

**2006 HSC Notes from
the Marking Centre
Modern History**

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2006 HSC NOTES FROM THE MARKING CENTRE

MODERN HISTORY

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Modern History. It provides comments with regard to responses to the 2006 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.

This document should be read along with the relevant syllabus, the 2006 Higher School Certificate examination, the marking guidelines and other support documents that have been developed by the Board of Studies to assist in the teaching and learning of Modern History.

General Comments

In 2006 9400 candidates sat the Modern History paper.

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

In average responses candidates did not focus on the relevant issues or they wrote in general terms about the issue. Weaker responses often simply wrote about the events of the period without linking them to the question. Candidates sometimes ignored the time periods defined in the question and wrote what they knew about the topic.

Section I – Core Study

(25 Marks)

None of the questions proved a particular problem for candidates. There were few incomplete scripts.

Question 1

The great majority of candidates were able to get full marks. However, candidates are advised not to just copy sections word for word. They need to show evidence that they have understood the source.

Question 2

Many candidates believed that there was a statement implicit in the question that they had to justify, therefore they limited their answer to only the United States entry, often neglecting the information in the sources. Stronger responses used the information in the sources and their own knowledge to mention other turning points such as the Russian withdrawal and the Ludendorff offensive.

Question 3

Candidates appeared to handle the concepts of usefulness and reliability quite well; however, their discussion of perspective was limited. Weaker answers simply limited discussion of perspective to the origin of the source. The best responses saw that reliability and usefulness were related to perspective.

Many candidates failed to see that Source C was written from the perspective of an ambassador who would have had access to high level information which should contribute to the source's usefulness and reliability in relation to the German home front. Weaker responses assumed that because the author was American he must be biased. Stronger responses saw Source C from a neutral perspective, being written possibly before America's entry into the war. Candidates tended to see propaganda in a negative way, failing to see that Source D, while a propaganda poster, was encouraging positive action.

Section II – National Studies

(25 Marks)

General Comments

Most candidates were able to display their knowledge about the National Study and wrote answers of good length. Some candidates needed to focus more directly on the set question and the issues raised.

Percentage of Candidates Attempting Options

Germany 1918–1939	63%
Russia/Soviet Union 1917–1941	19%
USA 1919–1941	7%
South Africa 1960–1994	6%
China 1927–1949	2%
India/Japan/Australia/Indonesia – less than 3% in total	

Question 4

Australia: 70% attempted 4 (a) and 30% attempted 4 (b).

Question 5

China: 50% attempted 5 (a) and 50% attempted 5 (b).

Most candidates who attempted the China questions were able to offer a substantial amount of relevant and accurate detail in addressing the questions.

- (a) In the best responses, candidates were able to use this detail to focus on specific difficulties standing in the way of political stability and national unification.
- (b) In the weaker responses, candidates tended to write solid narratives of the period 1934-1939. In the better responses candidates were able to demonstrate a clear understanding of the concept of Maoism and offer a well-supported assessment of its impact.

Question 6

Germany: 57% attempted 6 (a) and 43% attempted 6 (b).

- (a) Better responses were able to provide reasons for nationalism being a factor in the failure of democracy and were able to link the events of the period to the underlying impact of nationalism. In the weaker responses, candidates provided a list of reasons for the fall of the Weimar Republic.

- (b) Candidates had difficulty evaluating Hitler's role in developing and implementing racial policies. Many responses were very general in the information they provided and did not distinguish between the development and implementation of racial policies. Better responses were able to provide not only accurate and detailed historical information but also a clear assessment of Hitler's role.

Question 7

India: 80% attempted 7 (a) and 20% attempted 7 (b).

Question 8

Indonesia: 29% attempted 8 (a) and 71% attempted 8 (b).

Question 9

Japan: 55% attempted 9 (a) and 45% attempted 9 (b).

Question 10

Russia / Soviet Union: 55% attempted 10 (a) and 45% attempted 10 (b).

- (a) In the better responses, candidates were able to deal with the significance of the Bolshevik victory in the Civil War, linking it to their consolidation of power. Weaker responses chronologically dealt with the Bolshevik consolidation of power to 1924 with no substantial discussion of the significance of the Civil War victory.
- (b) In most responses, candidates were able to describe both positive and negative aspects of Stalinism. Better responses were able to evaluate the effect of Stalinism on Soviet society, rather than a chronological account of collectivisation, industrialisation and terror.

Question 11

South Africa: 38% attempted 11 (a) and 62% attempted 11 (b).

- (a) In most responses, candidates were generally able to write about terror and repression and support this with good detail. The best responses were able to evaluate *apartheid* and its 'vision of democracy'.
- (b) Most candidates dealt well with this question. Weaker responses tended to deal in a general way with resistance to *apartheid*. Better responses offered considerable detail on Biko and Black Consciousness and focused on these aspects within the context of overall resistance to *apartheid*.

Question 12

USA: 56% attempted 12 (a) and 44% attempted 12 (b).

- (a) In the best responses, candidates were able to discuss the extent to which Republican policies and other issues caused the Great Depression. Weaker responses lacked an understanding of Republican policies and tended to give an outline of the causes of the Great Depression.
- (b) Better responses clearly understood the concept of isolationism and were able to evaluate US foreign policy practices in terms of it. Weaker responses lacked an understanding of the term 'isolationism' and in some cases equated it with a fear of foreigners.

Section III – Personalities in the Twentieth Century

(25 Marks)

(Question 13)

General Comments

Overall the ‘personality’ questions were well answered by candidates. Some candidates spent a disproportionate amount of time answering the first question and gave less time to the second question which is worth more marks. Some quality responses went into an analysis of some depth when all that was required was an outline. Candidates should ensure that when the question asks about background and rise to prominence that they address both in their outline. Timeline lists are not an adequate response.

A small number of candidates answered the two questions together as one response. Candidates need to be reminded that they are separate questions requiring separate responses. While markers did not penalise candidates for this approach, candidates are doing themselves a disservice, as they do not adequately cover the issues raised in the two questions. Candidates should clearly identify where they start the second question.

Percentage of Candidates Attempting Options

There were responses for each of the 27 personalities in this examination. The most popular in order were:

Speer	31%
Riefenstahl	26%
Trotsky	16%
Ho Chi Minh	4%
Mandela	4%
Hoover	3%
Gorbachev	3%
MacArthur	2%

Specific Comments

Albert Speer

- (a) Many candidates were able to present a relevant and accurate outline of Speer’s background and rise to prominence. The very best responses were succinct and not padded with unnecessary information.
- (b) The best responses discussed how Speer is represented in history and by historians. Maximum marks were also awarded to excellent responses which discussed Speer from either of these perspectives. Weaker responses consisted of long narratives with only minimal links to the question. In some responses, candidates wrote similar answers for parts (a) and (b).

Leni Riefenstahl

- (a) Better responses included a comprehensive, detailed outline which was logical and well structured. Candidates are reminded that the question requires an outline and that detailed analysis is not required. Weaker responses included an outline of only a selection of features from Riefenstahl's life. Such responses tended to have historical inaccuracies or significant omissions.
- (b) In the better responses, candidates addressed the question and responded with a clear judgement of the extent to which history provides us with a balanced interpretation of Riefenstahl. Though not essential, many of these responses either included references to historians and/or identified different historical perspectives on Riefenstahl. Weaker responses attempted a judgement while others narrated events in Riefenstahl's life. Finally, some candidates outlined lengthy reviews of Riefenstahl's films which were not relevant to either part of the question.

Leon Trotsky

- (a) Better responses included a comprehensive, detailed and well structured outline of Trotsky's family background and rise to prominence. Candidates are reminded that the question requires an outline and that detailed analysis is not required. Weaker responses included an outline of only a selection of features from Trotsky's life. Such responses tended to have historical inaccuracies or significant omissions.
- (b) Better responses addressed the question and made a clear judgement as to the extent to which history presents us with a balanced interpretation of Trotsky. Better responses cited differing interpretations with many including references to specific historians. These candidates argued a case which was supported by relevant and accurate historical information. Weaker responses tended to rely upon a prepared answer evaluating the significance of Trotsky, instead of addressing the set question.

Ho Chi Minh

- (a) Better responses detailed Ho Chi Minh's life beginning with influences from his nationalistic father and early political work. Ho's time in Europe was linked to his political work rather than his occupations and his campaigns against the Japanese/western powers were described using accurate historical information. Weaker responses gave too much detail on Ho's childhood and only provided limited information on his political career.
- (b) Better responses provided a judgement as to whether Ho was a committed nationalist or a communist. This judgement was supported by evidence in a sustained and well structured argument. The nationality of the historians who wrote about Ho was raised as an issue, as well as the time frame of their writings. Weaker responses wrote a limited description of Ho's life and mentioned Ho's brand of nationalism or communism without any evidence or supporting arguments.

Nelson Mandela

- (a) In some of the responses, candidates took Mandela's 'rise to prominence' beyond his membership of the ANC to his imprisonment and eventual presidency. The weaker responses wrote a series of biographical points with scant reference to his background and/or rise to prominence.
- (b) The better responses gave credence to the idea of 'balanced interpretation' by including negative discussion of Mandela as well as more hagiographical accounts. Most responses were on the lines of how history presents Mandela rather than a discussion of relevant historians. The weaker responses tended to repeat information used in part (a) without addressing the question.

Section IV – International Studies in Peace and Conflict

(25 Marks)

(Questions 14 – 20)

General Comments

Weaker responses tended to give a narrative that was relevant to the area of the question. Overall, the questions allowed students to show their knowledge of the topic areas. The best responses attacked the question with an argument that was often supported with historiography.

Percentage of candidates attempting Options

Conflict in Indochina 1954–1979	35%
The Cold War 1945–1991	23%
Conflict in the Pacific 1937–1951	14%
Conflict in Europe 1935–1945	14%
Arab-Israeli Conflict 1948–1996	10%
Anglo-Irish Relations 1968–1998	3%
The United Nations as Peacekeeper 1946–2001	1%

Specific Comments

Question 14

Anglo-Irish Relations: 76% attempted 14 (a) and 24% attempted 14 (b).

Question 15

Conflict in Europe: 62% attempted 15 (a) and 38% attempted 15 (b).

- (a) Better responses examined the behaviour of Hitler and Mussolini and discussed how this caused tensions leading to war. Most responses dealt with Hitler and Mussolini but then argued that it was too simple to argue that only they were to blame. These candidates discussed appeasement and other factors such as the weakness of the League of Nations. Some responses attempted a historiographical approach, using Taylor and Trevor-Roper. These responses often worked well. Weaker responses tended to focus on the causes of World War II, often with very little reference to Hitler and Mussolini. In some cases, poorer responses narrated events from 1919.
- (b) Best responses were able to deal thoroughly with the Eastern Front and show how it led to Allied victory. However, most responses took the line that the Soviet contribution was very important but other factors also needed to be considered. As long as the Soviet role was dealt with fully, this approach worked well. Weaker responses either made some reference to the Soviet role and then outlined that Allied victory was the result of other factors, or gave a

general list of the reasons for Allied victory in WWII. In some cases, poorer responses provided a long description of the Battle of Stalingrad as the basis of their answer.

Question 16

Conflict in Indochina: 37% attempted 16 (a) and 63% attempted 16 (b).

- (a) Most responses were able to show an understanding of US foreign policy and its commitment to containment and belief in the domino theory. Better responses were then able to develop points about the growth of Vietnamese nationalism, involving the defeat of the French, frustration at the decisions of the Geneva Conference and US support of Diem. The best responses showed how the US was blinded to the reality of Vietnamese nationalism because of its obsession with containment. Some of these responses referred to McNamara's 1995 comments in which he argued that the US's mistake was its failure to separate nationalism from communism. Some responses took nationalism to mean US nationalism and argued well that the US became concerned with the issue of maintaining US prestige (Pentagon Papers). Weaker responses gave a long narrative of the war, in some cases to 1975.
- (b) Most candidates showed a good knowledge of Tet and were able to provide solid narrative detail. Most understood the notion of US military success juxtaposed against the political and psychological failure experienced by the US. These responses showed how Tet was a significant factor leading to North Vietnam's victory. However, very few could place Tet in the context of North Vietnam's post-1968 strategy. Weaker responses chose to give a lengthy description of guerrilla warfare, or a narrative of US operations.

Question 17

Conflict in the Pacific: 87% attempted 17 (a) and 13% attempted 17 (b).

- (a) Better responses addressed the question with a sustained analysis of a range of factors which contributed to Japan's defeat in 1945, despite its dominant strategic position in 1942. Better responses included detailed, relevant and accurate historical evidence to support their argument. Weaker responses provided a narrative or descriptive response of key Allied military strategies which affected Japan's defeat in 1945. Historical knowledge was generally sound and accurate but not always relevant to the question.
- (b) Better responses were able to address the question with a sustained evaluation of the Allied Occupation of Japan with reference to a variety of Allied aims. These responses were able to link short term and long term aims of the Allies and view them in a wider post-war context. Sustained arguments were supported by a range of detailed, accurate and relevant information. Weaker responses provided a narrative with a more restricted focus on MacArthur and the US occupation.

Question 18

Arab-Israeli Conflict: 75% attempted 18 (a) and 25% attempted 18 (b).

- (a) Better responses were able to address the issues raised in the question and used the 1948 war as a basis for detailed analysis. These responses were able to link the war to issues such as regional conflict and tension, the superpowers, the refugee crisis, Pan-Arab nationalism, Nasser, the PLO and the later 1967 war. Weaker responses tended to describe or narrate events from 1948 to 1967 and failed to assess key developments from the 1948 war.
- (b) Better responses were able to address the question with a sustained argument that placed the *Intifada* in context, linking the consequences of the *Intifada* to the Israeli effort towards peace. These responses dealt effectively with changing views inside Israel, the political divide (Likud/Labour) and the relative importance of the Oslo and Madrid peace talks, as well as the differing Palestinian responses to peace. Weaker responses tended to describe the *Intifada* and the peace process without discussing the differing perspectives of the Israelis and the Palestinians.

Question 19

The Cold War: 65% attempted 19 (a) and 35% attempted 19 (b).

- (a) Better responses made a judgement about the significance of the Korean War, comparing it with other major crises in the period 1948–1962, especially the Berlin and Cuban Missile crises. The better students were able to make a sustained argument about the relative merits of these Cold War crises impacting on superpower relations. Weaker responses described or narrated details of the period to 1962, often selecting only one crisis.
- (b) Better responses were able to assess the impact of the Soviet invasion of Afghanistan on the Cold War with a sustained, coherent response. These responses made judgements about Afghanistan and other factors that impacted on the Cold War throughout the 1980s to 1991. Weaker responses merely described the events in Afghanistan or the course of the Cold War from 1979 to 1991, without any real attempt at assessment.

Question 20

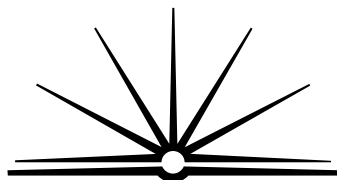
The United Nations as Peacekeeper: 65% attempted 20 (a) and 35% attempted 20 (b).

Modern History

2006 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — World War I 1914–1919			
1 (a) (i)	1	World War I 1914–1919	H3.2
1 (a) (ii)	1	World War I 1914–1919	H3.2
1 (a) (iii)	1	World War I 1914–1919	H3.2
1 (b)	2	World War I 1914–1919	H3.2
2	10	World War I 1914–1919	H2.1, H3.2, H4.2
3	10	World War I 1914–1919	H3.3, H3.4
Section II — National Studies			
4 (a)	25	Australia 1945–1983	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
4 (b)	25	Australia 1945–1983	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
5 (a)	25	China 1927–1949	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
5 (b)	25	China 1927–1949	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
6 (a)	25	Germany 1918–1939	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
6 (b)	25	Germany 1918–1939	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
7 (a)	25	India 1919–1947	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
7 (b)	25	India 1919–1947	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
8 (a)	25	Indonesia 1959–1998	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
8 (b)	25	Indonesia 1959–1998	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
9 (a)	25	Japan 1904–1937	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
9 (b)	25	Japan 1904–1937	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
10 (a)	25	Russia and the Soviet Union 1917–1941	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
10 (b)	25	Russia and the Soviet Union 1917–1941	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
11 (a)	25	South Africa 1960–1994	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
11 (b)	25	South Africa 1960–1994	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
12 (a)	25	USA 1919–1941	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2

Question	Marks	Content	Syllabus outcomes
12 (b)	25	USA 1919–1941	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
Section III — Personalities in the Twentieth Century			
13 (a)	10	Personalities in the Twentieth Century	H1.1, H4.1, H4.2
13 (b)	15	Personalities in the Twentieth Century	H1.2, H2.1, H3.4, H4.2
Section IV — International Studies in Peace and Conflict			
14 (a)	25	Anglo-Irish Relations 1968–1998	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
14 (b)	25	Anglo-Irish Relations 1968–1998	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
15 (a)	25	Conflict in Europe 1935–1945	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
15 (b)	25	Conflict in Europe 1935–1945	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
16 (a)	25	Conflict in Indochina 1954–1979	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
16 (b)	25	Conflict in Indochina 1954–1979	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
17 (a)	25	Conflict in the Pacific 1937–1951	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
17 (b)	25	Conflict in the Pacific 1937–1951	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
18 (a)	25	Arab–Israeli Conflict 1948–1996	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
18 (b)	25	Arab–Israeli Conflict 1948–1996	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
19 (a)	25	The Cold War 1945–1991	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
19 (b)	25	The Cold War 1945–1991	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
20 (a)	25	The United Nations as Peacekeeper 1946–2001	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2
20 (b)	25	The United Nations as Peacekeeper 1946–2001	H1.1, H1.2, H2.1, H3.4, H4.1, H4.2



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

2006 HSC Modern History Marking Guidelines

Section I — World War I 1914–1919

Question 1 (a) (i)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Attempted to starve Britain AND/OR• Sinking supply ships	1

Question 1 (a) (ii)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Sinking of American ships	1

Question 1 (a) (iii)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Russian withdrawal/defeat	1

Question 1 (b)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Any TWO of:<ul style="list-style-type: none">– Major German attack– Attack only just beginning– Freshness of German resources– Allied armies were in retirement/retreat– Immense superiority of German troops/numbers– ‘Time is vital’– US troops not arrived yet	2
<ul style="list-style-type: none">• Any ONE of the above	1

Question 2*Outcomes assessed: H2.1, H3.2, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Provides a comprehensive explanation that demonstrates breadth of own relevant knowledge combined with specific use of BOTH sourcesDemonstrates a sophisticated understanding of the significance of US entry in the context of the war's turning points	9–10
<ul style="list-style-type: none">Provides a clear explanation with appropriate use of BOTH sources and use of own relevant knowledgeDemonstrates sound knowledge of the significance of US entry AND/OR other turning points	7–8
<ul style="list-style-type: none">Competently uses relevant knowledge and makes specific reference to at least ONE source OR uses sources only OR uses own knowledge onlyMakes generalisations about US entry AND/OR other turning points	5–6
<ul style="list-style-type: none">Limited use of knowledge and sources, relying largely on simple description or narrative about US entry AND/OR other turning points	3–4
<ul style="list-style-type: none">One or two references to US entry AND/OR other turning points	1–2

Question 3*Outcomes assessed: H3.3, H3.4***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Makes a clear judgement which demonstrates a thorough understanding of BOTH sources in the context of their usefulnessProvides an effective discussion of perspective and reliability in the wider context of the question	9–10
<ul style="list-style-type: none">Makes a clear judgement about the usefulness of BOTH sources to the question but may be uneven in its treatmentProvides some discussion of perspective and reliability in the wider context of the question	7–8
<ul style="list-style-type: none">Attempts a discussion of the usefulness of BOTH sources to the question, with some reference to perspective and reliability OR <ul style="list-style-type: none">Provides a detailed discussion and evaluation of the usefulness of ONE source to the question and its perspective and reliability	5–6
<ul style="list-style-type: none">Generalises about the usefulness of the source(s) with few links to either reliability or perspectiveMay paraphrase sources	3–4
<ul style="list-style-type: none">Some reference to the use of sources generally OR <ul style="list-style-type: none">Simple description or paraphrase of one or both sources	1–2

Section II — National Studies

Questions 4, 5, 6, 7, 8, 9, 10, 11, 12

Outcomes assessed: H1.1, H1.2, H2.1, H3.4, H4.1, H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Addresses the question asked with a sophisticated and sustained argument, which demonstrates a comprehensive understanding of the issue(s) raised in the question• Presents a logical, coherent and well-structured response drawing on a clear identification of relevant key features of the period• Supports interpretation with detailed, relevant and accurate historical information and makes use of appropriate terms and concepts	21–25
<ul style="list-style-type: none">• Addresses the question asked with a sound attempt at an argument, which demonstrates a well-developed understanding of the issue(s) raised in the question• Presents a logical and well-structured response drawing on relevant key features of the period• Provides detailed, relevant and accurate historical information and makes use of appropriate terms and concepts	16–20
<ul style="list-style-type: none">• Addresses the question asked with a relevant but largely narrative or descriptive response which may contain implied understanding of the issue(s) raised in the question• Presents a generally well-structured response, with some identification of the key features of the period• Provides adequate relevant and accurate historical information incorporating some historical terms	11–15
<ul style="list-style-type: none">• Presents a narrative or descriptive response, which is largely relevant but may be generalised and/or incomplete• Presents a structured but simple response, with some mention of relevant key features of the period• Provides limited accurate historical information incorporating some historical terms	6–10
<ul style="list-style-type: none">• Attempts a narrative or description which may be only generally relevant and/or seriously incomplete• May be disjointed and/or very brief• Provides very limited historical information	1–5

Section III — Personalities in the Twentieth Century

Question 13 (a)

Outcomes assessed: H1.1, H4.1, H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents a logical, structured outline of a comprehensive selection of the main features in the personality's background and rise to prominence• Provides relevant and accurate historical information using a range of appropriate terms and concepts	9–10
<ul style="list-style-type: none">• Presents a structured outline of a substantial selection of the main features in the personality's background and/or rise to prominence• Provides relevant and accurate historical information using appropriate terms and concepts	7–8
<ul style="list-style-type: none">• Presents an outline of a selection of features from the personality's background and/or rise to prominence• Provides adequate and accurate historical information incorporating some historical terms	5–6
<ul style="list-style-type: none">• Presents a limited outline of some events of the personality's career with a simple use of historical information incorporating some historical terms	3–4
<ul style="list-style-type: none">• Presents a limited outline of the personality's career, with limited use of historical terms/concepts	1–2

Question 13 (b)*Outcomes assessed: H1.2, H2.1, H3.4, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes a clear judgement about differing historical perspectives and interpretations• Presents a sustained, logical and well-structured argument supported by detailed, relevant and accurate historical information	13–15
<ul style="list-style-type: none">• Attempts a judgement about differing historical perspectives and interpretations• Presents a structured, logical argument supported by detailed, relevant and accurate historical information	10–12
<ul style="list-style-type: none">• Describes an interpretation(s) of the personality's role in history• Provides a structured response with adequate and largely accurate historical information	7–9
<ul style="list-style-type: none">• Provides a limited description of the role played by the personality in history• Presents a simple descriptive narration, supported by a basic use of historical information	4–6
<ul style="list-style-type: none">• Lists some historical events of the period of the specified personality• Presents a very limited narration/description of people and/or events from the past	1–3

Section IV — International Studies in Peace and Conflict**Question 14, 15, 16, 17, 18, 19, 20***Outcomes assessed: H1.1, H1.2, H2.1 H3.4, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Addresses the question asked with a sophisticated and sustained argument, which demonstrates a comprehensive understanding of the issue(s) raised in the question• Presents a logical, coherent and well-structured response drawing on a clear identification of relevant key features of the period• Supports interpretation with detailed, relevant and accurate historical information and makes use of appropriate terms and concepts	21–25
<ul style="list-style-type: none">• Addresses the question asked with a sound attempt at an argument, which demonstrates a well-developed understanding of the issue(s) raised in the question• Presents a logical and well-structured response drawing on relevant key features of the period• Provides detailed, relevant and accurate historical information and makes use of appropriate terms and concepts	16–20
<ul style="list-style-type: none">• Addresses the question asked with a relevant but largely narrative or descriptive response which may contain implied understanding of the issue(s) raised in the question• Presents a generally well-structured response, with some identification of the key features of the period• Provides adequate relevant and accurate historical information incorporating some historical terms	11–15
<ul style="list-style-type: none">• Presents a narrative or descriptive response, which is largely relevant but may be generalised and/or incomplete• Presents a structured but simple response, with some mention of relevant key features of the period• Provides limited accurate historical information incorporating some historical terms	6–10
<ul style="list-style-type: none">• Attempts a narrative or description which may be only generally relevant and/or seriously incomplete• May be disjointed and/or very brief• Provides very limited historical information	1–5