

HISTORY

Overall grade boundaries

Higher Level

Grade:	1	2	3	4	5	6	7
Mark range:	0-13	14-26	27-37	38-48	49-59	60-70	71-100

Standard Level

Grade:	1	2	3	4	5	6	7
Mark range:	0-13	14-26	27-37	38-48	49-59	60-70	71-100

Internal Assessment

Higher & Standard Level

Grade:	1	2	3	4	5	6	7
Mark range:	0-3	4-6	7-8	9-11	12-13	14-15	16-20

The range and suitability of the work submitted

This was the first session of the new programme for Internal Assessment in history, and the result was both pleasing and positive. (Much effort had been made at workshops to inform and publicise the changes, and thanks are due to Helen James at IBCA and the history workshop presenters that the change was so smooth). The IB is a large global examination, and it is not surprising that details of changes do not penetrate everywhere, but there were very few centres that did not apply and follow the new criteria and format. Most of this small number who did not submit correct IA were writing in French or Spanish.

There was, as in past years, and according to instructions, a wide range of work submitted, but the majority was at least satisfactory, and at the top end excellent. Generally the topics selected were appropriate, challenging and stimulating. Again the variety of subjects was immense, covering the world and all historical periods, although some centres encouraged their candidates to investigate syllabus related topics. On the whole those candidates who focused on a narrow area were able to produce work with a greater depth of analysis, and those who based their investigation upon a question were also at an advantage.

Candidate performance against each criterion

A: Plan of investigation

Most candidates scored at least one mark here, but many found it difficult to produce an exact, concise plan to show how they were going to tackle their investigation, so failed to obtain the second mark.

B: Summary of evidence

This was meant to be the straight forward part of the new IA, which would give all candidates a chance to score well. Instead it proved to be the section for which many schools sought clarification. It is intended that candidates research their topics, and present the factual details of their research, as well as giving appropriate references, in this section. Many candidates did this, some in paragraphs, and some in note form, and scored well. Weaker candidates did not demonstrate thorough research and adequate supporting evidence including references, but resorted to unsubstantiated general statements.

C: Evaluation of sources

It was pleasing to note that many candidates have profited from their training in using sources in paper one, and were able to refer to origin, purpose, value and limitation, and use this as a basis for their source evaluation. There were others who failed to state the correct title and or author, and included only general comment, but they were in the minority, as were those who listed several sources, perhaps adding a brief comment, rather than thoroughly evaluating two, as advised. Most candidates chose their sources wisely and related their evaluation to the investigation, but some did not.

D: Analysis

Most candidates were able to analyse, as opposed to narrating what happened. Indeed, there were a number of examples where the analysis demonstrated the candidates' skills of argument and deduction, maturity and knowledge. These were most impressive. The area that could be improved is to specifically refer back to the factual material in section B and base analysis upon it more than many did. Candidates also often found it difficult to explain the topic in its historical context.

E: Conclusion

Very few candidates did not score at least one mark, by writing an appropriate conclusion. The weakness was perhaps that it did not always exactly relate to the evidence used. Some candidates were too judgmental in their conclusion.

F: Sources and word limit

A few candidates lost both marks for exceeding the word limit. This had not always been spotted and penalised by the teacher. In most but not all cases, the bibliography/list of sources was compiled in alphabetical order. Occasionally a candidate forgot to include one or both of the sources evaluated and there is still room for improvement in accuracy here.

Recommendations for the teaching of future candidates

Most candidates would profit from guidance in:

- Choosing a topic which lends itself to analysis, and for which adequate sources are available;
- Avoiding dependence on the Internet;
- Framing the question for the investigation;
- Writing an appropriate and well focused plan;
- Using the school library or other available libraries;

- Referencing evidence accurately in section B;
- Evaluating the sources chosen for section C, including entering title, author, publisher and date correctly;
- Developing analytical skills and realising the difference between narrating or describing events and analysing them;
- Ensuring that the conclusion is based on the evidence and analysis presented;
- Compiling the source list;
- Keeping within the word limit.

Higher and standard level paper 1

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0-3	4-6	7-9	10-12	13-15	16-18	19-25

General comments

This was the first examination of the new prescribed subjects and revised weightings. Therefore the comments of teachers and examiners, reported on G2 and ER forms respectively, were of special importance. A summary of the G2 numerical data for each paper was presented at the start of the grade award meeting, and included the following:

Paper 1: Comparison with last year's paper

Exam paper much easier	A little easier	Similar standard	A little more difficult	Much more difficult
1	13	192	46	12

Suitability of question paper

	Too easy	Appropriate	Too difficult
Level of difficulty	13	292	46

Data was also presented regarding teachers' views on syllabus coverage, presentation of the paper and clarity of wording. Written comments from teachers and examiners generally adjudged the paper to be fair, with accessible wording and a good choice of documents. The main criticism was that some of the pictorial sources were not clear enough. Section A proved the most popular with candidates, followed by C and then B. There seemed to be a similar range in the quality of responses across the sets of questions. The consensus among examiners was that the paper worked well. The overall grade distribution varied little from previous sessions, but it was noted that achieving the maximum mark for the paper (now 25) proved more difficult.

The areas of the programme and examination which appeared difficult for the candidates

Technically the most demanding question is the final one in each section. Making effective use of material from both own knowledge and a set of unseen sources in response to a challenging question

is a high level skill that has to be taught and learned. In an examination situation good time management is also necessary for success. A significant number of responses, it seemed, might have benefited from further practice in good time management and/or synthesis skills. Despite evidence of some further improvement in the overall level of performance on the questions asking candidates to assess the value and limitations of selected sources, it was clear that candidates in some centres had only a limited appreciation of the requirements of such questions. Furthermore, candidates from many more centres could score higher marks if, after explaining the origin and purpose of the sources, they then used that knowledge to help them make a detailed critical assessment of value and limitations.

The areas of the programme and examination in which the candidates appeared well prepared

Candidates' good contextual understanding and comprehension of the sources helped them to score well on questions 1 and 2 in each section. Indeed, when a candidate failed to achieve maximum marks on the two parts of the first question it was usually due not to limited comprehension but to their haste to engage with the high tariff questions. Indeed, several candidates missed achieving maximum marks on the paper because of the brevity of their answers to the first question. Many candidates also showed good comprehension and cross-referencing skills in responding to the second question in each section, though some wasted time here explaining details that were more relevant to the third question.

The strengths and weaknesses of candidates in the treatment of individual questions

Prescribed Subject 1: The USSR under Stalin, 1924 to 1941

Question 1 (a) *Explain why according to Source D "four to five million people perished".*

This was meant to be an easy opening question, but a surprising number of candidates overlooked the second sentence of the source ("Probably four to five million people perished in 1932-3 from 'de-kulakization' and from grain seizures"), which was the key to answering this question successfully.

Question 1 (b) *What message is conveyed by Source E?*

Most candidates achieved maximum marks by explaining that the photograph conveyed regimentation, showed collective farms' reliance on female labourers, or indicated the contrast between the name -"New Life Collective"-and the antiquated farm implements.

Question 2 *Compare and contrast the views on collectivisation expressed by Stalin in Sources A and C.*

Answers were generally stronger on differences than similarities although there was much that candidates could mention for comparison (Stalin's admissions in both sources of problems in achieving collectivisation, the backward nature of Russian agriculture indicated by the difficulties and diversities of the terrain in Source A and the problems with tractors in Source C, and that force and compulsion are present in both -by threats in Source A and death in Source C).

Question 3 *With reference to their origin and purpose, assess the value and limitations for historians studying Stalin's agricultural policy, of Sources B and D.*

Most candidates were able to assess value in relation to the origin of each document. Considerably fewer successfully discussed the purpose of either the newspaper report by a Reuter correspondent or the extract from a book written by the historian Robert Service.

Question 4 *Using these sources and your own knowledge, explain to what extent you agree with the verdict on collectivisation expressed in Source D, “The price was awful”.*

There were some excellent answers, meriting 8 marks as they showed good synthesis of own knowledge and material from the sources in a detailed and balanced response to the assertion that the price of collectivisation was awful. Less successful answers simply agreed that the price was awful and used some of the sources, or their own knowledge, to explain why. The maximum for such answers is 5 marks. Own knowledge that could have been used here included more statistics, more details about Stalin’s aims and motives and his battle against the kulaks. It could be discussed in relation to the Five Year Plans, the prominence given to heavy industry, and as part of Stalin’s purges and terror campaigns.

Prescribed Subject 2: The emergence and development of the People’s Republic of China (PRC), 1946 to 1964.

Question 5 (a) *Why according to Source A did Mao want to start a technological revolution?*

Most candidates were able to explain that it was a natural progression from earlier revolutions, China was behind other countries and must catch up, and it was aimed at maintaining revolutionary fervour. Some were less successful when using the reference to China possibly overtaking Britain, saying that Mao wanted to take over Britain.

Question 5 (b) *What message is conveyed by Source E?*

The markscheme indicated four possibilities: women are essential for work in the commune; they are hoeing, suggesting traditional agricultural methods; women had guns, another role for women; the dual/combined role in the commune of the military and agriculture. Nearly all candidates identified at least the first of these.

Question 6 *In what ways, and to what extent, do Sources B and C show that the hopes expressed in Source A were being fulfilled?*

This was a fairly complex question, requiring a close reading of Source A and cross-referencing with two other sources. The hopes expressed in Source A were usually successfully identified (i.e. that the revolutionary spirit would continue, a technological revolution would be started, and the masses would be occupied with revolutionary fervour). Some candidates struggled to deal effectively with “to what extent”, but a substantial number succeeded in achieving full marks. The weakest answers tended to be those where candidates did not identify or explain Mao’s hopes in Source A first; fulfilment or non-fulfilment tended to be ignored or left implicit in such answers.

Question 7 *With reference to their origin and purpose, assess the value and limitations for historians studying the Great Leap Forward, of Sources B and D.*

The best responses reflected thoroughly on the value and limitation of both sources in the light of their origin and purpose. In other responses, the value of Chen Boda’s article as revealing thinking, at a particular point in time, of a senior party member, often went unappreciated and there was relatively little attention as to why it might have been published. As with questions 3 and 11, the weakest responses concentrated on a consideration of content, thus showing a serious lack of understanding of the question’s requirements.

Question 8 *Using these sources and your own knowledge, explain to what extent you agree with the verdict expressed in Source D that the Great Leap Forward was at first a political success but, as economic policy, the Leap was a disaster.*

Most candidates agreed with the verdict -at least to some extent, but for a top mark there needed to be assessment, not simply a catalogue of what happened with implicit assessment. Good answers demonstrated effective synthesis and argument; weak ones tended to focus on either political success or economic disaster. Use of own knowledge was generally surprisingly limited. Candidates could make use here of relevant details of the Great Leap, the great famine that overwhelmed China, problems associated with the Lysenko agricultural programme and those of dealing with such a large country .

Prescribed Subject 3: The Cold War, 1960 to 1979

Question 9 (a) *Why according to Source A does Khrushchev think peaceful coexistence is important ?*

Most candidates showed good comprehension skills, identifying that Khrushchev saw a struggle between the two essentially hostile systems as inevitable, peaceful coexistence as the way to save the world from a disastrous military conflict, and that the struggle should become solely a struggle of ideological and peaceful competition.

Question 9 (b) *What message is suggested by Source B ?*

The cartoon's message was recognised by most -except those who mistook Mao for Ho Chi Minh or were unable to identify the crisis. The heading gave much information; lack of attention to this (especially the date) may explain why some candidates linked the cartoon to the Berlin Wall or Vietnam. The best answers not only explained the meaning of Mao's comment but also successfully placed the comment in the context of the Cuban Missile Crisis, including reference to the black clouds and the edge of the abyss.

Question 10 *Compare and contrast the state of Sino-Soviet relations as portrayed in Sources B, D and E.*

Answers to this question varied greatly in quality. Better candidates were able to write thematically -for example, focusing on changes in the strength of the Soviet Union as implied in Source B and portrayed in Source D. On the other hand, some candidates could manage little more than end-on descriptions of relevant content, with some linkage. The weakest answers simply paraphrased the sources, with no explicit analysis.

Question 11 *With reference to their origin and purpose, assess the value and limitations for historians studying the Cold War in the 1960s, of Sources A and c.*

Candidates were generally more confident in evaluating Source A. They also tended to focus on origin, value and limitations, but neglect purpose. Many seemed unaware that official sources such as Khrushchev's speech to the Supreme Soviet and the Gulf of Tonkin Resolution were made for a specific declaration of policy or intent, and that bias may not be a significant consideration in such a context.

Question 12 *Using these sources and your own knowledge, explain why there was scope for new diplomatic flexibility in the Cold War in 1969.*

Most candidates presented a number of reasons for the greater diplomatic flexibility in the Cold War in 1969, mainly by explaining changes in Sino-Soviet relations. Less use was made

of US needs for a revision of policy (for instance, erosion of her nuclear supremacy, challenges to her economic supremacy, and growing doubts about the powers given to the President by the Gulf of Tonkin Resolution). The main barriers to obtaining the highest marks here, however, were limited understanding of “diplomatic flexibility” and limited ability to make relevant use of material from *both* own knowledge and the sources.

Recommendations and guidance for the teaching of future candidates

Questions 1, 5 and 9

Although candidates are not expected to write extensively for these 2 or 3 mark questions, some lost marks through being too brief. Teachers can help their candidates by showing them the markschemes for these questions and/or instructing them to look for a number of points commensurate with the marks available, e.g. three points (or two points plus explanation) for three marks.

Questions 2, 6 and 10

Candidates benefit greatly from being warned that the content focus of these questions means that they should focus on *how* sources are different -not *why*, and from developing effective cross-referencing. They need to appreciate that the instruction “compare and contrast” means identifying instances of similarities and differences, and that well-focused cross-referencing is likely to score more highly than end-on accounts (unless the linkage is excellent). End-on accounts focusing on one source and then another will achieve half-marks at most if the comparative features are left implicit, slightly more if some explicit linkage is provided.

Questions 3, 7 and 11

Evaluation skills are a key area requiring improvement in some centres. Candidates need to appreciate that these questions are about the value and limitations of the sources in the light of their origin and purpose - not their content. Candidates will also benefit from practicing such skills as part of each topic studied, not just the prescribed subject chosen for the examination.

Questions 4, 8 and 12

The main issue here is the ability to select and synthesise relevant material from the sources provided and the candidate’s own knowledge. Again, instruction and practice are essential. In the examination, it may also help candidates if they make a brief essay plan for this question, noting the sources to be used in support of their own knowledge (or vice versa).

In every session, some candidates lack time to complete their final answer. Experience suggests that the best preparation for maximising marks achieved on this paper is to learn the skills required, and to sharpen those skills through practice, practice, practice under time constraints.

Higher and standard level paper 2

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0-5	6-10	11-14	15-18	19-22	23-26	27-40

General Comments

Although this was the first session of the new history programme, changes to paper two were minimal; only Topic 4 was changed to some extent. In order to emphasise the more democratic achievements of the twentieth century. Although few candidates chose to answer questions on democratic regimes, the ones on co-operation in international organisations were very popular.

The same comments made in chief examiner's reports on paper two for many sessions must be repeated. Too many answers were narrative, general, or lacking in exact focus. Too many candidates react too quickly and write all they know about the person or event named in the question, rather than thinking and planning, and thus producing a well focused and structured answer. Other candidates were able to produce answers that addressed the question but were unable to offer specific evidence in support of their mainly relevant ideas.

There were also of course, many answers that were focused, structured and supported by specific details that were then analysed. Indeed the standard reached and historical skills demonstrated by a vast number of IB candidates is most impressive, and even those who do not reach such heights, show interest and enthusiasm for this popular subject.

Although the 'lottery element' in history examination papers has been considerably lessened by the more exact specifications now given, there are always those who are disappointed that their favourite topic does not appear on the question paper. Some may have regarded this May paper as quite tricky, especially Topic 5, which lacked an obvious cause of the Cold War question. It does appear that too many candidates enter the exam room determined to use their knowledge of certain topics, regardless of the fact that there are no questions that fit.

The strengths and weaknesses of candidates in the treatment of individual questions

Topic 1: Causes, practices and the effects of war

Question 1: *What were the most frequent causes of twentieth century wars? Specific evidence from at least three wars should be used.*

This was a popular question which usually scored quite well. The wars chosen most frequently were the two World Wars and Korea or Vietnam. Candidates who structured their answers thematically, e.g. using areas such as nationalism, aggression, alliances etc. tended to score more highly as those who dealt with the wars sequentially often narrated too much.

Question 2: *In what ways, and to what extent, was the Second World War 'total war'?*

Candidates needed to give a definition of 'total war', such as a war in which all the nation's resources are deployed in the war effort in order to win. This could be argued as true of Britain, Germany, Japan and USSR, but not totally for USA. Specific details should be given of the key areas and an assessment made on 'to what extent'.

As in the past answers tended to be too general with insufficient detail on vital areas such as conscription, direction of labour and resources, legislation curtailing freedom of action etc. and too much on global war and casualties.

Question 3: *How and why have technological developments played such an important part in twentieth century wars?*

The 20th century probably saw the greatest changes in warfare in history, because of the century's technological revolution. Many candidates were able to describe and explain the changes, but few made exact reference to technology.

Question 4: *Analyse the causes and results of one of the following: Chinese Civil War (1945-1949); Mexican Revolution (1910-1940); Spanish Civil War (1936-1939)*

There were many reasonable answers to all three wars, but probably Mexico was tackled the best. Candidates were on the whole better at causes than results.

Question 5: *'War causes more suffering to women than to men.' 'War liberates women.' Using evidence from at least two wars explain which statement you consider is more appropriate.*

There were few answers to this question, and most of these lacked specific details.

Topic 2: Nationalist and independence movements, decolonisation and challenges facing new states

Question 6: *Why and with what results, did independence movements increase in the first half of the twentieth century?*

No answers seen.

Question 7: *Analyse the methods used to obtain independence in one of the following: Algeria; Indonesia; Kenya.*

No answers seen.

Question 8: *In what ways, and to what extent, did either left wing or right wing ideology play all important role in the formation of one new twentieth century state?*

The only answers seen addressed China, which is *not* a new twentieth century state.

Question 9: *What were the main problems facing either India or Pakistan in the ten years following independence in 1947 and to what extent were they solved?*

The few answers seen lacked specific details.

Question 10: *How and why did the role and status of women change after independence in one new African state and one new Asian state?*

No answers seen.

Topic 3: The rise and rule of single-party states

Question 11: *'In order to achieve and retain power a leader of a single party-state needed to be ruthless, blind to human suffering and yet charismatic.' To what extent do you agree with this assertion?*

The favourite choices were Hitler, Stalin and Lenin, followed by Castro. Mussolini and Peron, but a few candidates used Nyerere, Nasser and Attaturk successfully, in order to challenge the question, at least partially. It was a very popular question, and the vast majority were at least satisfactory. Some candidates focused on one leader and analysed him in detail. Others

structured their answers on the three elements in the quotation, giving examples of several leaders.

Question 12: *Account for the rise to power of one of the following: Castro; Mussolini; Nasser.*

The order of popularity was the order in which they are listed. Answers tended to be narrative, and often contained inadequate detail. Some candidates tried to compensate by giving irrelevant details of the rule of their chosen leader.

Question 13: *Compare and contrast the economic and social policies of Mao and Stalin.*

Most candidates adopted a comparative framework and were able to point out the main areas of similarity and difference but they did not include sufficient specific detail.

Question 14: *In what ways, and for what reasons, did the aims and policies of two or more right wing rulers of single-party states differ?*

There did not appear to be many satisfactory answers to this question. Unfortunately a few candidates selected Mao, Lenin or Stalin and failed to score.

Question 15: *Examine the role of education and the arts in two single party states each chosen from a different region.*

Although there were some detailed analytical answers, most were too general. States chosen were Cuba, Germany, China, and USSR, and the directive to use examples from two different regions was followed.

Topic 4: Peace and co-operation: international organisations and multiparty states

Question 16: *Examine critically the structure and organisation of the League of Nations.*

This was a popular question, but too many candidates addressed successes and failures rather than structure and organisation. Some were more suitable for the following question.

Question 17: *What were the main aims of one international organisation and how successfully were they carried out?*

A few, mainly satisfactory or good answers, on either the League of Nations or the United Nations.

Question 18: *To what extent was Nelson Mandela responsible for the transition from apartheid to democracy in South Africa by 1995?*

and

Question 19: *Analyse the domestic policy of either Nehru's government in India (1947-1964) or FD Roosevelt's government in the USA (1933-1945).*

There were a few, mainly satisfactory, answers to the above two questions, but none to the one below.

Question 20: *In what ways, and to what extent, have two multiparty states, each chosen from a region, improved the welfare of their people?*

Topic 5: The Cold War

Question 21: *How, and to what extent, did the conferences at Yalta and Potsdam (1945), contribute to the origin of the Cold War?*

Candidates who wanted a question on the causes of the Cold War answered this one. Some addressed all parts successfully, others described in general the causes and most wrote about the conferences but failed to address 'to what extent?'

Question 22: *'Although it began in Europe the spread of the Cold War to other regions was a much more dangerous development.' To what extent do you agree with this judgment?*

Answers to this question were well done, with most candidates writing briefly about the early stages in Europe then focusing on its spread, and assessing the danger. The Cuban missile crisis was usually selected as the most dangerous development.

Question 23: *How and why did the policies of either the USA or the USSR affect superpower rivalry between 1950 and 1970?*

This was quite popular, but too many candidates wrote about developments between 1945 and 1950, with little on the correct time period.

Question 24: *In what ways were gender and social issues affected by the Cold War?*

No answer seen.

Question 25: *Assess the importance of detente and internal opposition to Communist rule in Communist countries, in ending the Cold War.*

There are two distinct parts to this answer which could be treated together or separately. Few candidates knew much about either part.

Topic 6: The state and its relationship with religion and with minorities

Question 26: *'No twentieth century religious conflict was caused only by religion.' To what extent do you agree with this statement?*

Very few answers, some were satisfactory, e.g. on Arab Israeli wars.

Question 27: *For what reasons, and with what results, did religious persecution take place in two countries each chosen from a different region?*

and

Question 28: *Assess the methods used to try to obtain equal rights and/or self determination by two ethnic or racial minorities.*

and

Question 29: *How and why have cultural, social and economic differences caused problems between majorities and minorities?*

A few general answers to the above three questions.

Question 30: *Why did efforts to integrate minorities meet resistance from both minorities and majorities?*

A few barely satisfactory answers which used the USA.

Recommendations and guidance for the teaching of future candidates

- When a topic/subject is selected for study, teach all aspects of it.
- Advise candidates not to answer social, religious, gender etc. questions unless a case study has been undertaken.
- Although many candidates possess good specific factual knowledge, others do not. Ensure that *all* candidates have sufficient detail on which to base their analysis.
- When dates are given in a question, candidates should use them as a guide as to what to include in their answer.
- Discuss questions to familiarise candidates with command words, and with the demands of questions.
- Spend the reading time allowed by reading the questions carefully.
- Plan (on paper), focus and structure.
- Finally, as always, more and diverse reading should always be encouraged.

History of Africa

Higher level paper 3

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0-7	8-15	16-22	23-28	29-35	36-41	42-60

General Comments

The paper was taken by 74 candidates including two centres in the United States and one in China. There were no answers to Questions 3, 5, 14, 16, 17, only one to Questions 10 and 21, two answers to Question 19 and three to Question 9. Comments are made only on those questions which were answered by more than three candidates. The number of candidates answering each question is given in brackets after the title.

The areas of the programme and examination which proved difficult for the candidates

The answers on the slave trade and the change to legitimate trade, the missions and on the Partition of Africa once again showed that these topics are not always taught in sufficient depth. The unpopularity of certain questions continues to reflect the emphasis on nineteenth century topics in schools. Otherwise the weaknesses of the candidates were not related to particular areas of the programme. In Questions 1, 12, 13, 15, and 22 an inadequate amount of accurate, specific knowledge was a major weakness.

The levels of knowledge, understanding and skill demonstrated

Questions based on quotations generally elicited focused answers and those asking for an assessment of particular leaders (Questions 2, 4, and 6) were generally well done. There was better focus than in previous years on the demands of most of the questions.

The strengths and weaknesses of candidates in the treatment of individual questions

Question 1: *Analyse the factors which facilitated the transition from the slave trade to legitimate trade in West or East Africa. (16)*

The only answer on East Africa lacked specific knowledge.

Some answers were inaccurate and irrelevant while others had more depth. Most candidates discussed the factors which led to the ending of the Atlantic slave trade but there was inadequate knowledge of the growth of legitimate trade.

Question 2: *How successfully did Johannis IV respond to internal and external threats to the unity and independence of Ethiopia? (27)*

The question is on Johannis but some essays included detailed and irrelevant material on other emperors. Some essays lacked adequate discussion of external threats but there were several answers with a balanced assessment of Johannis' response to both internal and external threats with well supported judgement on the extent of his success.

Question 4: *Compare and contrast the causes and evaluate the relative success of the jihads of Usman dan Fodio and Al-Hajj Umar. (8)*

Most of the answers were focused on a comparative analysis and an evaluation of the relative success of the jihad but they varied in depth.

Question 6: *Why did Samori Toure at first succeed, but finally fail, in his resistance to the French? (5)*

The response to this question was rather disappointing with only one answer explaining in depth Samori's long resistance and ultimate failure.

Question 7: *Explain the causes of the Mfecane and assess its impact on Southern Africa. (18)*

The best answers focused in depth on causes and impact and showed familiarity with the historiography of the Mfecane. Several were sketchier on impact and some lacked relevance and accuracy.

Question 8: *To what extent was rivalry between European powers responsible for the partition of Africa? (41)*

This was the most popular question but not always well answered. There was often a failure to focus on rivalry and to link it explicitly with the partition. One outstanding answer did so and showed a remarkable knowledge of the historiography.

Question 11: *Analyse the factors which caused, and led to the failure of, the Herero rising against German rule in South West Africa (Namibia). (5)*

Some answers were thin while others were explicitly analytical and focused on causes and failure.

Question 12: *How and why did Africans oppose the policies of Smuts and Hertzog in South Africa?* (4)

The few answers that there were to this question were poor and seriously lacking in knowledge.

Question 13: *Compare and contrast the organization and appeal of the Christian missions and African Independent Churches in the colonial period.* (7)

Answers were too generalised and lacked knowledge of church organisation and particularly of the independent churches.

Question 15: *“Squatter’s revolt, Kikuyu civil war, anti- colonial movement.” In what ways and to what extent do these describe the nature of the Mau Mau struggle?* (13)

Most of the answers were focused on the quotation but varied considerably in degree of knowledge. Many were quite basic while a few analysed with supporting evidence the nature of the struggle with specific reference to all three phrases.

Question 18: *Discuss the main features of apartheid and the nature of African resistance to it up to 1961.* (28)

There were too many vague, inaccurate answers. Some were better on resistance and others on the features of apartheid. There were only a few thorough and balanced answers.

Question 20: *“Self help imposed from above.” To what extent do you agree with this assessment of Nyerere’s socialist policies?* (9)

Most answers lacked enough specific knowledge of policies to answer the question well.

Question 22: *Account for the political instability in either Ghana or Nigeria between 1966 and 1979.* (8)

Answers were equally divided between Ghana and Nigeria but made very little reference to specific events. Most of those on Ghana, for example, made no reference to events after the overthrow of Nkrumah.

Question 23: *With reference to its activities in any three countries evaluate the success of the peace-keeping efforts of the United Nations Organization in Africa.* (4)

The few answers that there were to this question were all rather disappointing as they lacked relevance (the question is on peace-keeping, not the work of specialised agencies), accuracy, depth and explicit analysis.

Question 24: *How and why was it difficult for the Organization of African Unity to achieve its objectives?* (5)

Answers were mostly focused on the question and had an adequate knowledge of aims and difficulties.

Question 25: *“The arts have faithfully reflected the changing history of African societies.” Discuss this statement with specific reference to the work of African artists since independence. (9)*

This may be the first time such a question has appeared on the paper and the response was most encouraging. Answers avoided merely summarizing the plots of novels or plays but made specific reference to a variety of works of art and related them well to Africa’s changing history.

Recommendations and guidance for the teaching of future candidates

Teachers should teach the most popular topic, the partition of Africa, in greater depth and introduce candidates to a wider range of texts especially on this and other topics such as the Mfecane and Mau Mau where there is historiographical debate.

They should also consider teaching more twentieth century topics, especially those which overlap with themes in paper 2, for example the role of the United Nations in Africa, South Africa as a multi-party democracy under Mandela and Nyerere’s one-party Tanzania, the impact of the Cold War on Africa not to mention wars in Africa and developments before and since independence in Ghana and Kenya.

They should discuss regularly with their candidates what is expected in answer to questions with such key phrases as “compare and contrast”, “to what extent”, “analyse the factors”, “how successfully” and “how and why”.

They should encourage candidates to be careful in their choice of questions, and to choose only those about which they have sufficient knowledge to support general statements with specific examples. Candidates should be reminded to make good use of the five minutes reading time and to pay careful attention to the wording of questions and to identify the key phrases as a means of checking the full requirements of a question.

History of the Americas

Higher level paper 3

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0-7	8-15	16-22	23-28	29-35	36-41	42-60

General Comments

This session the Americas paper seemed to provide a very difficult challenge to many candidates. Although the difficulty the paper was perceived as similar to previous years, what could be observed was the tendency to write rather weak, narrative answers. As usual there was a marked preference for particular questions.

Questions 1, 2, 4, 12, 13, 15 were answered by many candidates, however the clear favourites were Questions 20 and 24. Several, although not all, of the questions dealing with Latin America and the United States were selected; very few about Canada were answered. Within these areas there was a variation of performances, from good to very poor but the general performance was only satisfactory.

The areas of the programme that proved difficult for the candidates

The candidates showed a tendency to general, unsupported narratives, answering what appeared to be “easier questions” such as Questions 20 and 24 with not very satisfactory results. In general terms, knowledge about the U.S. was good, satisfactory about Latin America, and poor about Canada. Candidates found it difficult to answer those questions of a comparative nature and those demanding different tasks such as Question 15. They also struggled with concepts such as “social class”, “intellectuals” and “new kind of imperialism”.

The levels of knowledge in some centres were very low. Furthermore, the extent of generalizations about the topics was regrettable. It elicited answers without the support of any specific facts, just opinions. This was observed particularly in the case of Questions 20, 16, and 24. In each case it was evident that many candidates attempting to answer these questions had insufficient knowledge of the topic to enable them (a) to grasp the implications of the questions and (b) to construct a well-substantiated answer.

Levels of knowledge, understanding and skills demonstrated

There seemed to be a lack of detailed supporting information in many essays. Candidates would have some understanding of the requirements of the question but not the supporting information necessary to give a complete answer. Even though this is always an issue it seemed particularly true in this year’s scripts. There also seemed to be more confusion on the candidate’s part as to what the questions were requiring for a complete answer.

Strengths and weaknesses of candidates in the treatment of individual questions

Question 1: *Explain why the treatment of indigenous peoples in the colonial period differed considerably according to the origins of the colonists.*

A popular question. Some produced some effective answers by contrasting the treatment of indigenous people by Spanish, French, and British colonists with some relevant knowledge of both origins and treatment but most settled for vague generalizations or narrative accounts about the colonists.

Question 2: *Analyse the role of different social classes in the Wars of Independence in either the United States or Latin America.*

Although this question had many takers the quality of the answers tended to be mediocre. Knowledge of “social classes” was minimal as was understanding of their role. There was a great deal of confusion as to who was in the upper versus the middle classes. Few mentioned the role of the Indians either.

Question 3: *Compare and contrast the role of leadership of two of the following: Washington, Jefferson, Bolivar, San Martin.*

This question was generally well answered. Candidates had a satisfactory knowledge of the individual leaders and there were some good answers discussing Washington and Bolivar.

Question 4: *What were the main features of the Articles of Confederation and how successful was the government that resulted from them?*

A popular question. In general the features of the Articles were well known, but candidates struggled with the success of the government that resulted. Many virtually missed this out and simply stated that the adoption of the Constitution proved it to be a failure, others gave generalized explanations of the weaknesses of the Articles but few could make specific points,

Question 5: *Discuss the reasons why the Durham Report recommended French-Canadian assimilation.*

Only one or two answers recorded. Very limited knowledge of the topic.

Question 6: *“The wasteful economy of slavery was replaced by the productive economy based on salary”. With reference to two countries of the region, explain to what extent you agree with this view.*

Some candidates misread or did not understand, this question. As a result answers were unbalanced on the side of describing what conditions were like under slavery. Many candidates also incorrectly discussed the invention of the cotton gin as having the effect of hastening the end of slavery. Overall there was little direct comparison or evaluation of the two labour systems on the basis of wastefulness or efficiency; very few answers use two countries.

Question 7: *Analyse the immediate and long-term political effects of the United States Civil War in the period 1865 to 1896.*

A popular question. Some good answers but most candidates wrote about general issues regarding Reconstruction, and many gave end-on accounts of the Civil War.

Question 8: *Using specific evidence from one or more countries in the region, assess to what extent immigrants’ expectations of social and economic opportunities were fulfilled in the period 1850 to 1919.*

Few candidates selected this question. Those few answers that there were, were rather disappointing. The candidates focused mainly on the United States and were very general. There was not a clear notion of the differences between the expectations and opportunities of different groups such as Germans, Irish, Italian, and Jews etc.

Question 9: *Assess the influence of intellectuals on society in one country in the region, in the period 1890-1910.*

Very few answers and a lack of understanding of the term “intellectuals”. This often translated into elite or wealthy.

Question 10: *In what ways, and for what reasons, did the aims of the Progressives appeal to people in the Americas from the late 1890’s to 1914? Support your answer with specific evidence from one or more countries in the region.*

Not a popular question, but some of the answers were satisfactory. However, candidates tended to concentrate on what the Progressive program was rather than why this appealed to people.

Question 11: *With reference to two countries in the region analyse the reasons for, and the effects of, the Good Neighbour Policy of the United States.*

Answers to this question provided some fair commentary on the reasons for, but not too much on the effects of Roosevelt's Good Neighbour policy. Mexico, Haiti, Nicaragua and Cuba were the main countries mentioned in connection with the policy.

Question 12: *To what extent did foreign intervention prolong the Mexican revolution?*

A popular question and some were well answered, with most candidates showing sound knowledge and understanding as they explained how the United States prolonged (or not) the revolution. No other "foreign" intervention was included.

Question 13: *How successful were government programmes in solving problems caused by the Great Depression, in two countries of the region?*

Another popular question. Many candidates showed considerable knowledge in their answers in particular those who selected the United States as an example but knowledge was usually inadequate on other states.

Question 14: *'The political and economic impact of the First World War on Canada was more positive than negative.' How far do you agree with this judgment?*

Very few answers with limited material on either aspect.

Question 15: *In what ways, and to what extent, were the policies of either Vargas or Peron successful in achieving their aims?*

Popular question with Peron as the usual choice although some selected Vargas. Some answers demonstrated sound knowledge of a range of policies but only better candidates specified "aims" and could thereby follow them with a consideration of success. No response included foreign policy.

Question 16: *Assess the effects of the Second World War on women and minorities in two countries in the region.*

Many candidates showed a significant lack of knowledge about the topic, and pursued a path of personal, unsubstantiated opinions. Others, however, displayed a good deal of knowledge about the topic but only in the United States, other countries were done in a very superficial way.

Question 17: *Either: Analyse the impact of the Cold War on Canada in the period 1945 to 1965 or Explain why the Cold War provided favourable circumstances for the establishment of military leaders in any two countries in Latin America.*

A few answers and all about Latin America. Most candidates looked at Cuba, Guatemala and Chile. Most of the answers defined the Cold War and simply stated that this led to the rise of military leaders. Better candidates showed the domestic and international conditions, which led to the rise of military regimes.

Question 18: *Assess the achievements and limitations of the domestic policies of one of the following presidents: Lyndon B Johnson (1963-9); Jimmy Carter (1977-81); Ronald Reagan (1981-9).*

The best, and most popular, answers were on Johnson. Candidates discussed his war on poverty and civil rights legislation. Several realized that the war undermined his credibility and that LBJ's true strength and interest was domestic, not foreign policy.

Question 19: *Analyse the aims and achievements of the foreign policies of Harry S. Truman (1945-53) and George Bush (1989-93)*

Very few answers and often of disappointing quality. More often than not, candidates were able to deal fairly well with Truman's aims, and sometimes his achievements. However, on Bush few were able to explain his aims or for that matter his foreign policy.

Question 20: *"The outcome of the Vietnam War was determined not on the battlefield, but on the television screen." How far do you agree with this judgment?*

One of the most popular questions in the paper. Answers to this question varied greatly in quality. The majority showed knowledge of the Vietnam War but lacked concrete and specific evidence to support their assessment. The best answers showed preparation and knowledge of the outcome of the war and the impact of television.

Question 21: *Account for the development of the Civil Rights movement in the USA during the 1950's. To what extent had the movement achieved its aims by the time of the march on Washington (August 1963)?*

Fairly popular question, which produced rather good answers. Candidates were able to deal with the two parts of the question in a satisfactory manner.

Question 22: *Analyse the success and failures of Castro's social and economic policies in the period 1960-1991.*

As usual a favourite topic. Candidates were able to address the social policies of Castro reasonably well, but there was little grasp of the complexities of Cuba's economic policies especially after the 1970s.

Question 23: *Assess the contribution of foreign investment and transnationals to the economic development of Canada since 1950.*

No reported answers to this question.

Question 24: *"Technology is a new type of imperialism." Discuss this statement with reference to the impact of technology upon at least one country in the Americas during the twentieth century.*

By far the most popular question on the paper. The answers varied a great deal. The majority of the candidates discussed technology and its different aspects and impact, from computers, to weapons and films and used mainly the US as example. However, the concept of "new imperialism" presented significant problems, even when a definition was attempted.

Question 25: *To what extent was the Organization of American States (OAS) successful in achieving its aims in the period 1950 to 1970?*

Very few answers. Candidates showed good knowledge of the aims of the GAS but were much less assured on the issues in the specific dates.

Recommendations and guidance for the teaching of future candidates

The recommendations for teachers are:

- Candidates should choose questions on topics they have studied, not simply ones that seem interesting
- When choosing questions candidates should also examine the key words, consider what the question is asking, and then decide whether they know enough to answer it effectively
- Candidates should strive to provide well-supported answers to the questions asked and avoid use of sweeping generalizations and ‘pre-prepared’ answers. Practice on past questions should be part of every candidates’ preparation for the final exams.

History of Asia and the Middle East (including North Africa)

Higher level paper 3

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0-7	8-15	16-22	23-28	29-35	36-41	42-60

General comments

Out of 25 questions, five generated no responses at all (5, 6, 10, 13 & 14) and four others only one or two answers. Generally, candidates were knowledgeable about topics that they answered on in a broad-brush manner, but frequently lacked sufficient detail for developed analysis. In some cases, answers on topics were clearly pre-prepared and therefore essays did not focus on the questions set. Other answers displayed both impressive knowledge and an ability to formulate clear, analytical arguments in response to issues in the questions.

The strengths and weaknesses of candidates in the treatment of individual questions

Question 1. *Analyse the reasons for the increasing dominance of the East India Company in the late eighteenth century.*

Reasonably popular and responded to reasonably well. Most candidates were aware of events and some produced some very long-term factors going back to the late 17th century. Not all were able to identify and comment on the full range of factors contributing to the dominance of EIC.

Question 2. *Compare and contrast the policies of Bentinck and Dalhousie.*

A smallish number of responses; major policies of both Bentinck and Dalhousie were known. Some attempts were made at comparing and contrasting but most candidates really wanted to write an essay on the causes of the 1857 Revolt.

Question 3. *How valid is the view that Muhammed Ali Pasha was the founder of modern Egypt?*

Few responses to this one, most accepted uncritically that Muhammed Ali was the founder of modern Egypt -some wanted to focus almost entirely on foreign affairs. The marks tended to be in lower ranges because of undeveloped analysis of ‘impact’.

Question 4. *Why did the major powers develop interests in the Middle East in the years 1800–1854?*

This was a complex question with a tiny number of responses and, whilst major events were known, the ‘why’ aspect of the question was not dealt with -only one candidate considered issues of ‘balance of power’.

Question 7. *Assess the significance of religious tensions in creating instability in Lebanon which led to Civil War in 1860.*

Candidates who tackled this question had a thorough knowledge of both long and short term factors and the ablest were able to carefully weigh up the role of religion within the context of a number of factors.

Question 8. *“Direct Rule provided India with fair, effective government.” Discuss the validity of this statement with reference to the period 1858–1914.*

Very popular question -some answers were excellent, considering the full range of factors and refuting the assertion effectively. Others tended to omit the whole issue of economic disparity or make huge chronological leaps from the 1870s to 1905 with no comment on events in between.

Question 9. *“The reign of Abdul Hamid II is best understood if seen as combining a desire for reform with despotic methods.” How far do you agree with this view?*

Very limited number of responses, accepting the assertion quite uncritically and could see no positive aspects to the reign of Abdul Hamid II -mostly focusing on his despotism.

Question 11. *How significant was the Arab Revolt of 1916 in deciding the outcome of military campaigns in the Middle East?*

Three responses to this question -candidates tended to get tangled up in the whole war or the impact of the Turkish defeat on the whole region. Not an easy topic.

Question 12. *Assess the impact of Attatürk’s modernizing policies on Turkey in the years 1922–1938.*

Reasonably popular, answers tended to be a catalogue of Attatürk’s policies, Fez, Swiss Civil Code etc. Very few answers looked at economic policies, but concentrated on his developing a sense of Turkish nationalism. Very little real analysis of the impact.

Question 15. *Identify and comment on the causes of instability in Palestine in the years 1919–1939.*

Very popular question, some answers were lacking in objectivity and tended to be very anti-Zionist. However, for the vast majority, the knowledge of political events was present, but the identification of causes was limited to bald statements about British policy, immigration, land purchase, with very little comment on the scale of immigration/land purchase and how they contributed to instability.

Question 16. *Account for the increasing support for full independence in India in the years 1919–1939.*

Popular question -however most answers tended to be descriptive accounts of Gandhi's campaigns without commenting in detail on limited reforms post war, where other factors were considered such as Amritsar, there was usually a long description of the event. A few able candidates were able to synthesize various issues and show how even much moderate opinion wanted full independence by 1939.

Question 17. *“Since 1945 there has been major social and economic change in the Middle East.” With reference to **one** state discuss how far you agree with this statement.*

Reasonable number of responses to this question, frequently but not always using Egypt as the case study. Most accepted that there had been major social and economic change and were unable to see any continuity to pre-1945. Also, some tended to focus on politics rather than social and economic change.

Question 18. *Evaluate how successfully Pakistan dealt with the problems confronting her between 1947–1971.*

Limited number of responses to this one, and it was not well done. Problems were not clearly identified with the exception of Kashmir and Bangladesh. Candidates did not have sufficient detailed knowledge of domestic issues.

Question 19. *How far were the domestic policies pursued by Indira Gandhi a continuation of those of her father?*

Quite a popular question, but answers tended to turn into a criticism of Indira Gandhi's undemocratic methods and accounts of the State of Emergency, rather than a comparison of her domestic policies. Candidates were generally able to identify the main strands of the two premiers' policies such as Nehru's five-year plans but did not clearly identify continuities/discontinuities.

Question 20. *“Conflict between western influences and religious conservatives were the main causes of the Iranian revolution 1979.” Assess the validity of this statement.*

Reasonably popular and reasonably well-tackled, apart from a few descriptions of the debauchery of Tehran high society. Most candidates were able to identify a range of factors which led to revolution in 1979. They saw Khomeini as someone who articulated grievances many of which were economic, and a consequence of a conservative society. Few discussed the relative strength of the regime.

Question 21. *Evaluate the extent to which Lebanon achieved economic and political stability between 1989–1995.*

A difficult question and only a tiny number of responses. Candidates knew the political situation quite well, were less strong on economic stability but did try quite hard to evaluate the extent of stability, referring to Syrian influence, economic aid, etc.

Question 22. *Compare and contrast the Arab/Israeli conflicts of 1967 and 1973 with reference to origins, course and consequences.*

A very popular question, the events of both conflicts reasonably well known but the similarities and differences were not always clearly pointed out. The consequences of the Six Day War tended to be dealt with rather briefly in that Israel gained territory but comment was rarely made on how this caused tensions to remain high in the region and how they were a contributory factor to the Yom Kippur War.

Question 23. *Outline the reasons for the interest of the superpowers in the Middle East in the years 1953–1977.*

Quite popular. Once again events were generally well-known, but there was a tendency to focus on superpower relations with Egypt rather than the region as a whole. Often generalised and lacking much detail. ‘Reasons’ for US interest generally better dealt with than reasons for Soviet interest.

Question 24. *Analyse the causes and consequences of the Gulf War 1990/91.*

A limited number of responses, which pleasingly did not turn into accounts of the war. Causes of the war were generally much more comprehensively dealt with than the consequences.

Question 25. *“The effect of oil revenues on society has been overestimated.” Discuss with specific reference to **one** state in the region.*

Tiny response, where candidates did use a specific case-study but accepted uncritically that oil revenues had radically changed the society they were referring to. Generalised statements about improved standards of living, infrastructures etc. with no real supporting detail.

Recommendations and guidance for the teaching of future candidates

- The key to gaining very good marks is to ensure that the focus of questions attempted is understood and that essays deal with all aspects of a question.
- Often candidates only partially respond to the questions set, for example where a question asks for comparisons and contrasts or where there are a number of policies/ issues to be considered, they might only focus on one.
- It is better for candidates to consider the sorts of questions that could be asked and think how they could use their knowledge rather than to prepare answers e.g. any questions which deal with India in the period up to 1857 tend to elicit answers about the causes of the Mutiny even if that is not the real focus of the question set.
- Candidates should be able to use their very real knowledge more flexibly.

History of East and South East Asia and Oceania

Higher level paper 3

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0-7	8-15	16-22	23-28	29-35	36-41	42-60

General comments

The G2 Forms returned by the schools, indicate that the May 2003 East Asia, Southeast Asia and Oceania Paper was considered to be sound, covering the syllabus well and having an appropriate level of difficulty. Questions having a social, cultural, religious and sometimes economic aspect again

seemed more difficult for the candidates than those questions that had a political focus. With very few exceptions, candidates answered questions on China and Japan only. There were relatively few very weak papers and overall candidates addressed the questions satisfactorily revealing solid general knowledge and understanding of the course content. Within the narrow range of topics selected, there is evidence of much solid teaching. There were some commendable answers revealing knowledge, understanding and analytical skills but some areas of concern are noted below. Overall, there was evidence of continued improvement, with very few examples of that almost complete lack of knowledge, understanding and skill which characterized too many papers a few years ago.

The areas of the programme and examination which appeared difficult for the candidates

Many candidates possessed adequate knowledge but lacked the skill and understanding to use that knowledge in a relevant way. There were candidates who produced very good to excellent answers to individual questions, but only a handful did so for all three questions attempted. There appears to be a lack of both depth and breadth in the way the course is studied, thus restricting analysis of the particular and awareness of the general. A number of candidates were unable to depart from what was a prepared and learnt way of addressing a topic. In other cases there was ignorance of certain facets of a topic or of the incident or period which was the focus of discussion. From some centres there was a tendency to quote the opinions of different writers on issues, but without supporting historical evidence. Most centres had candidates who wrote well and revealed sufficient knowledge, even if it was not always relevant, but there were occasions when candidates misunderstood the requirements of the question or could not successfully adapt a prepared topic to the requirements of the question. There was also evidence that, by focusing on the histories of China and/or Japan, candidates do not acquire comparative skills, which provide broader and deeper historical understanding.

The areas of the programme and examination in which candidates appeared well prepared

Generally speaking mainstream questions on Chinese and Japanese history which have a clearly political theme are the questions with which the candidates are most comfortable and on which they perform best. There is clear evidence of sound historical knowledge from most candidates although the application of this knowledge to the questions which are set is not always evident.

The strengths and weaknesses of the candidates in the treatment of individual questions

There were several questions that were not attempted by any candidates. The following questions were the most frequently chosen, although even some of these were answered by less than 20 candidates.

Question 1: *“In the reign of Qianlong (Ch’ien-lung (1736-1795), the Qing (Ch’ing) dynasty reached its peak of power and achievement and began its long decline.” Explain this apparent contradiction.*

Not a particularly popular question. Only a couple of candidates were able to assess both the early achievements of Qianlong’s reign and its later decline into corruption, ineffectiveness and unrest. Other candidates wrote general and limited answers which revealed little knowledge and understanding.

Question 2: *Why and to what extent was feudalism in Japan declining before the arrival of Commodore Perry in 1853?*

A popular choice. Generally well answered, with the majority of candidates aware of the stresses appearing within Japan's feudal structures. The main weakness was failure to provide specific examples of the decline of feudalism, while most answers failed to note the new intellectual climate that challenged the dominance of the existing system. There were some candidates who merely saw Perry's name and wrote about the effect of his arrival.

Question 3: *“The policies and attitudes of both the Chinese and British in 1839 made war between them inevitable.” To what extent do you agree with this statement?*

Some weaker candidates wrote general essays about the Opium War, but there were several very good to excellent answers. The majority wrote generally sound answers, which provided generally better coverage of Chinese policies and attitudes than British. There was a tendency to generalise and most candidates failed to examine critically the period 1834-1839 in sufficient detail in order to see how attitudes and policies, particularly those of the British on the scene involved in the Canton trade, commercial interests in Britain and the British Government, impacted on actual events.

Question 4: *Why did the Self-Strengthening movement in China (1861 to 1894) prove to be less effective than the Meiji reforms in Japan (1868 to 1894)?*

On the whole well done. Most candidates revealed sound knowledge of the two reform movements and were able to present a comparative analysis. Some very good answers and most candidates were able to discuss a range of factors. Probably the best answered question on the paper.

Question 8: *“The reforms introduced by China's Qing (Ch'ing) dynasty between 1901 and 1911 hastened its end instead of saving it.” How far do you agree with this statement?*

This was a popular but disappointingly answered question. While there were a few very good answers, there were many poor ones. The question required knowledge of the actual reforms and of the events between 1901 and 1911, which few candidates demonstrated, some having very hazy ideas and others confusing them with the 100 days of reform. This lack of specific knowledge made it impossible for all except a few to reach a reasoned conclusion.

Question 9: *To what extent did Japanese government and society change in the years 1895 to 1912?*

This attracted weaker candidates who demonstrated little knowledge of the period, many referring to the early Meiji period. Answers were general with little attempt to consider political developments and the effects of the emergence of new classes which had grown up in a modernising Japan. Many candidates recognised the growing importance of the military as a consequence of the war with Russia, but most comment was vague and general.

Question 14: *“Neither the Chinese Communist Party nor the Guomindang (Kuomintang) entered the First United Front in 1923 believing that it would survive for very long.” How far do you agree with this statement?*

This question provided a wide range of marks, with many doing very badly and some good to very good answers. For far too many candidates this question was a disaster. Despite the date 1923 in the question far too many candidates wrote only on the Second United Front. Answers which started in 1937 received zero credit. A number of candidates had only very limited knowledge of the specific details of the period while some, better, candidates were able to analyse the role and motives of Sun Yatsen and of the Comintern but often lacked clear enough knowledge of the issues involved or the change which occurred with Sun's death.

Question 15: *Explain why liberalism and democracy failed to become firmly established in Japan between 1928 and 1937.*

Some good to very good answers, but many candidates turned this into an answer on the rise of militarism, giving little attention to the role of liberalism and democracy during the period and failing to attempt a critical analysis of why both became discredited. Some weaker candidates did not keep to the time-frame.

Question 16: *Assess the impact of the Sino-Japanese War on East Asia between 1937 and 1945.*

A number of candidates confused this with the Sino-Japanese War of 1894-5. There were a few good answers amongst the rest, but on the whole the understanding of the impact and changes wrought by the war was only partially recognised. Some candidates ignored the term 'East Asia' writing on Malaysia, Burma and Indonesia.

Question 17: *Analyse the achievements and failures of the Communist Government of China between October 1949 and the end of 1962.*

By far the most popular question on the paper although too many candidates identified Mao as the Communist Government turning this into a question on Mao's successes and failures. There were many good to very good answers, which took a broader view and wrote of the achievements and failures of the Government, while also attributing a role to Mao. There was a tendency to ignore the achievements of the reconstruction period, although better candidates did recognise the shifts in policy towards the non-Communist elements as power was consolidated. Many candidates ignored the achievements in foreign affairs and China's emergence as a player on the international stage. It is clear that candidates need to be presented with a rounder view of China's post-1949 development and to be made aware that, despite Mao's important role, others in the Chinese Government should not be ignored. Some candidates erroneously felt that, despite the dates in the question, the GPCR must be included in any question such as this..

Question 24: *How far do you agree with the view that the benefits of modern technology have far outweighed any ill effects associated with it? Discuss with reference to at least one country you have studied.*

A surprisingly popular question which was almost entirely focused on the 19th century changes in China and Japan. There were some sound responses but too many answers were vague and general, not answering the actual question that was set.

Recommendations and guidance for the teaching of future candidates

The advice given in this section differs little from year to year as the same trends/errors perpetuate themselves. Teachers should encourage candidates to read questions carefully and to think about what is required before beginning an answer. Dates are important markers and candidates should observe them. There were instances in this paper where careless reading of the question caused a candidate to write completely off the topic. Teachers should encourage candidates to make use of dictionaries and glossaries of political, economic and historical terms. Many textbooks have glossaries and teachers should also compile their own to suit their needs. The need for candidates to have a sound geographical knowledge of the region was again evident. Analysis, comparison and assessment are possible only when candidates have sufficient exposure to a range of materials and are involved in reading, viewing, listening to, discussing and writing about themes and problems from different points of view. The best candidates showed this. However, this defeats its object when candidates merely

quote or paraphrase the views of other writers without themselves making a judgement and reaching a conclusion based on historical knowledge. This last point needs stressing as some answers become a list of statements attributed to different historians, but not backed by sufficient reference to actual historical events. Responses such as these are not well rewarded. Teachers can assist by providing access to resources, posing questions and problems, and providing time for discussion and candidate presentations.

History of Europe

Higher level paper 3

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0-7	8-15	16-22	23-28	29-35	36-41	42-60

General comments

The reports from the examiners, and the G2 Forms returned by the schools, indicate that the May 2003 European Paper was considered to be sound, covering the syllabus well and having an appropriate level of difficulty. In general, there were very few negative comments and it was evident that the majority of the questions allowed candidates to adequately demonstrate their historical knowledge. Questions having a social, cultural, religious and sometimes economic aspect again seemed more difficult for the candidates than those questions that had a political focus. There were very few instances reported of candidates running out of time. The majority of candidates chose questions from the 20th Century and the vast majority of these dealt with the 1919 to 1945 period. Questions demanding knowledge of the policies in specific countries (Questions 21 and 24) were poorly answered. Some candidates failed to realize that this is a paper on European history, including China and Vietnam for Question 24, with disastrous results. Examiners commented that there seemed to be an increase in the amount of inappropriate abbreviations this year. Examples given included “rev.”, M. (Mussolini), and “A.H.” There was also an increase in the use of somewhat unhistorical examples: “Stalin turned to his Mom for love”.

The examiners commented on the level of historical knowledge exhibited by many candidates although comments were also made on the lack of application of this knowledge to the actual question that was set. Too frequently accurate, but irrelevant, knowledge, was included as candidates found it difficult to stay focused on the question that was set. Many candidates did not address all the aspects of a question, particularly when these involved examination of multiple components. The construction of historical arguments needs to include more critical judgment and more supporting material. There was less evidence of ‘name-dropping’ but candidates still frequently quote names rather than developing their own line of argument. There was also an increase in the number of quotations which had been learned by heart and which candidates were determined to include in their essays to demonstrate “outside reading”. Unfortunately many of these were inappropriate to the actual question that had been set and actually detracted from the quality of the response.

The strengths and weaknesses of candidates in the treatment of individual questions

Question 1. *To what extent was an outdated monarchy the cause of the 1789 French Revolution?*

Most candidates lacked adequate historical knowledge regarding the term ‘outdated monarchy’ confining their answers to Louis XVI. Only the most successful candidates were able to focus their essays on this term and put it into a genuinely supported eighteenth century context. The general level of knowledge concerning the three estates and their concerns and the role of the municipal and regional parliaments was poor. The weakest answers narrated the causes of the French Revolution without any focus on the question.

Question 2. *Evaluate the results for France, and for Europe, of Napoleon Bonaparte’s foreign policy.*

Somewhat surprisingly this question was poorly answered. The most common failing was the lack of knowledge shown on Napoleon’s foreign policies, which were only known in the most general terms. France was usually treated more effectively than Europe although the question was approached as if it were the effect of Napoleon’s general or domestic policies on France rather than foreign policy as such. The weakest responses presented an encapsulated biography of Napoleon’s life.

Question 3. *For what reasons, and with what results, did the Congress of Vienna and the various meetings of the Congress System, take place?*

This question elicited some of the weakest answers (although it was one of the most popular 19th Century questions on the paper). It was truly amazing how many candidates totally ignored the second part of the question, focusing their answers entirely on the Congress of Vienna. When the Congress System was included the purpose of the later Congresses was not clearly understood with frequent confusion between rebellions in Greece, Latin America and Italy. A sharper focus on the key terms ‘reasons’ and ‘results’ would have brought higher marks.

Question 4. *Why did Louis Philippe become King of France in 1830, but lose his throne in 1848?*

This question was not popular and responses were often focused on Charles X leaving little time for reasons why Louis Philippe lost his throne in 1848. There was a tendency to focus on domestic problems as the only reason for his downfall.

Question 5. *Compare and contrast Peel and Palmerston as statesmen and politicians of Victorian Britain.*

This question was only answered by a handful of candidates.

Question 6. *“Cavour united Italy not because he intended or wanted to, but because circumstances forced him to.” To what extent do you agree with this judgment?*

This was a very popular choice. Most candidates knew that Cavour was a loyal Piedmontese statesman rather than a nationalist. There were a range of responses, which argued back and forth about Cavour’s desire, or lack of it, to unify Italy. There were some excellently argued essays that displayed a wide range of knowledge and the application of fine historical skills. Weaker candidates could only state the question’s assumptions and give a descriptive and generalized account of events in Italy relating to unification. Some essays focused entirely on the events of 1859, rather than covering the whole chronology. This question was a good discriminator among the candidates.

Question 7. *In what ways, and with what results, did economic developments and the 1848 revolutions affect the changing balance of power between Austria and Prussia between 1815 and 1862?*

This question was not popular as most candidates chose to answer Question 9, which dealt with the later period. While the Zollverein was well known, the specific details of 1848 were dealt with less successfully and the focus of the question on the time period 1815-1848 meant that most candidates lacked enough detailed knowledge of Austria to cope with the demands of the question.

Question 8. *“Alexander II tried to reform Russian institutions only because the Crimean War showed that Russia was no longer a great military power.” Use specific examples of Alexander’s reforms to show to what extent you agree with this assertion.*

This was a very popular question which was generally well done. The major thrust of the argument advanced by most candidates was that the Crimean War was one of a number of causes of the reforms of Alexander II. Details of the various reforms were often included at the expense of a closer analysis of their origins and the motives of Alexander behind their introduction. Almost all the candidates challenged the statement although the degree to which this challenge was successfully supported varied enormously.

Question 9. *In what ways, and with what results between 1862 and 1871, was Germany unified under Prussia?*

This was the most popular 19th Century question. The first part of the question was handled well by all candidates with varying degrees of sophistication in the treatment of the military, diplomatic, political, social, cultural and economic aspects behind Germany’s unification. The weakest part of the responses had to do with the ‘results’, for Germany, of its unification up to 1871, which were largely ignored. The consequences of the wars for Austria and France were also frequently omitted.

Question 10. *In what ways, and with what results, did the daily life and status of women change during the nineteenth century? Specific evidence should be given from one or more European countries.*

This question was only answered by a handful of candidates.

Question 11. *Explain and evaluate the demands for, and the extension of, the franchise in one European country during the nineteenth century.*

This question was only answered by a handful of candidates, most of whom did not understand the term ‘franchise’.

Question 12. *Why and with what effects on both countries, was Norway ceded to Sweden in 1814, and the union between the two countries dissolved in 1905?*

This question was only answered by a handful of candidates.

Question 13. *Analyse the main political developments in either France or Spain between 1848 and 1914.*

This question was only answered by a handful of candidates most of whom chose France and most of whom were not able to sustain answers over the entire time period.

Question 14. *In what ways, and for what reasons, did the First World War lead to economic and social changes? Specific examples should be given from one or more European countries for the period 1914 to 1930.*

This was another very popular question that was, in most cases, poorly answered. Many candidates did not see that the question began in 1914 as many answers started in 1918/9. Far too many candidates saw this question as an opportunity to discuss, at great length and rarely relating it to the focus of the question, the effect of the Treaty of Versailles on Germany. While some of this material is naturally relevant, much was not and unbalanced the candidates' answer. The Versailles Treaty was blamed for everything - including the 1929 Wall Street Crash. Russia was another popular case study - usually without any detailed examples to support an answer. Social changes were hardly mentioned in any country, with the exception of some very general comments on the role of women post-1918. This was a very disappointing question in terms of outcome.

Question 15. *Compare and contrast the nature and results of the two 1917 Russian Revolutions.*

This was the second most popular choice in May 2003. There were some excellent answers to this question, which was an extremely good discriminator. The weaker candidates mistook the 1905 Revolution as the first Russian Revolution (despite the year 1917 in the question) and proceeded to discuss this in relation to either February or October 1917. Average candidates did not understand the meaning of the word 'nature' and turned this question into a 'causes of the two Revolutions' question. The more able candidates were able, with great perception, to handle all four parts of the question and write elegant and focused answers, which were highly rewarded. It was a shame that so many candidates only partially answered this question, usually ignoring the 'results' of the October 1917 Revolution.

Question 16. *Analyse the political developments and external relations of either Weimar Germany between 1919 and 1933 or Great Britain between 1918 and 1935.*

Almost every candidate who chose this question took Weimar Germany as their example and most had no difficulty in writing about the subject with a degree of success. Some responses went past 1933 into the Nazi period and there was a tendency to write descriptive essays on the history of Weimar that neglected the analysis needed to score highly. Candidates knew the early stages of Weimar Germany quite well but once they reached Stresemann and post-Stresemann their knowledge was much weaker. Generally, this was a well-answered question.

Question 17. *Why had Stalin become ruler of the USSR by 1929?*

This was the most popular question on the Paper and was, in most instances, well attempted. Many candidates knew that Stalin had engineered the elimination of his opponents, and they knew the sequence of events- but not how it was achieved. Few candidates knew how Stalin used the right against the left by having them denounce his opponents before he did, and then packed the Politburo with his supporters, using them to denounce the right. Many candidates got a little confused in their chronology mistaking the dates of the later purges, show trials and executions and including these in the 1920s. Weaker candidates used this question to demonstrate their knowledge of Stalin's policies after 1929. There was a tendency for candidates to narrate the events rather than analysing their causes/effects.

Question 18. *For what reasons, and with what results, did Mussolini abandon his Stresa Front allies, France and Great Britain, and ally with Hitler in 1936?*

It was surprising to see the number of candidates that chose this question who were unable to actually identify the Stresa Front correctly. Answers frequently turned into a chronological

account of Mussolini's foreign policies, often starting in the 1920s, which did not focus on the specific demands of the question. Unfortunately this meant that the key years 1934 to 1936 were skipped over in a frantic desire to get to the outbreak of the Second World War. The question was not particularly popular and there was a need for more detailed knowledge of the diplomacy of the 1930s.

Question 19. *Evaluate Hitler's social, economic and religious policies between 1933 and 1939.*

In light of the overlap between this question and Topic 3 on paper 2, one would have thought that most candidates would have successfully dealt with this topic. What this question actually demonstrated was how poorly the candidates know Hitler's domestic policies. Far too many candidates focused on anti-Semitism to the detriment of all other policies. Almost every candidate ignored the New Plan and the Four Year Plan when discussing economic affairs, and Hitler's policies towards religious groups, showed an appalling lack of knowledge. Answers went from extreme to extreme-'all the Catholics were exterminated'; 'the deal Hitler made with the Pope meant that all Protestants were persecuted' and so on. Responses were simplistic and superficial in the vast majority of cases.

Question 20. *To what extent was the failure and collapse of the League of Nations the cause of the Second World War?*

In this question too many essays focused on why the League failed rather than dealing with the demands of the question. Greater strength was shown on the failure of the League than on the causes of the war. Candidates had difficulty in deciding where the League ended and where factors leading to the outbreak of the Second World War came into play. Weaker candidates wrote entirely descriptive accounts and far too many candidates could not analyse the role of Hitler's leadership and the importance of the policy of appeasement. There were, however, some excellent answers to this question that were focused and analytical.

Question 21. *Assess the rule of either Franco in Spain or Caetano in Portugal.*

Candidates either did very well or very badly on this question. There were very few responses in the middle. Those candidates who knew Franco post- 1939 wrote excellent essays. Those who were hoping for a Spanish Civil War question used their (inappropriate) knowledge to try to concoct an answer. Many essays ended in 1939!

Question 22. *In what ways, and for what reasons, did the Soviet Union's Cold War policies affect Germany between 1945 and 1961?*

While most candidates could focus on Germany, many candidates saw this as an 'origins of the Cold War question' and wrote only about Western Germany up to 1949. Far too many responses failed to mention any event in either part of Germany in the 1950s and a large number of essays did not even mention the erection of the Berlin Wall in 1961. What seemed a relatively straightforward question therefore resulted in many candidates scoring poorly on it due to a failure to recognise either the breadth of the time period or the depth of knowledge on Germany that was needed.

Question 23. *Assess the strengths and weaknesses of France under de Gaulle.*

This question was only answered by a handful of candidates.

Question 24. *Account for and assess the rise and fall of a Communist regime in either one Eastern or one Central European state excluding the USSR.*

Poland, Czechoslovakia and Hungary were the most popular choices although responses were very uncertain about actual policies and events within these countries. Far too many candidates saw the term ‘Eastern ‘ and wrote about China, Korea or Vietnam. Unfortunately this is a paper on European History and essays such as these received little credit.

Question 25. *For what reasons, and with what effects, did leisure activities and the media become more widespread and important in one or more European countries during the twentieth century?*

This was a surprisingly popular question chosen by many candidates as their third answer. Unfortunately all of these saw this as a question on the inter-war dictatorships and could only answer it in the most general terms. Leisure activities were ignored and this was turned into a question on propaganda within a very limited chronological time period, rather than leisure activities and media in ‘the twentieth century’ which was required. Candidates who chose this question generally scored poorly.

Recommendations and guidance for the teaching of future candidates

- The advice given in this section differs little from year to year as the same trends/errors perpetuate themselves.
- Schools need to give guidance to the candidates as to how to select the questions they should choose.
- Far too many candidates are achieving lower grades than they deserve as they simply choose the ‘wrong’ question under examination conditions.
- Correct question selection and the linkage of the candidates’ knowledge to what the question is actually asking are the keys to success.
- Candidates need to be taught how to develop an argument using historical information rather than merely listing events/facts and assuming that these have been made relevant.
- There are very few cases where candidates have actually thought through and developed their own arguments.
- Teachers also need to ensure that candidates read the questions carefully and avoid writing unbalanced answers to what are sometimes effectively two, three or four-part questions.
- It is also clear that many candidates still rely on one or two basic textbooks that provide insufficient depth for this paper. Wider reading must be encouraged.
- The extended use, over the two years of the course, of timed practice essays from old IB papers is still the best means of preparation for this examination.