



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2014

HISTORY: PAPER II

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 **ONE** question from this section.

A discursive essay showing evidence of analysis, interpretation, explanation and argument is required.

These memoranda serve as guidelines. Candidates are not expected to write down all this detail.

THEME INDEPENDENT AFRICA**QUESTION 1**

Although African states achieved uhuru*, many governments still faced challenges in creating political, economic and social stability in their countries.

Critically assess the accuracy of this statement by referring to the challenges faced by Tanzania between 1960 and 1980.

*uhuru = independence

Candidates should assess the extent to which the government of Tanzania achieved stability by analysing the political, economic and social stability achieved through an analysis of the challenges faced.

The debate is open-ended.

Candidates may argue that the government of Tanzania did achieve stability and implemented political, economic and social policies that best suited their country. Political, economic and social stability was achieved to some extent. Challenges were faced. Politically, African socialism was difficult to implement resulting in an authoritarian state. Political stability was achieved. Economically, independent policies were followed with limited success as Tanzania was reliant on world markets. Economic stability was not fully achieved. Socially, education was based on a policy of self-reliance, but problems were encountered with regard to the quality of education. Tanzania also promoted a national language and African co-operative community values.

Candidates may argue that the government of Tanzania achieved stability to some extent. Political and social stability was achieved; however, Tanzania did not achieve economic independence or stability. Social and cultural benefits were evident, but Tanzania experienced problems in education and was still reliant on world markets economically which affected overall development and stability.

Context

- 1961: British colony of Tanganyika became independent.
- 1964: Tanganyika and Zanzibar united to form Tanzania.
- Leader of Tanzania was Julius Nyerere.
- At independence Tanzania hoped for political freedom to choose own leaders and systems of government, economic prosperity with African ownership and Africanisation in administration, education and language.

Political

- Political unity was achieved as TANU was the dominant party.
- Nyerere was considered a great leader, establishing national unity.
- Nyerere opposed corruption, tried to resolve poverty, promoted education and was respected internationally.
- But Nyerere was not democratic and established a one-party state.
- Political stability was achieved and was based on strong support for TANU with no challenges to Nyerere's leadership. There were no regional separatist movements. The one-party state held regular elections for parliamentary seats and this led to accountability in government.

Economic

- Economic legacy of colonial rule resulted in problems in the economy.
- Economy based on cash crops (sisal and groundnuts).
- There were food shortages caused by a switch to cash crop production.
- There were few manufacturing industries.
- After the Arusha Declaration the government introduced a policy of African socialism.
- This involved centralised government, nationalised industries, rural reform programmes and limits to capitalist activities.
- Nyerere tried to improve the economy through rural production in Ujamaa villages.
- Small scale industries under state control were established in towns.
- Banks, industries and foreign businesses were nationalised.
- Peasant farmers opposed Ujamaa villages and agricultural production declined.
- This led to food shortages and fewer cash crops for export.
- Economic stability was limited as Tanzania was still dependent on world markets.
- In the 1970s Tanzania was adversely affected by rising oil prices and falling prices for cash crops.
- Tanzania became increasingly dependent on foreign aid.

Social

- Colonial rule placed value on Western values, education and culture, undermining African systems and indigenous belief systems.
- Tanzania lacked a good education system. Illiteracy rates were high.
- There was a shortage of skilled administrators and teachers.
- Resources were scarce.
- Government had to decide whether to focus on basic education to eliminate illiteracy or tertiary education in order to develop specialised skills.
- Tanzania focused on basic education for all based on Nyerere's Education for Self-reliance policy, which aimed to focus on rural schooling and basic literacy.
- University students were required to do community service in rural areas.
- This policy resulted in a large percentage of children receiving free primary education and a significant increase in adult literacy.
- Problems included fewer resources for secondary education and universities, severe teacher shortages and a drop in the standard of education. Education was not stable.
- Tanzania followed an Africanisation policy. Africans replaced colonial officials and administrators; Swahili was promoted as the national language and Ujamaa villages promoted African co-operative community values.
- African social values and systems were thus promoted, leading to greater social stability.

[70]**OR**

THEME CIVIL SOCIETY PROTESTS 1950s TO 1970s**QUESTION 2**

The Peace Movements of the 1960s challenged authority to achieve a common goal; however, there were subtle* differences not only in their aims, but also in their methods.

Critically assess the accuracy of this statement by referring to the disarmament, students', anti-war and hippie movements in the USA during the 1960s.

*subtle = slight

Candidates need to identify the common goal followed by the Peace Movements and critically assess to what extent their aims and methods were slightly different. Similarities and differences, in both the aims and methods, should be identified and discussed in this analysis.

The debate is open-ended.

- **Candidates may argue that although the Peace Movements shared the common goal of peace and/or change in society, there were definite differences in their aims and methods.**
- **Candidates may argue that the Peace Movements shared the common goal of peace and/or change in society, and that their aims, but not their methods were different.**
- **Candidates may argue that the Peace Movements shared the common goal of peace and/or change in society, and that their aims were different. Their methods, although similar, did have subtle differences.**
- **Candidates may argue that the Peace Movements did not share a common goal in that their aims were different; however their methods of protest were similar.**
- **Candidates may argue that the goals of the Peace Movements were subtly different, with some wanting peace and others wanting change in society, as were their aims and methods.**

Context

- The Peace Movements developed after World War Two and were concerned with issues that threatened world peace and structures of authority.
- The Cold War between USA and USSR created widespread fear and distrust in the 1960s. Many people feared that the Superpowers would literally destroy the world. The 1960s generation had grown up aware of the terrifying power of nuclear weapons.
- These movements involved, among others, students and the younger generation of the 1960s known as the 'baby boomers'.
- The baby boomer generation was more prosperous and better educated. They were critical of conservative values of the older generation and protested to bring about change.
- These movements questioned nuclear weapons, traditional educational systems, traditional values and authority, involvement in the Vietnam War and conformity to middle class traditions.
- What united these movements was their opposition to the Vietnam War and a questioning of the values with which they had been raised.

Aims

- The disarmament movement was concerned about the threat of nuclear warfare, the development and storage of nuclear weapons and the environmental damage caused by nuclear testing.
- The disarmament movement adopted the peace symbol as its logo.
- Its main aims were peace and an end to the development of nuclear weapons.

- The students' movement protested against the authority of their parents. They wanted to change curricula in education. They also targeted traditional structures and the government in power. Other aims were to change the autocratic administration of universities, protest against nuclear weapons and the Vietnam War. They also supported the Civil Rights Movement.
- Peace was part of the students' movement goal, but there were subtle differences in their aims.
- The anti-war protests started on the campuses of universities and grew as more troops were sent to Vietnam.
- Anti-war protesters questioned US involvement in the Vietnam War as well as the cost it incurred.
- Some students became hippies. They dropped out of society and aimed to reject conformity and the materialism of society. They were also against participation in the Vietnam War.
- Clear similarities and differences evident in aims. Some peace movements were more focused on a single aim, while others incorporated more general issues pertaining to society and the youth.
- Aims shared a common goal of change in society.

Methods

- The disarmament movement established organisations such as the Campaign for Nuclear Disarmament and organised peaceful protest marches. They organised 'Ban the Bomb' marches. They held mass sit-ins and blockades at storage places for nuclear weapons.
- The students' movement formed organisations such as the Students for a Democratic Society (SDS). They joined rallies and campaigns in support of the Civil Rights Movement.
- Students' movement organised 'Free Speech' campaigns to demand the right to protest. They organised teach-ins and sit-ins on campuses and mass marches. Students joined freedom marches, sit-ins, freedom rides and the Freedom Summer campaign.
- The anti-war movement organised rallies and mass marches. In 1965 25 000 people attended an anti-war rally in Washington DC. In 1969 a massive anti-war rally by 250 000 was held in Washington DC. Students also organised music festivals such as Woodstock and other social events to support the aims of the anti-war movement.
- Some anti-war protesters burnt their draft cards. Vietnam veterans protested by throwing away their medals. Many draft dodgers left the USA. Some burnt the US flag as a sign of protest.
- The hippies dropped out of traditional society. They rejected materialism and conformity by wearing colourful clothing and growing their hair long.
- Some hippies lived in communes and others experimented with drugs and sex. They challenged traditional value systems by making complete lifestyle changes.
- All areas of the Peace Movement had some student involvement. Methods were similar in nature such as the use of marches and rallies. Protest was peaceful. There were subtle differences in methods particularly between the anti-war movement, students' movement and the hippies. Hippies created lifestyle changes, anti-war protesters used mass marches as well as individual action and conscientious objection, such as throwing away medals, burning drafts and dodging the draft. Students' movement used mass protest action on campuses.

[70]

OR

Tricameral parliament

- The establishment of the tricameral parliament led to the formation of the UDF. The UDF intensified the struggle against apartheid on a national scale. The UDF united a wide range of opposition. The UDF unified and co-ordinated effective opposition to the government. Tricameral parliament elections were boycotted. The UDF promoted rent, school and consumer boycotts and worker stay-aways. They worked closely with civics.
- Establishment of the tricameral parliament thus had the opposite effect of what was intended.
- The 1984 to 1986 township revolt became a nationwide uprising of rolling mass action. This action was intended to force the government to dismantle apartheid, the opposite effect of what the government had intended.

Community Councils

- Community Councils resulted in the establishment of civics.
- Civics acted as pressure groups on authorities to improve facilities. Rent boycotts, consumer boycotts and worker stay-aways put more pressure on the government.
- Civics targeted Community Councillors and black police, accusing them of collaborating with the government.
- These structures were rejected rather than accepted, thus going against the government's intention.
- Civics took over township administration and justice and formed people's courts. This was referred to as people's power. Actions by civics were often violent.
- The government used a state of emergency to try and regain control in the townships, but failed to do so.

Military build-up and repressive action

- The End Conscription Campaign (ECC) was formed to oppose conscription of white men for national service. The government thus lost white support.
- The ECC opposed fighting in Angola and crushing opposition in townships.
- The ECC used hunger strikes, ran awareness campaigns and dodged the draft in opposition to the government policy.
- SA Council of Churches (SACC) voiced support for conscientious objection to service in the SADF. Church leaders called for the use of non-violent means to end apartheid. Once the UDF was banned, the SACC became the only legal avenue of protest.
- The Mass Democratic Movement launched a Defiance Campaign in 1989 protesting against the tricameral parliament elections with a nationwide strike.
- There was a growing mood of defiance with people ignoring banning orders and restrictions.
- By 1989 the government could no longer control the situation and instead of Botha's strategy maintaining and strengthening power, the stage was set for major changes that would have the opposite effect.

[70]

70 marks

AND

SECTION B EXTENDED WRITING

Answer **ANY ONE** question from this section. Each piece of 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.

These memoranda serve as guidelines. Candidates are not expected to write down all this detail.

THEME INDEPENDENT AFRICA**QUESTION 4**

Explain the role played by Mobutu Sese Seko in the Congo (Zaire) by answering the following questions:

- (a) What type of education system did the Congo inherit from the colonial period?
- Belgian policy was based on paternalism.
 - There were a large number of primary schools run by religious institutions, but very few secondary schools.
 - Africans received very little to no higher education and thus there were very few university graduates.
 - The colonial state encouraged the education of a small elite in Western-style knowledge and skills.
 - French was the language of instruction.
- (b) What educational and social policies did Mobutu follow after independence?
- In education French continued to be the language of instruction.
 - The education system still favoured the urban elite.
 - Under Mobutu primary education declined and state funding was withdrawn. All religious instruction was phased out.
 - Parents had to pay for schooling if they could afford it.
 - Mobutu's social programmes followed Africanisation through his policy called the *authenticité* campaign.
 - Mobutu renamed many of the country's towns with African names and the Congo was renamed as Zaire.
 - All Zairians were to change their names to more African ones. Mobutu changed his own name.
 - Indigenous customs and beliefs were promoted. Western style clothing was discouraged and replaced by the abacost. Western personnel were replaced with Zairians.
 - *Authenticité* aimed to unify Zairians with a sense of pride in their own culture.
 - By the late 1970s Mobutuism was imposed as an official ideology of Zaire. This policy encouraged uncritical support for the leader who was portrayed as all-powerful.

(c) Explain the successes and failures of these policies for the Congo.

- In education universities were established and illiteracy rates did decline.
- Education, however, still favoured the urban elite.
- School enrolment increased substantially, but there was overcrowding and a lack of facilities (as seen in the photograph).
- Authenticité ushered in a social and cultural reawakening in Africa.
- Social and cultural pride helped unify Zairians.
- Zairian music flourished.
- Authenticité was used by Mobutu to strengthen his own authoritarian position, arguing that democracy was a foreign idea. A dictatorship was established.
- Inexperience of Zairian personnel resulted in mismanagement and corruption.

[30]

OR

THEME **CIVIL SOCIETY PROTESTS 1950s TO 1970s****QUESTION 5**

Explain the role played by the Civil Rights Movement to end racial discrimination in the USA in the 1950s by answering the following questions:

- (a) What was the Civil Rights Movement and what were its aims?
- The Civil Rights Movement was a protest campaign that aimed to gain full civil rights for African Americans.
 - It did this by challenging state laws through the court system and using non-violent protest and civil disobedience.
 - The movement drew attention to the racial discrimination and inequalities under Jim Crow laws that existed in the Southern States.
 - The Civil Rights Movement was started by the National Association for the Advancement of Coloured People (NAACP) and fought against racial discrimination and segregation.
 - Other organisations in the Civil Rights Movement included the Congress of Racial Equality (CORE), the Southern Christian Leadership Conference (SCLC) and the Student Non-violent Coordinating Committee (SNCC).
- (b) What did the Civil Rights Movement do in order to change the education system in the Southern States in the USA?
- In the 1950s the NAACP challenged segregation in the public school system in a Supreme Court case called the Brown versus the Board of Education of Topeka. The lawsuit was brought to the court by the parents of Linda Brown. Her parents wanted her to attend a nearby white school rather than the nearest black school far from their home.
 - The NAACP hired lawyers to help the Browns in their fight to have their child admitted to a white school.
 - When the case was lost at state level, the NAACP decided to take the matter to the Supreme Court.
 - In 1954 the Supreme Court ruled that segregation in public schools was illegal. This decision overturned the Plessy versus Ferguson decision which ruled that 'separate-but-equal' was constitutional.
 - In spite of this, most schools in the Southern States remained segregated.
 - One of these schools was Central High School in Little Rock, Arkansas.
 - In 1957 nine black students tried to register at the school. The governor of Arkansas called in state troopers (National Guard) to prevent them from doing so.
 - Angry white crowds gathered outside the school and shouted abuse at the students.
 - The situation was only resolved when President Eisenhower sent federal troops to ensure that the children could enter the school safely.
 - The troops remained there for six weeks.

- (c) Explain how successful the Civil Rights Movement had been in achieving its aims by 1960.
- Legal desegregation of schools was achieved; however, in practice many schools remained segregated.
 - Other facilities also remained segregated.
 - The Montgomery bus boycott achieved the legal desegregation of public transport, but most buses remained segregated.
 - The crisis at Little Rock (shown in the photograph) raised public awareness and support for the movement.
 - Although the policy of the federal government was to end segregation, opposition from white racists prevented blacks from registering as voters.
 - In spite of the success of the Civil Rights Movement in raising awareness and getting the backing of the Supreme Court and the federal government, there was still discrimination and prejudice.
 - By 1960 attention had shifted from education to voting and the desegregation of public facilities.

[30]

OR

THEME CIVIL RESISTANCE IN SOUTH AFRICA 1970s AND 1980s**QUESTION 6**

Explain the role played by the End Conscription Campaign (ECC) and the Black Sash in helping to bring about the collapse of Apartheid in South Africa in the 1980s by answering the following questions:

- (a) What were the ECC and the Black Sash and what were their aims?
- The ECC and the Black Sash were smaller movements affiliated to the United Democratic Front (UDF).
 - Their protests had specific targets.
 - The ECC was formed in 1983 and it opposed conscription into the army. They were conscientious objectors.
 - The ECC encouraged white men to refuse to fight in the SADF. Young white men had to do two years of national service followed by camps. These soldiers were sent to fight in the Angolan War and were also sent into townships to suppress protests. Those who refused to do military service could be sentenced to six years in prison.
 - The Black Sash was formed in 1955 by white women to protest against Apartheid laws.
- (b) What did the ECC and the Black Sash do to challenge Apartheid in South Africa?

The ECC:

- Proposed alternative forms of service.
- Supported conscientious objectors.
- Ran campaigns to gain public support. In 1985 they ran a 'Troops out of the Townships' campaign.
- Some ECC leaders went on hunger strikes to draw attention to the cause.
- Many conscripts failed to report for military service.
- They worked to build an anti-war culture among white men using murals, t-shirts, posters and musical festivals and concerts.
- The ECC initiated awareness campaigns at white schools and protested against the cadet system.
- A large number of draft dodgers were thought to be living in Europe.

The Black Sash:

- Black Sash volunteers set up legal advice offices to monitor courts and offer help when individuals were unjustly denied their rights. In the 1980s the advice offices publicised acts of police violence.
- They provided support to detainees, political prisoners and their families.
- Offices also focused on welfare issues such as housing and child support.
- They became involved in the issues facing rural communities. Projects such as the Transvaal Action Committee and National Land Committee were established.
- Younger Black Sash supporters were influenced by feminism and set up the Rural Women's Movement, encouraging rural black women to contest laws and customs.
- Silent protest, with women wearing black sashes and holding placards, was also used.
- They also supported other protest movements such as the ECC (as seen in this photograph).

- (c) Explain how successful the ECC and the Black Sash were in achieving their aims.
- Their actions helped put pressure on the government by launching resistance campaigns.
 - Their actions contributed to mass action which aimed to make the country ungovernable until the government agreed to dismantle Apartheid.
 - They did not succeed in ending conscription or in achieving the recognition of human rights.

30 marks

Total: 100 marks

GENERIC RUBRIC FOR DISCURSIVE ESSAY

NB. An essay may have aspects of different level criteria. Decide which of the level 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 time 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 time period but perhaps has struggled to link this knowledge consistently and/or in depth to the specific question. OR Candidate understands the question carefully 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.

<p>Level 4 50 – 59% 35 – 41</p>	<p>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.</p>	<p>Includes some accurate, relevant evidence but there are important omissions. There is some waffle with repetition of certain evidence.</p>	<p>Satisfactory in that it is legible and largely fluent. Perhaps, some colloquial or inaccurate use of language or sentence construction.</p>	<p>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.</p>	<p>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.</p>
<p>Level 3 40 – 49% 28 – 34</p>	<p>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.</p>	<p>Includes a little accurate, relevant evidence and there are many important omissions.</p>	<p>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.</p>	<p>Possibly a weak attempt at structure but many problems, e.g. Introduction not a paragraph, only one paragraph in the body.</p>	<p>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.</p>
<p>Level 2 30 – 39% 21 – 27</p>	<p>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.</p>	<p>Includes a smattering of accurate, relevant evidence and there are huge important omissions.</p>	<p>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.</p>	<p>Little to no formal structure although some sign of accurate sentence construction.</p>	<p>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.</p>
<p>Level 1 0 – 29% 0 – 20</p>	<p>Perhaps some very vague implied focus.</p>	<p>Zero to extremely little evidence.</p>	<p>Very weak style of writing.</p>	<p>No structure.</p>	<p>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.</p>

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.