BOTSWANA GENERAL CERTIFICATE
OF SECONDARY EDUCATION

ASSESSMENT SYLLABUS

HISTORY
CODE 0583

Effective for Examination from 2020

Changes to Syllabus effective from 2021

There are no marked changes in the Assessment Syllabus, but rather some improvements were made as follows:

1. The Assessment Grid is more detailed than it was in the previous syllabus, showing how much of each assessment objective should be covered in each paper.

2. Inclusion of Assessment Objectives in the Scheme of Assessment.

3. Topics, general objectives and specific objectives have been numbered.

4. Removal of component 3, coursework component from the Scheme of Assessment as it has never been assessed.

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1 INTRODUCTION

As part of the Botswana General Certificate of Secondary Education, this revised History Assessment Syllabus is designed to assess the outcome of instruction for candidates who have completed a course based on the Senior Secondary History Teaching Syllabus.

This syllabus aims to assess positive achievement at all levels of ability and candidates will be assessed in ways that encourage them to show what they know, understand and can do. Differentiation will be achieved by tasks rather than through tiered papers.

This revised History Assessment Syllabus should be read in conjunction with the Senior Secondary History Teaching Syllabus.

Progression

The BGCSE is a general qualification that enables candidates to progress either directly to employment or to proceed to further qualifications.

2   SCHEME OF ASSESSMENT

All candidates must take **two** papers; Paper 1 and Paper 2 which are described below.

The questions will be based on the whole syllabus.

2.1   The Components

Paper 1	2 hours	70 marks

Written

The paper will consist of structured questions based on Sections 1 to 6 of the content, Ancient History and Southern Africa. There will be two sections which will be answered in a separate answer booklet.

Section A
The section has **two** structured questions based on source material. Candidates will be required to answer **one** question.

Section B
The section has **six** structured questions, candidates will be required to answer **three** questions. Each question will have **three** subsections.

Weighting: The paper is weighted **55%** of total marks

Paper 2	1 hour 45 minutes	70 marks

Written

The paper will consist of **one** structured source based question and essay questions based on Section 7 of the content, the modern world.

Section A
The section has **one** compulsory structured question based on source material. This question will be based on some aspects of the content of Section 7.1.

Section B
The section has **eleven** essay questions on Section 7 of the content. Candidates will be required to answer **two** questions.

Weighting: The paper is weighted **45%** of the total marks.

2.2   Availability

This syllabus is available to both school candidates and private candidates.

2.3   Combining this syllabus with other syllabuses

History is an optional subject and may be combined with any subject.

3. SYLLABUS AIMS AND ASSESSEMENT OBJECTIVES

3.1 Aims

According to the History Teaching Syllabus, candidates following this syllabus should:

1. develop an interest in and acquire knowledge of historical evidence to understand the past and plan for the future.

2. acquire competence in historical methods, such as data collection, analysis, interpretation, evaluation, presentation and reporting.

3. acquire the skill to be able to understand the different stages and phases of human, cultural, technological and political development in relation to the global environment

4. acquire better knowledge and understanding of the history of the peoples of Botswana through the following stages: pre-colonial, colonial and post colonial

5. acquire an understanding of the histories of other peoples in Southern Africa and the rest of Africa

6. acquire background knowledge of the modern world

7. acquire historical understanding of international relations in the context of the global information age

8. develop ethical values and understand their importance in development and nation-building

9. acquire research and management skills for further study and competence in the world of work

10. develop an appreciation of the contributions of all class, age, gender and ethic-groups

11. acquire skills for inquiry, critical analysis and the drawing of balanced judgement and problem solving

12. acquire the ability to use historical knowledge and understanding for imaginative reconstruction of past events and personalities, argument, debate and substantiation of points-of-view and innovative enquiry into new areas of knowledge.

As far as possible, these aims will be reflected in the Assessment Objectives; however,some aims cannot readily be assessed.

3.2 Assessment Objectives

AO1 Knowledge and Understanding:

1.1   recall, select, deploy relevant knowledge, and to use appropriate terminology;

1.2   demonstrate understanding of the attitudes and values of peoples past;

AO2 Application and Analysis:

2.1   analyse historical processes of causation, consequence, change and continuity;

2.2   interpret and evaluate a range of historical sources as evidence including:

- comprehension of sources;
- comparing sources, identifying gaps and inconsistencies;
- identifying and explaining opinions;
- reaching reasoned conclusions.

3.3   Relationship between Assessment Objectives and Components

The table shows the raw marks and the weighting of each skill area by component as well as the total for each skill area in the overall assessment.

Assessment Objectives	Paper 1	Skill Weighting	Paper 2	Skill Weighting	Total Skill Weighting
AO1 Knowledge and Understanding	36	51%	40	60%	**54%**
AO2: Application and Analysis	34	49%	30	40%	**46%**
Total Marks	**70**		**70**		
Weighting of Component	**55%**		**45%**		**100%**

4. CONTENT

1. INTRODUCTION TO HISTORY

Unit 1.1	WHAT IS HISTORY	
Topics	**General Objectives**	**Specific Objectives**
	Candidates should be able to:	Candidates should be able to:
1 Sources of History	1.1 understand the nature of History through its sources	1.1.1 define history 1.1.2 recognise that there are different interpretations of history 1.1.3 identify major sources of history as both primary and secondary (visual material, archaeology, oral, written, eye witness accounts, documents) 1.1.4 analyse the validity (accuracy) of the information acquired through the different sources above

2. ANCIENT HISTORY

UNIT 2.1	PEOPLE AND TECHNOLOGY UP TO 1800	
Topic	**General Objectives**	**Specific Objectives**
	Candidates should be able to:	Candidates should be able to:
1 Origins of Humankind	1.1 understand and appreciate the origins/evolution of human races	1.1.1 explain the concept of evolution 1.1.2 analyse the concept of evolution to the origins of humankind 1.1.3 describe major religious explanations of the origins of humankind 1.1.4 describe some indigenous and cultural explanations of the origins of humankind 1.1.5 identify and locate on a map of Africa the area where humankind is believed to have originated 1.1.6 explain the origins of human kind in Africa 1.1.7 identify on a map the spread of humankind from Africa to other continents 1.1.8 describe how humankind spread from Africa to other countries
2 Transformation from Stone Age to Iron Age in Southern Africa	2.1 understand the transition from Late Stone Age (foraging) to Iron Age civilization in Southern Africa and develop a diachronic and comparative understanding of the communities in our region in the global context. Use comparative case studies form Eurasia	2.1.1 explain how archaeologist find evidence of human occupation of old settlements over a period of time 2.1.2 identify and locate on a map the spread of Iron Age sites in Southern Africa 2.1.3 develop a time line from Late Stone Age to Early Iron Age 2.1.4 describe the technological developments of the Late Stone Age people to Early Iron Age 2.1.5 compare the transition from Late Stone Age to Iron Age civilisation in Southern Africa with a Eurasian case study, e.g. China, France and England

UNIT 2.1	PEOPLE AND TECHNOLOGY UP TO 1800	
Topics	**General Objectives**	**Specific Objectives**
	Candidates should be able to:	Candidates should be able to:
3 The evolution of Late Iron Age civilisations in Southern Africa up to 1800	3.1 explain how Iron Age technology led to the emergence of complex societies. Discuss issues such as class formation, settlement dynamics, trade networks, political and aesthetic context as features of these societies	3.1.1 identify and locate on a map of Botswana, Toutswemogala and Domboshaba 3.1.2 explain how Iron Age technology led to the improvement of arable agriculture. Case studies, Toutswemogala and Domboshaba 3.1.3 analyse how improvement in agriculture influenced the social welfare of the communities 3.1.4 describe the structural, political and socio-economic changes that resulted from the agricultural development
4 Shona, Sotho-Tswana South Central Bantu and Khoisan communities up to 1800	4.1 understand the way of life of the Shona, Sotho-Tswana, South Central Bantu and Khoisan societies in Southern Africa from 1500 - 1800	4.1.1 identify and locate on a map of Southern Africa the Shona, Sotho-Tswana, South Central Bantu and Khoisan Societies before 1800 4.1.2 describe the socio-economic structures of the Shona, Sotho-Tswana, South Central Bantu and Khoisan societies 4.1.3 explain the political structures of pre-industrial Shona, Sotho-Tswana, South Central Bantu and Khoisan societies 4.1.4 describe the way of life of the Shona and Sotho-Tswana South Central and Khoisan societies in the period c. 1500 to 1800 4.1.5 analyse the inter-relationships between the indigenous peoples in Southern Africa around 1800

3. EARLY EUROPEAN COLONIALISATOIN IN SOUTHERN AFRICA

UNIT 3.1	THE PORTUGUESE, DUTCH, AND BRITISH EXPANSIONS INTO THE REGION	
Topics	**General Objectives**	**Specific Objectives**
	Candidates should be able to:	Candidates should be able to:
1 Colonialism development such as slavery, land alienation	1.1 explain early European colonisation in Southern Africa with reference to such developments, the subjugation of indigenous populations, trade, racism and ethnic stereotyping	1.1.1 explain the concepts: colony, colonisation and colonialism 1.1.2 describe the origins of colonialism 1.1.3 explain why Europeans colonised Southern Africa before 1830
2 Portuguese colonization of Angola	2.1 understand Portuguese colonisation of Angola	2.1.1 identify and locate on a map areas of Portuguese colonisation of Angola 2.1.2 describe the nature of early Portuguese contact with the Kongo kingdom 2.1.3 explain why the Portuguese/Kongo alliance failed 2.1.4 describe factors leading to Portuguese colonisation of Angola 2.1.5 explain the reasons for and nature of slave trade in Angola 2.1.6 analyse the socio-economic and political effects of Portuguese colonisation on Angola 2.1.7 describe the career of Queen Ndzinge in Angola
3 Dutch at the Cape up to 1800	3.1 understand the Dutch colonisation of the Cape up to 1834	3.1.1 identify and locate on a map areas occupied by the Dutch up to 1834 3.1.2 explain why the Dutch settled at the Cape in 1652 3.1.3 explain how the Cape Colony expanded up to 1800 3.1.4 explain the role of slavery and servitude in the Cape society 3.1.5 describe the origins of the Cape Coloured people 3.1.6 analyse the impact of Dutch expansion on the indigenous people of the Cape

UNIT 3.1	THE PORTUGUESE, DUTCH, AND BRITISH EXPANSIONS INTO THE REGION	
Topics	**General Objectives**	**Specific Objectives**
	Candidates should be able to:	Candidates should be able to:
4 British colonisation of the Cape up to 1835	4.1 understand the British colonisation of the Cape up to 1835	4.1.1 explain why the British took over the Cape Colony in 1806 4.1.2 describe the legal and administrative changes made by the British up to 1835 4.1.3 state how the inhabitants of the Cape reacted to the changes made by the British 4.1.4 analyse the impact of the changes made by the British on the inhabitants of the Cape 4.1.5 evaluate the changes imposed by the British on the inhabitants of the Cape

4. 19th CENTURY TRANSFORMATION OF SOUTHERN AFRICA

Topics	General Objectives Candidates should be able to:		Specific Objectives Candidates should be able to:	
UNIT 4.1 FROM DIFACANE TO MINERAL REVOLUTION				
1 Difaqane/Mfecane	1.1	examine contrasting evidence and interpretations of Difaqane/Mfecane and show understanding of the political and socio-economic transformation of the period in the context of such events as the rise of Kwazulu/Natal, the fall of Banyayi (Nichasike/Changamire) Kingdoms, Amandebele and Bakololo invasions, Batswana resistance and dispersal with reference to such historical figures as Shaka, Sebego, Sebetwane, Nyamazana, Mzilikazi, Moshoeshoe	1.1.1 1.1.2 1.1.3 1.1.4 1.1.5 1.1.6 1.1.7	identify and locate on a map the Nguni chiefdoms before the Difacane/Mfecane define the concept of Difacane/Mfecane analyse the different explanations of the origins of Difaqane/Mfecane describe factors leading to the rise of the Zulu nation describe the careers of Shaka, Sebego, Sebetwane, Mzilikazi and Moshoeshoe analyse the effects of Difaqane/Mfecane in Southern Africa evaluate the impact of Difaqane/Mfecane in Southern Africa
2 Boer invasion of the interior of Southern Africa	2.1	understand the Boer movement into the interior and analyse its impact on the indigenous people	2.1.1 2.1.2 2.1.3 2.1.4 2.1.5	explain reasons why the Boers left the Cape Colony trace on a map the movement of the Boers from the Cape Colony into the interior of Southern Africa describe the course of the Boer invasion into the interior analyse the impact of the Boer invasion on the indigenous peoples evaluate the socio-economic and political effects of the Boer invasion on the interior of Southern Africa

UNIT 4.1	FROM DIFACANE TO MINERAL REVOLUTION		
Topics	**General Objectives**		**Specific Objectives**
	Candidates should be able to:		Candidates should be able to:
3 Nineteenth Century, Botswana 1840 - 1880s	3.1	understand the growth of modern Botswana through analysis of Post Difaqane settlements/state formation with reference to various forms of incorporation and missionary and traders influence	3.1.1 locate on a map the chiefdoms of Sechele, Sekgoma, Gaseitsiwe and Letsholathebe
			3.1.2 discuss post Difaqane/Mfecane state building by Sechele, Sekgomo, Gaseitsiwe and Letsholathebe in the mid 19th century
			3.1.3 describe how resistance prevented Boer expansion from 1840 - 80s in Botswana
			3.1.4 analyse the political, social, economic and environmental impact of Cape trading on Botswana
			3.1.5 describe the missionaries and traders impact on the 19th century communities
4 The mineral revolution up to 1910	4.1	understand the impact of Diamond and Gold discoveries in Southern Africa	4.1.1 show on a map the location of diamond discoveries in South Africa
			4.1.2 describe the diamond discoveries in Southern Africa
			4.1.3 show on a map the location of gold discoveries in Southern Africa
			4.1.4 describe the gold discoveries in Southern Africa
			4.1.5 discuss the results of mineral discoveries in Southern Africa
			4.1.6 describe the causes of migrant labour in Botswana and Southern Africa
			4.1.7 analyse the effects of migrant labour on Botswana and Southern Africa
			4.1.8 describe the failure of federation schemes
			4.1.9 explain the socio-economic results of mineral revolution in Botswana and Southern Africa
			4.1.10 state and explain the gender roles due to migrant labour
			4.1.11 explain the political effects in Botswana and South Africa up to 1912

5. COLONIAL ERA FROM 1850

UNIT 5.1 19th C. EUROPEAN IMPERIALISM IN SOUTHERN AFRICA		
Topics	**General Objectives**	**Specific Objectives**
	Candidates should be able to:	Candidates should be able to:
1 Imposition of Colonial Rule: Botswana and either Zimbabwe or Namibia	1.1 understand the origins of Imperialism, the Imposition of Colonial Rule and appreciate the role of imperialism leading to colonisation (motives of Imperialism)	1.1.1 define imperialism 1.1.2 differentiate the late 19th century colonialism from earlier colonialism 1.1.3 state and explain the factors leading to the Scramble for Africa 1.1.4 evaluate the role played by internal factors vis-à-vis external factors leading to colonisation 1.1.5 explain the reaction of the indigenous people to colonisation 1.1.6 state and discuss examples of resistance posed by the indigenous people
2 Colonial Rule Case Studies: Botswana and either Zimbabwe or Angola	2.1 understand the socio-political and economic developments made in the colonies and appreciate the effects of these developments on the local and colonising people and further understand and differentiate the colonial systems	2.1.1 describe the different colonial administrative systems 2.1.2 describe he economic role of the colonies 2.1.3 describe the role of chieftainship/traditional rulers in the colony 2.1.4 state and explain the socio-economic developments made in the colonies 2.1.5 evaluate the impact of colonial rule on the indigenous people
3 Nationalism to independence Case Studies: Botswana and either South Africa or Zimbabwe	3.1 understand the factors leading to the rise of nationalism and the achievement of independence	3.1.1 describe the socio-economic conditions that led to nationalist thinking 3.1.2 describe the political factors that led to nationalism 3.1.3 describe the formation of nationalists movements 3.1.4 describe the factors leading to the armed struggle where applicable 3.1.5 describe the phases of armed struggle leading to independence 3.1.6 explain the final steps leading to independence 3.1.7 discuss the role of women in the struggle for independence

6. POST INDEPENDENCE IN SOUTHERN AFRICA

UNIT 6.1	POST INDEPENDENCE DEVELOPMENTS	
Topics	**General Objectives**	**Specific Objectives**
	Candidates should be able to:	Candidates should be able to:
1 Independence in Southern Africa Case Studies: Botswana and either Zambia or Zimbabwe	1.1 understand and appreciate the Social, Economic, Political and the Foreign policy adopted by Botswana and Zambia or Zimbabwe	1.1.1 describe the social changes since independence 1.1.2 evaluate the social changes that have occurred since independence 1.1.3 analyse economic changes since independence 1.1.4 explain how economic changes influenced living standards 1.1.5 discuss the political changes since independence 1.1.6 analyse problems that have hindered social and economic development in Botswana, Zambia or Zimbabwe 1.1.7 describe the foreign policies in relation to regional, continental and international organisations for example, SADC, SACU, Frontline States, OAU and UNO 1.1.8 compare and contrast foreign policies followed since independence

7. THE TWENTIETH CENTURY WORLD

UNIT 7.1 WARS AND PEACE SETTLEMENTS		
Topics	**General Objectives**	**Specific Objectives**
	Candidates should be able to:	Candidates should be able to:
1 Causes of World War 1	1.1 understand the cause of World War 1	1.1.1 identify and locate on a map the European powers involved in the alliance system
		1.1.2 explain how the alliance system contributed to World War 1
		1.1.3 describe how the colonial problems created tension between the Great Powers
		1.1.4 describe how the military rivalry contributed to World War 1
		1.1.5 analyse how problems in the Balkans contributed to World War 1
		1.1.6 discuss the contribution of war plans to World War 1, eg. Schlieffen plan
		1.1.7 explain why the assassination of Franz Ferdinand led to the war
2 Inter - war Period 1919 - 1939	2.1 understand the results of World War 1 and causes of World War 2	2.1.1 analyse and evaluate the Paris Peace Treaties and their effects
		2.1.2 describe the origins, aims and structure of the League of Nations
		2.1.3 evaluate the successes and failures of the Leagues of Nations
		2.1.4 discuss the causes of World War 2
3 The United Nations Organisation (UNO)	3.1 appreciate the role of the United Nations since 1945	3.1.1 discuss the immediate results of World War 2
		3.1.2 describe the origins and aims of the UNO
		3.1.3 describe the structure of UNO
		3.1.4 describe the functions of the organs of UNO
		3.1.5 discuss the social and economic activities of the UNO
		3.1.6 describe the role of the UNO peace keeping force
		3.1.7 discuss the limitations of the UNO peace keeping force
		3.1.8 evaluate the successes and challenges of the UNO
		3.1.9 discuss the problems facing the UNO.

	General Objectives	Specific Objectives
UNIT 7.2 TWENTEETH CENTURY FORMS OF GOVERNMENT **CHOOSE EITHER**		
Topics	Candidates should be able to:	Candidates should be able to:
1 Germany (1919-39)	1.1 understand events leading to the rise of Nazi Germany and evaluate their impact on other European countries	1.1.1 explain why the Weimar Republic failed 1.1.2 explain why and how Hitler was able to rise to power by 1933 1.1.3 explain how Hitler was able to control Germany after 1933 1.1.4 explain how Germany embarked on an expansionist policy
OR		
2 United States of America (USA) 1919-1939	2.1 understand the expansion of the United States of America's economy and explain the Wall Street Crash, its financial, economic and social effects	2.1.1 explain why the USA adopted the policy of Isolationism 2.1.2 discuss Wilson's contribution to the formation of the League of Nations 2.1.3 explain the strengths and weaknesses of the USA Boom of the 1920's 2.1.4 discuss the Wall Street Crash and the depression which followed 2.1.5 evaluate Roosevelt's New Deal

UNIT 7.2	TWENTEETH CENTURY FORMS OF GOVERNMENT	
CHOOSE EITHER		
Topics	**General Objectives** Candidates should be able to:	**Specific Objectives** Candidates should be able to:
3 The Soviet Union 1917-53	3.1 understand the rise and development of communism in the Soviet Union	3.1.1 identify and locate the Soviet Union on a map of the world 3.1.2 explain why the Tsarist regime Collapsed in 1917 3.1.3 explain why and how the Bolsheviks rose to power 3.1.4 explain how the Bolsheviks consolidated power under Lenin 3.1.5 explain how Stalin came to power 3.1.6 discuss how the Comintern aspired to leadership of a World Revolution 3.1.7 explain how Stalin consolidated power up to 1953
	OR	
4 China 1949 -1976	4.1 understand the rise and development of communism in China	4.1.1 identify and locate China on map of the world 4.1.2 explain briefly why the Nationalists and the Communists struggled for power in China 4.1.3 explain why the Communists triumphed 4.1.4 explain how the Communists policies transformed China between 1949 and 1976 4.1.5 discuss the success and failures of the Great Leap Forward 4.1.6 explain why the Cultural Revolution was abandoned 4.1.7 explain the effects of communist China on other countries

Topics	General Objectives	Specific Objectives
UNIT 7.3 INTERNATIONAL RELTIONS		
CHOOSE ANY <u>TWO</u> FROM THE FOLLOWING OPTIONS:		
	Candidates should be able to:	Candidates should be able to:
1 Pan Africanism	1.1 understand and appreciate the role of Pan Africanism	1.1.1 explain the concept of Pan Africanism and its origins 1.1.2 describe the contribution of the leading figures of Pan Africanism such as Marcus Garvey, W.E.B. DuBois, Kwame Nkrumah and Sol Plaatje 1.1.3 explain how of Pan Africanism was understood in Africa and the Diaspora; 1.1.4 explain how of Pan Africanism was applied in Africa
2 The Cold War	2.1 understand events leading to the Cold War and analyse the relationships between the Supper Powers during the Cold War	2.1.1 explain the concept of the Cold War 2.1.2 describe the major political ideologies and economic systems which led to Cold War 2.1.3 discuss the aspiration of the Socialist and the Capitalist blocs 2.1.4 describe the policy of containment in 1945 by the U.S/Western Countries 2.1.5 discuss the wars and confrontations during the Cold War, for example: the Berlin airlift, Korean war, U2 Incident 1960, the Berlin Wall, Cuban missile crisis, Vietnam and Afghanistan
3 Middle East	3.1 understand political development in the Middle East	3.1.1 identify and locate on a map of the world, the Middle East 3.1.2 discuss the consequences of World War 1 in the Middle East 3.1.3 explain the concept of Jewish Zionism 3.1.4 discuss Zionist immigration into Palestine 3.1.5 evaluate the impact of the creation of Israel on the region 3.1.6 describe the roles of Pan-Arab nationalism and Islam in the politics of the Middle East 3.1.7 describe Israel's relations with the Arab states since 1973 3.1.8 discuss the politics of oil in the Middle East since 1973

UNIT 7.3 INTERNATIONAL RELTIONS		
CHOOSE ANY <u>TWO</u> FROM THE FOLLOWING OPTIONS:		
Topics	**General Objectives**	**Specific Objectives**
	Candidates should be able to:	Candidates should be able to:
4 South Asia India Pakistan and Bangladesh	4.1 understand the role of religion in the South Asian states, the importance of nationalist movements and asses the independence of the South Asian states	4.1.1 identify and locate on a map of the world, India, Pakistan and Bangladesh 4.1.2 explain the role of religion in the politics of South Asia 4.1.3 discus the nationalist movements in British India 4.1.4 discuss the partition of British India and achievement of independence by India and Pakistan 4.1.5 state and analyse the problems of Kashmir for India and Pakistan 4.1.6 explain how Bangladesh got independence.
5 Latin America: Case Study Cuba	5.1 understand the external and internal policies of Cuba since 1959	5.1.1 identify and locate Cuba on the world map 5.1.2 explain the establishment of Communist rule in Cuba 5.1.3 explain internal developments under Fidel Castro 5.1.4 discuss the relationship between Cuba, Unite States and the Soviet Union 5.1.5 evaluate the contribution of Castro's Cuba to the Americas and Africa

5. OTHER INFORMATION

5.1 GRADING AND REPORTING

BGCSE results are reported on a scale of A* – G, A* being the highest and G the lowest. Ungraded (U) indicates that the candidate's performance fell short of the standard required for grade G. Ungraded (U) will be reported on the statement of results but not on the certificate. The letters Q (result pending) and X (no result) may also appear on the statement of results.

5.2 GRADE DESCRIPTORS

As a guide to what might be expected of a candidate, Grade Descriptors are given as follows.

Grade A

Candidates are expected to:

- Recall, select, apply knowledge, evaluate and arrange information in a coherent relevant and logical arguments.
- Communicate coherently using appropriate historical terminology.
- Show an understanding of historical concepts and clearly differentiate between cause and effect, change and continuity, similarity and difference by using relevant historical evidence.
- Show an understanding of attitudes, cultural values and beliefs of people in the past.
- Interpret and evaluate a range of historical sources, show their strengths and weaknesses and draw a logical conclusion.

Grade C

Candidates are expected to:

- Recall, select, apply knowledge, evaluate and arrange information in a relevant and logical argument;
- Communicate using appropriate historical terminology;
- Show an understanding of historical concepts and distinguish between cause and effect, change and continuity, similarity and difference by using relevant historical evidence;
- Show a general understanding of attitudes, cultural values and beliefs of people in the past;
- Interpret a range of historical sources, show their strengths, weakness and draw a logical conclusion.

Grade F

Candidates are expected to:

- Recall, select, apply knowledge, and arrange information in a logical manner;
- Communicate using appropriate historical terminology;
- Show some understanding of historical concepts and distinguish between cause and effects, change and continuity, similarity and difference using relevant historical evidence;
- Show some understanding of attitudes, cultural values and beliefs of people in the past;
- Interpret some historical sources and show their strengths, weaknesses and draw a logical conclusions.