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MINISTRY OF EDUCATION

**FIJI SCHOOL LEAVING CERTIFICATE
EXAMINATION**

2011

HISTORY

MINISTRY OF EDUCATION

FJI SCHOOL LEAVING CERTIFICATE EXAMINATION – 2011

EXAMINER'S REPORT

HISTORY

1. **BACKGROUND**

A total of 1770 candidates appeared for the History paper in 2011. In 2011, the total of candidate appearing for History was 1770 when compared to 1560 in 2010. This shows that the number of candidates taking the subject has increased.

The 2011 History Examiners toiled to compile a student-friendly examination paper which tested the candidates' knowledge, concepts and cognitive skills that encompass the six main domains of Bloom's Taxonomy. However, in spite of this effort, the candidates' performances were generally not too impressive.

It is evident from the results that some of the History teachers are not doing justice by speeding through the topics hastily which adversely affected pupils' output. It was also apparent that some teachers did not work in close consultation and correlation with the current prescription and syllabus;

A good number of students lacked in-depth knowledge of the content of the topics; a few even wrote notes to the markers to award marks for point-form "essays", or mixed up themes and topics (e.g. answering the question on Imperialism India, when the question was on Conflict, China.

As in the examiners report for 2010, candidates' responses generally highlighted the weaknesses of teachers in their coverage, with heavy dependence on past years exam papers rather than focussing on the concepts, issues, dates and events in the prescription.

It seems that most History teachers need to rekindle the passion for the subject to revive this dynamic subject. This point was also pointed out in previous examiner's reports but is not being adhered to.

2. **MOST POPULAR QUESTIONS**

The most popular questions attempted by candidates were:

- Question 1 : Cultural Interaction in Fiji & South Africa Question
- Question 2 : Economic Development in Fiji and Japan Question
- Question 3 : Social Welfare in Fiji and New Zealand Question
- Question 4 : Conflict in Palestine and China Question
- Question 5 : Nationalism in Italy and Germany Question
- Question 7 : Origins of World War 1 & World War 2

3. **LEAST POPULAR QUESTIONS:**

Question 6 : Imperialism in South Africa and India – however, this year, there has been an increased effort in the attempts for answering this question.

Question 8 : Government in Britain and Russia - proved the least popular.

GENERAL OVERVIEW OF CANDIDATES' RESPONSES:

Question 1:

This was the most popular choice amongst candidates with about 98% of them attempting to answer it.

However, the question was not answered exceptionally well. It is ironic that this question was not answered outstandingly as the majority of schools in Fiji teach cultural interaction in History but the outputs did not reflect quality lessons.

Candidates did not know what the Six Penny Scheme was. Although some may have found the question insignificant, it can be found in the recommended text as per the prescription. However, a few candidates were able to answer this correctly.

For Resource Interpretation, it was obvious that a good number of candidates could not identify Dr. Timoci Bavadra nor the political party he belonged to, or his reason from his fall from power. A lot of them answered that it was the 2000 coup in which he took part in staging.

For the essay, the candidates who attempted the question on Fiji performed very poorly, even mentioning the efforts of government prior to the dates as per question. The essay on South Africa which was attempted by candidates was answered better, although just satisfactorily. A lot of them could not differentiate residential policies from political or social.

Question 2:

Another popular question and candidates generally performed satisfactorily in all the parts of the sections, especially in the essay on Japan. For “Short Answer Questions (a) (ii), many candidates wrote sugarcane instead of sugar as their answer. Question part (iv) was poorly answered as many candidates did not know the Minister of Finance in the given period.

The Fiji essay was poorly written as most candidates could not outline basic economic policies introduced by the government in the given period. But for those who attempted the essay on Japan, it was done fairly well. Most were able to identify the reforms but failed to discuss the effects.

Question 3:

This proved to be the best answered question in the paper. Both Short Answers and Resource Interpretation were well answered. However, it was common to find answers such as the role of FNPF in giving out loans for Short Answers.

4.

While parts (a) and (b) were answered well, the essays were not exceptionally impressive. Most of the candidates who attempted the essay question on Fiji did not clearly explain the difference between formal and traditional non-governmental organisations. There was very little attempt to define the two in the essays. And those who answered the New Zealand Essay did not point out the exact government Act or Laws that needed to be raised.

Question 4:

A good number opted to answer this question. It was done averagely well. However, there were many who could not identify the countries involved with the Middle East Conflict. In fact, the question on the was China topic well answered.

For the essays, more candidates chose to write on the essay on China and performed averagely well, but many scored poorly in the Palestine/Israel Question on the role of the UN, with a few exceptions.

Question 5:

Majority of candidates attempted this question. In general the Italy topic was answered better than the question on Germany. Some candidates did exceptionally well for the essays in particular.

Question 6:

Surprisingly a lot more candidates attempted this question than over the past years. It was done fairly well. Short Answers and Resource Interpretation were well attempted. It was the essay on South Africa that proved to be a challenge.

Many candidates still could not differentiate between the Afrikaners and Africans. They suggested that it was the same thing hence could not correctly discuss the relationships between the white ethnic groups and its effects on the Africans.

Candidates were also too general in their answers and failed to identify specific British policies which could have accounted for some marks.

Question 7:

Again a popular option in which the candidates responded satisfactorily, particularly with the “Short Answer question and Resource Interpretation. For the essay, some performed outstandingly for both WWI and WWII. However, there were still many who could not articulate on the long term causes of WWI or for WWII, the failures of the League.

Question 8:

Least popular question with only a small percentage attempting it. This question was poorly attempted which indicated the lack of in-depth knowledge of the content. However, the essays answered on Stalin (Russia) were commendable.

RECOMMENDATIONS

1. Teachers need to renew their passion for the subject so that while teaching it, this passion can rub off onto their students. Thorough explanation/discussion/revision is imperative to ensure that students grasp concepts and themes from these topics.
2. It is imperative that teachers teach according to the prescription and browse it every year. Recommended texts noted towards the end of the prescription should be used as well. Teachers who do not have the texts should make the effort to find copies (at least one of each) so that there is uniformity in content teaching in all schools that offer this subject – this way their students are not denied of relevant compulsory information as most of the exams questions will be based on the recommended texts in the prescription.
3. **Spelling and Grammar** :
Although students were not penalised too heavily on the grammar of their answers, the markers felt that it was important that students spelt names of people (at least) correctly. Teachers must not be too lenient with this in internal exams or short tests. They must correct students immediately if spelling of names are not correct – as a wrong name (particularly surname) could change the content of history.
4. **Essay Marking Scheme**:
The panel of markers decided on a general essay marking scheme given below for all the essay questions:

Introduction	1 mark
Conclusion	1 mark
Content	6 marks
Structure/Layout	1 mark
Accuracy	1 mark

- i) **Introduction, Conclusion** – were not strictly marked for quality – as long as there was an introduction and conclusion, the student received a mark each for both.
- ii) **Content** – depended on the nature of the question. It was divided into two/three parts (see answer scheme).
- iii) **Structure/Layout** – the student received a mark if paragraphs were clearly shown, no mark was awarded to those students who did not use paragraphs.
- iv) **Accuracy** – is the student’s ability to follow instructions on the key verbs. (e.g. Did the student discuss, evaluate, trace, analyse, etc correctly?)

4 marks for each essay were giveaways. However, it is highly recommended that students do not repeat the question for their introductions. In the years ahead, full marks should only be awarded for quality Introductions/Conclusions ; where students may define concepts or introduce characters for introduction; and summarise for conclusion without

6.

introducing new points. Teachers must encourage students to write and set their essays neatly using paragraphs. This is easy on the eye for the markers.

5. Internal Examinations for History must have Answers Booklets that are modelled on the FLSC format. That way the students will practice writing their answers in the correct sections.
6. Teachers must remind their students that they must **not** answer ALL the questions in either Section A or B – this was the case for a few scripts marked – the candidate lost marks for a whole question because the candidate answered all of Section A and only 1 question in Section B.

THE END

MARKING SCHEME FOR FSLC HISTORY 2011
SECTION A

QUESTION 1**CULTURAL INTERACTION**

(a) FIJI SINCE 1874.

(b) SOUTH AFRICA, 1919-1961

(a) **Short –Answer Questions**

- (i) Western United Front (WUF)
- (ii) Its abuses – students to elaborate
- (iii) Rand Riot - 1922
- (iv) Hertzog and Smuts
- (v) White farmers used prison labour (blacks) and paid 6 pennies a day per labourer to the prison department.

(b) **Resource Interpretation**

- (i) Dr. Timoci Bavadra, Fiji Labour Party.
- (ii) He was Fiji's Prime Minister in 1987 from an Indian dominated political party (FLP)
 - He was PM when Fiji's first coup happened.
 - He was the first commoner to be sworn in as PM of Fiji.
- (iii) Lieutenant Colonel Sitiveni Rabuka led the coup that overthrew the FLP-NFP Coalition on May 14th, 1987.
- (iv) African primary education was used as a vehicle for training a servant, manual laboring class which would as Verwoerd put it, 'have training in accordance with their opportunities in life'.
- (v) The Extension of University Education Act limited access to education for blacks. Separate universities were established for blacks and blacks wishing to attend white universities had to get ministerial permission.

FIJI

Illustrate the attempts made by the government of Fiji to promote multiculturalism from 2006 to 2010.

Introduction	1 mark
Conclusion	1 mark
Structure/Layout –writing proper paragraphs	1 mark
Content:	
- 3 attempts by govt promoting multiculturalism	3 marks
- Elaboration/examples	3 marks
Accuracy – did the student illustrate the points?	1 mark

Elaborate on any three:

- Ministry of iTaukei Affairs
- Social welfare
- Country visit by the government
- Formulation of the People’s Charter and all its provisions slowly undertaken by the Government.
- Teaching of all races languages in all schools
- Removal of names and institutions/schools with full Indian or Fijian names
- Common name of ‘Fijian’ for all citizens of Fiji.

SOUTH AFRICA

Introduction	1 mark
Conclusion	1 mark
Structure/Layout –writing proper paragraphs	1 mark
Content:	
- two political laws	2 marks
- two residential laws	2 marks
- effects	2 marks
Accuracy– did the student discuss laws thoroughly?	1 mark

Political:

- Union of South Africa Act 1910
- Denied Blacks the right to vote in Transvaal and the Orange Free State
- Separate Representation of Voters Act 1951
- Bantus Authorities Act 1951
- Suppression of Communism Act

Residential:

- Group Areas Act 1950
- Increased government powers to set aside areas for the sole occupancy of one race
- This meant more strict application of urban segregation
- Non-whites were forcibly moved to Group area townships
This included Soweto and Sharpeville

Thousand of non-whites have been settled by the Act

Many non-white families have been uprooted from their traditional homes

- The Group Area townships are noticeable for their ruthless geometric town planning dormitory type housing
- Slum Clearance and redevelopment projects were used to resettle Coloured and Indians
- The Resettlement Act 1954
- Gave the right to resettle the Blacks
- Bantu Laws Amendment Act 1963
- Assigned all Africans to a tribal homeland.

QUESTION 2

ECONOMIC DEVELOPMENT

(A) FIJI, 1930 to the present

(B) JAPAN, 1918 – 1970

(a) **Short – Answer Question**

- (i) The cane farmers wanted to be paid higher prices for the cane.
- (ii) The sugar industry
- (iii) They introduced Tax Free Zones to attract foreign investors.
 - They devalued the Fiji Dollar by 20%.
 - Import substitution
 - Diversification
 - Introduced VAT
- (iv) Inouye Junnosuke
- (v) Maintain research institutes
 - assess industries competitiveness
 - promotes marketing
 - has authority to restructure industries and to authorise loans

(b) **Resource Interpretation**

- (i) Indians
- (ii) There were a lot more Indian business owners and workers due the British colonial policy of keeping the Fijians in their villages.
- (iii) Greater East Asia Co-Prosperity Sphere
- (iv) The ‘liberated’ people hated the Japanese and refused to cooperate.
The Sphere was never economically self-sufficient. Japan could neither absorb all the exports of South East Asia’s nor supply all the industrial products needed.
- (v) The UN did not respond strongly to this action by Japan.
Japan’s military grew stronger after invasion of Manchuria (½ mark)

Essay**FIJI**

Introduction	1 mark
Conclusion	1 mark
Structure/Layout – writing proper paragraphs	1 mark
Content: - two economic policies - impacts	3 marks 3 marks
Accuracy – did the student identify and evaluate correctly?	1 mark

Students to discuss any two policies during Qarase's government or under the current government and discuss impact on people.

- Devaluation of dollar.
- Import substitution .
- diversification

JAPAN

Essay Marking Scheme:

Introduction	1 mark
Conclusion	1 mark
Structure/Layout –writing proper paragraphs	1 mark
Content: - 3 reforms - Effects	3 marks 3 marks
Accuracy – did the student discuss reforms & effects thoroughly?	1 mark

Political Reform:

- Kokutai ethnic weakened
- New constitution
Bill of Rights adopted
- Women were given voting rights

Education:

- Fundamental Law of Education 1947
- Land
- Land Bill
- Repayments made easy

Labour Reforms:

- Trade Unions Act 1945
- Labour Relations Act 1946

Financial Reform

- American finance
- Retrenchment
- Effect of Korean War
- Emphasis on production changed.

QUESTION 3**SOCIAL WELFARE****(a) Short Answers Questions**

- (i) Communalism on Fijians – interdependence on each other / collaboration
- (ii) Red Cross, Fiji Women’s Crisis Centre (FWCC), Bailey Trust
- (iii) Savings for their retirement and provide funding for health, housing, death, education, etc.
- (iv) Department of Health
- (v) It added to the list of pensions.

(b) Resource Interpretation

- (i) squatter/ informal houses
- (ii) New Housing Programs
 - Provide low cost housing
 - Low cost flats available to urban workers (PRB, Housing Authority)
- (iii) Makes the students become healthier
- (iv) Labour Government
- (v) Aimed to promote work safety / Bring quick and effective rehabilitation of all people injured by accident/ Compensation for loss or earnings 80% of normal average earnings/ where permanent injury or death occurs, a lump sum payment was made/ Compensation is financed by a levy on employers and motor vehicles.

Essay:**Fiji**

Introduction	1 mark
Conclusion	1 mark
Structure/Layout –writing proper paragraphs	1 mark
Content: - 3 formal	3 marks
- 3 informal/traditional institutons	3 marks
Accuracy – did the student discuss thoroughly?	1 mark

Formal Traditional

GCC

Fijian Affairs Ministry

Provincial Councils

Tikina Councils

Village Councils

Turaga ni Koro

Indo-Fijians – various Indian institutions in Fiji

Etc

- Funding of important projects in villages
- Funding of education
- Advice to its people through so many means eg radios, visits, newspapers etc
- Research
- Voice of its people to the government

Informal Traditional

Extended family ties

Families – tokatoka, mataqali

Traditional ties

Blood ties.

- Communal living – helping each other on daily basis
- Support for each other especially in traditional ceremonies,
- Etc

New Zealand

Introduction	1 mark
Conclusion	1 mark
Structure/Layout –writing proper paragraphs	1 mark
Content: -3 Measures at least	3 marks
- Effects of measures to cushion	3 marks
Accuracy – did the student discuss thoroughly?	1 mark

- Reshuffle in Cabinet
- Policy of Retrenchment adopted
- Currency devalued
- Increased farm production
- Cutting back government spending
- Unemployment Act / Unemployment Board
- Unemployment Scheme

QUESTION 4**CONFLICT**

(A) PALESTINE/ISRAEL, 1945 – 1967
(B) CHINA, 1921 - 1949

(a) Short –Answer Questions

- (i) Gamal Nasser
- (ii) Britain, France and USA (any two)
- (iii) CCP policies of distributing land to them, caring for them, etc.
 - (iv) Russia saw China as a potential ally but the CCP was not seen as a suitable instrument to start a revolution.
 - CCP's membership was very small and it had little influence with the workers
 - The most likely group to bring about a revolution, thought the Russians, was the GMD
- (v) 1931 – Commander in Chief of the Red Army.
 - He was one of the leaders in the Long March.
 - Senior military leader of the Communist Military during the Sino-Japanese war and the Chinese civil war.
 - He retained command of the PLA until 1954.
 - Best known as the co-founder of the Communist Chinese Red Army.

(b) **Resource Interpretation**

- (i) El Fatah (Palestinian Liberation Movement)
- (ii) Syria
- (iii) El Fatah probed deeply and dangerously into Israel, blowing up buildings close to the Knesset and exploding bombs among football crowds and in streets.
- (iv) The Long March was caused by the encirclement by the Kaishek troops of Communist location/Attack by the GMD
- (v) State one outcome of this event.
 - The CCP showed determination, courage and unity.
 - Established a new base in Yangzi

(c) **Essay**

Use your knowledge of the theme and topics to write an essay of about 200-250 words on either Palestine/Israel or China.

EITHER:**PALESTINE/ISRAEL**

Introduction	1 mark
Conclusion	1 mark
Structure/Layout –writing proper paragraphs	1 mark
Content: - 3 efforts made by UN	3 marks
-Examples and elaboration	3 marks
Accuracy – did the student discuss efforts thoroughly?	1 mark

UNSCOP 1947

Count Bernadotte

Trace UN 1956

U Thant UNEF before 1967

UN ceasefire

UN relief

OR:

CHINA

Introduction	1 mark
Conclusion	1 mark
Structure/Layout –writing proper paragraphs	1 mark
Content: - 3 progress of KMT/GMD	3 marks
-3 Reasons for failure	3 marks
Accuracy – did the student trace and explain ?	1 mark

Progress:

- Establishment
- Initial policies – 3 principles (originally by Sun Yatsen)
- Japan 21 demands – KMT response (Yuan Shikai)
- Chiang Kaishek rise to power
- 1920 – split among warlords.
- 1922 Northern expedition
- CC/KMT coalition – results
- Support from urban centres – none from the peasants
- Extermination camps

Reasons for failure:

- Chiang Kaishek did not have full control of China – no unity
- Never had the wide support – KMT only seen for the rich – was not supported by the majority (peasants)
- Did not improve situations of peasants
- Failed to implement Sun Yatsen’s policies
- Japanese invasion

QUESTION 5**NATIONALISM**

(A) ITALY, 1848 - 1871

(B) GERMANY, 1848 - 1871

(a) **Short –Answer Questions**

- (i) 1848
- (ii) Count Camilo Cavour
- (iii) Led to the addition of Lombardy in the war with Austria
- (iv) Von Roon.
- (v) Only German education men could become catholic priests – this was to counteract foreign interference. – one of Bismarck’s domestic policies.

(b) **Resource Interpretation**

- (i) Garibaldi and Victor Emmanuel II
- (ii) Garibaldi is acknowledging Victor Emmanuel II as true king of Italy and is therefore handing over Naples and Sicily and vows to help in get unite the rest of the country.
- (iii) Kaiser Wilhem II and Otto von Bismarck

- (iv) Bismarck is forced to resign because he disagrees with Kaiser Wilhelm's hunger for colonies overseas and for having a naval race with Britain.
- (v) Germany lost most of her allies due to the leadership style of Kaiser Wilhelm II.

(c) **Essay**

Either:

ITALY

Introduction	1 mark
Conclusion	1 mark
Structure/Layout – writing proper paragraphs	1 mark
Content:	
- Mazzini – 2 successes, 1 failure	3 marks
- Garibaldi – 2 successes, 1 failure	3 marks
Accuracy – did the student discuss successes and failures thoroughly?	1 mark

Mazzini roles – with 2 successes and 1 failure

- Successes – member of Carbonari, formed Young Italy, instrumental in his writings for unification even while in exile.
 - Failure: exiled, imprisoned.
- Garibaldi – with 2 successes and 1 failure
- Successes – member of Young Italy, formed the army of 'red shirts' / 'thousand', successful in the conquer of Naples and Sicily.
 - Failure – did not conquer Rome – gave way to Victor Emmanuel II instead and hailed him as the true king of Italy.

OR:

GERMANY

Introduction	1 mark
Conclusion	1 mark
Structure/Layout – writing proper paragraphs	1 mark
Content: - 3 reforms	3 marks
- Effects	3 marks
Accuracy – did the student discuss reforms and effects thoroughly?	1 mark

- Small and Greater Germany Solutions
- Austro-Prussian War 1866
- Bismarck's plans
- Outbreak of war.

QUESTION 6**IMPERIALISM**

(a) India, 1875-1947

(b) Europe and Southern Africa, 1800-1919

(a) **Short Answer Questions**

- (i) - The Indian people wanted their own government, without foreign interference (from the British)
- decolonise India
- (ii) Pakistan and Bangladesh
- (iii) Division between political parties of whites on participation further divided the whites and other groups as well.
- (iv) The geographical area in which one nation is very influential.
- (v) Through the various laws they introduced which specifically covered nearly all aspects of life in South Africa.

(b) **Resource Interpretation**

- (i) In response to the Salt Laws which became illegal for Indians to make salt.
- to demonstrate rejection of British rule.
- (ii) Increased negotiations, increase in violence by British on Indians
- (iii) 1947
- (iv) Natal and Cape Colony
- (v) Direct Rule; assimilation

(c) **Essay**

Introduction	1 mark
Conclusion	1 mark
Structure/Layout –writing proper paragraphs	1 mark
Content: - 3 policies - Effects	3 marks 3 marks
Accuracy – did the student identify and discuss policies and effects?	1 mark

British policies:

- Indian Penal Code
- 1901 – education based on British system
- Lord Curzon Reforms
- Morley-Minto Reforms

- Partition of Bengal
- The Rowlatts Acts
- The Salt Laws

Effects (Positive and Negative)

- Undermining of Indian language and culture
- Undermine caste system
- Western subjects introduced in schools which Indians heavily disliked and criticized
- Curzon – introduced banks where Indians can loan
- Preservations of important buildings – est dept of Archeology.
- Partition of Bengal – divided religions; boycotts erupted; British officials murdered
- Ammorley-Minto reforms – India Councils Act 1909
- Rowlatts Acts – Indians arrested without trial, limited freedom, media censorship – resulting in massacre

Southern Europe and Africa:

Introduction	1 mark
Conclusion	1 mark
Structure/Layout – writing proper paragraphs	1 mark
Content:	
- relationship	2 marks
-Effects economically	2 marks
- effects politically	2 marks
Accuracy – did the student discuss relationship & effects?	1 mark

Relationship

- British and Afrikaners were not on the best of terms
- Started with British annexing cape colony, etc where the Dutch descendents had settled.
- Great trek

Economic Effects:

- Hard labour
- Low wages
- Slavery

Political Effects:

- No voting
- No land
- Inter-tribal conflicts

Question 7

International Relations

- a) Origins of World War 1
- b) Origins of World War 2

a) **Short Answer Questions**

- (i) Germany and France
- (ii) To limit the arms race
- (iii) Plan for peace, initiated by Woodrow Wilson
- (iv) A lot of German people were living there, he wanted to unite the Germans.
Living Space - Lebensraum
- (v) Appeasement : concession to avoid war
Blitzkrieg – lightning war – quick attempt on one country before attack another.

(b) **Resource Interpretation**

- (i) Heir to Austrian throne, Crown Prince of Austria
- (ii) Clash of alliance
- (iii) Belgium – Belgium was protectorate of Britain.
- (v) Mussolini, Hitler, Schmidt (Hitler’s interpreter), Chamberlain

Origins of World War 1

Introduction	1 mark
Conclusion	1 mark
Structure/Layout – writing proper paragraphs	1 mark
Content: - 2 long term causes - example of countries – at least two countries each for each long-term cause	2 marks 4 marks
Accuracy – did the student discuss the long term causes?	1 mark

Any two long term causes

- Militarism
- Alliance system
- Imperialism
- Nationalism

Origins of World War II

Introduction	1 mark
Conclusion	1 mark
Structure/Layout –writing proper paragraphs	1 mark
Content: - 3 reasons for failure	3 marks
- 3 countries as examples	3 marks
Accuracy – did the student discuss thoroughly the reasons with examples?	1 mark

Reasons for failure

- USA, Russia were not members
- LON did not have an army
- White elephant – all talk, not action
- Britain and France were not powerful enough to stop countries invading – they were still recovering their loses after the War.

Examples:

Japan – Manchuria

Italy – Abyssinia, Ethiopia

Germany – Rhineland

Spain – Franco (Germany/Italy involvement)

Question 8

Government

a) United Kingdom, 1832-1868

b) Russia, 1927-1957

a) **Short Answer Questions**

(i) 1868

(ii) increase in number of voters

- Party discipline increased
- New parliament created

(iii) Britain and France needed to treat each other as the ‘most favoured’ nation

- Big reduction on French wines and brandy.

(iv) Some form of capitalism

(v) Richest peasants/farmers

- did not cooperate with Stalin’s policies.

b) **Resource Interpretation**

- (i) Lord Aberdeen (left); Palmerston (right)
- (ii) It was due to the revelation of the military deficiencies in the Crimea.
- (iii) Collective Framework – promotes collectivism for the good of all – all work for the government, the government will distribute harvests equally among population.
- (iv) It was due to his comment that the decoration was nothing – he wished for a sack of potatoes instead.
- (v) Communism is a form of socialism that abolishes private ownership. A political theory favouring collectivism in a classless society.

c) **Essays****United Kingdom:**

Introduction	1 mark
Conclusion	1 mark
Structure/Layout –writing proper paragraphs	1 mark
Content:	
- 3 conditions of workers	3 marks
- improvements through reforms	3 marks
Accuracy – did the student discuss conditions and reforms thoroughly?	1 mark

Conditions :

- Overworked, underpaid
- Child labour
- Majority not represented in parliament
- Slavery very common
- Pauper apprentices
- Long working hours especially the very young people
- No identification of persons working in industries

Parliamentary Reforms:

- Great Reform Bill 1832
- The Factory Act 1833
- Grant for Education 1833
- The Poor Law Amendment Act 1834
- Abolition of Slavery
- Reduction of duties 1842

- Taxation reforms 1840s
- Mines Act
- The Factory Act 1844
- Improvement of Wages rates

Russia

Introduction	1 mark
Conclusion	1 mark
Structure/Layout – writing proper paragraphs	1 mark
Content:	
-De-Stalinisation process (3)	3 marks
- effects (3)	3 marks
Accuracy – did the student discuss de-Stalinisation and the effects?	1 mark

De-Stalinisation :

- Eliminating the cult of personality, Stalin political system and the Gulag labour camp created by Stalin
- New leaders emerged
- Put an end to large scale forced labour
- Khrushchev emerged as new leader
- Attacked crimes Stalin committed.
- Removed Stalin's name from cities, landmarks, and facilities.
- Allowed prisoners to send letters home
- Secret police removed

THE END