">• Describes the role played by the individual in the key event/key feature(s)• Presents a descriptive narration, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information	3–4
<ul style="list-style-type: none">• Lists some historical events of the period and shows a limited understanding of roles played by the specified individual in the period• Presents a limited narration/description of people and/or events from the past	1–2

Question 18 (a)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Examines and explains the significance of nationalism in the creation and development of the Indonesian state in the period givenPresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using a range of appropriate terms and concepts	17–20
<ul style="list-style-type: none">Explains, with limited analysis, the significance of nationalism in the creation and development of the Indonesian state in the period givenPresents a sustained and logical answer drawing on an identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using appropriate terms and concepts	13–16
<ul style="list-style-type: none">Outlines the significance of nationalism in the creation and development of the Indonesian state in the period givenPresents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms	9–12
<ul style="list-style-type: none">Describes some aspects of nationalism and the development of the Indonesian state in the period givenPresents a descriptive answer, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms	5–8
<ul style="list-style-type: none">Lists some historical events of the period and shows a limited understanding of the significance of nationalism in the creation and development of the Indonesian state in the period givenPresents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts	1–4

Question 18 (b)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Examines and evaluates the extent to which ethnic minorities have undermined the concept of Unity in Diversity in Indonesia in the period givenPresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using a range of appropriate terms and concepts	17–20
<ul style="list-style-type: none">Evaluates, with limited analysis, the extent to which ethnic minorities have undermined the concept of Unity in Diversity in Indonesia in the period givenPresents a sustained and logical answer drawing on an identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using appropriate terms and concepts	13–16
<ul style="list-style-type: none">Outlines ethnic minorities and the concept of Unity in Diversity in Indonesia in the period givenPresents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms	9–12
<ul style="list-style-type: none">Describes some aspects of ethnic minorities and/or the concept of Unity in Diversity in Indonesia in the period givenPresents a descriptive answer, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms	5–8
<ul style="list-style-type: none">Lists some historical events of the period and shows a limited understanding of the extent to which ethnic minorities have undermined the concept of Unity in Diversity in Indonesia in the period givenPresents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts	1–4

Question 19 (a) (i) and 19 (b) (i)*Outcomes assessed: H1.1, H1.2, H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Presents a sustained, logical and well-structured descriptive narration of a substantial selection of events• Clearly identifies relevant key features of the specified period of the individual's career• Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts	9–10
<ul style="list-style-type: none">• Presents a logical descriptive narration of a substantial selection of events OR <ul style="list-style-type: none">• Presents a sustained logical and well-structured descriptive narration of a representative selection of events• Identifies relevant key features of the specified period of the individual's career• Provides relevant and accurate historical information using appropriate terms and concepts	7–8
<ul style="list-style-type: none">• Presents a descriptive narration of a selection of events OR <ul style="list-style-type: none">• Presents a detailed, logical and well-structured descriptive narration of a small selection of events• Identifies some key features of the specified period of the individual's career• Provides adequate and accurate historical information incorporating some historical terms	5–6
<ul style="list-style-type: none">• Presents a limited descriptive narration of some events of the specified period of the individual's career with a simple use of historical information incorporating some historical terms	3–4
<ul style="list-style-type: none">• Presents a limited narration of minimal events of the individual's career with limited use of historical terms/concepts	1–2

Question 19 (a) (ii) and 19 (b) (ii)
Outcomes assessed: H1.1, H1.2, H3.1, H6.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Critically assesses the role played by the individual in relation to the key feature(s), and the different perspectives and interpretations of it, making a clear judgement of the value and outcomes of the individual's contribution • Presents a sustained, logical and well-structured argument drawing on a clear identification of relevant key features of the period, and supported by detailed, relevant and accurate historical information • Critically evaluates the statement in terms of the individual and the key feature(s) 	9–10
<ul style="list-style-type: none"> • Assesses the role played by the individual in relation to the key feature(s) and the different perspectives and interpretations of it, making a judgement on the value and possible outcomes of the individual's contribution • Presents detailed and logical argument drawing on an identification of relevant key features of the period, and supported by detailed, relevant and accurate historical information • Discusses the statement in terms of the individual and the key feature(s) 	7–8
<ul style="list-style-type: none"> • Describes the role played by the individual in relation to the key feature with some attempt at simple evaluation of the quote provided • Presents an argument with some identification of key features of the period and provides adequate and accurate historical information • Makes reference to the statement in terms of the individual and the key feature(s) 	5–6
<ul style="list-style-type: none"> • Describes the role played by the individual in the key event/key feature(s) • Presents a descriptive narration, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information 	3–4
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of roles played by the specified individual in the period • Presents a limited narration/description of people and/or events from the past 	1–2

Question 20 (a)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Assesses and evaluates the significance of Japan's defeat in the Battle of Midway for the outcome of the Pacific WarPresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the periodProvides detailed, relevant and accurate historical information using a range of appropriate terms and concepts	25–30
<ul style="list-style-type: none">Assesses, with some evaluation, the significance of Japan's defeat in the Battle of Midway for the outcome of the Pacific WarPresents a sustained and logical answer drawing on an identification of relevant key features of the periodProvides detailed, relevant and accurate historical information using appropriate terms and concepts	19–24
<ul style="list-style-type: none">Outlines some features of the significance of Japan's defeat in the Battle of MidwayPresents an answer with some identification of key features of the periodProvides adequate and accurate historical information incorporating some historical terms	13–18
<ul style="list-style-type: none">Describes some aspects of Japan's defeat in the Battle of Midway and/or the outcome of the Pacific WarPresents a descriptive answer, with some identification of relevant features of the periodProvides basic historical information incorporating some historical terms	7–12
<ul style="list-style-type: none">Lists some historical events of the periodPresents a limited narration/description of people and/or events from the pastLimited use of historical terms/concepts	1–6

Question 20 (b)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Discusses and analyses the impact of Allied occupation on Japan in the period given• Presents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period• Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts	25–30
<ul style="list-style-type: none">• Discusses, with some analysis, the impact of the Allied occupation on Japan in the period given• Presents a sustained and logical answer drawing on an identification of relevant key features of the period• Provides detailed, relevant and accurate historical information using appropriate terms and concepts	19–24
<ul style="list-style-type: none">• Outlines the impact of Allied occupation on Japan in the period given• Presents an answer with some identification of key features of the period• Provides adequate and accurate historical information incorporating some historical terms	13–18
<ul style="list-style-type: none">• Describes some aspects of Allied occupation and/or its impact• Presents a descriptive answer, with some identification of relevant features of the period• Supported by a basic use of historical information incorporating some historical terms	7–12
<ul style="list-style-type: none">• Lists some historical events of the period• Presents a limited narration/description of people and/or events from the past• Limited use of historical terms/concepts	1–6

Question 21 (a)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Discusses and analyses the effectiveness of various attempts to limit and control nuclear weapons in the period given• Presents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period• Supported by detailed, relevant and accurate historical information using a range of appropriate terms and concepts	25–30
<ul style="list-style-type: none">• Discusses, with some analysis, the effectiveness of the various attempts to limit and control nuclear weapons in the period given• Presents a sustained and logical answer drawing on an identification of relevant key features of the period• Supported by detailed, relevant and accurate historical information using appropriate terms and concepts	19–24
<ul style="list-style-type: none">• Outlines the effectiveness of various attempts to limit and control nuclear weapons in the period given• Presents an answer with some identification of key features of the period• Provides adequate and accurate historical information incorporating some historical terms	13–18
<ul style="list-style-type: none">• Describes some aspects of attempts to limit and control nuclear weapons in the period given• Presents a descriptive answer, with some identification of relevant features of the period• Supported by a basic use of historical information incorporating some historical terms	7–12
<ul style="list-style-type: none">• List some historical events of the period• Presents a limited narration/description of people and/or events from the past• Limited use of historical terms/concepts	1–6

Question 21 (b)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Assesses and evaluates the contribution of the leadership of Mikhail Gorbachev to bringing about the end of the Cold WarPresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the periodProvides detailed, relevant and accurate historical information using a range of appropriate terms and concepts	25–30
<ul style="list-style-type: none">Assesses, with some evaluation, the contribution of the leadership of Mikhail Gorbachev to bringing about the end of the Cold WarPresents a sustained and logical answer drawing on an identification of relevant key features of the periodProvides detailed, relevant and accurate historical information using appropriate terms and concepts	19–24
<ul style="list-style-type: none">Outline major aspects of the contribution of Mikhail Gorbachev's leadershipPresents an answer with some identification of key features of the periodProvides adequate and accurate historical information incorporating some historical terms	13–18
<ul style="list-style-type: none">Describes some aspects of the leadership of Mikhail Gorbachev and/or the end of the Cold WarPresents a descriptive answer, with some identification of relevant features of the periodProvides basic historical information incorporating some historical terms	7–12
<ul style="list-style-type: none">List some historical events of the periodPresents a limited narration/description of people and/or events from the pastLimited use of historical terms/concepts	1–6

Question 22 (a)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Assesses and evaluates the contribution of the US to the UN's peacekeeping role in the period givenPresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the periodProvides detailed, relevant and accurate historical information using a range of appropriate terms and concepts	25–30
<ul style="list-style-type: none">Assesses, with some evaluation, the contribution of the US to the UN's peacekeeping role in the period givenPresents a sustained and logical answer drawing on an identification of relevant key features of the periodProvides detailed, relevant and accurate historical information using appropriate terms and concepts	19–24
<ul style="list-style-type: none">Outlines the importance of the contribution of the US to the UN's peacekeeping role in the period givenPresents an answer with some identification of key features of the periodProvides adequate and accurate historical information incorporating some historical terms	13–18
<ul style="list-style-type: none">Describes some aspects of the contribution of the US and/or the UN's peacekeeping role in the period givenPresents a descriptive answer, with some identification of relevant features of the periodProvides basic historical information incorporating some historical terms	7–12
<ul style="list-style-type: none">Lists some historical events of the periodPresents a limited narration/description of people and/or events from the pastLimited use of historical terms/concepts	1–6

Question 22 (b)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Assesses and analyses the extent to which the end of the Cold War gave the UN a greater opportunity to carry out its peacekeeping rolePresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the periodProvides detailed, relevant and accurate historical information using a range of appropriate terms and concepts	25–30
<ul style="list-style-type: none">Assesses, with some analysis, the extent to which the end of the Cold War gave the UN a greater opportunity to carry out its peacekeeping rolePresents a sustained and logical answer drawing on an identification of relevant key features of the periodProvides detailed, relevant and accurate historical information using appropriate terms and concepts	19–24
<ul style="list-style-type: none">Outlines the extent to which the end of the Cold War gave the UN a greater opportunity to carry out its peacekeeping rolePresents an answer with some identification of key features of the periodProvides adequate and accurate historical information incorporating some historical terms	13–18
<ul style="list-style-type: none">Describes some aspects of the UN's peacekeeping role after the end of the Cold WarPresents a descriptive answer, with some identification of relevant features of the periodProvides basic historical information incorporating some historical terms	7–12
<ul style="list-style-type: none">Lists some historical events of the periodPresents a limited narration/description of people and/or events from the pastLimited use of historical terms/concepts	1–6

Question 23 (a)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Discusses and analyses the significance of the 1976 Soweto student uprising for the collapse of Apartheid• Presents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period• Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts	25–30
<ul style="list-style-type: none">• Discusses, with some analysis, the significance of the 1976 Soweto student uprising for the collapse of Apartheid• Presents a sustained and logical answer drawing on an identification of relevant key features of the period• Provides detailed, relevant and accurate historical information using appropriate terms and concepts	19–24
<ul style="list-style-type: none">• Outlines the significance of the 1976 Soweto student uprising for the collapse of Apartheid• Presents an answer with some identification of key features of the period• Provides adequate and accurate historical information incorporating some historical terms	13–18
<ul style="list-style-type: none">• Describes some aspects of the 1976 Soweto student uprising and/or the collapse of Apartheid• Presents a descriptive answer, with some identification of relevant features of the period• Provides basic historical information incorporating some historical terms	7–12
<ul style="list-style-type: none">• List some historical events of the period• Presents a limited narration/description of people and/or events from the past• Limited use of historical terms/concepts	1–6

Question 23 (b)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Assesses and evaluates the impact of segregation on black South Africans in the period givenPresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the periodProvides detailed, relevant and accurate historical information using a range of appropriate terms and concepts	25–30
<ul style="list-style-type: none">Assesses, with some evaluation, the impact of segregation on black South Africans in the period givenPresents a sustained and logical answer drawing on an identification of relevant key features of the periodProvides detailed, relevant and accurate historical information using appropriate terms and concepts	19–24
<ul style="list-style-type: none">Outlines the impact of segregation on black South Africans in the period givenPresents an answer with some identification of key features of the periodProvides adequate and accurate historical information incorporating some historical terms	13–18
<ul style="list-style-type: none">Describes some aspects of segregation and/or the experience of black South Africans in the period givenPresents a descriptive answer, with some identification of relevant features of the periodProvides basic historical information incorporating some historical terms	7–12
<ul style="list-style-type: none">Lists some historical events of the periodPresents a limited narration/description of people and/or events from the pastLimited use of historical terms/concepts	1–6

Question 24 (a)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Discusses and analyses the impact of the 1967 Six Day War on the Arab-Israel conflict in the period given• Presents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period• Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts	25–30
<ul style="list-style-type: none">• Discusses, with some analysis, the impact of the 1967 Six Day War on the Arab-Israel conflict in the period given• Presents a sustained and logical answer drawing on an identification of relevant key features of the period• Provides detailed, relevant and accurate historical information using appropriate terms and concepts	19–24
<ul style="list-style-type: none">• Outlines the impact of the 1967 Six Day War on the Arab-Israel conflict in the period given• Presents an answer with some identification of key features of the period• Provides adequate and accurate historical information incorporating some historical terms	13–18
<ul style="list-style-type: none">• Describes some aspects of the 1967 Six Day War• Presents a descriptive answer, with some identification of relevant features of the period• Provides basic historical information incorporating some historical terms	7–12
<ul style="list-style-type: none">• List some historical events of the period• Presents a limited narration/description of people and/or events from the past• Limited use of historical terms/concepts	1–6

Question 24 (b)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Examines and evaluates the impact of Arab and Israeli peace initiatives in the period givenPresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the periodProvides detailed, relevant and accurate historical information using a range of appropriate terms and concepts	25–30
<ul style="list-style-type: none">Examines, with some evaluation, the impact of Arab and Israeli peace initiatives in the period givenPresents a sustained and logical answer drawing on an identification of relevant key features of the periodProvides detailed, relevant and accurate historical information using appropriate terms and concepts	19–24
<ul style="list-style-type: none">Outlines Arab and Israeli peace initiatives in the period givenPresents an answer with some identification of key features of the periodProvides adequate and accurate historical information incorporating some historical terms	13–18
<ul style="list-style-type: none">Describes some aspects of Arab and Israeli peace initiatives in the period givenPresents a descriptive answer, with some identification of relevant features of the periodProvides basic historical information incorporating some historical terms	7–12
<ul style="list-style-type: none">List some historical events of the periodPresents a limited narration/description of people and/or events from the pastLimited use of historical terms/concepts	1–6

Question 25 (a)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Discusses and analyses, the significance of the 1964 Gulf of Tonkin incident in the growth of US intervention in Vietnam in the period given• Presents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period• Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts	25–30
<ul style="list-style-type: none">• Discusses, with some analysis, the significance of the 1964 Gulf of Tonkin incident in the growth of US intervention in Vietnam in the period given• Presents a sustained and logical answer drawing on an identification of relevant key features of the period• Provides detailed, relevant and accurate historical information using appropriate terms and concepts	19–24
<ul style="list-style-type: none">• Outlines the significance of the 1964 Gulf of Tonkin incident in the growth of US intervention in Vietnam in the period given• Presents an answer with some identification of key features of the period• Provides adequate and accurate historical information incorporating some historical terms	13–18
<ul style="list-style-type: none">• Describes some aspects of the 1964 Gulf of Tonkin incident and the US intervention in Vietnam in the period given• Presents a descriptive answer, with some identification of relevant features of the period• Provides basic historical information incorporating some historical terms	7–12
<ul style="list-style-type: none">• Lists some historical events of the period• Presents a limited narration/description of people and/or events from the past• Limited use of historical terms/concepts	1–6

Question 25 (b)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Assesses and evaluates the impact of the spread of conflict from Vietnam on Cambodia in the period givenPresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the periodProvides detailed, relevant and accurate historical information using a range of appropriate terms and concepts	25–30
<ul style="list-style-type: none">Assesses, with some evaluation, the impact on Cambodia of the spread of conflict from VietnamPresents a sustained and logical answer drawing on an identification of relevant key features of the periodProvides detailed, relevant and accurate historical information using appropriate terms and concepts	19–24
<ul style="list-style-type: none">Outlines the impact of the spread of conflict from Vietnam on Cambodia in the period givenPresents an answer with some identification of key features of the periodProvides adequate and accurate historical information incorporating some historical terms	13–18
<ul style="list-style-type: none">Describes some aspects of the spread of conflict from Vietnam and/or the impact on CambodiaPresents a descriptive answer, with some identification of relevant features of the periodProvides basic historical information incorporating some historical terms	7–12
<ul style="list-style-type: none">Lists some historical detail of the periodPresents a limited narration/description of people and/or events from the pastLimited use of historical terms/concepts	1–6

Question 26 (a)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Examines and evaluates the consequences of the deployment of British troops in 1969 on the growth of terror and violence in Northern Ireland in the period givenPresents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the periodProvides detailed, relevant and accurate historical information using a range of appropriate terms and concepts	25–30
<ul style="list-style-type: none">Examines, with some evaluation, the consequences of the deployment of British troops in 1969 on the growth of terror and violence in Northern Ireland in the period givenPresents a sustained and logical answer drawing on an identification of relevant key features of the periodProvides detailed, relevant and accurate historical information using appropriate terms and concepts	19–24
<ul style="list-style-type: none">Outlines the consequences of the deployment of British troops in 1969 on the growth of terror and violence in Northern Ireland in the period givenPresents an answer with some identification of key features of the periodProvides adequate and accurate historical information incorporating some historical terms	13–18
<ul style="list-style-type: none">Describes some aspects of the deployment of British troops in 1969 and/or the growth of terror and violence in Northern Ireland in the period givenPresents a descriptive answer, with some identification of relevant features of the periodProvides basic historical information incorporating some historical terms	7–12
<ul style="list-style-type: none">Lists some historical events of the periodPresents a limited narration/description of people and/or events from the pastLimited use of historical terms/concepts	1–6

Question 26 (b)

Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H4.2, H6.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Assesses and analyses the extent to which the 1998 Peace Treaty satisfied the expectations of different groups involved in the conflict in Northern Ireland in the period given • Presents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts 	25–30
<ul style="list-style-type: none"> • Assesses, with some analysis, the extent to which the 1998 Peace Treaty satisfied the expectations of different groups involved in the conflict in Northern Ireland in the period given • Presents a sustained and logical answer drawing on an identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using appropriate terms and concepts 	19–24
<ul style="list-style-type: none"> • Outlines some aspects of the 1998 Peace Treaty and the expectations of different groups involved in the conflict in Northern Ireland in the period given • Presents an answer with some identification of key features of the period • Provides adequate and accurate historical information incorporating some historical terms 	13–18
<ul style="list-style-type: none"> • Describes some aspects of the 1998 Peace Treaty and/or the groups involved in the conflict in Northern Ireland in the period given • Presents a descriptive answer, with some identification of relevant features of the period • Provides basic historical information incorporating some historical terms 	7–12
<ul style="list-style-type: none"> • Lists some historical events of the period • Presents a limited narration/description of people and/or events from the past • Limited use of historical terms/concepts 	1–6