

CAPE HISTORY SYLLABUS  
GRADES 12/13  
SEPTEMBER 2017 - 2018

**UNIT 2: THE ATLANTIC WORLD AND GLOBAL TRANSFORMATION**

**MODULE 1: THE ATLANTIC WORLD: REVOLUTIONARY CHANGES**

**GENERAL OBJECTIVES**

On completion of this Module, students should:

- 1. understand the philosophies and ideas that shaped revolutionary changes in the Atlantic World, 1750-1920;*
- 2. appreciate how slavery in the Atlantic world and the trans-Atlantic trade in African captives contributed to the Industrial Revolution in England and the Atlantic economy;*
- 3. understand the process of industrialisation in the United States; and,*
- 4. understand the struggles by Latin American colonies to achieve and consolidate their independence.*

**SPECIFIC OBJECTIVES**

Students should be able to:

- 1. explain the concepts and ideas that shaped the Atlantic revolutions (including the Enlightenment);*
- 2. examine the causes and course of the American War of Independence and the French Revolution and their consequences for the Atlantic up to 1800;*
- 3. explain the economic linkages between the Industrial Revolution in England and the Atlantic economy up to 1900;*
- 4. evaluate the factors that contributed to the emergence of the United States as an industrial power and the consequences of this development up to 1900;*
- 5. evaluate the principles underlying Manifest Destiny and its implications for United States continental expansion in the nineteenth century; and,*

## UNIT 2

### MODULE 1: THE ATLANTIC WORLD: REVOLUTIONARY CHANGES (cont'd)

6. analyse United States' interventions in Latin America up to 1917 and the process of independence and national development in Brazil and Venezuela in the nineteenth century.

## CONTENT

### Theme 1: Atlantic Revolutions: concepts, causes, course and impact

(a) *Concepts of Revolutions: definition and types – political, economic, social.*

(b) *European Enlightenment: ideas and significance.*

(c) *American War of Independence: causes, course and consequences up to 1789.*

(d) *French Revolution: causes, course and consequences up to 1799.*

### Theme 2: Economic Revolutions

(a) *The Industrial Revolution in England from 1750: Atlantic causes and global impact:*

(i) *internal causes;*

(ii) *contribution of the wider Atlantic to European industrialization; and,*

(iii) *impact on the Caribbean and Latin America.*

(b) *Industrialisation and economic growth in the United States of America after 1783:*

(i) *factors that contributed to industrialization; and,*

(ii) *impact of USA industrialisation on the Caribbean and Latin America.*

## UNIT 2

### MODULE 1: THE ATLANTIC WORLD: REVOLUTIONARY CHANGES (cont'd)

#### Theme 3: Manifest Destiny and Development

- (a) Concept and implications of Manifest Destiny:
- (i) imperial identity of the United States of America up to 1917;
  - (ii) United States continental expansion in the nineteenth century; and,
  - (iii) United States intervention in Latin America up to 1917.
- (b) Independence and national development up to 1900: Brazil or Venezuela.

#### Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Module, teachers/facilitators are encouraged to engage students in the teaching and learning activities below.

1. Discuss the preamble of the American constitution with reference to their Declaration of Independence.
2. Discuss documentaries on the French and American Revolutions, illustrating their respective causes and *consequences*.
3. Conduct "Conferences" in which students put forward an agenda to show why the status quo should be retained in *United States (1776) and in France (1789)*.
4. *Debate the contribution of the Atlantic world to the development of British Industrialisation.*

#### RESOURCES

- Beckles, L. ed. *The Independence of Latin America. Cambridge: Cambridge University Press, 1989.*
- Benjamin, T. *The Atlantic World: Europeans, Africans, Indians and Their Shared History. Cambridge: Cambridge University Press, 2009.*
- Browne, V.C. and Carter, H. *Atlantic Interactions. Kingston: Ian Randle Publishers, 2013.*
- Bushell, D. and Macaulay, N. *The Emergence of Latin America in The 19<sup>th</sup> Century. OUP, 1994.*

## UNIT 2

### MODULE 1: THE ATLANTIC WORLD: REVOLUTIONARY CHANGES (cont'd)

- Brinkley, A. *The Unfinished Nation: A Concise History of the American People.* McGraw Hill Inc. 1993.
- Curtin, P. *The Rise and fall of the Plantation Complex.* New York: New Cambridge University Press, 1990.
- Degler, C. M. *Out of Our Past: The Forces That Shaped Modern America.* New York: Harper Row, 3<sup>rd</sup> ed. 1984.
- Ellis, E.G and Esler, A. *Prentice Hall World History: Connections to Today.* Prentice Hall, 1999.
- Jemmot, J. Josephs A. *The Caribbean, The Atlantic World & Global Transformation.* UWI (Mona), 2010.  
Monteith, E (eds)
- Jones, M. *The Limits of Liberty, 1607–1980.* OUP, 1995.
- Katzman, N. *A People and A Nation: A History of the United States.* Houghton Muffin Company, 5<sup>th</sup> ed. 1998.
- Keen, B. *A History of Latin America.* Houghton Mifflin Company, 5<sup>th</sup> ed. 1996.
- Knight, F. *The Caribbean: The Genesis of a Fragmented Nation.* OUP, 1990.
- Pendle, G. *A History of Latin America.* Pelican Books, 1973.
- Rosenthal, M. *The French Revolution.* Longman (London), 1965.
- Rodney, W.A. *How Europe Underdeveloped Africa.* London: Bogle- L'Ouverture, 1972.
- Skidmore, T. and P. Smith, *Modern Latin America.* OUP, 1994.
- Thornton, J. *Africa and Africans in the Making of the Atlantic World, 1400-1680.* Cambridge: Cambridge University Press, 1992.
- Waller, S. *France in Revolution, 1776–1830.* Heinemann, 2002.
- Williams, E. *Capitalism and Slavery.* Kingston: Ian Randle Publishers, 2005.

## VIDEO PRODUCTIONS

The French Revolution – Warwick History Videos.

## **UNIT 2**

### **MODULE 1: THE ATLANTIC WORLD: REVOLUTIONARY CHANGES (*cont'd*)**

This video can be obtained from The University of Warwick, Coventry CU7AL, United Kingdom.

**Teachers are advised to order the VHS NTSC version.**

*Documentaries on the American and French Revolutions.*

## UNIT 2

### MODULE 2: INTERNATIONAL RELATIONS: CONFLICT AND LIBERATION

#### GENERAL OBJECTIVES

On completion of this Module, students should:

1. *understand the nature and significance of European conflicts and the emergence of totalitarianism in the twentieth century; and,*
2. *understand the political relations within which the twentieth-century world order developed.*

#### SPECIFIC OBJECTIVES

Students should be able to:

1. *examine the causes, course and impact of the First and Second World Wars;*
2. *explain the causes and course of the Russian revolutions in 1917 and the consequences up to 1924;*
3. *explain the concepts of colonialism and decolonisation;*
4. *evaluate the strategies of constitutional decolonisation in India and Africa; and,*
5. *assess the liberation movements in Africa and India.*

#### CONTENT

##### Theme 1: ***Global Conflicts and Totalitarianism***

(a) *The First World War: causes, course and impact.*

(b) *The Russian Revolutions:*

(i) *The Revolution of February 1917: causes, course and impact; and,*

(ii) *The Bolshevik Revolution of October 1917–1924: causes, course and impact.*

## UNIT 2

(c) *The Second World War: causes, course, and impact (including the rise of fascism and Nazism in Europe).*

### MODULE 2: INTERNATIONAL RELATIONS: CONFLICT AND LIBERATION (cont'd)

#### Theme 2: *Decolonisation and Liberation: 1857-1970*

- (a) *Decolonisation in India: process and impact, 1857-1947:*
  - (i) *The Nationalist Movement;*
  - (ii) *The role of Mahatma Gandhi and Jawaharlal Nehru in the achievement of India's independence; and,*
  - (iii) *The impact of India's independence on the global decolonisation movement.*
- (b) *Decolonisation in Africa: Ghana, 1957-1965:*
  - (i) *Kwame Nkrumah and the Convention People's Party in Ghana, 1945-1957; and,*
  - (ii) *The aftermath of independence: impact and challenges.*

#### **Suggested Teaching and Learning Activities**

To facilitate students' attainment of the objectives of this Module, teachers/facilitators are encouraged to engage students in the teaching and learning activities below.

1. *View documentaries and films on the First and Second World Wars, Russian Revolution, Nazism and India's Independence movement to understand their dynamics. Students can develop worksheets and exchange with their classmates to inform class discussions and debates after viewing sessions.*
2. *Organise short (five to seven minutes) presentations by students on leading personalities in the Module.*
3. *Review primary documents (reports, speeches, articles, constitutions) then consult secondary sources. Compare and contrast the information found in both sources and account for any inconsistencies.*

## UNIT 2

4. Conduct press conferences EITHER to understand why the 'older order' in Russia before 1917 OR in India before 1947 OR in Ghana before 1957 should be dismantled.
5. Use maps of Europe to identify the political changes between 1938 and 1941.
6. Encourage students to conduct web searches for images of Nazi concentration camps and make a five-minute presentation in class.
7. Encourage students to create a glossary of concepts taught or discussed in the Module.

## MODULE 2: INTERNATIONAL RELATIONS: CONFLICT AND LIBERATION (cont'd)

### RESOURCES

- Bouret, F.M. *Ghana, the Road to Independence, 1919-1957*. California: Stanford University Press, 1960.
- Brown, D. and Carter, H. *Atlantic Interactions 2<sup>nd</sup> ed*. Kingston: Ian Randle Publishers, 2013.
- Bullock, A. *Hitler: A Study in Tyranny*. London: Odhams, 1964.
- Carr, E. H. *The Russian Revolution: From Lenin to Stalin*. London: Macmillan, 1979.
- Fischer, L., ed. *The Essential Gandhi: His Life, Work and Ideas*. London: Vintage Books, 1983.
- Grischow, J. D. Kwame Nkrumah, Disability and Rehabilitation in Ghana, 1957-1966. *Journal of African History* 52.2 (2011): 179-199. Print.
- Jemmott, J., Josephs, A. and Monteith, K. *The Caribbean, the Atlantic World and Global Transformation. Social History Project, Department of History and Archaeology. University of the West Indies, 2010.*
- Kemp, T. *Industrialisation in the Non-Western World*. New York: Longman, 1989.
- Milne, J. *Forward Ever. Kwame Nkrumah: A Biography*. Panaf Books, 2006.
- Nkrumah, K. *Class Struggle in Africa*. London: Panaf Books, 2006.
- Segal, R. *The Black Diaspora*. Boston: Faber and Faber, 1993.
- Taylor, A.J.P., ed. *History of World War 1*. London: Octopus Books, 1974.
- Taylor, A.J.P. *The Second World War: An Illustrated History*. London: Penguin Books, 1975.



## UNIT 2

### **AUDIO/VIDEO PRODUCTIONS**

*The Outbreak of the First World War – Warwick History Videos. The University of Warwick: Coventry CU7AL, United Kingdom.*

*Faces of Africa – Kwame Nkrumah.*

*<https://www.youtube.com/watch?v=TMYOiTcspNA> (Faces of Africa – Kwame Nkrumah) CGTN Africa.*

## **MODULE 3: INTERNATIONAL RELATIONS: JUSTICE, PEACE, AND RECONCILIATION**

### **GENERAL OBJECTIVES**

On completion of this Module, students should:

1. *understand the concepts of peace, reconciliation and reparatory justice;*
2. *understand the historical roots of the conflicts over the ending of the Apartheid regime in South Africa;*
3. *understand the role of men and women in the (internal and international) struggle for liberation in South Africa; and,*
4. *understand the potential of reparatory justice to contribute to peace and reconciliation between the States in conflict.*

### **SPECIFIC OBJECTIVES**

On completion of this Module, students should be able to:

1. *evaluate the impact of the Apartheid system on South Africa;*
2. *examine the lives of various South African male and female icons and their contribution to the ending of Apartheid;*
3. *examine the role of the African National Congress in the liberation struggle in South Africa;*
4. *assess the contribution of the international community to the dismantling of the Apartheid regime in South Africa; and,*

## UNIT 2

5. *explain the historical basis of the Caribbean reparatory justice movement.*

## CONTENT

### Theme 1: ***Apartheid and The Liberation Struggle In South Africa***

(a) *The Apartheid System: definitions and practices.*

(b) *Dismantling Apartheid in South Africa.*

(i) *architects of the Liberation Movement in South Africa (for example, Nelson Mandela, Steven Biko and Winnie Mandela);*

(ii) *the Role of the African National Congress; and,*

(iii) *the contribution of the international community.*

## UNIT 2

### MODULE 3:

(cont'd)

## INTERNATIONAL RELATIONS: JUSTICE, PEACE, AND RECONCILIATION

### **Theme 2:      *Reconciliation and Reparations***

- (a)      *The concept of reparatory justice.*
- (b)      *The concept of reconciliation.*
- (c)      *Historical reparations (for example, Haiti to France; Britain to the Caribbean planters; Germany to the Jews).*
- (d)      *The historical justification for CARICOM's demands for reparatory justice.*

### **Suggested Teaching and Learning Activities**

To facilitate students' attainment of the objectives of this Module, teachers/facilitators are encouraged to engage students in the teaching and learning activities below.

1.      *Present a catalogue of songs and poems (like Lorna Goodison's "Bedspreed") that were used by South Africans to inspire them as they fought against the Apartheid movement in South Africa.*
2.      *Organise a class debate on the contribution of Winnie Mandela to the Liberation Movement in South Africa in light of the dominant role given to Nelson Mandela.*
3.      *Examine newspaper articles to better understand resistance to Apartheid up to 1990.*
4.      *View documentaries and films on the Apartheid Movement in South Africa. Students can develop worksheets and exchange with their classmates to inform class discussions and debates after viewing sessions.*
5.      *Construct graphs and charts to show demography, land ownership patterns, and immigration in South Africa.*
6.      *Conduct a web search and arrange images of housing for blacks in South Africa under Apartheid. Complete a five-minute presentation for the class.*
7.      *View documentaries and listen to lectures on historic reparation (Haiti to France; Britain to the planters; Germany to the Jews). Students can develop worksheets and exchange with their classmates to inform class discussions and debates after viewing sessions.*

## UNIT 2

### MODULE 3:

(cont'd)

8. Listen to songs on reparation (Mr Perfect, Sutcliffe Simpson) and use this as the stimulus for class discussion on the relevance of the lyrics to historical tragedies.
9. *Develop a glossary of terms and definitions of concepts taught or discussed in the Module.*
10. *Conduct a debate on the pros and cons of reparation and reconciliation.*

## INTERNATIONAL RELATIONS: JUSTICE, PEACE, AND RECONCILIATION

### RESOURCES

- Biko, S. I write what I like: selected writings. University of Chicago Press, 2002.*
- Beckles, H. Britain's Black Debt: Reparations for Slavery and Native Genocide. Kingston: The Press, UWI, 2013.*
- Coates, T. "The Case for Reparations", The Atlantic, June 2014.  
(<http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>)*
- Mbeki, G. The Struggle for Liberation in South Africa. Cape Town, 1992.*
- Robinson, R. The Debt: What America Owes to Blacks. New York: Penguin, 2001.*
- Shepherd, V.A., Reid, A., Francis, C. and Murphy, K. Jamaica and the Debate over Reparation for Slavery: A Discussion Paper Presented by the Jamaica National Bicentenary Committee. Kingston: Pelican Publishers, 2012.*
- Thompson, Alvin Visualizing Slavery: Images and Texts. Bridgetown: Thompson Business Services, 2015.*
- Wilson, R. The Politics of Truth and Reconciliation in South Africa: Legitimizing the Post-Apartheid State. Cambridge: CUP, 2001 (paperback).*

### AUDIO/VIDEO PRODUCTIONS

Oxford Union Speech, Sashi Tharoor <https://www.youtube.com/watch?v=f7CW7S0zxv4>.

Interview with Dr Ray Winbush < <https://www.youtube.com/watch?v=vLau6XhLLyU>>.

Dr Ray Winbush "What is Reparations?" < <https://www.youtube.com/watch?v=18cNBDknJYs>>.

## UNIT 2

### MODULE 3:

(cont'd)

Lecture by Hilary Beckles (Repairing the Nation) <<https://www.youtube.com/watch?v=IEvltuAensY>.

Mr Perfect "Reparation for my soul" < <https://www.youtube.com/watch?v=95yrMrwGSNc>>.

*Long Night's Journey into Day*: Reveals a South Africa trying to forge a lasting peace in the postapartheid period through 'truth and reconciliation'. (Iris Films, 2600 Tenth St.; Suite 413, Berkeley, California 94710, USA. Tel 510-845-5414).

### INTERNATIONAL RELATIONS: JUSTICE, PEACE, AND RECONCILIATION

<http://www.anc.org.za/show.php?id=4605> (online book).

*Sarafina and Invictus*.

*Nelson Mandela and the struggle to end Apartheid (30 minutes.)* This videotape can be obtained from Educational Media Film and Video Ltd. 235 Imperial Drive Rayner's Lane, Harrow Middlesex HA27HE.

*Long Night's Journey into Day*: Reveals a South Africa trying to forge a lasting peace in the postapartheid period through 'truth and reconciliation'. (Iris Films, 2600 Tenth St.; Suite 413, Berkeley, California 94710, USA. Tel 510-845-5414).

Struggle Against Apartheid: Amandla! A Revolution in Four-Part Harmony.

VHS and DVD 103 minutes

PG-13 Director: Lee Hirsch

Amandla! recounts the history of the anti-apartheid struggle from 1950-1990's by examining different freedom songs. Particularly valuable for its interviews, archival footage, and filmed performances, the film shows that music was crucial not only in communicating a political message to protesters and opponents but also in strengthening the resistance itself.

*More information from the African Media Project:*

<http://www.africanmedia.msu.edu/php/showfilm.php?id=29501>.

*Britain's Forgotten Slave Owners S01 E02 The Price Of Freedom Official*

<https://www.youtube.com/watch?v=kgaJyp8ix4M&t=41s>.



## UNIT 2

### MODULE 3:

(cont'd)

**Paper 031** A research paper, requiring the candidate to demonstrate the skills of the (36 marks) historian.

#### Alternative to School-Based Assessment

**Paper 032** A written paper consisting of questions testing the skills of the historian. 1 hour  
30 minutes  
(36 marks)

### MODERATION OF SCHOOL-BASED ASSESSMENT

All School-Based Assessment Record Sheets and samples must be submitted to **CXC**<sup>®</sup> by 31 May of the year of the examination in electronic format via the ORS. A sample of assignments will be requested by **CXC**<sup>®</sup> for moderation purposes. These samples will be re-assessed by **CXC**<sup>®</sup> Examiners who moderate the School-Based Assessment. Teachers' marks may be adjusted as a result of moderation. The Examiners' comments will be sent to schools.

Copies of the candidates' assignments must be retained by the school until three months after publication by **CXC**<sup>®</sup> of the examination results.

### ASSESSMENT DETAILS

#### External Assessment

There will be a combined question paper and answer booklet for Paper 01.

#### **Paper 01 (1 hour 30 minutes – 30 per cent of Total Assessment)**

##### 1. Number of Questions

This paper consists of forty-five multiple-choice questions covering all three Modules.

##### 2. Syllabus Coverage

Knowledge of all topics is required. The intention is to test candidates' knowledge and comprehension across the breadth of the syllabus.

##### 3. Question Type

Questions on this paper are multiple-choice questions.

**UNIT 2**  
**MODULE 3:**

**(cont'd)**

4. Mark Allocation

One mark will be awarded for each correct multiple-choice response.

The maximum number of marks available for this paper is 54 and this paper contributes 30 per cent to the total mark for the Unit.

**Paper 02 (2 hours 40 minutes – 50 per cent of Total Assessment)**

1. Number of Questions

This paper consists of six questions with two questions on each Module. Candidates are required to answer three questions, one from each Module.

2. Syllabus Coverage

Two questions will be set on each Module and will test candidates' in-depth understanding of the themes across the syllabus.

3. Question type

Each section consists of one document-based question and one essay question. Each document-based question consists of several parts based on two extracts related to a particular theme. Candidates must answer three questions, one from each Module. **One of the three questions must be a document-based question.**

4. When responding to the essay question, candidates are expected to write an introduction and a conclusion. Marks will be awarded for the well-structured and argued introduction and conclusion. The introduction should: include an introductory statement on the subject matter; a definition and explanation of key words; where the question demands a position, the student should state hypothesis and briefly explain why and; an outline of the main points to be discussed must be offered. The conclusion should restate the thesis; summarise the main sub-points and end the response with a strong and impactful statement.

5. Mark Allocation

Each question will be worth 30 marks. The maximum number of marks for this paper is 90. The paper contributes 50 per cent of the total marks of the Unit.

**SCHOOL-BASED ASSESSMENT (20 per cent of Total Assessment)**



## UNIT 2

### MODULE 3:

(cont'd)

School-Based Assessment is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring certain knowledge, skills, and attitudes that are associated with the subject. The activities for the School-Based Assessment are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their School-Based Assessment assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of School-Based Assessment. The guidelines provided for the assessment of these assignments are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students in the School-Based Assessment component of the course. In order to ensure that the scores awarded by teachers are not out of line with the **CXC**<sup>®</sup> standards, the Council undertakes the moderation of a sample of the School-Based Assessment assignments marked by each teacher.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of students. It facilitates feedback to the student at various stages of the experience. This helps to build the self-confidence of students as they proceed with their studies. School-Based Assessment also facilitates the development of the critical skills and abilities emphasised by this **CAPE**<sup>®</sup> subject and enhance the validity of the examination on which candidate performance is reported. School-Based Assessment, therefore, makes a significant and unique contribution to both the development of relevant skills and the testing and rewarding of students for the development of those skills.

The **Caribbean Examinations Council** seeks to ensure that the School-Based Assessment scores are valid and reliable estimates of accomplishment. The guidelines provided in this syllabus are intended to assist in doing so.

#### **Paper 031: The Research Paper**

The School-Based Assessment will consist of one research paper for each Unit of the syllabus. This research paper contributes 20 per cent of the final grade.

Candidates will be expected to select the topic from within the Unit and develop their own research proposals with guidance from their teacher.

Candidates must submit proposals for approval by the teacher before undertaking the research. The research paper may be presented entirely in writing or may be a combination of writing and other media (for example, video or audio recordings).

**UNIT 2****MODULE 3:****(cont'd)**

The research paper should provide evidence of the candidate's mastery of the skills used by the historian in conducting investigations of historical questions, problems or issues. *The paper should be structured following the generally accepted rules for writing a research paper. (See Guidelines below).*

The research paper should be **1500** words in length, excluding tables, direct quotations, footnotes, references and appendices. A total of 10 per cent of the candidate's score will be deducted for any research paper in excess of **1500** words (excluding tables, direct quotations, footnotes, references and appendices). If a deduction is to be made from a candidate's score, the teacher should clearly indicate on the assignment the candidate's original score before the deduction is made, the marks which are to be deducted, and the final score that the candidate receives after the deduction has been made.

The research paper should be typewritten and double-spaced. *Students must use the Modern Languages Association (MLA) style of referencing throughout their research paper (See Modern Languages Association Handbook).*

**GUIDELINES FOR STRUCTURING THE RESEARCH PAPER**

<b>PARTS OF THE ESSAY</b>	<b>FOCUS</b>	<b>COMPOSITION</b>
<b>Introduction</b>	<b>Focus on the research question</b>	Historical setting and historical context
		Issues to be developed
		Thesis
<b>Development</b>	<b>Explanation of each issue identified in the introduction</b>	Provide the argument with the evidence to support the thesis. Explain/examine/discuss/analyse/assess each issue identified.
		Sub-headings may be used to classify the issues: <ul style="list-style-type: none"> <li>• Express each issue as a generalisation (a topic sentence)</li> <li>• Provide the supporting evidence for the claim made in the generalisation</li> </ul>
<b>PARTS OF THE ESSAY</b>	<b>FOCUS</b>	<b>COMPOSITION</b>

**UNIT 2****MODULE 3:****(cont'd)**

		<i>Incorporate evaluation of the primary and secondary sources used.</i>
<b>Conclusion</b>	<b>Summary</b>	<i>Reinforces the thesis</i>
<b>Appendix (optional)</b>	<b>Illustrations</b>	<i>Pictures, tables etc. Reference must be made to these within the paper.</i>

**SCHOOL-BASED ASSESSMENT CRITERIA: A guide to assessment for the Teacher**

Through their research papers candidates will be required to demonstrate the ability to:

1. identify a topic relevant to the syllabus, and develop an appropriate thesis; (3 marks)
2. critically evaluate and interpret primary and secondary sources; (4 marks)
3. place the topic investigated in its historical setting and relate the topic to the wider historical context; (6 marks)
4. support the thesis with relevant arguments and facts; (6 marks)
5. synthesise the results of the research; (7 marks)
6. communicate effectively the results of the research in accordance with the conventions of the discipline; and, (6 marks)
7. communicate information in a logical manner using correct grammar. (4 marks)

**Guidelines for Marking the Research Paper Teacher will mark the research paper out of a total of 36 marks.**

<b>ABILITIES</b>	<b>MARKS</b>
------------------	--------------

**UNIT 2****MODULE 3:****(cont'd)**

<b>(a) To identify a topic relevant to the syllabus, and to develop an appropriate thesis:</b>  (i) excellent statement of the problem and appropriate, relevant thesis;  (ii) satisfactory statement, relevant thesis; and,  (iii) moderate statement, marginally relevant thesis.	<b>3 marks</b>  3 marks  2 marks  1 mark
<b>(b) To critically evaluate and interpret primary and secondary sources:</b>  (i) appropriate use of a minimum of four sources, including primary sources;  (ii) appropriate use of three sources;  (iii) appropriate use of two sources; and,  (iv) appropriate use of only one source.	<b>4 marks</b>  4 marks  3 marks  2 marks  1 mark
<b>(c) To place the topic investigated in its historical setting and relate it to a wider historical context:</b>  (i) clear linkage between the topic investigated, its historical setting and wider historical context;  (ii) some linkage between the topic investigated, its historical setting and wider historical context; and,  (iii) minimal linkage between the problem investigated and its historical setting.	<b>6 marks</b>  5–6 marks  3–4 marks  1–2 marks

**UNIT 2**

**MODULE 3:**

**(cont'd)**

<p><b>(d) To support the thesis with relevant arguments and facts:</b></p> <p>(i) the conclusion of the study is fully supported by the evidence presented;</p> <p>(ii) the conclusion of the study is partially supported by evidence presented; and,</p> <p>(iii) the conclusion of the study is minimally supported by evidence presented.</p>	<p><b>6 marks</b></p> <p>5–6 marks</p> <p>3–4 marks</p> <p>1–2 marks</p>
<p><b>ABILITIES</b></p>	<p><b>MARKS</b></p>
<p><b>(e) To create a synthesis:</b></p> <p>(i) presentation of logical arguments and coherent findings;</p> <p>(ii) presentation of arguments and findings with a few minor inconsistencies;</p> <p>(iii) presentation of arguments and findings with several inconsistencies; and,</p> <p>(iv) presentation of flawed arguments and inconsistent findings.</p>	<p><b>7 marks</b></p> <p>6–7 marks</p> <p>4–5 marks</p> <p>2–3 marks</p> <p>1 mark</p>
<p><b>(f) To communicate effectively the results of the research, in accordance with the conventions of the discipline:</b></p> <p>(i) demonstration of an excellent writing style and sound knowledge of conventions of writing a research paper;</p> <p>(ii) demonstration of a good writing style and sound knowledge of conventions for writing a research paper; and,</p> <p>(iii) demonstration of a weak writing style and limited knowledge or conventions for writing a research paper.</p>	<p><b>6 marks</b></p> <p>5–6 marks</p> <p>3–4 marks</p> <p>1–2 marks</p>

**UNIT 2****MODULE 3:****(cont'd)**

<b>(g) To communicate information in a logical manner using correct grammar</b>	<b>4 marks</b>
(i) communication of information in a logical way using correct grammar;	3–4 marks
(ii) communication of information in a fairly logical way with few grammatical errors; and,	2 marks
(iii) communication of information in a partially logical way with several grammatical errors.	1 mark
For exceeding the word limit of 1500 words, deduct 10 per cent of candidate's score.	
<b>TOTAL</b>	<b>36 Marks</b>