



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2018

HISTORY: PAPER I

MARKING GUIDELINES

Time: 2 hours

100 marks

These marking guidelines are prepared for use by examiners and sub-examiners, all of whom are required to attend a standardisation meeting to ensure that the guidelines are consistently interpreted and applied in the marking of candidates' scripts.

The IEB will not enter into any discussions or correspondence about any marking guidelines. It is acknowledged that there may be different views about some matters of emphasis or detail in the guidelines. It is also recognised that, without the benefit of attendance at a standardisation meeting, there may be different interpretations of the application of the marking guidelines.

SECTION A DISCURSIVE ESSAY

Answer any **ONE** question from this section.

A discursive essay showing evidence of analysis, interpretations, explanation and argument is required. It should be approximately 800–900 words in length.

THEME THE COLD WAR**QUESTION 1**

Was the United States' policy of containment in Germany effective between 1945 and 1949?

Markers must consider, and credit, ALL arguments presented by candidates where the evidence provided is significant and valid.

Context:

- Nazi Germany defeated by May 1945
- Allied invasion from West and East led to the occupation of Europe
- Western Allies seen as "liberators"
- Soviet Allies impose harsh rule on occupied Europe – support for local Communists increases
- Origins of clash between USA and USSR – rival political ideologies (competing social and economic systems)
- must link to Germany

Context should ideally be integrated into the essay to create a framework for argumentation.

Content:**YALTA CONFERENCE, FEBRUARY 1945**

- Roosevelt, Stalin, Churchill meet
- Each leader with own agenda
- Discussed:
 - Future of Germany and German occupied territory
 - Division of Germany into zones of occupation under Allied control
 - Eastern Europe be allowed to hold free elections
 - Allies bound together to defeat Germany but attempts to prevent Soviets gaining more control

POTSDAM CONFERENCE, JULY/AUGUST 1945

- Truman, Stalin, Churchill/Attlee – more agreements and compromises
- Background of German defeat
 - Issue of German reparations – Stalin in favour of crippling Germany
 - Soviet backed government in Poland
 - Growth of Communist activity in Eastern Europe
 - Division of Germany into zones of occupation
- Foundation of spheres of influence ("blocs"): USA Western Zone and W. Berlin and Soviet Eastern Zone
- Attempts to curb Soviet demands and expansionist agenda viz containing USSR

LONG TELEGRAM, FEBRUARY 1946 (not necessary)

- US diplomat George Kennan suggested action by USA considering Soviet aggression and expansion in Eastern Europe – *counteract a Soviet sphere*
 - USA encouraged to take a more active role in post-War Europe and implement a policy of containment

CHURCHILL'S SPEECH, MARCH 1946 *(must link to curbing communism)*

- Fulton, Missouri
- Uses the term "iron curtain" – expresses disapproval of USSR expansion – sees a permanent division of Europe – political and economic division – highlights brutality of totalitarian regimes
 - Encourages USA and West to take action to stem tide of Communist activity and curb Soviet expansion in Europe – underpins the idea of a sphere of influence
 - link to Germany

TRUMAN DOCTRINE, MARCH 1947 *(must link to curbing communism)*

- Congress supports Truman's efforts to curb spread of Communism in Greece and Turkey – financial and military aid
- Official start of policy of containment – link to Germany

MARSHALL AID PLAN, SEPTEMBER 1947

- Secretary Marshall investigates impact of war on Europe – social upheavals – economic devastation – no growth
- Need to rebuild Europe to counter perceived growth of communism
- US\$17 billion given to countries of Western Europe – leads to economic recovery of Europe – US economy stimulated – dollar diplomacy
 - Communist growth viz Soviet expansion halted by economic revival – containment seen as effective *but* leads to Soviet countering with own aid policy of COMECON and deepening of ideological division
 - link to Germany

BERLIN CRISIS, 1948–MAY 1949

- West implements economic reforms in their zones – West uses Berlin for propaganda purposes
- Stalin blockades Berlin – attempt to drive out USA and Western powers
 - USA and West face number of options – either resulting in war or military humiliation – chooses airlift
 - West Berlin supplied by air – all resources brought in through air corridors
- Berlin Airlift seen as an effective containment of attempt by Soviets to expand *but* establishes a tense balance between USA and USSR – deepens divisions between superpowers

NORTH ATLANTIC TREATY ORGANISATION, 1949 *(must link to curbing communism)*

- In light of Berlin Crisis and military growth of the USSR, USA sees growing threat to Europe – need to ensure that Soviets cannot expand or attack
- Defensive alliance signed between Western European and North American nations – provide weapons and bases to protect Europe
 - Soviets seen as being effectively contained *but* seen by USSR as an attempt by USA to increase its influence in Europe – deepening of divisions
 - West Germany only a member in 1955 – link to Germany

OR

THEME INDEPENDENT AFRICA**QUESTION 2**

Was Mobutu Sese Seko successful in overcoming the political, economic and social challenges faced by Zaire from the mid-1960s?

Markers must consider, and credit, ALL arguments presented by candidates where the evidence provided is significant and valid.

Context:

- Civil conflict in The Congo from 1960 – overthrow of Lumumba, Katanga secession crisis
- Colonial legacy in The Congo
 - Little infrastructure
 - Population poorly educated – few medical professionals/civil servants untrained
 - The Congo divided by tribal conflict
- Western influence in The Congo through control of mining and banking control
- Mobutu seizes power in 1965 – overthrow of Lumumba with CIA backing/US approval

Context should ideally be integrated into the essay to create a framework for argumentation.

Content:

- **Political challenges:**

- Zaire dominated by tribal factions
- Needed to transition from colonial government to modern governance
- Mobutu seizes power with Western support

Policies implemented:

- **"Mobutuism"**
 - Official ideology of Zaire "thought and vision of Mobutu" – one-party state
 - Developed a personality cult
- Opposition dealt with brutally
 - ... *but* ...
 - Corruption in all levels of government – *kleptocracy*
 - *Autocratic state*
 - Mobutu and family amass *wealth* at expense of the people

- **Economic challenges:**

- Zairean economy dominated by colonial legacy. Little economic growth
- Dominated by poverty and exploitation
- Foreign companies control minerals – largely exported, little benefit to people

Policies implemented:

- Industries and farms nationalised viz **"Zairenisation"**
 - The Congo borrowed heavily from foreign companies to finance nationalised industry
 - ... *but* ...
 - Nationalised industry and farms poorly managed – *returned to private ownership*
 - Mineral prices drop – *unable to pay foreign debts*
 - *Inflation increases by 100%*
 - *Cuts in funding* to healthcare/education/social welfare programmes
 - Hydroelectric schemes *implemented*

- **Social challenges:**

- Zaire divided by "tribalism" viz ethnic rivalry – as a result of colonial policies
- Lack of schools and little education
- People poor and no access to resources and social services

- Impact of colonisation

Policies implemented:

- **"Authenticite"** – attempt to decolonise society
 - Mobutu phased out control of education by missions and religious orders
 - New schools founded after independence
 - Attempt to improve infrastructure viz road and rail system
 - "Popular arts" encouraged – literature/theatre
 - **Africanisation**
 - Changing of personal names and place names
 - Western clothing banned
 - Westerners replaced by locals in civil service/business
- ... *but* ...
- State education *failed*
 - *Lack of resources* – return to church-run education by 1990s
 - *Pride* as Africans developed – tribalism undermined by policies
 - The Congo becomes Zaire – other name changes *implemented*
 - Art and artists *developed* – international recognition

OR

THEME **THE END OF THE COLD WAR AND A NEW WORLD ORDER: 1989 TO THE PRESENT**

QUESTION 3

Were Mikhail Gorbachev's reform policies contributing factors to the collapse of the Soviet Union by 1991?

Markers must consider, and credit, ALL arguments presented by candidates where the evidence provided is significant and valid.

Context:

- Gorbachev comes into power in 1985
- USSR facing a leadership crisis
- Ongoing military conflicts – impact on Russia and morale of Russian people
 - War in Afghanistan – massive loss of life – Soviets unable to defeat rebel forces
 - Cold War – draining on economy – production and maintenance increasingly challenging
- Economic crisis in USSR – command economy no longer sustainable – stagnation and rise of the black market
- Growth of nationalism in Soviet republic and in Eastern Europe
- Gorbachev sees a need to reform
- USA economic and military growth – Reagan (1980 – 1988) – challenges to USSR – undermined by globalisation and SDI

Context should ideally be integrated into the essay to create a framework for argumentation.

Content:

GLASNOST

- "openness"
- Allowed people to speak out – able to freely criticise the government with no repercussions

- Censorship unbanned – freedom of expression in art, literature, theatre and the media – debate encouraged – intellectual stimulation
- Reform – not undermine the communist system
- History of USSR questioned – opening of archives
- Free elections held in Soviet Republics
- Use of force for coercion lessened
 - ... but ...
 - More freedom led to *greater criticism* – against and for the reforms
 - Nation-wide protests against reforms *increase*
 - Nationalist and religious groups *demand more freedoms*
 - *Increased opposition* to reforms as well
 - ... so ...
 - *Loss of control* by Communist Party
 - Elections lead to rise of nationalists – *increased demands* for autonomy
 - Rise of popular movements leads to resistance – Baltic States *declare independence* by March 1990 – *break-up* of the USSR begins
 - States of Eastern Europe *challenge* Soviet control – Communist government overthrown with little Soviet resistance – Berlin Wall brought down in November 1990 loss of satellite states – Warsaw Pact unravels

PERESTROIKA

- "restructuring"
- Aim to rebuild Soviet economy
- Reform – not replace – communist system
- Move the economy from state-controlled or centrally planned to a market economy
- Private business allowed to exist – own decisions about prices and production
- Newly-created bank to finance private businesses
- State subsidies withdrawn – realistic pricing – growth of profits
- Foreign investment encouraged
 - ... but ...
 - Without State support and control systems *collapsed*
 - Prices and cost of living *increased* – Soviet GDP *declines*
 - Food and housing shortages *continued*
 - Inflation and foreign debt increase *sharply*
 - ... so ...
 - *Increased* public dissatisfaction
 - Shortcoming of the reforms *contributed to the economic decline*
 - *Increased criticism of Gorbachev* – *little economic growth*
 - People *critical* of glasnost
 - Attempted coup by conservatives in August 1991 – fails owing to opposition from people and leadership of Yeltsin – announcement of dissolution of USSR on 26 December 1991

DEMOCRATISATION *(not necessary but will be credited)*

- Attempt to revive Soviet politics
- Democratic election of candidates to the Communist Party of USSR
 - ... but ...
 - Led to further calls for democratic processes
 - Undermined Marxist principles of the USSR – *loss of control by CP*

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|-----------------|
| 70 marks |
|-----------------|

SECTION B EXTENDED WRITING

Answer any **ONE** question from this section.

Extended writing should be approximately 350–400 words in length. You should use your own knowledge and you may also refer to the stimulus to answer the questions.

THEME THE COLD WAR**QUESTION 4**

Explain the significance of the United States' military tactics in the conflict in Vietnam between 1961 and 1969 by answering the following questions:

(a) Why did the United States become increasingly involved in the conflict in Vietnam from 1961?

- Geneva Conference, 1954 – creation of two Vietnams – North and South
- USA involvement from 1956 – election of Communist government in North Vietnam
- Cold War context – sphere of influence created
- Communist governments seen as aggressive expansion by the Soviets – Policy of containment – "Domino Theory" – need to prevent further communist expansion
- Government of South Vietnam under Diem anti-communist – support of US government
- Diem government oppressive and corrupt – no land reform – loss of support by the people and increased support for communist forces – support for the Viet Cong (VC)
- Diem relies increasingly on US economic and military support

(b) What military strategies did the United States implement in Vietnam between 1961 and 1969?

- Kennedy, 1961–1963
 - Sends "military advisors" to support the Army of South Vietnam (ARVN)
 - "Counter-insurgency strategy"
 - Green Berets: to provide tactical support to ARVN – experienced in fighting guerrilla warfare
 - "Safe Hamlets Policy": peasants moved in villages to cut supply lines of VC
- Johnson, 1963–1968
 - 1965, first active combat troops sent in to Vietnam – increases after Gulf of Tonkin Resolution Offensive – "policy of escalation" – 165 000 troops by 1965
 - "Operation Rolling Thunder": bombing of the Ho Chi Minh Trail to stop VC entering and supply of weapons into South Vietnam – use of the defoliant Agent Orange – biological and environmental impact
 - "Bombing of strategic targets" in North Vietnam – civilian casualties and damage to infrastructure
 - "search and destroy" – troops seek out enemy in jungle – villages destroyed; Mai Lai Massacre
 - Use of napalm
- Nixon, 1968
 - "Vietnamization" – handed control of the war to South Vietnam and ARVN

(c) **How successful were the military strategies that the United States implemented in Vietnam between 1961 and 1969?**

- Kennedy, 1961–1963
 - "Counter-insurgency strategy"
 - Green Berets: unsuited to jungle warfare, *failed* largely to change the nature of the war
 - "Safe Hamlets Policy": *failed* because of difficulties to implement owing to continued peasant support of VC and identification of the enemy
- Johnson, 1963–1968
 - "Operation Rolling Thunder" – *failed* to achieve its aims – HCMT largely intact owing to its network of paths
 - "Bombing of strategic targets" in North Vietnam *successful* but hardened resolve of North Vietnam
 - US military *fail* to "win hearts and minds" of Vietnamese people
 - Nature of the war and loss of US lives criticised – *increased awareness and protests against the government to end the war*
- Nixon, 1968
 - "Vietnamization" – South Vietnam and ARVN *unable to succeed* against NV and VC – Nixon looks to withdraw – "Peace with Honour"

OR

THEME INDEPENDENT AFRICA

QUESTION 5

Explain the role played by the Soviet Union and Cuba in the 'Angolan War' of the 1980s by answering the following questions:

(a) **Why did the Soviet Union and Cuba become involved in the 'Angolan War'?**

- Cold War spheres of influence characterised the Cold War – USA and Western democracies and USSR and communist allies
- US foreign policy in Africa to counteract Soviet influence – led to intervention and conflict
- USSR and China also provide support for emerging African nations and liberation movements – also access to resources/minerals
- Three rival liberation movements:
 - Popular Movement for Liberation of Angola (MPLA)
 - Front for the Liberation of Angola (FLNA)
 - National Union for Total Independence for Angola (UNITA)
- 1975 Angola independent from Portugal – movements agree to cooperate – however outside involvement undermines cooperation – lead to civil war
 - USSR supports MPLA:
 - Marxist policies
 - MPLA government would be pro-Soviet
 - Counter US backed Mobutu regime in Congo
 - Part of rivalry with China who supported other movements
 - Cuba becomes involved in the war:
 - Historical links owing to the Slave trade
 - Castro made an early commitment to MPLA
 - Castro own ambitions – world revolution

(b) **What was the nature of the military involvement of the Soviet Union and Cuba in the 'Angolan War'?**

- Soviet Union
 - Large quantity of weapons provided to MPLA
 - MPLA provided with Soviet technical advisors
 - MPLA dominated Angolan government relied heavily on Soviet bloc support
- Cuba:
 - 20 000 Cuban troops reinforce Angolan army
 - Increased troop numbers to 55 000 by 1980s
 - Castro wanted to spread communism through involvement
 - MPLA government able to retain power

(c) **What was the significance of Soviet and Cuban involvement in the 'Angolan War'?**

- Soviet and Cuban involvement *extended involvement*: brought in other players: USA and South Africa
- Foreign involvement *prolonged the Angolan War*
- *Angolan economy devastated* by war – MPLA controlled oil manufacturing and UNITA controlled diamond trade
- Cuban *involvement contributed to a settlement over Namibia*
- *Contributed to regional instability*
- Soviet involvement has economic implications in USSR
- Battle of Cuito Cuanavale

OR

THEME THE END OF THE COLD WAR AND A NEW WORLD ORDER: 1989 TO THE PRESENT

QUESTION 6

Explain how Western capitalist organisations have come to dominate global economies by answering the following questions:

(a) **What are the IMF and World Bank, and explain what led to their formation?**

BRETTON WOODS CONFERENCE

- Foundation laid for post-war economic revival
- Global trade was seen as the key to recovery after devastation of World War II
- Believed in "free trade" – move away from protectionism
- Institutions set up to encourage international trade

- **INTERNATIONAL MONETARY FUND**

- Established in 1944, HQ in Washington DC
- Regulate international financial activities
- Watches exchange rates between currencies to maintain stability
- Loans made available to countries in debt

- **WORLD BANK**

- Established in 1944, HQ in Washington DC
- Originally to help with reconstruction of post-war Europe
- 184 member states

- Investments from members fund projects in developing nations via long-term low interest loans, e.g. dams, hydroelectric schemes and infrastructural development
- Provides aid for disasters

(b) How do the IMF and World Bank dominate global economies?

- IMF loans given on the conditions as set out by Structural Adjustment Programmes (SAPs) viz “conditionality”
 - SAPs aim to improve the economy by cutting state spending
 - Results in state jobs being cut
 - Privatisation of state enterprises – viz Western companies take control
 - *Results in dominance of Western capital*
 - Loss of jobs through mechanisation or liquidation of companies
 - SAPs require preferential trade agreements and tariff for Western companies
 - Increased control of import and export – *little financial benefit to the country*
 - SAPs require good governance structures
 - Loss of national sovereignty – *reinforces control of Western capital*
- International banking loans dependent on IMF credit rating – *increased control by IMF*
- World Bank loans money conditionally – supervision of spending – supports development projects – *reinforces Western capitalism*

(c) What impact has the dominance of the IMF and World Bank had on global economies?

- *Increased control* of global economy
- *Greater integration* of economies – *increased dependence* of developing nations on Western capitalist organisations and economic assistance
- *"big business" interests* seen to undermine interest of the people
- *Deepened the north-south divide/poverty gap*
- *Criticism of dominance increasing*
 - Anti-globalisation movement – counter "neo-colonialism"
 - Demonstrations and protest against dominance of IMF and WB
 - 2001 World Social Forum created – counter World Economic Forum – aims to develop *alternatives to globalisation*
 - Make Poverty History campaign to cancel developing world debts
 - "#OccupyWallStreet" movement
 - "Fair Trade" movement to ensure fair process for producers in the developing world – use of consumer power – *challenges to global economy*

| |
|-----------------|
| 30 marks |
|-----------------|

Total: 100 marks

GENERIC RUBRIC FOR DISCURSIVE ESSAY

NB. An essay may have aspects of different level criteria. Decide which of the levels it fits into by determining where the majority of the criteria fit. Also consider the main impression level.

| | Development of argument Answer generally characterised by ... | Evidence Answer generally characterised by ... | Style of writing Answer generally characterised by ... | Structure Answer generally characterised by ... | Main impression |
|---|--|---|---|---|---|
| Level 7+ 90–100% 63–70 | Argument clearly set out in introduction and conclusion and sustained throughout body. No new ideas included in conclusion. Depth of understanding of the specific question. Possible evidence of extra reading. Clear logic throughout. | Accurate and relevant evidence in order to substantiate arguments. No gaps in knowledge (do not penalise according to a set list of facts). No unnecessary "facts" thrown in. No unnecessary repetition. | Formal, fluent and accurate throughout. Often characterised by "flair" – interesting and easy to read. | Clear introduction, body and conclusion. | The question has been fully answered from start to finish! Essay is interesting, exciting and logical. As complete an answer as can be expected from an 18-year-old writing under examination conditions. |
| Level 7 80–89% 56–62 | Really good essay. Argument sustained throughout introduction, body and conclusion. Clear understanding of the period and the question. Perhaps, not quite the same depth or logic as the previous level. | Obviously knows work very well and has used relevant and accurate evidence to substantiate answer. | Formal, fluent and accurate throughout. | Clear introduction, body and conclusion. | A really good essay with clear understanding of the question and substantiated with accurate, relevant evidence but perhaps lacks the depth, flair and interest of the previous level. |
| Level 6 70–79% 49–55 | Argument has minor lapses and/or certain aspects of the question are not adequately dealt with. Essay may be rather narrative with focus at times unclear. | Has made an obvious attempt to learn work. There may be some gaps or lack of sufficient handling of the evidence in relation to the question, e.g. does not fully explain relevant issues and events. | Generally formal, fluent and accurate throughout. | Clear introduction, body and conclusion. | Candidate has made a good attempt to learn the work and has a generally clear understanding of the period but perhaps has struggled to link this knowledge consistently and/or in depth to the specific question. OR Candidate understands the question but there are some important gaps in evidence. |
| Level 5 60–69% 42–48 | Candidate might "tag on" focus without much depth. OR One aspect of the question is dealt with thoroughly but the other crucial aspect(s) are thinly dealt with. | Includes accurate, relevant evidence but there are a few important omissions. OR A lack of depth of explanation and understanding. | Generally formal, fluent and accurate throughout. | Introduction, body and conclusion present. | Question has been generally answered but lacks some depth of focus and evidence. Essay is largely narrative but does show some attempt to "tag on" focus. There are some gaps in important evidence. Perhaps, some inaccuracies in grammar. |

NB. An essay may have aspects of different level criteria. Decide which of the levels it fits into by determining where the majority of the criteria fit. Also consider the main impression level.

| | Development of argument Answer generally characterised by ... | Evidence Answer generally characterised by ... | Style of writing Answer generally characterised by ... | Structure Answer generally characterised by ... | Main impression |
|---|---|--|--|--|--|
| Level 4 50–59% 35–41 | Focus is not clear and/or is intermittent. There is some tagged-on focus. OR One aspect of the question is dealt with satisfactorily but the other crucial aspect(s) are almost completely ignored. | Includes some accurate, relevant evidence but there are important omissions. There is some waffle with repetition of certain evidence. | Satisfactory in that it is legible and largely fluent. Perhaps, some colloquial or inaccurate use of language or sentence construction. | Maybe has made an attempt to include an introduction, body and conclusion but some structural problems, e.g. only one or two very long paragraphs. | Essay has some understanding but has too many gaps in knowledge and rather thin focus on the question. AND/OR Essay has some structural inaccuracies. AND/OR Some confusion in understanding question and selecting and explaining the evidence. |
| Level 3 40–49% 28–34 | Little attempt to focus – does not even "tag on" focus. Perhaps, glimpses of implied focus. OR One aspect of the question is dealt with superficially but the other crucial aspect(s) are completely ignored. | Includes a little accurate, relevant evidence and there are many important omissions. | Style of writing is weak. (Be careful not to penalise second-language students). Essay is difficult to read and there are many grammar and language errors. | Possibly a weak attempt at structure but many problems, e.g. introduction not a paragraph, only one paragraph in the body. | The candidate does not really understand the specific question or the relevant issues. Argument is very shallow. Perhaps, there is some relevant and accurate evidence in an attempt to answer the question. Style of writing is simplistic although there may be an attempt to structure the essay. |
| Level 2 30–39% 21–27 | Candidate makes little attempt to focus – does not even "tag on" focus. Perhaps, the occasional glimpse of implied focus. OR One aspect of the question is dealt with very superficially and the other crucial aspect(s) are completely ignored. | Includes a smattering of accurate, relevant evidence and there are huge important omissions. | Style of writing is very weak. (Be careful not to penalise second-language students). Essay is very difficult to read and there are many grammar and language errors. Much shallow repetition. | Little to no formal structure although some sign of accurate sentence construction. | The candidate is a very poor History candidate who would have just passed on the old Standard Grade. He/she struggles to see cause and effect, similarity or difference, different perspectives and to remember and to apply learned information. This candidate might have mixed-up information but there is a smattering of accurate and relevant evidence although it does not actually address the specific question. Look for some implied (even if unconscious) focus. |
| Level 1 0–29% 0–20 | Perhaps some very vague implied focus. | Zero to extremely little evidence. | Very weak style of writing. | No structure. | This candidate has either no historical understanding or ability or has made almost zero effort to learn his/her work or to understand the question. There may be the occasional vague reference to some relevant evidence and some very vague implied focus. |

GENERIC RUBRIC FOR EXTENDED WRITING

| | Knowledge of event/issue | Selection of factual evidence | Significance (Only where appropriate) | Main impression |
|---------------------------------------|---|---|--|---|
| Level 7+ 90–100% 27–30 | Demonstrates an excellent knowledge of the event/issue. Has answered all the sub-questions fully. | Selection of correct factual evidence is outstanding. | The significance of the event/issue is understood and demonstrated very well. | Best answer in controlled conditions. Very minor errors/gaps do not disqualify the candidate from 100%. |
| Level 7 80–89% 24–26 | Demonstrates a very good knowledge of the event/issue. Has answered all the sub-questions very well. | Selection of correct factual evidence is very good. | The significance of the event/issue is understood and demonstrated well. | May show minor errors and may have a few gaps but is largely a very good answer. |
| Level 6 70–79% 21–23 | Demonstrates a good knowledge of the event/issue. Has largely answered the sub-questions. | Mostly correct factual evidence is provided. | The significance of the event/issue is understood and demonstrated clearly. | An adequate answer but some gaps. Some errors evident. |
| Level 5 60–69% 18–20 | Demonstrates a solid knowledge of the event/issue. Sub-questions not answered well. | Correct factual evidence is provided but there may be some gaps and omissions. | The significance of the event/issue is understood and demonstrated but with some lapses in understanding or with some omissions. | The question has been answered but is lacking specific detail. Gaps in knowledge. May tend to be a bit vague. |
| Level 4 50–59% 15–17 | Demonstrates a fair knowledge of the event/issue. Sub-questions not answered fully. | Some correct factual evidence is provided but there are gaps and omissions. | The significance of the event/issue is understood and demonstrated satisfactorily but with lapses in understanding and/or important omissions. | A generally vague answer. Repetition evident. |
| Level 3 40–49% 12–14 | Demonstrates some knowledge of the event/issue. Sub-questions poorly answered. | Factual evidence is flawed with some errors. There are significant gaps and omissions. | The significance of the event/issue is understood and demonstrated in a limited way. | Shows "glimpses" of evidence. Repetition of the same points. Some flaws. |
| Level 2 30–39% 9–11 | Demonstrates limited knowledge of the event/issue. Sub-questions barely answered. | Factual evidence is limited and/or contains serious errors. Significant gaps and omissions. | The significance of the event/issue is barely understood or demonstrated poorly. | Very little specific detail. Very repetitive. Major flaws. |
| Level 1 0–29% 0–8 | Demonstrates no or extremely limited knowledge of the event/issue. Sub-questions not answered or done badly. | Factual evidence is severely limited with serious errors or is completely incorrect. | The significance of the event/issue has not been understood or has been demonstrated extremely poorly. | This answer would be regarded as "off-topic" or contains little or no factual content. An "incomplete" answer. |