

**2007 HSC Notes from
the Marking Centre
Modern History**

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2007 HSC NOTES FROM THE MARKING CENTRE

MODERN HISTORY

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Modern History. It contains comments on responses to the 2007 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2007 Higher School Certificate examination, the marking guidelines and other support documents that have been developed by the Board of Studies to assist in the teaching and learning of Modern History.

General Comments

In 2007, 9769 candidates sat the Modern History paper.

Section I – Core Study

Question 1

Candidates are reminded to examine the sources carefully to avoid simple errors. For example, in Question 1(a)(ii) numerous candidates referred to America.

Question 2

Better responses provided a balanced answer, using their own knowledge and both sources equally. These candidates had a clear argument and engaged with the question by referring to it throughout. Weaker responses showed evidence of prepared answers. Candidates are reminded that sources should be used to support their own knowledge not replace it. Weaker responses concentrated on the information in Source B at the expense of Source A and their own knowledge.

Question 3

Candidates were able to analyse the visual source (Source C) in detail, not just accepting it at face value, and make valid judgements. Better responses identified the varied perspectives of Source D, ie of the historian (2004) and the British and German soldiers he cites. Candidates were able to discuss the reliability of secondary sources and not claim that because a source is primary it is more reliable.

Better responses used the terminology of the current syllabus which specifies usefulness, reliability and perspective. Many weaker responses did not address the perspective of the sources.

Section II – National Studies

General Comments

Most candidates were able to display their knowledge about the National Study. Candidates need to focus directly on the set question and the key features and issues raised. Where relevant, students need to be able to deal with the key features and issues across the full time period of each national study if required.

Percentage of Candidates Attempting Options

Germany 1918–1939	65%
Russia/Soviet Union 1917–1941	19%
USA 1919–1941	6%
South Africa 1960–1994	4%
China 1927–1949	2%
India/Japan/Australia/Indonesia	less than 4%

Question 5 – Option B: China 1927–1949

Most candidates were able to offer a substantial amount of relevant and accurate detail in addressing these questions.

- (a) Most responses were able to narrate the role of the GMD during the time period. The best responses focused on nationalism and also considered how the CCP incorporated and developed this force to their own advantage through to 1949. Weaker responses were restricted to a narrative outline of events of the period.
- (b) Most responses described the Long March, often in great detail. Better responses were also able to explain how and why the Long March contributed to the victory of the CCP.

Question 6 – Option C: Germany 1918–1939

- (a) Better responses looked at changes within German cultural and social life in the Weimar period and then examined how these same aspects were altered under the Nazis and why. The Reich Chamber of Cultures control was examined and social changes (women, youth, art, religion etc) were explained. Weaker responses provided descriptive narratives of the economic and political problems in the Weimar years and the rise of the Nazis, or dealt with some aspects of social and cultural change under the Nazis.
- (b) Better responses demonstrated their understanding of Nazi ideology and the extent of its impact on foreign policy. Such responses were characterised by a depth of detail and analysis about specific events. Weaker responses often managed to provide relevant detail about aspects of Nazi aims and events but were limited in their assessment of the impact of Nazism on foreign policy.

Question 8 – Option E: Indonesia 1957–1998

- (a) Better responses demonstrated a clear understanding of regionalism and analysed its impact over the full period. Weaker responses tended to focus only on a selection of events and had a generalised understanding of regionalism and its impact.
- (b) Better responses incorporated relevant background material and offered a sound assessment. Weaker responses tended to focus on the immediate events of the 1965 coup and offered only a limited analysis of their significance.

Question 10 – Option G: Russia and the Soviet Union 1917–1941

- (a) Better responses demonstrated a clear understanding of Marxist ideology and explained aspects in depth. They then discussed the extent to which ideology was implemented in relation to events throughout the period 1917–1941. They also discussed instances of retreat from ideology for pragmatic reasons. Weaker responses failed to examine ideology in theory and practice, instead narrating the story of Russia from the revolution of 1917 to the German invasion of 1941.
- (b) Better responses examined Stalin’s ideology and control over Soviet affairs and how his aims affected foreign policy initiatives in the years up to 1941. Such responses presented a balanced and well-supported assessment of the impact of Stalinism on foreign policy. Weaker responses tended to be restricted to an outline of the main events of Soviet foreign policy in the period 1929–1941.

Question 11 – Option H: South Africa 1960–1994

- (a) In most responses, candidates were able to describe the impact of apartheid on black South Africans. Better responses assessed the impact and drew information from the whole time period. They also differentiated between urban and rural and different classes. Weaker responses were much more generalised and descriptive.
- (b) Most responses described repression in South Africa but were weaker on international responses to it. The best responses evaluated the role repression played in bringing about international responses to apartheid and considered other factors which may also have been important.

Question 12 – Option I: USA 1919–1941

- (a) Better responses demonstrated a clear understanding of consumerism and assessed its significance by differentiating between different groups in society. They also related consumerism to the Great Depression and its social impact. Better responses also examined the view that the emergence of a mass consumer society contributed to a conservative backlash against rapid social change. Weaker responses tended to be more generalised and a significant number of responses limited their focus to the post-World War I boom and the roaring 20s.

- (b) The best responses effectively dealt with the Republican approach to government intervention, Roosevelt and the New Deal, the Second New Deal and long-term recovery. They were also able to present a balanced assessment of the impact of the New Deal. Weaker responses lacked a structured approach and tended to limit themselves to an outline of the various agencies.

Section III – Personalities in the Twentieth Century

Question 13

General Comments

Most candidates wrote lengthier and more detailed responses to the second part of the question, in proportion to the mark value. However, some quality responses gave an analysis of some depth in part (a) when only a description was required.

Sophisticated responses to part (b) incorporated a clear judgement about the statement and used the views of historians to support their argument. All candidates should be reminded that it is essential to respond to the statement if there is one in the question.

Candidates need to be reminded that the two questions require clearly identified separate responses.

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

Albert Speer	29%	Mikhail Gorbachev	5%
Leni Riefenstahl	24%	Nelson Mandela	3%
Leon Trotsky	21%	J Edgar Hoover	3%
Ho Chi Minh	5%	Yasser Arafat	2%

Specific Comments

Albert Speer

- (a) Better responses presented a relevant and accurate description of Speer's role in national and/or international history. The best responses covered both aspects and did not include unnecessary information.
- (b) The best responses discussed both how Speer shaped events and was shaped by them. There were some excellent responses discussing the statement from one point of view. Reference to historians was relevant and effective. Most responses made appropriate use of the statement. Weaker responses consisted of long narratives with minimal reference to the question and the statement.

Leni Riefenstahl

- (a) Better responses addressed the question directly by including a detailed and well-structured description of the role of Riefenstahl without relying heavily on film critiques. Weaker responses tended to provide an outline of historical information.
- (b) Better responses responded to the statement, relating it to the personality. Better responses also incorporated elements of historical debate which were relevant to the question and the statement. Weaker responses seem to be based on last year's question or displayed an inability to make a judgement based on the statement presented this year. Candidates are reminded that this part of the question requires an argument that is supported by the use of relevant and accurate historical information.

Leon Trotsky

- (a) Better responses included a comprehensive, detailed and well-structured description of Trotsky's role in national and/or international history. Weaker responses included an outline of only a selection of features from Trotsky's life. Such responses tended to have historical inaccuracies or significant omissions.
- (b) Better responses addressed issues raised in the statement and made a clear judgement as to the accuracy of the statement in relation to Trotsky. Better responses effectively integrated issues raised in the statement. A significant number of responses included references and quotes from specific historians. Candidates should remember that such quotes must be integral to a logical and well-structured argument. Weaker responses tended to rely on prepared answers and/or simply offered a narrative on Trotsky's life.

Ho Chi Minh

- (a) Some responses focused on Ho's move to France, his wider travels and role in the international arena before his return to Asia, and the international/national context. It was not necessary to go into detail about his early life. Better responses provided detailed and accurate historical information.
- (b) Better responses provided a clear judgement about the statement in relation to Ho Chi Minh. They showed the impact of Ho's early life on his political thinking and world outlook. They then went on to show the impact that Ho had on subsequent events when he returned to Vietnam. Better discussions were supported by detailed, accurate and relevant historical information and presented a well-structured, logical and sustained argument. Weaker responses simply re-wrote Ho's life story and made little or no attempt to form a judgement about the accuracy of the statement.

Mikhail Gorbachev

- (a) Better responses included a comprehensive, detailed and well-structured outline of Gorbachev's role in national and/or international history. Some of the weaker responses had a very limited knowledge of Gorbachev's role in Russian history and gave only simple descriptions of his role in ending the Cold War.
- (b) Better responses addressed the issues raised in the statement and made a clear judgement as to the accuracy of the statement in relation to Gorbachev. These responses clearly addressed the relationship between Gorbachev and the events of his time. Weaker responses focused only on Gorbachev's role in ending the Cold War, lacked argument and did not demonstrate an effective integration of the issues raised in the statement.

Section IV – International Studies in Peace and Conflict

General Comments

The best responses attacked the question with a sophisticated and sustained argument that was often supported with historiography. Weaker responses tended to give a narrative that was generally relevant to the area of the question but did not develop a well-supported discussion.

Percentage of Candidates Attempting Options

Conflict in Indochina 1954–1979	33%
The Cold War 1945–1991	22%
Conflict in Europe 1935–1945	15%
Conflict in the Pacific 1937–1951	14%
Arab–Israeli Conflict 1948–1996	11%
Anglo–Irish Relations 1968–1998	4%
The United Nations as Peacekeeper 1946–2001	1%

Specific Comments

Question 15 – Option B: Conflict in Europe 1935–1945

- (a) The best responses made a judgement about the impact that Operation Barbarossa had on both the Eastern Front and the wider war. Better responses also referred to other turning points. Most responses showed a great knowledge of factual detail but the weaker ones often lapsed into lengthy narration. There was some effective use of historiography but in the weaker responses this sometimes became mere name-dropping.
- (b) The best responses linked specific strategies with specific effects on civilians. However, many responses resorted to lengthy descriptions of life on the home front with only peripheral links to specific strategies.

Question 16 – Option C: Conflict in Indochina 1954–1979

- (a) Better responses made specific judgements about the consequences of the French defeat within the period indicated by the question. These responses referred to the consequences for North Vietnam, South Vietnam, Cambodia, Laos and American foreign policy. Weaker responses lapsed into a narrative of events between 1954 and 1964 and provided only limited assessment. While the weaker responses sometimes provided a lot of detail, it was not used to support an argument.
- (b) Better responses provided specific links between the spread of the Vietnam War into Cambodia and the rise of the Pol Pot regime. These responses also displayed a good knowledge of events inside Cambodia from the late 1960s to 1975. Poorer responses only paid lip-service to the actual question and simply presented detail of the activities of the Pol Pot regime.

Question 17 – Option D: Conflict in the Pacific 1937–1951

- (a) Better responses addressed the question with a detailed evaluation of the Battle of the Coral Sea as a turning point. They showed an understanding of the concept of a turning point and were able to analyse how the Battle of the Coral Sea met this criteria with detailed, relevant and accurate historical evidence. While consideration of other turning points, such as the Battle of Midway, was incorporated into responses, there still needed to be sustained reference to the Battle of the Coral Sea. Weaker responses simply made a passing reference to the Coral Sea and then addressed other turning points with descriptive detail. Overall, historical knowledge was sound and accurate, but not always relevant.
- (b) Better responses addressed the question with a sustained, sophisticated and detailed assessment of the impact of the war on civilians in occupied territories. These responses dealt with a wide range of political, economic and social impacts. Issues dealt with included resistance, collaboration and slave labour in a variety of occupied territories such as Indochina and the Dutch East Indies.

Question 18 – Option E: Arab–Israeli Conflict 1948–1996

- (a) Better responses argued that the superpowers became involved as a result of the Cold War climate in the 1950s and 1960s. They identified a range of key issues such as competing ideologies and expansionism, arms funding and concern over oil. Mid-range responses were more generalised and ended up being more about superpower involvement than about their responsibility for the continuation of the conflict. Weaker responses tended to focus too much on agreeing that it was the superpowers who were responsible for the continuation of the conflict and offered little more than a narration of events that did not incorporate an argument.
- (b) Better responses highlighted the importance of the Israeli settlers and the impact they had on the peace process. These responses dealt effectively with linking settlements into the holistic picture of terrorism, politics, economics and security. Weaker responses struggled to understand the impact of the settler movement and its links to other important factors in the period 1967–1996.

Question 19 – Option F: The Cold War 1945–1991

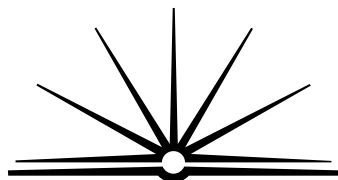
- (a) Better responses provided a sustained assessment of the significance of the Truman Doctrine for the origins and development of the Cold War. They supported their interpretation with detailed and relevant historical evidence. Sophisticated responses assessed several crises in terms of the Truman Doctrine. Weaker responses provided a description of the Truman Doctrine and a narration of one or more crises with little assessment.
- (b) Better responses provided a sustained and detailed analysis of Gorbachev’s policies and a variety of other relevant factors, and clearly evaluated their importance in bringing the Cold War to an end. Better responses supported their argument with accurate and detailed historical evidence and examined the role of the USA, disarmament and the collapse of communism. Weaker responses limited their focus to Gorbachev and his policies of *glasnost* and *perestroika*. These responses addressed the question superficially and presented description and narrative detail. Historical knowledge, while sound, was sometimes not relevant to the question.

Modern History

2007 HSC Examination Mapping Grid

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

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



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

2007 HSC Modern History Marking Guidelines

Section I — World War I 1914–1919

Question 1 (a) (i)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
Either ONE of <ul style="list-style-type: none">• Peronne• Soissons	1

Question 1 (a) (ii)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
Any ONE of <ul style="list-style-type: none">• French• British• Belgians	1

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

Criteria	Marks
<ul style="list-style-type: none">• Any THREE of the following:<ul style="list-style-type: none">– Lacked grand strategy– Suffered 239,000 casualties– Casualties to the elite units– Costliest day of war– The will of the French and the British not broken– Led to the US promising to send more men– Germans broke discipline, looted French towns– Germans' meager rations/lack of supplies– Allies limitless supplies	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, H3.2, H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a clear judgement which demonstrates a breadth of own knowledge combined with specific use of BOTH sources Demonstrates a sophisticated understanding of Ludendorff's Offensive in the context of Allied victory and German collapse 	9–10
<ul style="list-style-type: none"> Provides a clear judgement with use of BOTH sources and use of own relevant knowledge Demonstrates sound knowledge of Ludendorff's Offensive in the context of Allied victory and German collapse 	7–8
<ul style="list-style-type: none"> Uses relevant knowledge and makes specific reference to at least ONE source OR uses sources only OR uses own knowledge only Makes generalisations about Allied victory AND/OR German collapse 	5–6
<ul style="list-style-type: none"> Limited use of knowledge and sources relying on simple description or narrative about Allied victory AND/OR German collapse 	3–4
<ul style="list-style-type: none"> ONE or TWO references to allied victory AND/OR German collapse 	1–2

Question 3

Outcomes assessed: H3.3, H3.4

MARKING GUIDELINES

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

Section II — National Studies

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

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

MARKING GUIDELINES

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

Section III — Personalities in the Twentieth Century

Question 13 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents a detailed, well-structured description of the role played by the personality in national AND/OR international history• Provides relevant and accurate historical information using a range of appropriate terms and concepts	9–10
<ul style="list-style-type: none">• Presents a detailed, structured description of the role played by the personality in national AND/OR international history• Provides relevant and accurate historical information using appropriate terms and concepts	7–8
<ul style="list-style-type: none">• Presents a description of the role played by the personality in national AND/OR international history with some relevant detail• Provides adequate and accurate historical information incorporating some historical terms	5–6
<ul style="list-style-type: none">• Presents a limited description of the role played by the personality in national OR international history with simple use of historical information incorporating some historical terms	3–4
<ul style="list-style-type: none">• Presents ONE or TWO relevant facts about the twentieth century personality	1–2

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

Criteria	Marks
<ul style="list-style-type: none">• Makes a clear judgement about the accuracy of the statement in relation to the chosen personality, supported by detailed, relevant and accurate historical information.• Presents a sustained, logical and well-structured argument which effectively integrates the issues raised in the statement.	13–15
<ul style="list-style-type: none">• Makes a judgement about the accuracy of the statement in relation to the chosen personality supported by detailed, relevant and accurate historical information.• Presents a structured, logical argument which integrates the issues raised in the statement.	10–12
<ul style="list-style-type: none">• Attempts a judgement about the accuracy of the statement in relation to the chosen personality, supported by adequate and largely accurate historical information.• Presents a structured response which refers to the issues raised in the statement (may be implied)	7–9
<ul style="list-style-type: none">• Provides a limited description of historical events related to the chosen personality.• Presents a descriptive narration which may refer to the statement.	4–6
<ul style="list-style-type: none">• Lists some historical events in the life/period of the chosen personality	1–3

Section IV — International Studies in Peace and Conflict

Question 14, 15, 16, 17, 18, 19, 20

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

MARKING GUIDELINES

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