

**2002 HSC Notes from
the Marking Centre
Modern History**

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2002 HSC NOTES FROM THE MARKING CENTRE

MODERN HISTORY

General Comments

9,000 candidates sat the Modern History paper in 2002. This was a slight increase on 2001 and candidates' answers for the most part were longer than in 2001.

There was a decline from previous years in the number of problem scripts, that is number of candidates attempting incorrect combinations and a significant decrease in the number of Non Attempts.

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

Better responses provided sustained arguments which analysed and argued in depth on the basis of detailed knowledge. These answers focused on the questions and used supporting evidence well.

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

Section I – Core Study

World War I (30 Marks) (Questions 1, 2 and 3)

General Comments

Many requested extra books to write additional information, however many crammed their responses into the spaces provided.

Specific Comments

Question 1

This question was well answered with 82 % of candidates in the top marking range.

Question 2

Some candidates had difficulty with Question 2. Candidates either relied heavily on the sources listed or their own knowledge. Few candidates provided a balanced combination of each. Many candidates

had difficulty with the photograph and focused on irrelevant issues like positioning of feet or type of shoes. Many candidates showed how attitudes changed rather than why.

Question 3

This question was not as well answered as Question 2. The term perspective confused many candidates who ignored or only implied it. There was an improvement in candidates' handling of the reliability and usefulness of a source. Better candidates spoke of the usefulness and reliability of each source and compared the different perspective each provided.

Section II – National Study – Period (20 Marks)

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

General Comments

It is important that teachers emphasise to candidates the need to cover all areas within any given topic ie, key events, groups, concepts etc. Most candidates knew about the groups question but many had difficulty providing detailed knowledge to provide a sustained response. Less able candidates had difficulty restricting answers to the defined time period.

Percentage of candidates attempting Options

In National Studies the popularity of countries was almost identical to 2001

Germany 64%

Russia 20%

USA 8%

China 3%

India / Japan / Australia / Indonesia – less than 1 %

No candidates attempted Indonesia.

Specific Comments

Question 4

USA: 45% attempted 9(a) and 55 % attempted 9(b)

Question 4(a) was better answered than 4(b). Most candidates could identify the business magnates, but fewer could assess their role. Most simply described it. Many candidates described Hollywood's importance, some even assessed it, but few actually tried to explain it.

Question 10

Russia: 67% attempted (a) and 33 % attempted (b)

Part (a) was answered by two thirds of candidates attempting the Russian Option. Many candidates had detailed information on war communism and the NEP but failed to adequately look at the impact on the peasantry and proletariat. Part (b) was well answered. Candidates illustrated the gains of collectivization and the 5-year plans and demonstrated how they contributed to victory in the Great Patriotic War.

Question 12

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

In part (a) most candidates simply described the activities of the Nazi party up to and including 1933. Many went well beyond 1933. Most focused on the period from 1929. Better responses actually attempted to assess the impact of its activities on society. Part (b) was better answered in that candidates were able to provide more detailed information. Most, however, talked about the nature of propaganda, terror and repression. Better responses then talked about the impact these actions had on the Jewish community.

Japan: 17% attempted (a) and 83% attempted (b)

China: 24% attempted (a) and 76% attempted (b)

India: 47% attempted (a) and 53% attempted (b)

Australia: 65% attempted (a) and 35% attempted (b)

Section II – National Studies – Personality (20 Marks)

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

General Comments

Overall the ‘personality’ questions were well answered by candidates. A problem in 2001 was that candidates had spent a great deal of time answering the first question and gave little time to the second question despite their equal value. While this was still true to an extent, answers to the second question were generally longer. Many candidates tended to ignore the time periods given and spent unnecessary time in the lead up or going beyond the specified time.

A small number of candidates still answered the two questions together as one response. Candidates need to be reminded that they are separate questions requiring separate answers. While markers did not penalize candidates for this approach they are doing themselves a disservice, as they did not adequately cover the issues raised in the two questions.

Percentage of candidates attempting each personality within an option

Germany	Speer	68%	Riefenstahl	32%
Russia	Trotsky	90 %	Kollontai	10 %
USA	Hearst	4 %	Hoover	96%
India	Jinnah	54 %	Nehru	46 %
China	Sun Yat-sen	66%	Chu The	34%
Australia	Evatt	75%	Fraser	25%
Japan	Hirohito	43%	Ikki	57%
Indonesia	No candidate attempted Indonesia.			

Question 5

Very few candidates answered the Hearst question. Hoover was generally well answered. In part (i) candidates knew the detail and the chronology. In part (ii) there was some confusion with mafia / gangsters.

Question 11

For both personalities candidates spent unnecessary time on pre 1917 detail. For Trotsky the better responses showed understanding of ideology and the impact of this. Kollontai was less popular than last year. ‘Reversals in status.. under Stalin’ was often ignored in answering the question.

Question 13

The best responses on Riefenstahl and Speer showed detailed knowledge of their careers as well as the role each played in events of the period. There was excellent use of a variety of sources. Poorer responses simply described a few related events of the period.

Section III – International Studies in Peace and Conflict

(Questions 20 to 26)

General Comments

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

Percentage of candidates attempting Options

Indo-China	38 %
Cold War	27 %
Arab Israel Conflict	15 %
Conflict in Pacific	12 %
South Africa	4 %

Anglo Irish 2 %
United Nations 2 %

Question 21

Cold War: 91% attempted (a) and 9% attempted (b)

Most candidates attempted Question 21(a). Candidates generally linked fear of communism to the chosen crisis but only the better responses linked fear to stages in the development of the crisis. Candidates attempting Question 21(b), had difficulty in coming to terms with the ‘culture in the USA’.

Question 24

Arab Israeli: 42% attempted (a) and 58% attempted (b)

Although Question 24(a) was the less popular of the two choices, candidates answering it demonstrated higher order skills and analysed the objectives of both the USA and the USSR in the period from 1948 – 1973.

In Question 24(b) weaker candidates simply defined Palestinian refugees as the PLO and failed to make a connection between Israeli policies and their impact on the refugees. Better responses did not see the question simply in terms of terrorism. They also addressed peace initiatives.

Question 25

Indochina: 35% attempted (a) and 65% attempted (b)

In Question 25(a) most candidates focused on Vietnam while the question asked for policies towards Indochina. Most candidates’ responses ended at 1975. Those covering the period from 1975 – 1979 were generally well above average. Many candidates were not sure exactly what the policies were but tended to focus on events involving America in the Indo China region.

Question 25(b) was well answered. Better responses showed the shifts in strategies as policy changed. Effectiveness of policies was evaluated, to a degree, by all candidates.

Question 20

Conflict in the Pacific: 41% attempted (a) and 59% attempted (b)

Question 22

United Nations: 37% attempted (a) and 63% attempted (b)

Question 23

South Africa: 56% attempted (a) and 44% attempted (b)

Question 26

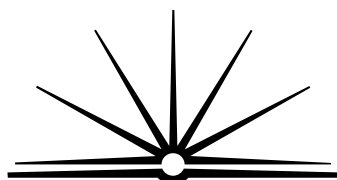
Anglo Irish: 52% attempted (a) and 48% attempted (b)

Modern History

2002 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
1(a) (i)	3	World War I and its Aftermath	H5.1
1(a) (ii)	3	World War I and its Aftermath	H1.1, H5.1
1(b)	4	World War I and its Aftermath	H1.1, 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

Question	Marks	Content	Syllabus outcomes
17(b)(i)	10	Australia – Malcolm Fraser	H1.1, H3.1
17(b)(ii)	10	Australia – Malcolm Fraser	H1.2, H4.2, H6.1
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



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

2002 HSC Modern History Marking Guidelines

Question 1(a)

Outcomes assessed: H5.1

MARKING GUIDELINES

Criteria	Marks
• Any THREE of: rumours of war, part-time soldiers tramping the streets, news placards, news of Archduke's assassination, military bands, pressure to enlist	3
• Any TWO of the above	2
• Any ONE of the above	1

Question 1(a)(ii)

Outcomes assessed: H1.1, H5.1

MARKING GUIDELINES

Criteria	Marks
• Lists the following THREE : 1. King's shilling 2. Ration money (one shilling nine pence) 3. Sergeant's shilling (enlistment money)	3
• Any TWO of the above	2
• Any ONE of the above	1

Question 1(b)*Outcomes assessed: H1.1, H5.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Lists the following FOUR<ol style="list-style-type: none">1. Killing off male population2. Generation long time to recover3. Financial ruin4. Destruction of means of production	4
<ul style="list-style-type: none">Any THREE of the above	3
<ul style="list-style-type: none">Any TWO of the above	2
<ul style="list-style-type: none">Any ONE of the above	1

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

Criteria	Marks
<ul style="list-style-type: none">Provides a comprehensive argument that demonstrates breadth of relevant knowledge combined with specific use of BOTH sourcesCritically evaluates why attitudes of soldiers and civilians changed to the war	9–10
<ul style="list-style-type: none">Provides some clear argument with appropriate use of BOTH sources with reference to own relevant knowledgeMakes judgements about why attitudes of soldiers and civilians to the war changedAn excellent answer with only one source used (may be awarded 7 marks)	7–8
<ul style="list-style-type: none">Uses relevant knowledge and makes specific reference to one or both sourcesMakes generalisations about the changing attitudes and includes some appropriate detail	5–6
<ul style="list-style-type: none">Limited use of knowledge and sources, relying largely on retelling of some of the soldier/civilian experiences	3–4
<ul style="list-style-type: none">One or two references to experience of people in World War I from sources or own knowledge	1–2

Question 3

Outcomes assessed: H4.1, H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes a clear judgement which demonstrates an understanding of BOTH sources in the context of their usefulness to the specific investigation in the question, ie changing expectations of soldiers and civilians in British society between 1914 and 1921 • Provides an effective discussion of perspective and reliability in the wider context of the historical investigation 	9–10
<ul style="list-style-type: none"> • Makes a judgement about the usefulness of BOTH sources to the specific investigation but may be uneven in its treatment of them • Provides some discussion of perspective and reliability in the wider context of the historical investigation 	7–8
<ul style="list-style-type: none"> • Provides a limited discussion of the usefulness of BOTH sources to the specific investigation including reference to perspective and reliability OR <ul style="list-style-type: none"> • Provides a detailed discussion and evaluation of the usefulness of one source to the specific investigation and its perspective and reliability 	5–6
<ul style="list-style-type: none"> • Generalises about usefulness of the sources and/or reliability/or perspective • May paraphrase sources 	3–4
<ul style="list-style-type: none"> • Some reference to the use of sources generally OR <ul style="list-style-type: none"> • Simple description or paraphrase of one or both sources 	1–2

Question 4(a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Examines and accounts for the role of business magnates in the given period and reports on the relative significance of key individuals, groups or events in this development • 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 	17–20
<ul style="list-style-type: none"> • States reasons and accounts for the role of business magnates in the given period and reports on the relative significance of key individuals, groups or events in this development • Presents a sustained and logical answer drawing on identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using a range of appropriate terms and concepts 	13–16
<ul style="list-style-type: none"> • Outlines some reasons for the role of business magnates in the given period and reports generally on the involvement of individuals, groups or events • Presents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms 	9–12
<ul style="list-style-type: none"> • Describes some roles played by individual groups or events and their broad significance to the role of business magnates in the period • Presents a descriptive narration, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	5–8
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of the role played by individuals, groups or events in the role of business magnates in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–4

Question 4(b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Examines and accounts for the growing importance of Hollywood and the entertainment industry in the given period and highlights the relationship between individual groups and events and their significance in the development of American culture • 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 	17–20
<ul style="list-style-type: none"> • States reasons and accounts for the importance of Hollywood and the entertainment industry in the given period and highlights the relationship between individual groups and events and their significance in the development of American culture • Presents a sustained and logical answer drawing on identification of relevant key features of the period and supported by detailed, relevant and accurate historical information using a range of appropriate terms and concepts 	13–16
<ul style="list-style-type: none"> • Outlines some reasons for the importance of Hollywood and the entertainment industry in the given period and highlights general relationships between groups and events and their significance • Presents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms 	9–12
<ul style="list-style-type: none"> • Describes some roles played by individual groups or events and their significance to the development of Hollywood and the entertainment industry in the given period • Presents a descriptive narration, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	5–8
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of the role of individuals, groups or events in the development of Hollywood and the entertainment industry • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–4

Question 5(a)(i) and 5(b)(i)

Outcomes assessed: H1.1, H3.1

MARKING GUIDELINES

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

Question 5(a)(ii) and 5(b)(ii)

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

MARKING GUIDELINES

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

Question 6(a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Examines and accounts for the influence of the Zaibatsu on Japan's political system in the given period and which reports on the relative significance of key individuals, groups and events in this development • 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 	17–20
<ul style="list-style-type: none"> • States reasons and accounts for the influence of the Zaibatsu on politics in the given period and which reports on the involvement of key individuals, groups or events in this development • 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 	13–16
<ul style="list-style-type: none"> • Outlines reasons for the influence of the Zaibatsu on politics in the period and which reports generally on the involvement of individuals, groups or events • Presents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms 	9–12
<ul style="list-style-type: none"> • Describes some roles played by individuals, groups or events and their broad significance to the influence of the Zaibatsu on politics in the period • Presents a descriptive answer, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	5–8
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of the role played by individuals, groups or events in the influence of the Zaibatsu on politics • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–4

Question 6(b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Examines and accounts for the failure of political parties to maintain a liberal democracy in the given period and reports on the relative significance of key individuals, groups or events in this development • 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 	17–20
<ul style="list-style-type: none"> • States reasons and accounts for the failure of political parties to maintain a liberal democracy in the given period and reports on the involvement of key individuals, groups or events in this development • 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 	13–16
<ul style="list-style-type: none"> • Outlines reasons for the failure of political parties to maintain a liberal democracy in the period and reports generally on the involvement of individuals, groups or events • Presents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms 	9–12
<ul style="list-style-type: none"> • Describes some roles played by individuals, groups or events and their general significance to the failure of political parties to maintain a liberal democracy in the period • Presents a descriptive answer, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	5–8
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of the role of individuals, groups or events in the failure of political parties to maintain a liberal democracy • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–4

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

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

Question 7(a)(ii) and 7(b)(ii)

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

MARKING GUIDELINES

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

Question 8(a)

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

MARKING GUIDELINES

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

Question 8(b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Examines and accounts for the impact of the Chinese Communist Party on the peasantry in the given period and reports on the relative significance of key individuals, groups or events in this development • 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 	17–20
<ul style="list-style-type: none"> • States reasons and accounts for the impact of the Chinese Communist Party on the peasantry in the given period and reports on the involvement of key individuals, groups or events in this development • 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 	13–16
<ul style="list-style-type: none"> • Outlines some reasons for the impact of the Chinese Communist Party on the peasantry in the given period and reports generally on the involvement of individuals, groups or events • Presents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms 	9–12
<ul style="list-style-type: none"> • Describes some roles played by individuals, groups or events and their broad significance to the development of the Chinese Communist Party in the period • Presents a descriptive narration, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	5–8
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of the role played by individuals, groups or events in the development of the Chinese Communist Party in the period • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–4

Question 9(a)(i) and 9(b)(i)

Outcomes assessed: H1.1, H3.1

MARKING GUIDELINES

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

Question 9(a)(ii) and 9(b)(ii)

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

MARKING GUIDELINES

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

Question 10(a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Examines and accounts for the impact of war communism and the NEP on both the peasantry and proletariat 1918–1928 • 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 	17–20
<ul style="list-style-type: none"> • States the reasons for the impact of war communism and the NEP in the peasantry and proletariat 1918–1928 • 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 	13–16
<ul style="list-style-type: none"> • Outlines the reasons for the impact of war communism and the NEP in the peasantry and proletariat 1918–1928 • Presents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms 	9–12
<ul style="list-style-type: none"> • Describes some effects of war communism and the NEP on the peasantry and proletariat 1918–1928 • Presents a descriptive answer, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	5–8
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of war communism, the NEP and their effects on the peasantry and proletariat 1918–1928 • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–4

Question 10(b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Examines and accounts for the impact of economic policies and victory in GPW in the given period and reports on the relative significance of key individuals, groups or events in this development • 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 	17–20
<ul style="list-style-type: none"> • States reasons and accounts for the impact of economic policies and victory in GPW in the given period and reports on the relative significance of key individuals, groups or events in this development • 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 	13–16
<ul style="list-style-type: none"> • Outlines some reasons for the impact of economic policies and victory in GPW in the given period and reports generally on the involvement of individuals, groups or events • Presents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms 	9–12
<ul style="list-style-type: none"> • Describes some roles played by individuals, groups or events and their broad significance in achieving Soviet victory in GPW in the period • Presents a descriptive narration, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	5–8
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of the role played by individuals, groups or events in achieving Soviet victory in GPW • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–4

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

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

Question 11(a)(ii) and 11(b)(ii)

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

MARKING GUIDELINES

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

Question 12(a)

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

MARKING GUIDELINES

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

Question 12(b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Examines and accounts for reasons that explain the nature and impact of Nazi propaganda terror and oppression on the Jewish community and reports on the relative significance of key individual groups or events in this development • 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 	17–20
<ul style="list-style-type: none"> • States reasons that account for the impact of Nazi propaganda terror and oppression on the Jewish community and reports on the relative significance of key individual groups or events in this development • 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 	13–16
<ul style="list-style-type: none"> • Outlines some reasons that account for the nature and impact of Nazi propaganda, terror and oppression in the given period and highlights general relationships between groups and events and their significance • Presents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms 	9–12
<ul style="list-style-type: none"> • Describes some roles played by individuals, groups or events and their significance to the nature and impact of Nazi propaganda, terror and oppression in the given period • Presents a descriptive answer, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	5–8
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of the role of individuals, groups or events in the development of racism • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–4

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

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

Question 13(a)(ii) and 13(b)(ii)

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

MARKING GUIDELINES

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

Question 14(a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Examines and accounts for the impact of the policies and tactics of Congress in opposing the British Raj in the given period and highlights the relationship between individual groups and events and their significance in its development • 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 	17–20
<ul style="list-style-type: none"> • States reasons and accounts for the impact of the policies and tactics of Congress in opposing the British Raj in the given period and highlights the relationship between individual groups and events and their significance in its development • 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 	13–16
<ul style="list-style-type: none"> • Outlines some reasons for the impact of the policies and tactics of Congress in opposing the British Raj in the given period and highlights general relationships between groups and events and their significance • Presents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms 	9–12
<ul style="list-style-type: none"> • Describes some roles played by individuals, groups or events and their significance to the policies and tactics of Congress in the given period • Presents a descriptive answer, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	5–8
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of the role of individuals groups or events in the development of the policies and tactics of Congress • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–4

Question 14(b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Examines and accounts for the role of the All India Muslim League in the given period and highlights the relationship between individual groups and events and their significance in the achievement of independence and the partitioning of India • 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 	17–20
<ul style="list-style-type: none"> • States reasons and accounts for the role of the All India Muslim League in the given period and highlights the relationship between individual groups and events and their significance in the achievement of independence and the partitioning of India • 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 	13–16
<ul style="list-style-type: none"> • Outlines some reasons that explain the role of the All India Muslim League in the given period and highlights general relationships between groups and events and their significance in the achievement of independence and the partitioning of India • Presents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms 	9–12
<ul style="list-style-type: none"> • Describes some roles played by individuals, groups or events in the given period and their significance to the development of independence and partitioning of India in the period up to 1947 • Presents a descriptive answer, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	5–8
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of the role of individuals, groups or events in the independence and partitioning of India in the period up to 1947 • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–4

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

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

Question 15(a)(ii) and 15(b)(ii)

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

MARKING GUIDELINES

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

Question 16(a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Examines and accounts for the response of political parties to communist-related problems in Australia in the period and highlights the relationship between individuals, groups and events • 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 	17–20
<ul style="list-style-type: none"> • States reasons and accounts for the response of political parties to communist-related problems in Australia in the period and highlights the relationship between individuals, groups and events • 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 	13–16
<ul style="list-style-type: none"> • Outlines some reasons for the responses of political parties to communist-related problems in Australia in the period and highlights general relationships between individuals, groups and events • Presents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms 	9–12
<ul style="list-style-type: none"> • Describes some responses of political parties to communist-related problems in Australia in the period and mentions relevant individuals, groups and events • Presents a descriptive answer, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	5–8
<ul style="list-style-type: none"> • Lists some political events of the period and shows a limited understanding of the role of the individual, groups or events to political parties' response to communist-related problems • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–4

Question 16(b)

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

MARKING GUIDELINES

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

Question 17(a)(i) and 17(b)(i)

Outcomes assessed: H1.1, H3.1

MARKING GUIDELINES

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

Question 17(a)(ii) and 17(b)(ii)

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

MARKING GUIDELINES

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

Question 18(a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Critically assesses the formation of Indonesian state in the given period and highlights the relationship between individual groups and events and their significance in its development • 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 	17–20
<ul style="list-style-type: none"> • Assesses the formation of Indonesian state in the given period and highlights the relationship between individual groups and events and their significance in its development • 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 	13–16
<ul style="list-style-type: none"> • Outlines the formation of Indonesian state in the given period and highlights general relationships between groups and events and their significance • Presents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms 	9–12
<ul style="list-style-type: none"> • Describes some roles played by individuals, groups or events and their significance to the development of formation of Indonesian state in the given period • Presents a descriptive answer, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	5–8
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of the role of individuals, groups or events in the development of formation of Indonesian state • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–4

Question 18(b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Examines and accounts for the role of the Indonesian armed forces in the occupation of East Timor in the given period and highlights the relationship between individual groups and events and their significance in its development • 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 	17–20
<ul style="list-style-type: none"> • States reasons and accounts for the role of the Indonesian armed forces in the occupation of East Timor in the given period and highlights the relationship between individual groups and events and their significance in its development • 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 	13–16
<ul style="list-style-type: none"> • Outlines reasons for the role of the Indonesian armed forces in occupation of East Timor in the given period and highlights general relationships between groups and events and their significance • Presents an answer with some identification of key features of the period and provides adequate and accurate historical information incorporating some historical terms 	9–12
<ul style="list-style-type: none"> • Describes some roles played by individuals, groups or events and their significance to the occupation of East Timor in the given period • Presents a descriptive answer, with some mention of relevant features of the period supported by a basic use of historical information incorporating some historical terms 	5–8
<ul style="list-style-type: none"> • Lists some historical events of the period and shows a limited understanding of the role of individuals, groups or events in the occupation of East Timor • Presents a limited narration/description of people and/or events from the past with a limited use of historical terms/concepts 	1–4

Question 19(a)(i) and 19(b)(i)

Outcomes assessed: H1.1, H3.1

MARKING GUIDELINES

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

Question 19(a)(ii) and 19(b)(ii)

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

MARKING GUIDELINES

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

Question 20(a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Discusses the features and effects of imperialism in the Pacific 1937–1942 and highlights the relationship between individuals, groups and events and their significance • Presents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts 	25–30
<ul style="list-style-type: none"> • States the features and effects of imperialism in the Pacific 1937–1942 and highlights the relationship between individuals, groups and events and their significance • Presents a sustained and logical answer drawing on an identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using appropriate terms and concepts 	19–24
<ul style="list-style-type: none"> • Outlines some features and effects of imperialism in the Pacific 1937–1942 and highlights the general relationship between individuals, groups or events • Presents an answer with some identification of key features of the period • Provides adequate and accurate historical information incorporating some historical terms 	13–18
<ul style="list-style-type: none"> • Describes some aspects of imperialism in the Pacific 1937–1942 • Presents a descriptive answer, with some identification of relevant features of the period • Provides basic historical information incorporating some historical terms 	7–12
<ul style="list-style-type: none"> • Lists some historical events of the period • Presents a limited narration/description of people and/or events from the past • Limited use of historical terms/concepts 	1–6

Question 20(b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Assesses the features and effects of war on civilians in Japan and either Australia or US. Makes clear judgements about the significance of the changes ie advantages/disadvantages and the significance of the role of groups and events upon them • Presents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts 	25–30
<ul style="list-style-type: none"> • States the features and effects of war on civilians. Makes judgements about the significance of the changes in Japan and either Australia or US • Presents a sustained and logical answer drawing on an identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using appropriate terms and concepts 	19–24
<ul style="list-style-type: none"> • Outlines the effect of war on civilians. Lists some advantages/disadvantages on Japanese and either Australia or US • Students who deal only with one country can receive no more than 18 marks • Presents an answer with some identification of key features of the period • Provides adequate and accurate historical information incorporating some historical terms 	13–18
<ul style="list-style-type: none"> • Describes some effects of war on civilians in general terms. • Presents a descriptive answer, with some identification of relevant features of the period • Supported by a basic use of historical information incorporating some historical terms 	7–12
<ul style="list-style-type: none"> • Lists some historical events of the period • Presents a limited narration/description of people and/or events from the past • Limited use of historical terms/concepts 	1–6

Question 21(a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • 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 • Presents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period • Supported by detailed, relevant and accurate historical information using a range of appropriate terms and concepts 	25–30
<ul style="list-style-type: none"> • States 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 • Presents a sustained and logical answer drawing on an identification of relevant key features of the period • Supported by detailed, relevant and accurate historical information using appropriate terms and concepts 	19–24
<ul style="list-style-type: none"> • Outlines the 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 • Presents an answer with some identification of key features of the period • Provides adequate and accurate historical information incorporating some historical terms 	13–18
<ul style="list-style-type: none"> • Describes some aspects of the roles played by groups, events and ideas, and their broad significance as forces for change and continuity during the period • Presents a descriptive answer, with some identification of relevant features of the period • Supported by a basic use of historical information incorporating some historical terms 	7–12
<ul style="list-style-type: none"> • List some historical events of the period • Presents a limited narration/description of people and/or events from the past • Limited use of historical terms/concepts 	1–6

Question 21(b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Discusses 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 • Presents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts 	25–30
<ul style="list-style-type: none"> • States 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 • Presents a sustained and logical answer drawing on an identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using appropriate terms and concepts 	19–24
<ul style="list-style-type: none"> • Outlines the 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 • Presents an answer with some identification of key features of the period • Provides adequate and accurate historical information incorporating some historical terms 	13–18
<ul style="list-style-type: none"> • Describes some aspects of the roles played by groups, events and ideas, and their broad significance as forces for change and continuity during the period • Presents a descriptive answer, with some identification of relevant features of the period • Provides basic historical information incorporating some historical terms 	7–12
<ul style="list-style-type: none"> • List some historical events of the period • Presents a limited narration/description of people and/or events from the past • Limited use of historical terms/concepts 	1–6

Question 22(a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Evaluates the effectiveness of UN diplomacy, making critical judgements about two crises 1950–1999 • Presents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts 	25–30
<ul style="list-style-type: none"> • States the effectiveness of UN diplomacy, making judgements about two crises 1950–1999 • Presents a sustained and logical answer drawing on an identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using appropriate terms and concepts 	19–24
<ul style="list-style-type: none"> • Outlines the effectiveness of UN diplomacy in dealing with two crises 1950–1999 or deals with one crisis in depth • Presents an answer with some identification of key features of the period • Provides adequate and accurate historical information incorporating some historical terms 	13–18
<ul style="list-style-type: none"> • Describes some aspects of the role played by the UN in dealing with either one or two crises 1950–1999 • Presents a descriptive answer, with some identification of relevant features of the period • Provides basic historical information incorporating some historical terms 	7–12
<ul style="list-style-type: none"> • Lists some of the UN diplomatic moves in dealing with either one or two crises 1950–1999 • Presents a limited narration/description of people and/or events from the past • Limited use of historical terms/concepts 	1–6

Question 22(b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Assesses the UN effectiveness in containing two acts of aggression 1950-1999 • Presents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts 	25–30
<ul style="list-style-type: none"> • States the effectiveness of the UN in containing two acts of aggression 1950–1999 • Presents a sustained and logical answer drawing on an identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using appropriate terms and concepts 	19–24
<ul style="list-style-type: none"> • Outlines the effectiveness of the UN in containing two acts of aggression 1950–1999 or deals with one act in depth • Presents an answer with some identification of key features of the period • Provides adequate and accurate historical information incorporating some historical terms 	13–18
<ul style="list-style-type: none"> • Describes some aspects of the role of the UN in containing either one or two acts of aggression 1950–1999 • Presents a descriptive answer, with some identification of relevant features of the period • Provides basic historical information incorporating some historical terms 	7–12
<ul style="list-style-type: none"> • Lists some ways the UN stopped either one or two acts of aggression in the period 1950–1999 • Presents a limited narration/description of people and/or events from the past • Limited use of historical terms/concepts 	1–6

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

Criteria	Marks
<ul style="list-style-type: none">Assesses the importance of racism in the establishment of apartheid 1948–1960Presents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the periodProvides detailed, relevant and accurate historical information using a range of appropriate terms and concepts	25–30
<ul style="list-style-type: none">States the importance of racism in the establishment of apartheid 1948–1960Presents a sustained and logical answer drawing on an identification of relevant key features of the periodProvides detailed, relevant and accurate historical information using appropriate terms and concepts	19–24
<ul style="list-style-type: none">Outlines the importance of racism in the establishment of apartheid 1948–1960Presents an answer with some identification of key features of the periodProvides adequate and accurate historical information incorporating some historical terms	13–18
<ul style="list-style-type: none">Describes some aspects of the role of racism in the establishment of apartheid 1948–1960Presents a descriptive answer, with some identification of relevant features of the periodProvides basic historical information incorporating some historical terms	7–12
<ul style="list-style-type: none">Lists points that show how apartheid was established 1948–1960Presents a limited narration/description of people and/or events from the pastLimited use of historical terms/concepts	1–6

Question 23(b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Evaluates the impact of the international apartheid movement, making critical judgements about its relative significance as a force for change 1962–1994 • Presents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts 	25–30
<ul style="list-style-type: none"> • States the impact of the international anti-apartheid movement as a force for change 1962–1994 • Presents a sustained and logical answer drawing on an identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using appropriate terms and concepts 	19–24
<ul style="list-style-type: none"> • Outlines the impact of the international anti-apartheid movement as a force of change 1962–1994 • Presents an answer with some identification of key features of the period • Provides adequate and accurate historical information incorporating some historical terms 	13–18
<ul style="list-style-type: none"> • Describes some aspects of the anti-apartheid movement 1962–1994 • Presents a descriptive answer, with some identification of relevant features of the period • Provides basic historical information incorporating some historical terms 	7–12
<ul style="list-style-type: none"> • List some historical events of the period • Presents a limited narration/description of people and/or events from the past • Limited use of historical terms/concepts 	1–6

Question 24(a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Evaluates the objectives of the super powers in the Middle East 1948–1973 • Presents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts 	25–30
<ul style="list-style-type: none"> • States the objectives of the super powers in the Middle East 1948–1973 • Presents a sustained and logical answer drawing on an identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using appropriate terms and concepts 	19–24
<ul style="list-style-type: none"> • Outlines the role of the super powers in the Middle East 1948–1973 • Presents an answer with some identification of key features of the period • Provides adequate and accurate historical information incorporating some historical terms 	13–18
<ul style="list-style-type: none"> • Describes some aspects of super power involvement in the Middle East in 1948–1973 • Presents a descriptive answer, with some identification of relevant features of the period • Provides basic historical information incorporating some historical terms 	7–12
<ul style="list-style-type: none"> • List some super power involvement 1948–1973 • Presents a limited narration/description of people and/or events from the past • Limited use of historical terms/concepts 	1–6

Question 24(b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Discusses the responses of different Palestinian refugees and their organisations to Israeli policies 1964–1996 • Presents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts 	25–30
<ul style="list-style-type: none"> • States the responses of different Palestinian refugees and their organisations to Israeli policies 1964–1996 • Presents a sustained and logical answer drawing on an identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using appropriate terms and concepts 	19–24
<ul style="list-style-type: none"> • Outlines the responses of Palestinian refugees to Israeli policy 1964–1996 • Presents an answer with some identification of key features of the period • Provides adequate and accurate historical information incorporating some historical terms 	13–18
<ul style="list-style-type: none"> • Describes some aspects of the responses of Palestinian refugees to the Israeli government 1964–1996 • Presents a descriptive answer, with some identification of relevant features of the period • Provides basic historical information incorporating some historical terms 	7–12
<ul style="list-style-type: none"> • List some Palestinian refugee responses to Israeli policies 1964–1996 • Presents a limited narration/description of people and/or events from the past • Limited use of historical terms/concepts 	1–6

Question 25(a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Assesses the importance of anti-communism in shaping the policies of the US towards Indo-China 1954–1979 • Presents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts 	25–30
<ul style="list-style-type: none"> • States the importance of anti-communism in shaping the policies of the US towards Indo-China 1954–1979 • Presents a sustained and logical answer drawing on an identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using appropriate terms and concepts 	19–24
<ul style="list-style-type: none"> • Outlines the importance of anti-communism in shaping the policies of the US towards Indo-China 1954–1979 • Presents an answer with some identification of key features of the period • Provides adequate and accurate historical information incorporating some historical terms 	13–18
<ul style="list-style-type: none"> • Describes some aspects of anti-communism and gives some US policies on Indo-China 1954–1979 • Presents a descriptive answer, with some identification of relevant features of the period • Provides basic historical information incorporating some historical terms 	7–12
<ul style="list-style-type: none"> • Lists some aspects of anti-communism and some US policies towards Indo-China 1954–1979 • Presents a limited narration/description of people and/or events from the past • Limited use of historical terms/concepts 	1–6

Question 25(b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Evaluates the effectiveness of a substantial range of strategies and tactics in detail, of both communist and non-communist soldiers 1960–1975 • Presents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts 	25–30
<ul style="list-style-type: none"> • States the effectiveness of a range of strategies and tactics in some detail of both communist or non-communist soldiers 1960–1975 • Presents a sustained and logical answer drawing on an identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using appropriate terms and concepts 	19–24
<ul style="list-style-type: none"> • Outlines the effectiveness of strategies and tactics of communist and/or non-communist soldiers 1960–1975 • Presents an answer with some identification of key features of the period • Provides adequate and accurate historical information incorporating some historical terms 	13–18
<ul style="list-style-type: none"> • Describes some aspects of strategies and tactics used by soldiers 1960–1975 • Presents a descriptive answer, with some identification of relevant features of the period • Provides basic historical information incorporating some historical terms 	7–12
<ul style="list-style-type: none"> • Lists some aspects of strategies and tactics used by soldiers • Presents a limited narration/description of people and/or events from the past • Limited use of historical terms/concepts 	1–6

Question 26(a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Assesses the effects of sectarianism within Northern Ireland up to 1973 • Presents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts 	25–30
<ul style="list-style-type: none"> • States the effects of sectarianism within Northern Ireland up to 1973 • Presents a sustained and logical answer drawing on an identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using appropriate terms and concepts 	19–24
<ul style="list-style-type: none"> • Outlines the effects of sectarianism in Northern Ireland up to 1973 • Presents an answer with some identification of key features of the period • Provides adequate and accurate historical information incorporating some historical terms 	13–18
<ul style="list-style-type: none"> • Describes some aspects of the features within sectarianism • Presents a descriptive answer, with some identification of relevant features of the period • Provides basic historical information incorporating some historical terms 	7–12
<ul style="list-style-type: none"> • Lists some features of sectarianism • Presents a limited narration/description of people and/or events from the past • Limited use of historical terms/concepts 	1–6

Question 26(b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Discusses the consequences of British government policies in Northern Ireland on the Provos and Loyalists 1972–1998 • Presents a sustained, logical and well-structured answer drawing on a clear identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using a range of appropriate terms and concepts 	25–30
<ul style="list-style-type: none"> • States the consequences of British government policies in Northern Ireland on Provos and Loyalists 1972–1998 • Presents a sustained and logical answer drawing on an identification of relevant key features of the period • Provides detailed, relevant and accurate historical information using appropriate terms and concepts 	19–24
<ul style="list-style-type: none"> • Outlines British government policies in Northern Ireland and shows some effect on the Provos and/or Loyalists 1972–1998 • Presents an answer with some identification of key features of the period • Provides adequate and accurate historical information incorporating some historical terms 	13–18
<ul style="list-style-type: none"> • Describes some aspects of British government policies in Northern Ireland 1972–1998 • Presents a descriptive answer, with some identification of relevant features of the period • Provides basic historical information incorporating some historical terms 	7–12
<ul style="list-style-type: none"> • Lists some British government policies in Northern Ireland • Presents a limited narration/description of people and/or events from the past • Limited use of historical terms/concepts 	1–6