

2001 HSC Notes from  
the Examination Centre  
Modern History

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# 2001 HSC NOTES FROM THE EXAMINATION CENTRE MODERN HISTORY

## Introduction

This document has been produced for the teachers and candidates of the Modern History course. It provides comments with regard to responses to the 2001 Higher School Certificate Examination, indicating the quality of candidate responses, and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2001 Higher School Certificate Examination, the Marking Guidelines, and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Modern History.

## General Comments

8,805 candidates sat the Modern History paper in 2001. The paper was composed of 63 individual questions. Overall, it was a fair test of candidates' analytical skills and knowledge, and allowed candidates the opportunity to demonstrate what they had learned.

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

Candidates' answers were read with care and marked positively. Candidates were given credit for the knowledge they demonstrated, and were not penalised for information they failed to provide.

Better candidate responses provided sustained arguments which analysed and argued in depth on the basis of detailed knowledge and an understanding of a range of historical interpretation. Answers focused on relevant concepts, events and groups, and made appropriate use of historians.

Average and weaker candidates had difficulty focusing on the relevant issues. A number of candidates appeared to have written prepared answers rather than answering this year's questions.

## Section I – Core Study – World War I and Its Aftermath, 1914–1921

### General Comments

The answer space provided for Questions 2 and 3 caused some confusion for candidates. Many candidates requested extra answer booklets to write additional information, however some candidates crammed their responses into the spaces provided.

The number of lines provided, together with the marks allocated, indicates to students the length of a response required in order to attain full marks on the question. Candidates writing much more than the number of lines provided can cause problems with the amount of time available to them for the extended response questions.

## Specific Comments

### Question 1

This question was well answered. Part (b) (ii) did however prove challenging to some candidates who were unable to ascertain mistakes that Harper had made.

### Question 2

Many candidates had difficulty with this question. Candidates either relied heavily on the sources listed or their own knowledge. Few candidates provided a balanced combination of each. Most candidates described the use of technology throughout the war. Few commented on the impact of different technologies to 'break the stalemate'. Candidates also tended to restrict their answers to assessments of the use of tanks and trenches, as cued by the sources.

### Question 3

This question was better answered than Question 2. Better candidates spoke of the usefulness and reliability of each source, and compared the different perspective each provided to historians studying the Paris Peace Conference. Lower-end responses simply rewrote the sources in their own words.

## Section II – National Studies – Period

### General Comments

Weaker candidates had difficulty with questions that required them to cover the entire time period. Many simply focused on a particular issue. It is important that teachers emphasise to candidates the need to cover all areas within any given topic, ie key events, groups, concepts etc 'in relation to the key features' as required by the syllabus. Most candidates understood the concepts, but many had difficulty providing detailed knowledge to provide a sustained response.

### Percentage of candidates attempting each Option:

Germany – 64%

Russia – 20%

USA – 10%

China – 3%

India – 2%

Japan/Australia/Indonesia – less than 1%

### Specific Comments

### Question 4

- (a) This part was better answered than part 4(b). In this part, candidates generally provided a description of racism in the USA in the period between 1898 and 1941, though few were able to account for its development.

- (b) In this part, most candidates dealt well with the 1920s, but had difficulty finding anything in the 1930s and simply spoke about the New Deal.

### Question 10

- (a) Some candidates did not understand the term ‘modernised’, as most answers simply narrated the economic history of the period. Better candidates related advances and improvement that occurred.
- (b) This part was not well answered. ‘Account for’ translated into a description of steps to totalitarianism and the effects or results of each.

### Question 12

- (a) Candidates generally had difficulty with this part on German militarism, in particular dealing with the specified time period of 1928–1945. Many responses did not answer the question and were an account of events during that period with a vague reference to military activities.

### Question 14

- (b) In this part, candidates were able to talk about racism in detail, but only the better responses related it to how it was used by Hitler.

## Section II – National Studies – Individual

### General Comments

Overall the ‘personality’ questions were well answered by candidates. More than half the candidates used more than one answer booklet in responding to the first question, the main events of the individual’s life. The second part, which was equal in value, was often vaguely completed. Candidates need to take greater care in allocating time to questions based on their mark value.

Some candidates answered the two questions about the individuals together as one response, and therefore did not adequately cover the issues raised in the two questions. While markers did not penalise candidates for this approach, candidates need to be reminded that they are separate questions requiring separate answers.

### Percentage of candidates attempting each personality within an Option:

USA –	Hearst 90%	Hoover 10%
Russia –	Trotsky 91%	Kollontai 9%
Germany –	Speer 68%	Riefenstahl 32%
India –	Jinnah 74%	Nehru 26%

### Question 5

- (i) Part (i) for Options (a) and (b) were well answered by candidates.
- (a) (ii) Candidates found part (ii) on Hearst difficult to answer. Many candidates demonstrated they did not understand the term ‘conservatism’.

### Question 11

- (i) The first question was well answered with candidates demonstrating a good understanding of the main events of Kollontai’s life and Trotsky’s career.
- (ii) Candidates were less successful in assessing the role of each. Better candidates supported their assessments with detailed reference to events of their life and the period, and the interdependence of them.

### Question 13

- (a) Most candidates demonstrated a good understanding of the main events in the career of Riefenstahl but had greater difficulty in assessing her role in the transformation of Germany, rather simply discussing her filming techniques.
- (b) Both questions on Albert Speer were straightforward and well answered.

## Section III – International Studies in Peace and Conflict

### General Comments

Most candidates demonstrated an understanding of the questions set, although some candidates had difficulty dealing with the focus some questions offered.

Candidates who selected the Indochina question had difficulty dealing with the narrow focus that media provided. Better candidates were able to relate to the other key events. Within the Arab–Israeli question, candidates had difficulty identifying ‘religious groups’ and generally discussed the use of terrorism by the key groups they had studied. Better answers provided detailed analysis of terrorist activities.

### Percentage of candidates attempting each Option:

Indochina – 41%  
Cold War – 27%  
Arab-Israel Conflict – 15%  
Conflict in Pacific – 10%  
South Africa – 4%  
Anglo-Irish – 2%  
United Nations – less than 1 %.

# Modern History

## 2001 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
1(a)	3	World War I and its Aftermath	H5.1
1(b)(i)	4	World War I and its Aftermath	H 1.1, H5.1
1(b)(ii)	3	World War I and its Aftermath	H 1.1, H5.1
2	10	World War I and its Aftermath	H1.2, H5.1
3	10	World War I and its Aftermath	H4.1, H4.2
4(a)	20	USA 1898–1941	H1.2, H2.1, H3.1, H6.1
4(b)	20	USA 1898–1941	H1.2, H2.1, H3.1, H6.1
5(a)(i)	10	USA – William Randolph Hearst	H1.1, H3.1
5(a)(ii)	10	USA – William Randolph Hearst	H1.2, H4.2, H6.1
5(b)(i)	10	USA – J Edgar Hoover	H1.1, H3.1
5(b)(ii)	10	USA – J Edgar Hoover	H1.2, H4.2, H6.1
6(a)	20	Japan 1904–1941	H1.2, H2.1, H3.1, H6.1
6(b)	20	Japan 1904–1941	H1.2, H2.1, H3.1, H6.1
7(a)(i)	10	Japan – Emperor Hirohito	H1.1, H3.1
7(a)(ii)	10	Japan – Emperor Hirohito	H1.2, H4.2, H6.1
7(b)(i)	10	Japan – Kita Ikki	H1.1, H3.1
7(b)(ii)	10	Japan – Kita Ikki	H1.2, H4.2, H6.1
8(a)	20	China 1911–1949	H1.2, H2.1, H3.1, H6.1
8(b)	20	China 1911–1949	H1.2, H2.1, H3.1, H6.1
9(a)(i)	10	China – Sun Yixian (Sun Yat-sen)	H1.1, H3.1
9(a)(ii)	10	China – Sun Yixian (Sun Yat-sen)	H1.2, H4.2, H6.1
9(b)(i)	10	China – Zhu De (Chu Teh)	H1.1, H3.1
9(b)(ii)	10	China – Zhu De (Chu Teh)	H1.2, H4.2, H6.1
10(a)	20	Russia and the Soviet Union 1917–1945	H1.2, H2.1, H3.1, H6.1
10(b)	20	Russia and the Soviet Union 1917–1945	H1.2, H2.1, H3.1, H6.1
11(a)(i)	10	Russia – Alexandra Kollontai	H1.1, H3.1
11(a)(ii)	10	Russia – Alexandra Kollontai	H1.2, H4.2, H6.1
11(b)(i)	10	Russia – Leon Trotsky	H1.1, H3.1
11(b)(ii)	10	Russia – Leon Trotsky	H1.2, H4.2, H6.1
12(a)	20	Germany 1918–1945	H1.2, H2.1, H3.1, H6.1
12(b)	20	Germany 1918–1945	H1.2, H2.1, H3.1, H6.1
13(a)(i)	10	Germany – Leni Riefenstahl	H1.1, H3.1
13(a)(ii)	10	Germany – Leni Riefenstahl	H1.2, H4.2, H6.1
13(b)(i)	10	Germany – Albert Speer	H1.1, H3.1
13(b)(ii)	10	Germany – Albert Speer	H1.2, H4.2, H6.1
14(a)	20	India 1919–1947	H1.2, H2.1, H3.1, H6.1
14(b)	20	India 1919–1947	H1.2, H2.1, H3.1, H6.1
15(a)(i)	10	India – Jawaharlal Nehru	H1.1, H3.1
15(a)(ii)	10	India – Jawaharlal Nehru	H1.2, H4.2, H6.1
15(b)(i)	10	India – Mohammad Ali Jinnah	H1.1, H3.1
15(b)(ii)	10	India – Mohammad Ali Jinnah	H1.2, H4.2, H6.1
16(a)	20	Australia in the World 1946–1996	H1.2, H2.1, H3.1, H6.1
16(b)	20	Australia in the World 1946–1996	H1.2, H2.1, H3.1, H6.1
17(a)(i)	10	Australia – Herbert Evatt	H1.1, H3.1
17(a)(ii)	10	Australia – Herbert Evatt	H1.2, H4.2, H6.1
17(b)(i)	10	Australia – Malcolm Fraser	H1.1, H3.1
17(b)(ii)	10	Australia – Malcolm Fraser	H1.2, H4.2, H6.1



<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
18(a)	20	Indonesia 1950–1998	H1.2, H2.1, H3.1, H6.1
18(b)	20	Indonesia 1950–1998	H1.2, H2.1, H3.1, H6.1
19(a)(i)	10	Indonesia – Sukarno	H1.1, H3.1
19(a)(ii)	10	Indonesia – Sukarno	H1.2, H4.2, H6.1
19(b)(i)	10	Indonesia – Pramoedya Ananta Toer	H1.1, H3.1
19(b)(ii)	10	Indonesia – Pramoedya Ananta Toer	H1.2, H4.2, H6.1
20(a)	30	Conflict in the Pacific 1937–1951	H1.1, H1.2, H2.1, H3.1, H6.1
20(b)	30	Conflict in the Pacific 1937–1951	H1.1, H1.2, H2.1, H3.1, H6.1
21(a)	30	The Cold War 1945–1991	H1.1, H1.2, H2.1, H3.1, H6.1
21(b)	30	The Cold War 1945–1991	H1.1, H1.2, H2.1, H3.1, H6.1
22(a)	30	The United Nations as a Peace Keeper 1946–1999	H1.1, H1.2, H2.1, H3.1, H6.1
22(b)	30	The United Nations as a Peace Keeper 1946–1999	H1.1, H1.2, H2.1, H3.1, H6.1
23(a)	30	Conflict in South Africa 1948–1994	H1.1, H1.2, H2.1, H3.1, H6.1
23(b)	30	Conflict in South Africa 1948–1994	H1.1, H1.2, H2.1, H3.1, H6.1
24(a)	30	Arab–Israel Conflict 1948–1996	H1.1, H1.2, H2.1, H3.1, H6.1
24(b)	30	Arab–Israel Conflict 1948–1996	H1.1, H1.2, H2.1, H3.1, H6.1
25(a)	30	Conflict in Indochina 1954–1979	H1.1, H1.2, H2.1, H3.1, H6.1
25(b)	30	Conflict in Indochina 1954–1979	H1.1, H1.2, H2.1, H3.1, H6.1
26(a)	30	Anglo–Irish Relations 1968–1998	H1.1, H1.2, H2.1, H3.1, H6.1
26(b)	30	Anglo–Irish Relations 1968–1998	H1.1, H1.2, H2.1, H3.1, H6.1

## 2001 HSC Modern History Marking Guidelines

### Question 1 (a) (3 marks)

*Outcomes assessed: H5.1*

#### MARKING GUIDELINES

Criteria	Marks
• Any THREE of: sandbag/parapet, helmet, trench periscope, duckboard, rifle/gun, bayonet, belt, corrugated iron, boots/uniform/clothing, weapon	3
• Any TWO of the above	2
• Any ONE of the above	1

### Question 1 (b) (i) (4 marks)

*Outcomes assessed: H1.1, H5.1*

#### MARKING GUIDELINES

Criteria	Marks
• Lists any FOUR of the following: <ol style="list-style-type: none"> <li>1. Advance in formation (across a 10 000 yard front)</li> <li>2. Used as a shield/protection for infantry</li> <li>3. Used to crash through the wire</li> <li>4. To break through the trench lines</li> <li>5. Used to draw artillery away from the infantry</li> </ol>	4
• Any THREE of the above	3
• Any TWO of the above	2
• Any ONE of the above	1

**Question 1 (b) (ii)** (3 marks)

*Outcomes assessed: H1.1, H5.1*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Lists any THREE of the following:               <ol style="list-style-type: none"> <li>1. Failure to comprehend its potential</li> <li>2. Infantry in the centre of attack (conventional)</li> <li>3. Use highland troops as the main attack weapon (conventional)</li> <li>4. Tanks attract artillery, therefore, ordered them to move back to 150–200 yards</li> </ol> </li> </ul>	3
<ul style="list-style-type: none"> <li>• Any TWO of the above</li> </ul>	2
<ul style="list-style-type: none"> <li>• Any ONE of the above</li> </ul>	1

**Question 2** (10 marks)

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

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a comprehensive argument that demonstrates breadth of relevant knowledge combined with specific use of BOTH sources</li> <li>• Critically evaluates the effectiveness of the use of technology by the Allies and the Germans breaking the stalemate on the Western front</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Provides some clear argument with appropriate use of BOTH sources with reference to own relevant knowledge</li> <li>• Makes judgements about the use of technology by the Allies and the Germans effectiveness of breaking the stalemate on the Western Front</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• An excellent answer with only one source used (may be awarded 7 marks)</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Uses relevant knowledge and makes specific reference to one or both sources</li> <li>• Makes generalisations about the use of technology in breaking the stalemate and includes some appropriate detail</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Limited use of knowledge and sources, relying largely on a retelling of some of the major events of the Western Front</li> <li>• Some reference to the use of technology and/or stalemate on the Western Front by the Allies and the Germans</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• One or two references to technology and/or stalemate and the Western Front from sources or own knowledge</li> </ul>	1–2

**Question 3** (10 marks)*Outcomes assessed: H4.1, H4.2***MARKING GUIDELINES**

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

**Questions 4 (a) (20 marks)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• States reasons that account for the development of racism in the given period which reports on the relative significance of key individuals, groups or events in this development</li> <li>• Presents 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</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• States reasons that account for the development of racism in the given period and which reports on the involvement of key individuals, groups or events in this development</li> <li>• Presents 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</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• States some reasons that account for the development of racism in the given period and which reports generally on the involvement of individuals, groups or events</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Describes some roles played by individuals, groups or events and their broad significance to the development of racism in the period</li> <li>• 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 incorporating some historical terms</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Lists some historical events of the period and shows a limited understanding of the role played by individuals, groups or events in the development of racism in the period</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–4

**Questions 4 (b) (20 marks)**
*Outcomes assessed: H1.2, H2.1, H3.1, H6.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Explains cause and effect in relation to industrialisation in the given period and highlights the relationship between individual groups and events and their significance in its development</li> <li>• Presents 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</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Explains cause and effect in relation to industrialisation in the given period and highlights the relationship between individual groups and events and their significance in its development</li> <li>• Presents 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</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Relates some cause and effect in relation to industrialisation in the given period and highlights general relationships between groups and events and their significance</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Describes some roles played by individuals, groups or events and their significance to the development of industrialisation in the given period</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Lists some historical events of the period and shows a limited understanding of the role of individuals, groups or events in the development of industrialisation</li> <li>• Presents limited narration/description of people and/or events from the past with limited use of historical terms/concepts</li> </ul>	1–4

**Questions 5 (a) & (b) (i) (10 marks)**
*Outcomes assessed: H1.1, H3.1*
**MARKING GUIDELINES**

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

**Questions 5 (a) & (b) (ii)** (10 marks)*Outcomes assessed: H1.2, H4.2, H6.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Critically assesses the role played by the individual in the key event/key feature, and the different perspectives and interpretations of it, making a clear judgement of the value and outcomes of the individual's contribution</li><li>• 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</li></ul>	9–10
<ul style="list-style-type: none"><li>• Assesses the role played by the individual in the key event/key feature and the different perspectives and interpretations of it, making a judgement on the value and possible outcomes of the individual's contribution</li><li>• 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</li></ul>	7–8
<ul style="list-style-type: none"><li>• Describes the role played by the individual in the key event/key feature, and describes different perspectives and interpretations of it, with some attempt at simple evaluation</li><li>• Presents an argument with some identification of key features of the period and provides adequate and accurate historical information</li></ul>	5–6
<ul style="list-style-type: none"><li>• Describes the role played by the individual in the key event/key feature</li><li>• 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</li></ul>	3–4
<ul style="list-style-type: none"><li>• Lists some historical events of the period and shows a limited understanding of roles played by the specified individual in the period</li><li>• Presents a limited narration/description of people and/or events from the past</li></ul>	1–2



**Question 6 (a)** (20 marks)

*Outcomes assessed: H1.2, H2.1, H3.1, H6.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• States reasons that accounts for the expansion of imperialism in the given period and which reports on the relative significance of key individuals groups and events in this development</li> <li>• Presents 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</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• States reasons that account for the expansion of imperialism in the given period and which reports on the involvement of key individuals, groups or events in this development</li> <li>• Presents 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</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• States some reasons that account for the expansion of imperialism in the period and which reports generally on the involvement of individuals, groups or events</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Describes some roles played by individuals, groups or events and their broad significance to the expansion of Japanese imperialism in the period</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Lists some historical events of the period and shows a limited understanding of the role played by individuals, groups or events in the expansion of Japanese imperialism</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–4

**Question 6 (b)** (20 marks)

*Outcomes assessed: H1.2, H2.1, H3.1, H6.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• States reasons that account for the domination of the militarists in the given period and which reports on the relative significance of key individuals, groups or events in this development</li> <li>• Presents 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</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• States reasons that account for the domination of the militarists in the given period and which reports on the involvement of key individuals, groups or events in this development</li> <li>• Presents 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</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• States some reasons that account for the domination of the militarists in the period and which reports generally on the involvement of individuals, groups or events</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Describes some roles played by individuals, groups or events and their general significance to the domination of the militarists in the period</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Lists some historical events of the period and shows a limited understanding of the role of individuals, groups or events in the domination by the militarists</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–4

**Questions 7 (a) & (b) (i) (10 marks)**
*Outcomes assessed: H1.1, H3.1*
**MARKING GUIDELINES**

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

**Questions 7 (a) & (b) (ii) (10 marks)**
*Outcomes assessed: H1.2, H4.2, H6.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Critically assesses the role played by the individual in the key event/key feature, and the different perspectives and interpretations of it, making a clear judgement of the value and outcomes of the individual's contribution</li> <li>• 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</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Assesses the role played by the individual in the key event/key feature and the different perspectives and interpretations of it, making a judgement on the value and possible outcomes of the individual's contribution</li> <li>• 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</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Describes the role played by the individual in the key event/key feature, and describes different perspectives and interpretations of it, with some attempt at simple evaluation</li> <li>• Presents an argument with some identification of key features of the period and provides adequate and accurate historical information</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Describes the role played by the individual in the key event/key feature</li> <li>• 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</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Lists some historical events of the period and shows a limited understanding of roles played by the specified individual in the period</li> <li>• Presents a limited narration/description of people and/or events from the past</li> </ul>	1–2

**Questions 8 (a) (20 marks)**
*Outcomes assessed: H1.2, H2.1, H3.1, H6.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• States reasons that account for the development of nationalism in the given period which reports on the relative significance of key individuals, groups or events in this development</li> <li>• Presents 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</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• States reasons that account for the development of nationalism in the given period and which reports on the involvement of key individuals, groups or events in this development</li> <li>• Presents 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</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• States some reasons that account for the development of nationalism in the given period and which reports generally on the involvement of individuals, groups or events</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Describes some roles played by individuals, groups or events and their broad significance to the development of nationalism in the period</li> <li>• 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 incorporating some historical terms</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Lists some historical events of the period and shows a limited understanding of the role played by individuals, groups or events in the development of nationalism in the period</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–4

**Questions 8 (b) (20 marks)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• States reasons that account for the success of communist forces in the period and which reports on the relative significance of key individuals, groups or events in this development</li> <li>• Presents 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</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• States reasons that account for the success of the communist forces in this period and which reports on the involvement of key individuals, groups or events in this development</li> <li>• Presents 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</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• States some reasons that account for the success of the communist forces in the period and which reports generally on the involvement of individuals, groups or events</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Describes some roles played by individuals, groups or events and their broad significance to the success of the communist forces in this period</li> <li>• 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 incorporating some historical terms</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Lists some historical events of the period and shows a limited understanding of the role played by individuals, groups or events in the success of the communists</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–4

**Questions 9 (a) & (b) (i) (10 marks)**
*Outcomes assessed: H1.1, H3.1*
**MARKING GUIDELINES**

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

**Questions 9 (a) & (b) (ii) (10 marks)**
*Outcomes assessed: H1.2, H4.2, H6.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Critically assesses the role played by the individual in the key event/key feature, and the different perspectives and interpretations of it, making a clear judgement of the value and outcomes of the individual's contribution</li> <li>• 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</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Assesses the role played by the individual in the key event/key feature and the different perspectives and interpretations of it, making a judgement on the value and possible outcomes of the individual's contribution</li> <li>• 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</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Describes the role played by the individual in the key event/key feature, and describes different perspectives and interpretations of it, with some attempt at simple evaluation</li> <li>• Presents an argument with some identification of key features of the period and provides adequate and accurate historical information</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Describes the role played by the individual in the key event/key feature</li> <li>• 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</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Lists some historical events of the period and shows a limited understanding of roles played by the specified individual in the period</li> <li>• Presents a limited narration/description of people and/or events from the past</li> </ul>	1–2



**Questions 10 (a)** (20 marks)

*Outcomes assessed: H1.2, H2.1, H3.1, H6.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Explains cause and effect in relation to modernisation in the given period and highlights the relationship between individual groups and events and their significance in its development</li> <li>• Presents 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</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Explains cause and effect in relation to modernisation in the given period and highlights the relationship between individual groups and events and their significance in its development</li> <li>• Presents 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</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Relates some cause and effect in relation to modernisation in the given period and highlights general relationships between groups and events and their significance</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Describes some roles played by individuals, groups or events and their significance to the development of modernisation in the given period</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Lists some historical events of the period and shows a limited understanding of the role of individuals, groups or events in the development of modernisation</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–4

**Questions 10 (b) (20 marks)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• States reasons that account for the development of totalitarianism in the given period which reports on the relative significance of key individuals, groups or events in this development</li> <li>• Presents 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</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• States reasons that account for the development of totalitarianism in the given period and which reports on the involvement of key individuals, groups or events in this development</li> <li>• Presents 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</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• States some reasons that account for the development of totalitarianism in the given period and which reports generally on the involvement of individuals, groups or events</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Describes some roles played by individuals, groups or events and their broad significance to the development of totalitarianism in the period</li> <li>• 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 incorporating some historical terms</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Lists some historical events of the period and shows a limited understanding of the role played by individuals, groups or events in the development of totalitarianism in the period</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–4

**Questions 11 (a) & (b) (i) (10 marks)**
*Outcomes assessed: H1.1, H3.1*
**MARKING GUIDELINES**

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

**Questions 11 (a) & (b) (ii) (10 marks)**
*Outcomes assessed: H1.2, H4.2, H6.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Critically assesses the role played by the individual in the key event/key feature, and the different perspectives and interpretations of it, making a clear judgement of the value and outcomes of the individual's contribution</li> <li>• 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</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Assesses the role played by the individual in the key event/key feature and the different perspectives and interpretations of it, making a judgement on the value and possible outcomes of the individual's contribution</li> <li>• 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</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Describes the role played by the individual in the key event/key feature, and describes different perspectives and interpretations of it, with some attempt at simple evaluation</li> <li>• Presents an argument with some identification of key features of the period and provides adequate and accurate historical information</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Describes the role played by the individual in the key event/key feature</li> <li>• 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</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Lists some historical events of the period and shows a limited understanding of roles played by the specified individual in the period</li> <li>• Presents a limited narration/description of people and/or events from the past</li> </ul>	1–2

**Questions 12 (a)** (20 marks)

*Outcomes assessed: H1.2, H2.1, H3.1, H6.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• States reasons that account for the development of militarism in the given period which reports on the relative significance of key individuals, groups or events in this development</li> <li>• Presents 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</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• States reasons that account for the development of militarism in the given period and which reports on the involvement of key individuals, groups or events in this development</li> <li>• Presents 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</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• States some reasons that account for the development of militarism in the given period and which reports generally on the involvement of individuals, groups or events</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Describes some roles played by individuals, groups or events and their broad significance to the development of militarism in the period</li> <li>• 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 incorporating some historical terms</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Lists some historical events of the period and shows a limited understanding of the role played by individuals, groups or events in the development of militarism in the period</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–4

**Questions 12 (b) (20 marks)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Explains cause and effect in relation to racism in the given period and highlights the relationship between individual groups and events and their significance in its development</li> <li>• Presents 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</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Explains cause and effect in relation to racism in the given period and highlights the relationship between individual groups and events and their significance in its development</li> <li>• Presents 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</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Relates some cause and effect in relation to racism in the given period and highlights general relationships between groups and events and their significance</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Describes some roles played by individuals, groups or events and their significance to the development of racism in the given period</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Lists some historical events of the period and shows a limited understanding of the role of individuals, groups or events in the development of racism</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–4

**Questions 13 (a) & (b) (i) (10 marks)**
*Outcomes assessed: H1.1, H3.1*
**MARKING GUIDELINES**

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

**Questions 13 (a) & (b) (ii) (10 marks)**
*Outcomes assessed: H1.2, H4.2, H6.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Critically assesses the role played by the individual in the key event/key feature, and the different perspectives and interpretations of it, making a clear judgement of the value and outcomes of the individual's contribution</li> <li>• 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</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Assesses the role played by the individual in the key event/key feature and the different perspectives and interpretations of it, making a judgement on the value and possible outcomes of the individual's contribution</li> <li>• 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</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Describes the role played by the individual in the key event/key feature, and describes different perspectives and interpretations of it, with some attempt at simple evaluation</li> <li>• Presents an argument with some identification of key features of the period and provides adequate and accurate historical information</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Describes the role played by the individual in the key event/key feature</li> <li>• 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</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Lists some historical events of the period and shows a limited understanding of roles played by the specified individual in the period</li> <li>• Presents a limited narration/description of people and/or events from the past</li> </ul>	1–2



**Questions 14 (a) (20 marks)**
*Outcomes assessed: H1.2, H2.1, H3.1, H6.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Explains cause and effect in relation to nationalism in the given period and highlights the relationship between individual groups and events and their significance in its development</li> <li>• Presents 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</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Explains cause and effect in relation to nationalism in the given period and highlights the relationship between individual groups and events and their significance in its development</li> <li>• Presents 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</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Relates some cause and effect in relation to nationalism in the given period and highlights general relationships between groups and events and their significance</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Describes some roles played by individuals, groups or events and their significance to the development of nationalism in the given period</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Lists some historical events of the period and shows a limited understanding of the role of individuals, groups or events in the development of nationalism</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–4

a

**Questions 14 (b) (20 marks)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Explains cause and effect in relation to self-determination in the given period and highlights the relationship between individual groups and events and their significance in its development</li> <li>• Presents 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</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Explains cause and effect in relation to self-determination in the given period and highlights the relationship between individual groups and events and their significance in its development</li> <li>• Presents 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</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Relates some cause and effect in relation to self-determination in the given period and highlights general relationships between groups and events and their significance</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Describes some roles played by individuals, groups or events and their significance to the development of self-determination in the given period</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Lists some historical events of the period and shows a limited understanding of the role of individuals, groups or events in the development of self-determination</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–4

**Questions 15 (a) & (b) (i) (10 marks)**
*Outcomes assessed: H1.1, H3.1*
**MARKING GUIDELINES**

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

**Questions 15 (a) & (b) (ii)** (10 marks)*Outcomes assessed: H1.2, H4.2, H6.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Critically assesses the role played by the individual in the key event/key feature, and the different perspectives and interpretations of it, making a clear judgement of the value and outcomes of the individual's contribution</li><li>• 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</li></ul>	9–10
<ul style="list-style-type: none"><li>• Assesses the role played by the individual in the key event/key feature and the different perspectives and interpretations of it, making a judgement on the value and possible outcomes of the individual's contribution</li><li>• 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</li></ul>	7–8
<ul style="list-style-type: none"><li>• Describes the role played by the individual in the key event/key feature, and describes different perspectives and interpretations of it, with some attempt at simple evaluation</li><li>• Presents an argument with some identification of key features of the period and provides adequate and accurate historical information</li></ul>	5–6
<ul style="list-style-type: none"><li>• Describes the role played by the individual in the key event/key feature</li><li>• 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</li></ul>	3–4
<ul style="list-style-type: none"><li>• Lists some historical events of the period and shows a limited understanding of roles played by the specified individual in the period</li><li>• Presents limited narration/description of people and/or events from the past</li></ul>	1–2

**Questions 16 (a)** (20 marks)

*Outcomes assessed: H1.2, H2.1, H3.1, H6.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Relates the effect of globalisation in the period and highlights the relationship between individuals, groups and events and their significance in this development</li> <li>• Presents 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</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Relates the effect of globalisation in the period and highlights the relationship between individuals, groups and events and their significance in this development</li> <li>• Presents 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</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Relates some effects of globalisation in the period and highlights general relationships between individuals, groups and events and their significance</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Describes some roles played by individuals, groups or events and some general significance to the development of globalisation in the period</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Lists some historical events of the period and shows a limited understanding of the role of individuals, groups or events in the development of globalisation</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–4

**Questions 16 (b) (20 marks)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Relates the effect of anti communism in the period and highlights the relationship between individuals, groups and events and their significance in this development</li> <li>• Presents 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</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Relates the effect of anti communism in the period and highlights the relationship between individuals, groups and events and their significance in this development</li> <li>• Presents 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</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Relates some effects of anti communism in the period and highlights general relationships between individuals, groups and events and their significance</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Describes some roles played by individuals, groups or events and some general significance to the development of anti communism in the period</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Lists some historical events of the period and shows a limited understanding of the role of individuals, groups or events in the development of anti communism</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–4

**Questions 17 (a) & (b) (i) (10 marks)**
*Outcomes assessed: H1.1, H3.1*
**MARKING GUIDELINES**

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

**Questions 17 (a) & (b) (ii) (10 marks)***Outcomes assessed: H1.2, H4.2, H6.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Critically assesses the role played by the individual in the key event/key feature, and the different perspectives and interpretations of it, making a clear judgement of the value and outcomes of the individual's contribution</li><li>• 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</li></ul>	9–10
<ul style="list-style-type: none"><li>• Assesses the role played by the individual in the key event/key feature and the different perspectives and interpretations of it, making a judgement on the value and possible outcomes of the individual's contribution</li><li>• 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</li></ul>	7–8
<ul style="list-style-type: none"><li>• Describes the role played by the individual in the key event/key feature, and describes different perspectives and interpretations of it, with some attempt at simple evaluation</li><li>• Presents an argument with some identification of key features of the period and provides adequate and accurate historical information</li></ul>	5–6
<ul style="list-style-type: none"><li>• Describes the role played by the individual in the key event/key feature</li><li>• 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</li></ul>	3–4
<ul style="list-style-type: none"><li>• Lists some historical events of the period and shows a limited understanding of roles played by the specified individual in the period</li><li>• Presents a limited narration/description of people and/or events from the past</li></ul>	1–2



**Questions 18 (a)** (20 marks)

*Outcomes assessed: H1.2, H2.1, H3.1, H6.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Explains cause and effect in relation to decolonisation in the given period and highlights the relationship between individual groups and events and their significance in its development</li> <li>• Presents 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</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Explains cause and effect in relation to decolonisation in the given period and highlights the relationship between individual groups and events and their significance in its development</li> <li>• Presents 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</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Relates some cause and effect in relation to decolonisation in the given period and highlights general relationships between groups and events and their significance</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Describes some roles played by individuals, groups or events and their significance to the development of decolonisation in the given period</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Lists some historical events of the period and shows a limited understanding of the role of individuals, groups or events in the development of decolonisation</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–4

**Questions 18 (b) (20 marks)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Explains cause and effect in relation to democracy in the given period and highlights the relationship between individual groups and events and their significance in its development</li> <li>• Presents 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</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Explains cause and effect in relation to democracy in the given period and highlights the relationship between individual groups and events and their significance in its development</li> <li>• Presents 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</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Relates some cause and effect in relation to democracy in the given period and highlights general relationships between groups and events and their significance</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Describes some roles played by individuals, groups or events and their significance to the development of democracy in the given period</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Lists some historical events of the period and shows a limited understanding of the role of individuals, groups or events in the development of democracy</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–4

**Questions 19 (a) & (b) (i) (10 marks)**
*Outcomes assessed: H1.1, H3.1*
**MARKING GUIDELINES**

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

**Questions 19 (a) & (b) (ii)** (10 marks)*Outcomes assessed: H1.2, H4.2, H6.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Critically assesses the role played by the individual in the key event/key feature, and the different perspectives and interpretations of it, making a clear judgement of the value and outcomes of the individual's contribution</li><li>• 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</li></ul>	9–10
<ul style="list-style-type: none"><li>• Assesses the role played by the individual in the key event/key feature and the different perspectives and interpretations of it, making a judgement on the value and possible outcomes of the individual's contribution</li><li>• 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</li></ul>	7–8
<ul style="list-style-type: none"><li>• Describes the role played by the individual in the key event/key feature, and describes different perspectives and interpretations of it, with some attempt at simple evaluation</li><li>• Presents an argument with some identification of key features of the period and provides adequate and accurate historical information</li></ul>	5–6
<ul style="list-style-type: none"><li>• Describes the role played by the individual in the key event/key feature</li><li>• 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</li></ul>	3–4
<ul style="list-style-type: none"><li>• Lists some historical events of the period and shows a limited understanding of roles played by the specified individual in the period</li><li>• Presents a limited narration/description of people and/or events from the past</li></ul>	1–2

**Questions 20 (a)** (30 marks)

*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H6.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Explains the complexity of factors contributing to the failure of the Japanese forces to consolidate their position and highlights the relationship between individuals, groups and events and their significance</li> <li>• Presents 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</li> </ul>	25–30
<ul style="list-style-type: none"> <li>• Explains the interrelated factors contributing to the failure of the Japanese forces and highlights the relationship between individuals, groups or events and their significance</li> <li>• Presents 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</li> </ul>	19–24
<ul style="list-style-type: none"> <li>• Explains some factors contributing to the failure of the Japanese forces and highlights the general relationship between individuals, groups or events</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	13–18
<ul style="list-style-type: none"> <li>• Describes some roles played by individuals, groups or events and some general significance of the failure of the Japanese forces</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	7–12
<ul style="list-style-type: none"> <li>• Lists some historical events of the period and shows a limited understanding of the factors contributing to the failure of the Japanese forces</li> <li>• Presents a limited narration/description of people and/or events from the past with limited use of historical terms/concepts</li> </ul>	1–6

**Questions 20 (b) (30 marks)**
*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H6.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Clearly identifies the features and effects of Japanese imperialism. Makes clear judgements about the significance of the changes ie advantages/disadvantages and the significance of the role of groups and events upon them</li> <li>• Presents 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</li> </ul>	25–30
<ul style="list-style-type: none"> <li>• Identifies the features and effects of Japanese imperialism. Makes clear judgements about the significance of the changes ie advantages/disadvantages and groups and events upon them</li> <li>• Presents 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</li> </ul>	19–24
<ul style="list-style-type: none"> <li>• Describes the effect of Japanese imperialism. Lists some advantages/disadvantages on Asian people</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	13–18
<ul style="list-style-type: none"> <li>• Describes the effects of Japanese imperialism in general terms.</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	7–12
<ul style="list-style-type: none"> <li>• Lists some historical events of the period and shows a limited understanding of change and continuity in the period</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–6

**Questions 21 (a)** (30 marks)

*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H6.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Assesses the different roles played by groups, events and ideas, making critical judgements about their relative significance as forces for change and continuity during the period</li> <li>• Presents 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</li> </ul>	25–30
<ul style="list-style-type: none"> <li>• Assesses the different roles played by groups, events and ideas, and makes some judgement about their significance as forces for change and continuity during the period</li> <li>• Presents 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</li> </ul>	19–24
<ul style="list-style-type: none"> <li>• Describes the roles played by groups, events and ideas, and their broad significance as forces for changes and continuity during the period, and may make an attempt at simple assessment</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	13–18
<ul style="list-style-type: none"> <li>• Describes some roles played by groups, events and ideas, and their broad significance as forces for change and continuity during the period</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	7–12
<ul style="list-style-type: none"> <li>• List some historical events of the period and shows a limited understanding of change and continuity in the period</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–6

**Questions 21 (b)** (30 marks)*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H6.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Assesses the different roles played by groups, events and ideas, making critical judgements about their relative significance as forces for change and continuity during the period</li><li>Presents 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</li></ul>	25–30
<ul style="list-style-type: none"><li>Assesses the different roles played by groups, events and ideas, and makes some judgement about their significance as forces for change and continuity during the period</li><li>Presents 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</li></ul>	19–24
<ul style="list-style-type: none"><li>Describes the roles played by groups, events and ideas, and their broad significance as forces for changes and continuity during the period, and may make an attempt at simple assessment</li><li>Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li></ul>	13–18
<ul style="list-style-type: none"><li>Describes some roles played by groups, events and ideas, and their broad significance as forces for change and continuity during the period</li><li>Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li></ul>	7–12
<ul style="list-style-type: none"><li>List some historical events of the period and shows a limited understanding of change and continuity in the period</li><li>Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li></ul>	1–6



**Questions 22 (a)** (30 marks)

*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H6.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Assesses the different roles played by groups, events and ideas, making critical judgements about their relative significance as forces for change and continuity during the period</li> <li>• Presents 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</li> </ul>	25–30
<ul style="list-style-type: none"> <li>• Assesses the different roles played by groups, events and ideas, and makes some judgement about their significance as forces for change and continuity during the period</li> <li>• Presents 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</li> </ul>	19–24
<ul style="list-style-type: none"> <li>• Describes the roles played by groups, events and ideas, and their broad significance as forces for changes and continuity during the period, and may make an attempt at simple assessment</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	13–18
<ul style="list-style-type: none"> <li>• Describes some roles played by groups, events and ideas, and their broad significance as forces for change and continuity during the period</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	7–12
<ul style="list-style-type: none"> <li>• List some historical events of the period and shows a limited understanding of change and continuity in the period</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–6

**Questions 22 (b)** (30 marks)

*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H6.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Evaluates the different roles played by groups, events and ideas, making critical judgements about their relative significance as forces for change and continuity during the period</li> <li>• Presents 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</li> </ul>	25–30
<ul style="list-style-type: none"> <li>• Evaluates the different roles played by groups, events and ideas, and makes some judgement about their significance as forces for change and continuity during the period</li> <li>• Presents 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</li> </ul>	19–24
<ul style="list-style-type: none"> <li>• Describes the roles played by groups, events and ideas, and their broad significance as forces for changes and continuity during the period, and may make an attempt at simple assessment</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	13–18
<ul style="list-style-type: none"> <li>• Describes some roles played by groups, events and ideas, and their broad significance as forces for change and continuity during the period</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	7–12
<ul style="list-style-type: none"> <li>• List some historical events of the period and shows a limited understanding of change and continuity in the period</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–6

**Questions 23 (a)** (30 marks)

*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H6.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Assesses the different roles played by groups, events and ideas, making critical judgements about their relative significance as forces for change and continuity during the period</li> <li>• Presents 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</li> </ul>	25–30
<ul style="list-style-type: none"> <li>• Assesses the different roles played by groups, events and ideas, and makes some judgement about their significance as forces for change and continuity during the period</li> <li>• Presents 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</li> </ul>	19–24
<ul style="list-style-type: none"> <li>• Describes the roles played by groups, events and ideas, and their broad significance as forces for changes and continuity during the period, and may make an attempt at simple assessment</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	13–18
<ul style="list-style-type: none"> <li>• Describes some roles played by groups, events and ideas, and their broad significance as forces for change and continuity during the period</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	7–12
<ul style="list-style-type: none"> <li>• List some historical events of the period and shows a limited understanding of change and continuity in the period</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–6

**Questions 23 (b) (30 marks)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Evaluates the different roles played by groups, events and ideas, making critical judgements about their relative significance as forces for change and continuity during the period</li> <li>• Presents 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</li> </ul>	25–30
<ul style="list-style-type: none"> <li>• Evaluates the different roles played by groups, events and ideas, and makes some judgement about their significance as forces for change and continuity during the period</li> <li>• Presents 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</li> </ul>	19–24
<ul style="list-style-type: none"> <li>• Describes the roles played by groups, events and ideas, and their broad significance as forces for changes and continuity during the period, and may make an attempt at simple assessment</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	13–18
<ul style="list-style-type: none"> <li>• Describes some roles played by groups, events and ideas, and their broad significance as forces for change and continuity during the period</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	7–12
<ul style="list-style-type: none"> <li>• List some historical events of the period and shows a limited understanding of change and continuity in the period</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–6

**Questions 24 (a) (30 marks)**
*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H6.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Clearly identifies the features and effects of terrorism used by religious groups. Provides points for and against its use and identifies the significance of individuals, groups and events and changes that occurred across the period</li> <li>• Presents 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</li> </ul>	25–30
<ul style="list-style-type: none"> <li>• Identifies the features and effects of terrorism. Provides points for and against its use and identifies significance of individuals, groups and events across a significant period</li> <li>• Presents 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</li> </ul>	19–24
<ul style="list-style-type: none"> <li>• Describes the effects of terrorism. Lists some points for and against . Identifies the significance of individuals, groups or events over a period of time</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	13–18
<ul style="list-style-type: none"> <li>• Describes the effects of terrorism in general terms covering isolated incidents or a short period of time.</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	7–12
<ul style="list-style-type: none"> <li>• List some historical events of the period and shows a limited understanding of change and continuity in the period</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–6

**Questions 24 (b) (30 marks)**
*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H6.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Assesses the different roles played by groups, events and ideas, making critical judgements about their relative significance as forces for change and continuity during the period</li> <li>• Presents 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</li> </ul>	25–30
<ul style="list-style-type: none"> <li>• Assesses the different roles played by groups, events and ideas, and makes some judgement about their significance as forces for change and continuity during the period</li> <li>• Presents 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</li> </ul>	19–24
<ul style="list-style-type: none"> <li>• Describes the roles played by groups, events and ideas, and their broad significance as forces for changes and continuity during the period, and may make an attempt at simple assessment</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	13–18
<ul style="list-style-type: none"> <li>• Describes some roles played by groups, events and ideas, and their broad significance as forces for change and continuity during the period</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	7–12
<ul style="list-style-type: none"> <li>• List some historical events of the period and shows a limited understanding of change and continuity in the period</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–6

**Questions 25 (a)** (30 marks)

*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H6.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Assesses the different roles played by groups, events and ideas, making critical judgements about their relative significance as forces for change and continuity during the period</li> <li>• Presents 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</li> </ul>	25–30
<ul style="list-style-type: none"> <li>• Assesses the different roles played by groups, events and ideas, and makes some judgement about their significance as forces for change and continuity during the period</li> <li>• Presents 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</li> </ul>	19–24
<ul style="list-style-type: none"> <li>• Describes the roles played by groups, events and ideas, and their broad significance as forces for changes and continuity during the period, and may make an attempt at simple assessment</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	13–18
<ul style="list-style-type: none"> <li>• Describes some roles played by groups, events and ideas, and their broad significance as forces for change and continuity during the period</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	7–12
<ul style="list-style-type: none"> <li>• List some historical events of the period and shows a limited understanding of change and continuity in the period</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–6

**Questions 25 (b) (30 marks)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Evaluates the different roles played by groups, events and ideas, making critical judgements about their relative significance as forces for change and continuity during the period</li> <li>• Presents 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</li> </ul>	25–30
<ul style="list-style-type: none"> <li>• Evaluates the different roles played by groups, events and ideas, and makes some judgement about their significance as forces for change and continuity during the period</li> <li>• Presents 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</li> </ul>	19–24
<ul style="list-style-type: none"> <li>• Describes the roles played by groups, events and ideas, and their broad significance as forces for changes and continuity during the period, and may make an attempt at simple assessment</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	13–18
<ul style="list-style-type: none"> <li>• Describes some roles played by groups, events and ideas, and their broad significance as forces for change and continuity during the period</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	7–12
<ul style="list-style-type: none"> <li>• List some historical events of the period and shows a limited understanding of change and continuity in the period</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–6



**Questions 26 (a)** (30 marks)

*Outcomes assessed: H1.1, H1.2, H2.1, H3.1, H6.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Clearly identifies the problems of sectarianism and points for and against the deployment of troops to deal with it. Identification of changes and significant groups or events across the period</li> <li>• Presents 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</li> </ul>	25–30
<ul style="list-style-type: none"> <li>• Identifies problems of sectarianism and points for and against the deployment of troops to deal with it. Identification of changes and significant groups or events across a significant period of time</li> <li>• Presents 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</li> </ul>	19–24
<ul style="list-style-type: none"> <li>• Describes the features of sectarianism and the deployment of British troops, providing some points for and against. Identifies the significance of groups, events over a period of time</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	13–18
<ul style="list-style-type: none"> <li>• Describes sectarianism and/or the deployment of troops in general terms, covering isolated incidents over a short period of time</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	7–12
<ul style="list-style-type: none"> <li>• List some historical events of the period and shows a limited understanding of change and continuity in the period</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–6

**Questions 26 (b) (30 marks)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Evaluates the different roles played by groups, events and ideas, making critical judgements about their relative significance as forces for change and continuity during the period</li> <li>• Presents 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</li> </ul>	25–30
<ul style="list-style-type: none"> <li>• Evaluates the different roles played by groups, events and ideas, and makes some judgement about their significance as forces for change and continuity during the period</li> <li>• Presents 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</li> </ul>	19–24
<ul style="list-style-type: none"> <li>• Describes the roles played by groups, events and ideas, and their broad significance as forces for changes and continuity during the period, and may make an attempt at simple assessment</li> <li>• Presents a sustained answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms</li> </ul>	13–18
<ul style="list-style-type: none"> <li>• Describes some roles played by groups, events and ideas, and their broad significance as forces for change and continuity during the period</li> <li>• Presents a descriptive answer, with some attempt at a simple explanation of relevant features of the period supported by a basic use of historical information incorporating some historical terms</li> </ul>	7–12
<ul style="list-style-type: none"> <li>• List some historical events of the period and shows a limited understanding of change and continuity in the period</li> <li>• Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts</li> </ul>	1–6