**INSTRUCTIONS:**

1. Answer ONLY THREE (3) questions. Answer QUESTION 1 and TWO OTHER QUESTIONS from questions 2 – 6.

   **QUESTION 1** is COMPULSORY.

2. Write your Student Enrolment Number (SEN) on the top right hand corner of this Page.

3. Write ALL your answers in the spaces provided in this Booklet.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>TOPICS</th>
<th>TOTAL SKILL LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUESTION 1</td>
<td>Cooperation and Conflicts: International and Regional Organisation</td>
<td>30</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTION 2-6</th>
<th>Please ✓ choice</th>
<th>OPTIONAL TOPICS</th>
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<tbody>
<tr>
<td>QUESTION 2</td>
<td>Migration and Exploration</td>
<td>20</td>
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<tr>
<td>QUESTION 3</td>
<td>Leadership</td>
<td>20</td>
</tr>
<tr>
<td>QUESTION 4</td>
<td>Religion and Beliefs</td>
<td>20</td>
</tr>
<tr>
<td>QUESTION 5</td>
<td>Government and Governance</td>
<td>20</td>
</tr>
<tr>
<td>QUESTION 6</td>
<td>Colonialism, Imperialism and Capitalism</td>
<td>20</td>
</tr>
</tbody>
</table>

4. Check that this booklet contains pages 2 – 47 in the correct order and that pages 46-47 has been deliberately left blank.

**YOU MUST HAND IN THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.**
PART A: TEXT INTERPRETATION

Use Resource A below and your own knowledge to answer the following questions.

RESERVE A

Leaders Vision in the Auckland Declaration, April 2004

"Leaders believe the Pacific region can, should and will be a region of peace, harmony, security and economic prosperity, so that all of its people can lead free and worthwhile lives.

We treasure the diversity of the Pacific and seek a future in which its cultures, traditions and religious beliefs are valued, honoured and developed.

We seek a Pacific region that is respected for the quality of its governance, the sustainable management of its resources, the full observance of democratic values and for its defence and promotion of human rights.

We seek partnerships with our neighbours and beyond to develop our knowledge, to improve our communications and to ensure a sustainable economic existence for all."


1. Identify the organisation that the above Leaders Vision would be representing.

_________________________________________________________________

2. State a word from the resource that shows that the Pacific region involves more than just one nation.

___________________________________________

3. Give the full name of ONE (1) Pacific Island leader who is currently a member of this organisation.

__________________________________________

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</table>
4. Describe **ONE (1)** significance of this organisation as given in the Leaders vision.
PART B: RESOURCE INTERPRETATION

Use Resource B below and your own knowledge to answer the following questions.

**RESOURCE B**

The Pacific Community (SPC) is the principal scientific and technical organisation in the Pacific region, proudly supporting development since 1947. We are an international development organisation owned and governed by our 26 country and territory members.

[http://www.spc.int/about-us/](http://www.spc.int/about-us/)

1. Identify a key feature from the photo that is reflective of the work done by the Pacific Community.

2. Identify ONE (1) aspect from the photo that supports the Vision of the Pacific Community.

3. Name ONE (1) member country of the Pacific Community where the sea would be more a danger to them than of benefit.
4. Describe **ONE** (1) regional assistance by the Pacific community that involved any one of the natural resources shown in the photo.

<table>
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<tr>
<th>Skill level 2</th>
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</tbody>
</table>
PART C: CARTOON INTERPRETATION

Use Resource C below and your own knowledge to answer the following questions.

RESOURCE C

1. Identify the date in which the “hand” was founded to act as a bridge.

______________________________________________________________________

2. State to whom the “hand” might belong to as being the Head of the Commonwealth.

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

3. Discuss the purpose of the cartoon.

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

https://www.google.to/
PART D: DIAGRAM INTERPRETATION

Use Resource D below and your own knowledge to answer the following questions.

**RESOURCE D**

1. Identify the organisation to which the above logo represents.

2. Analyse the different parts of the logo with reference to the aims of the organisation it is representing.

PART E: ESSAY ITEM

With the help of the resource materials below and your own knowledge, write an essay of about 350 words on the following question.

Evaluate at least TWO major strengths and weaknesses of the League of Nations.

The successes and failures of the League of Nations by 1936

This cartoon by David Low called ‘The New Member’ was published in September 1923.
### Assessor’s Use Only

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<td>-Ideas are accurate, original, relevant and fully developed. -Show concise, accurate and relevant use of historical examples as evidence. -Clear and effective expression of knowledge.</td>
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<td>-Most ideas are accurate and relevant but not fully developed</td>
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<td>-Some relevant ideas / superficial</td>
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<td>-Few relevant ideas / weak</td>
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<tr>
<td><strong>0</strong></td>
<td>-No relevant idea / incorrect.</td>
<td>NR</td>
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<td>NR</td>
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<td>-Some are correct</td>
<td>0</td>
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<td>-Few are correct/ weak</td>
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<td>1</td>
</tr>
<tr>
<td>NR</td>
<td>-Incorrect/ poor.</td>
<td>0</td>
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</table>

- Provide clear and concise organisation and structure of thought and content
- Some form of an organisation
- Little or no organisation.
PART A: DEFINITION

Define the following terms in their historical context.

1. Migrant

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

2. Indigenous people

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
PART B: RESOURCE INTERPRETATION

Use Resource A below and your own knowledge to answer the following questions.

RESOURCES A

1. Describe ONE (1) main cause of migration to the Pacific Islands.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

2. Describe ONE (1) major contribution by people migrating to Tonga after WWII.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

https://www.google.to/
3. Describe **ONE** (1) difficulty faced by foreigners migrating to Tonga.

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

4. Describe **ONE** (1) Tongan way of life that has changed because of migration.

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
PART C: ESSAY ITEM

With the help of the resource materials below and your own knowledge, write an essay of about 350 words on the following question.

Discuss the THREE (3) major migrant groups to Tonga and evaluate their views and beliefs about Tonga.
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</tbody>
</table>

- All ideas are accurate, original, relevant and fully developed.
- Show concise, accurate and relevant use of historical examples as evidence.
- Most ideas are accurate and relevant but not fully developed.
- Some relevant ideas / superficial.
- Few relevant ideas / weak.
- No relevant idea / incorrect.

- Mostly correct and appropriate use of historical terms, dates, policies, treaties, conferences, agreements, names, places and leaders, countries or any relevant person.
- Some are correct.
- Few are correct/weak.
- Incorrect/Poor.

- Clear and effective expression of knowledge.
- Full names, proper titles and correct spelling are given.
- Clear and concise, organisation and structure.
- Some organisation/names and titles partly given.
- Little organisation, lack names/titles.
- No organisation/incorrect/poor.
PART A: DEFINITION

Define the following terms in their historical context.

1. Geneology

2. Emancipation
PART B: TEXT INTERPRETATION

Use Resource A below and your own knowledge to answer the following questions.

RESOURCES

A decisive sermon
‘My people perish for lack of knowledge’. These were the words from the prophet Hosea that Taufa'ahau Tupou [King George] chose for a sermon he preached in 1853, a sermon that is still fondly remembered today. The prophet’s words allowed the King to speak about something that weighed heavily on his heart. The sermon, recorded in Robert Young’s Southern World, (p. 454) dealt with the uniqueness of human beings, who were charged to ‘govern the things of the world’. Central to his sermon were these words:

- ignorance, or the lack of knowledge destroys man. It destroys his excellency, his happiness, his usefulness, his soul: he “perishes for want of knowledge”.
- See what knowledge has done for the white man; see what ignorance has done for the men of this land! Is it that white men are born more wise? Is it that they are naturally more capable than others? No; but they have obtained knowledge; and that knowledge has come from the Book. This is the principal cause of the difference.


1. Describe the first sentence “My people perish for lack of knowledge”.

2. Describe the King’s vision in relation to the title “a decisive sermon”

3. Describe the purpose of the King’s questions in the quoted part of the text.
4. Describe the main message of the King’s sermon as given in the last line, “this is the principal cause of the difference”.
PART C: ESSAY ITEM

With the help of the resource materials below and your own knowledge, write an essay of about 350 words on the following questions.

Discuss the events related to Tupou I’s unification of Tonga and evaluate its significance.
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<th>SLO Skill Level</th>
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<td>- All ideas are accurate, original, relevant and fully developed.</td>
<td>- Mostly correct and appropriate use of historical terms, dates, policies, treaties, conferences, agreement, names, places and leaders, countries or any relevant person</td>
<td>- Full names, proper titles and correct spelling are given</td>
<td>- Clear and effective expression of knowledge</td>
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<tr>
<td>- Most ideas are accurate and relevant but not fully developed</td>
<td>- Some are correct</td>
<td>- clear and concise, organisation and structure</td>
<td>- some organisation/ names and titles partly given.</td>
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<td>2</td>
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<td>1</td>
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<td>1</td>
</tr>
<tr>
<td>- Some relevant ideas/ superficial</td>
<td>- Few are correct</td>
<td>- little organisation, lack names/titles</td>
<td>- No organisation/ incorrect/poor</td>
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<td>1</td>
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</table>
PART A: DEFINITION

Define the following terms in their historical context.

1. Pragmatism.

2. Existentialism.
PART B: TEXT INTERPRETATION

Use Resource A below and your own knowledge to answer the questions that follow.

RESOURCE A

The following was the district schedule for the year ending 1834:

<table>
<thead>
<tr>
<th>Circuits</th>
<th>Chapels</th>
<th>Full Members</th>
<th>Trial Schools</th>
<th>Scholars</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tongatapu</td>
<td>923</td>
<td>18</td>
<td>1137</td>
<td>118</td>
<td></td>
</tr>
<tr>
<td>Ha’apai</td>
<td>3,500</td>
<td>12</td>
<td>2,900</td>
<td>311</td>
<td></td>
</tr>
<tr>
<td>Vava’u</td>
<td>2,635</td>
<td>5</td>
<td>3,263</td>
<td>461</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7,058</td>
<td>124</td>
<td>7,241</td>
<td>960</td>
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</tbody>
</table>

Marriages during the year were:
- Tongatapu 125 couples, Ha’apai 345, Vava’u 266.
- Baptisms of Adults: Tongatapu 355 and 197 children Ha’apai: 1,349 adults and 450 children Vava’u: 2,128 adults and 430 children.
- In Tongatapu we had twenty-one deaths of members, and in Vava’u thirty-five. No returns from Ha’apai.
- The increase of full and accredited members was no less than 3,602, for which we gave all the praise to God.

The press under the care and diligent attention of Mr. Hobbs, had sent forth a goodly number of books, including portions from the 1st and 2nd books Samuel, Isaiah, Psalms, the Conference 2nd Catechism, the Rules of Society, and a large supply of book No. 1 of four pages for the schools, (a total of 50,000 copies).


1. Describe the kind of ‘Scholars’ that were present at the time in 1834.

________________________________________________________

________________________________________________________

________________________________________________________

Skill level 2

2
1
0
NR

2. Describe ONE (1) activity from Resource A that is evident of the work of Missionaries.

________________________________________________________

________________________________________________________

________________________________________________________

Skill level 2

2
1
0
NR

3. Describe the term “full and accredited members” as given in Resource A.

________________________________________________________

________________________________________________________

________________________________________________________

Skill level 2

2
1
0
NR

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PART C: ESSAY ITEM

With the help of the resource materials below and your own knowledge, write an essay of about 350 words on the following question.

**Discuss the type of views and beliefs held by Tongans before Christianity and evaluate their significance.**

The sky, which is called *langi*, and supposed to be the principal place in the universe, is viewed as a celestial residence, especially of two great gods named Tamapoolialamafoa and ‘Eitumatupu’a who are supposed to live in supreme and perpetual ease and repose in that upper and blissful region. Nothing is said of their origin. The Tongans view them as having delegated to other gods the duty of governing, especially in these lower regions, while they content themselves in the midst of the peaceful inhabitants of the sky, though not altogether unmindful of things below as under their influence. The tradition is that:

Limu and Kele (“sea weed” and “mud”), adhering to each other and uniting and becoming one, floated on and on until reaching Pulotu it brought forth a rock of ironstone named Touiafutuna.


*Portrait of the Tongan “king”*
**Assessor's Use Only**

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- **4** - All ideas are accurate, original, relevant and fully developed.
- **3** - Most ideas are accurate and relevant but not fully developed
- **2** - Some relevant ideas / superficial
- **1** - Few relevant ideas / weak
- **0** - No relevant idea / incorrect

- **NR**
- **3** - Mostly correct and appropriate use of historical terms, dates, policies, treaties, conferences, agreement, names, places and leaders, countries or any relevant person
- **2** - Some are correct
- **1** - Few are correct/weak
- **0** - Incorrect/Poor

- **3** - Clear and effective expression of knowledge
- **2** - Some organisation/names and titles partly given.
- **1** - Little organisation, lack names/titles
- **0** - No organisation/incorrect/poor
**PART A: DEFINITION**

Define the following terms in their historical context.

1. **Oligarchy**

   __________________________
   __________________________
   __________________________

2. **Tyranny**

   __________________________
   __________________________
   __________________________
Greek roots of democracy are evident on this ceramic jar, which has the first known illustration of a secret ballot. After the voters wrote their choice on olive leaves, they deposited their ballots in a bowl held by Athena, the Greek goddess of wisdom, reason, and purity.

*Beers, B.F. 1990. World History, Prentice Hall, Pg.80*
1. Describe **ONE** (1) type of government in ancient Greece before democracy.

2. Describe the city of Athens where democracy first developed and grew.

3. Describe the significance of the ceramic jar to Greek democracy.

4. Describe how the ‘**olive leaves**’ and ‘**Athena, the Greek goddess**’ show Greek beliefs at the time.
PART C: ESSAY ITEM

With the help of the resource materials below and your own knowledge, write an essay of about 350 words on the following questions.

Discuss Aristotle’s views about “Good Governance” and evaluate its significance today.

Plato was 28 years old when Socrates died. Upset by his teacher’s death, Plato left Athens for ten years. On his return, he set up a school, the Academy, that survived as a center of learning for nearly 900 years...

The most brilliant student at the Academy was Aristotle... Aristotle believed that reason was the highest good. He taught that people should aim for moderation in all things. To Aristotle, virtue or moral behaviour, was a balance between extremes. He praised the virtues of self-control and self-reliance.

Aristotle’s ideas on government differed from Plato’s. For example, he valued family life and property. During Aristotle’s day, Athenian democracy had become corrupt. As a result, Aristotle believed that the best kind of government was a mixture of monarchy, aristocracy, and democracy. An enlightened king should rule with the help of an educated aristocracy and with a popular assembly that respected the rule of law.


Socrates’ teachings had a profound impact on later Greek philosophers, most notably on Plato and Aristotle. This mosaic from a Roman villa shows Plato, seated under the tree teaching. Aristotle, his most famous pupil, is standing at the far right.
### Assessor's Use Only

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</table>

- **4**: All ideas are accurate, original, relevant and fully developed.
- **3**: Most ideas are accurate and relevant but not fully developed.
- **2**: Some relevant ideas/superficial.
- **1**: Few relevant ideas/weak.
- **0**: No relevant idea/incorrect.
- **3**: Mostly correct and appropriate use of historical terms, dates, policies, treaties, conferences, agreement, names, places and leaders, countries or any relevant person.
- **2**: Some are correct.
- **1**: Few are correct/weak.
- **0**: Incorrect/Poor.
- **3**: Clear and effective expression of knowledge.
- **2**: Some structure/organisation/names and titles partly given.
- **1**: Little organisation/lack names/titles.
- **0**: No organisation incorrect/poor names/titles.
### PART A: DEFINITIONS

Define the following terms in their historical context.

1. **Pre-cession**
   
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   **Skill level 1**
   
   | 1 |
   | 0 |
   | NR |

2. **Rivalry**

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   **Skill level 1**
   
   | 1 |
   | 0 |
   | NR |
PART B: TEXT INTERPRETATION

Use Resource A below and your own knowledge to answer the following questions.

RESOURCE A

In the 1860’s Cakobau’s responsibilities as “King of Fiji” became more than he’d bargained for. When the home of the American Commercial Agent was accidentally destroyed by fire and locals helped themselves to his possessions, ‘King’ Cakobau was held responsible. This set a precedent and claims against Cakobau rose to an inflated US $45,000. In 1862 Cakobau proposed that, in exchange for cession of Fiji, Britain foot the bill to cover his debts. Rumors and speculation caused a large influx of British settlers who bickered between themselves and disputed with Fijians over land. Levuka became a lawless, greedy outpost bordering on anarchy.

South Pacific.2003.Lonely Planet Publications pg.110

1. Describe Cakobau’s role as ‘King of Fiji’.

2. Describe Cakobau’s actions on solving the situation given in Resource A.

3. Describe the reaction of British subjects to the offer by Cakobau.

4. Describe how the situation in Levuka was later solved.
PART C: ESSAY ITEM

With the help of the resource materials below and your own knowledge. Write an essay of about 350 words on the following question.

Discuss the nature of Fiji’s independence and evaluate its significance for the future of Fiji.

RESOURCES

Independence Day celebrations, Rotuma, Fiji

Guard at Government Buildings, Suva, Fiji
**Assessor’s Use Only**

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4 - All ideas are accurate, original, relevant and fully developed.
3 - Most ideas are accurate and relevant but not fully developed
2 - Some relevant ideas / superficial
1 - Few relevant ideas / weak
0 - No relevant idea / incorrect

3 - Mostly correct and appropriate use of historical terms, dates, policies, treaties, conferences, agreement, names, places and leaders, countries or any relevant person
2 - Some are correct
1 - Few are correct/weak
0 - Incorrect/ Poor

3 - Clear and effective expression of knowledge
2 - Little organisation / lack names and titles partly given
1 - Little organisation / lack names / titles
0 - No organisation incorrect / poor
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