

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 – 60	61 – 70	71 – 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 – 13	14 – 26	27 – 37	38 – 48	49 – 60	61 – 71	72 – 100

Higher and standard level internal assessment

Component grade boundaries

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

As usual the range and suitability, as well as the standard, of the samples submitted for Internal Assessment, varied considerably. The majority of the samples seen were suitable. The main weaknesses were that the problems selected for investigation were too broad or too ambitious. There were fewer examples (and very few overall), of the use of incorrect formats, and most candidates selected appropriate topics. There appeared to be a misconception in a few centres that the investigation had to be based on only the two or three sources that were evaluated in C.

Candidate performance against each criterion

Criterion A: Plan of the investigation

Most candidates submitted a plan that outlined the investigation that followed. The main difficulty was to explain it in a clearly focused manner. Some merely repeated the explanations of B, C and D. For example they wrote; 'I will evaluate two sources for C.'

Criterion B: Summary of evidence

Several examiners thought that a bullet point format should be encouraged for B, as it focused candidates more clearly on the subject of the investigation, and helped to exclude irrelevant material. However, if this approach is used candidates should still produce a coherent, logical list of points. Too many candidates failed to reference this section at all, and thus lost valuable marks, and others tend to make it more complicated than it is.

Criterion C: Evaluation of sources

This was generally the weakest section. Many candidates appeared to be unaware of what referring to origins, purpose, value and limitations actually entails. Limitations featured much more than value and those who were aware often failed to address all four, or addressed them haphazardly. Too many answers were superficial, only mentioning bias, and suggesting that primary sources are more reliable than secondary ones. Having noted 'bias', few candidates were able to substantiate their claim. Some candidates wrote about too many sources, with perhaps one sentence on each. Sources were often described rather than evaluated.

Criterion D: Analysis

Analysis was generally at least satisfactory with some candidates showing an impressive ability to consider and evaluate the significance of a range of contributory factors and/ or consequences. But too many candidates failed to base/focus their analysis sufficiently on the evidence presented in B. They tended to repeat B or add more narrative. Cross referencing B and D might help, as would a more exact focus on what was being investigated. Better candidates referred to conflicting evidence and different interpretations.

Criterion E: Conclusion

The conclusion presented few problems, but some did not score two marks because the conclusion was not fully consistent with the evidence presented.

Criterion F: Sources and word limit

Word limit: too many candidates failed to enter their word count; others entered it incorrectly, presumably with the intent of concealing the fact that they had exceeded the word limit. Candidates whose work exceeds 2000 words or does not reach 1500, must be awarded 0 for F.

Bibliography/source list: this still needs more guidance. Many were seen that were not even in alphabetical order (by author's name). Also too many candidates used only Internet sources. This trend is regrettably growing.

Recommendations for the teaching of future candidates

- Make sure that you and all candidates understand the full implications of the criteria, and how marks are gained and lost.
- Use class time to give instructions to the whole group together to explain such matters as format, choice of topic for investigation, how to narrow and focus the topic, referencing, compiling a bibliography, etc. This should cut down time spent with individual candidates.
- Use the checklist in the IA Guide.
- Emphasize the importance of the question in the investigation and ensure that it is manageable within 2000 words.
- Ensure that candidates do not choose unhistorical topics, or those which focus on the post 1995 period.
- Give class practice of source evaluation; this also helps for paper 1.

Further comments

It is very encouraging that most centres have welcomed this IA format, and appreciate how it helps other history components.

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 – 16	17 – 19	20 – 25

General comments

153 G2 forms were received from the schools this year. Of these 149 found the level of difficulty of the paper to be appropriate, 2 found it too difficult and 2 found it too easy. It is fair to say, therefore, that the schools were satisfied. All three Prescribed Subjects were popular with the majority of candidates choosing Section A on Stalin. Overall levels of knowledge and understanding were high. Less able students were unable to make running comparisons/contrasts and there was frequent paraphrasing of the sources. The third question in each source revealed weaknesses, particularly with reference to the impact that the ‘purpose’ of a source can have on the source’s value. There was, generally speaking, better use of the candidates’ ‘own knowledge’ in the last question of each Prescribed Subject in this session.

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

Examiners reported that there were several instances where candidates did not read the question properly and used the wrong document. In Section A Source C was difficult for many candidates. They did not understand Trotsky's irony.

The most common difficulty relates to the third question in each Prescribed Subject. Many candidates found the questions (A3, B7 and CI1) that asked them to refer to the origin and purpose of sources and assess their value and limitations difficult. Many candidates concentrated on the origin and limitations of the sources. However, far too many candidates did not acknowledge the intended audience for each source. They were unable to discuss the purpose, value and limitations of a memoir. Very few candidates made the point that all sources are valuable when cross-referenced with other documents and that the lack of objectivity in a source can make it very valuable to a researcher. Some candidates just discussed the value and reliability to the historian and it seemed as though students had been practising with quite old exam papers rather than the more recent ones with the new rubric. Too many candidates summarise the content of the sources which means that they are not actually answering the question that was set. This is also time consuming and inevitably means that too much irrelevant material is included

For the last question of each Prescribed Subject many candidates did not answer the specific question nor write about the time frame identified in the question. Far too many candidates just used the source references and did not use contextual information. Some candidates just listed the sources and their references and did not attempt to incorporate these into a mini-essay.

The size and clarity of the photograph was an issue for some candidates.

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

There was clear evidence that the candidates had a sound background in each of the Prescribed Subjects. There was also less evidence that candidates had difficulty with the time allocation.

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

Prescribed Subject 1 The USSR under Stalin, 1924 to 1941

Question 1 a) *Why according to Source B, did Bukharin make a re-evaluation of his past?* [3 marks]

This was generally well answered with most candidates scoring at least one mark. Many scored full marks. Explanations are necessary here. Direct quotations without any attempt at linkage to the question are unlikely to score full marks.

b) *What message is conveyed by Source E?* [2 marks]

Despite the lack of clarity most candidates understood the message.

Question 2 *In what ways do the views expressed in Source C support the conclusions expressed in Source D?* [6 marks]

There were many excellent accounts. The major weakness among less able candidates was the lack of ability to make a running comparison. In a few cases Trotsky's irony was not understood.

Question 3 *With reference to their origin and purpose, assess the value and limitations of Sources A and B for historians studying Stalin's purges.* [6 marks]

The 'purpose' aspect of the question was often neglected. There was too much descriptive or narrative writing on the content of the sources and many candidates only partially answered the question. There are still too many cases of candidates equating value with primary sources or candidates mentioning bias as a limitation without any attempt at explaining why this might be the case.

Question 4 *Using these sources and your own knowledge, explain to what extent you agree with the verdict of Source D, "The purges were successful in eliminating possible alternative leaders and terrorising the masses into obedience, but the consequences were serious".* [8 marks]

Candidates often made good use of the sources, but were limited in the extent to which their 'own knowledge' was synthesized into the essay. Some candidates did not spot the invitation to disagree in the 'To what extent' stem to the question.

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

Question 5 a) *According to Source A, what were the advantages and disadvantages in the offer made to Mr Song?* [3 marks]

Generally well answered. Many candidates scored full marks.

b) *Why according to Source E, was Hu Feng willing to write articles criticizing himself?* [2 marks]

Again well answered by most candidates.

Question 6 *In what ways do Sources B and D support the views expressed in Source C?* [6 marks]

Many candidates successfully cross-referenced the three sources, identifying areas of support. The issue of 'social pressure to confess' was less confidently tackled.

Question 7 *With reference to their origin and purpose, assess the value and limitations of Sources A and D for historians studying Mao's introduction of political unification and thought control.* [6 marks]

There was a problem with the origin of Source A but better candidates identified this as a limitation of the source. There was too much emphasis on content. Source D was better dealt with than Source A although greater analysis is needed.

Question 8 *Using these sources and your own knowledge, explain how and why Mao introduced political unification and thought control in the People's Republic of China between 1949 and 1955.* [8 marks]

Candidates knew and used the sources to show 'how' Mao carried out political unification and thought control but the issue of 'why' was not fully explored. Many candidates had detailed own knowledge, but ignored the dates and wrote about the Hundred Flowers Campaign and the Cultural Revolution.

Prescribed Subject 3 The Cold War, 1960 to 1979

Question 9 a) *According to Source A, what reservations did Sakharov express about the new series of Soviet nuclear tests?* [2 marks]

Many candidates scored well here although some answers were too brief to be awarded full marks. Some explanation is needed.

b) *Why according to Source B, was the German Democratic Republic (GDR) introducing new border control regulations?* [3 marks]

This was generally quite poorly answered with candidates frequently only mentioning one or two reasons. However some candidates described the 'real' purpose of the border restrictions rather than confining their comments to what Source B actually said.

Question 10 *In what ways do Sources C and D support Khrushchev's views on foreign policy expressed in Source A?* [6 marks]

This question worked well with many candidates identifying Khrushchev's desire for a strong foreign policy as being clearly demonstrated by the two sources.

Question 11 *With reference to their origin and purpose, assess the value and limitations of Sources B and E for historians studying developments in the Cold War in the period 1960-62.* [6 marks]

Most candidates could identify the origin, purpose and limitations of B, but found value difficult. E was not done well. Most candidates could not discuss the value of a private letter. Some could not identify its 'purpose' as well.

Question 12 *Using these sources and your own knowledge, assess to what extent Berlin was the main centre of conflict in the Cold War in the early 1960s.* [8 marks]

The focus of the question was understood but the date was frequently ignored with many candidates discussing Yalta, Potsdam and the Berlin Blockade. It was disappointing to note that many answers missed the opportunity presented by Sources D and E to focus on issues outside Berlin. However there were some excellent answers to this question.

Recommendations and guidance for the teaching of future candidates

A sound grounding in a designated Prescribed Subject is essential. It is much better to choose which Prescribed Subject the students are going to study and concentrate on mastering it during the course rather than to try to cover all three. Allowing students to choose in the examination means that they will waste time and that some students will be tempted to do the one they think looks easier, but about which they may not know much.

Candidates should be encouraged to answer the questions in the correct order. If the questions are done in reverse order students do not produce particularly good responses because their understanding of the documents does not develop through the logical sequence intended by the original order of the questions.

Encouraging students to structure their material into a coherent and analytical mini-essay in response to the last question is something that should be stressed and practised.

Teachers should impress upon their students the need to attempt all questions in the section. The balance between responses should be discussed. It is unnecessary for candidates to write at length for questions worth only one or two marks. A direct answer is required not background information. The importance of answering the last question fully needs to be emphasised.

The source analysis paper is a skills based component of the history examination and certain skills need to be taught. Responding to the key words and instructions in the question must be emphasised by teachers. Candidates could be taught to underline these before attempting the answer. Help with how to plan a response using key words from the question will enable students to respond in an organised manner. Generally, regular use of source material in the classroom and discussion about the issues of subjectivity, context, date published, audience, function and cross-referencing are the best ways to help students understand these issues. The role of the historian needs to be properly understood. Subjectivity in sources does not automatically mean that they are distorted and useless. Giving candidates a checklist of what to identify about each document before they attempt to answer the questions may help them deal better with this concept.

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

The standard for this session's examination was similar to previous sessions with a wide range of marks, varying from very weak to excellent, although there were probably fewer scripts in both top and bottom categories. Very few candidates were unable to find two questions that they could tackle. On the other hand fewer candidates were able, or had time, to write two excellent answers. As in previous sessions Topics 1, 3, and 5, were easily the most popular sections although the number for 2, 4 and 6 appeared to be higher, with more schools teaching them.

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

Cultural questions, and Topic 6, as well as less mainstream questions where candidates had to think for themselves, such as 15 and 19, proved difficult, as did chronology. Chronological narratives, do not usually score as highly as structured thematic answers, but chronology is important, and it is increasing clear, that many candidates do not understand where people and events fit into the twentieth century. Many candidates cannot select their material successfully. They include irrelevant material, thus the answer becomes all that is known about the person, event or theme that appears in the question.

The levels of knowledge, understanding and skill demonstrated

As noted above, weaknesses are evident in selection and chronology. In many cases knowledge is too general. More specific evidence used to support comments and analysis, would improve most answers. However many candidates displayed high levels of historical ability, and wrote precise, concise, well supported answers. These candidates were also able to produce different interpretations, based on evidence, and not just give the views they had been taught historians held, with no indication of why the historians held them. The latter is not historiography, and gains no credit. There seems to be a mistaken opinion that historiography is necessary to reach top bands. It is not. What is required is a reasoned and structured argument, based on evidence. Candidates' skill and ability in addressing comparative questions, has increased greatly over the last ten years.

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

Comments are only given on the most popular questions.

Topic 1 Causes, practices and effects of war

Question 1 *In what ways did the causes of the Second World War differ from the causes of the First World War?*

This question asked how the causes of the Second World War differed from those of the First. The key word was 'differ'; unfortunately too many candidates narrated all the causes that they

knew, for both wars, some commenting on similarity and difference, others relying on the examiner to decide this. Relating all causes of both wars was not necessary, and inevitably, these candidates were short of time for their second answer.

Question 2 *Evaluate the importance of naval warfare in twentieth century wars. Specific examples must be given from at least **two** wars.*

Surprisingly this question on naval warfare was quite popular, and well done with accurate details provided.

Question 4 *Analyse the results of **two** wars, each chosen from a different region.*

Most candidates used civil wars, for this question on the results of two wars. It was of course acceptable, and sensible to use the civil wars that they had obviously studied. The rubric ‘each chosen from a different region’ was sometimes broken here.

Topic 2 Nationalist and independence movements, decolonization and challenges facing new states

Question 6 *Analyse the support for, and the methods used by, **one** leader of a non-European nationalist or independence movement.*

This was the most popular question in Topic 2, with Gandhi being used. The answers were narrative rather than analytical

Topic 3 The rise and rule of single-party states

Question 11 *Analyse the methods used by **one** single-party state ruler in his successful bid for power.*

Unfortunately this question will have been the reason for a disappointing result for some candidates. They did not understand that ‘successful bid for power’, meant rise to or achievement of, power, and wrote about the rule of their chosen single party ruler. Others included too much about the regime, after the ruler was established. It is appropriate to argue that power has not been fully achieved until after the chosen leader (Hitler Mao and Stalin were the most popular choices) had risen to power but this must be explained and justified.

Question 12 *Evaluate the importance of ideology in the policies of **two** of the following rulers of single-party states: Castro; Hitler; Lenin; Nyrere.*

Many candidates found it difficult to explain and focus on ideology, and wrote narrative answers on the policies of their chosen rulers. There were a few horrific mistakes, such as that Hitler was a Communist ruler.

Question 15 *Examine the global impact of **one** ruler of a single-party state.*

There were many brave attempts to answer this question, but apart from some original and excellent evaluation, most narrated foreign policy of for instance, Castro, Hitler, Lenin or Stalin, with insufficient focus on ‘global’.

Topic 4 Peace and cooperation: international organizations and multiparty states

Question 16 *Why, in spite of the worthy intentions of its founders, did the League of Nations only last for two decades?*

The League of Nations is always a popular choice, but many answers could have been better planned. Few referred to ‘worthy intentions’ specifically, and few thought it necessary to mention (briefly) other factors such as the actions of dictators, except where they conflicted with the League. Answers tended to be a combination of inherent failures derived from the League’s foundation, and its successes and failures in both decades.

Topic 5 The Cold War

Question 21 *To what extent did events in the final year of the Second World War turn wartime allies into Cold War enemies?*

This popular question on the relation of events in the final year of the Second World War, sometimes revealed the chronological weakness referred to above. Many were uncertain what took place then, and few went beyond Yalta and Potsdam, which often needed to be more specific, and then alluded to general causes to satisfy ‘To what extent?’. Of course there were some very good answers to this question which produced in-depth analysis, focused exactly on the question.

Question 22 *Compare and contrast the policies of the USA and the USSR towards Korea between 1945 and 1955.*

Candidates tended to focus on the policies of the USA towards Korea, with little on USSR, and insufficient attention was given to the period 1945 to 1950.

Question 23 *Assess the impact of the Truman Doctrine and Marshall Plan on the development of the Cold War between 1947 and 1961.*

Many candidates lacked detailed knowledge of the Truman Doctrine and Marshall Plan and comments on its impact tended to be too general. Nevertheless few failed to reach at least 10 marks.

Question 24 *In what ways, and to what extent, did the Cold War become less confrontational after 1970?*

Also tended to be too general. All answers to Topic 5 suggest that candidates have a good working knowledge and understanding of the Cold War, but answers need more depth and detail, and more balance. Many answers were too US focused.

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

Question 29 *Analyse the reasons for, and results of, the persecution of **one** ethnic or religious minority.*

This question, using the Nazi persecution of Jews, was quite well answered by a significant number of candidates. This was the only answer to Topic 6 that produced more than a handful of responses. Most, but not all, were weak. One centre at least had concentrated on the topic, and this showed.

Recommendations and guidance for the teaching of future candidates

- Encourage more depth, detail, development and clear understanding of chronology.
- Teach candidates to think and plan, select carefully, and then write.
- Stress the importance of exact focus on the set question, and good factual support.
- Discourage learning set answers in advance: it is always obvious when the answer was originally written for a different question.
- Ensure historiography is not ‘name dropping’, and realise that it is better to teach candidates to reach their own conclusions based on their knowledge and evidence.
- Discourage the practice of writing ‘historian Pipes’, instead write ‘Richard Pipes’.

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 99 candidates including three centres in the United States. There were no answers to questions 5, 11, 17 and 20, only one to questions 3, 19 and 22, two answers to questions 4 and 21 and three to questions 6 and 9.

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

The candidates tend to do much better on questions focusing on particular rulers but less well on general topics. The answers on the spread of Christianity and Islam, the partition of Africa and systems of colonial administration once again showed that these topics are not always taught in sufficient depth. Answers to open-ended questions on Africa since independence are far too generalised, and candidates may be attempting to answer questions on topics they have not been taught. Otherwise the weaknesses of the candidates were not related to particular areas of the programme.

The levels of knowledge, understanding and skills demonstrated

The questions asking for an assessment of particular leaders (2, 6, 7, 10 and 12) were generally well done. An inadequate amount of accurate, specific, relevant knowledge was a major weakness in many answers to questions 1, 8, 12, 13 and 14. Answers to other questions were better focused on the demands of the question.

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

Comments are only given on the most popular questions.

Question 1 *Analyse the reasons for the spread of Christianity and Islam in the nineteenth century.*

Most answers lacked specific knowledge and had unsubstantiated and vague generalisations. A few showed adequate knowledge and explicitly analysed reasons for the spread of the two religions.

Question 2 *“Both Tewodros II and Yohannes IV of Ethiopia failed in the objectives they had set out to achieve.” How far do you agree with this assessment?*

Most answers were focused on the objectives of the two emperors and the best showed depth and a readiness to challenge the quotation.

Question 7 *Compare and contrast the policies and impact on southern Africa of Shaka and Mosheshwe.*

Most answers showed a sound, and often detailed knowledge of the policies of the two rulers and attempted to compare them. Most answers were, however, less adequate on impact. This was the best answered question and several candidates analysed and clearly compared policies and impact in depth.

Question 8 *Assess the importance of strategic and economic factors in the partition of Africa.*

This was the most popular question but not always well answered. There was often limited understanding of strategic factors and there are still too many answers with vague generalisations about the causes of the partition.

Question 10 *Assess the significance of John Chilembwe in the history of Nyasaland and Africa.*

Some answers were thin while others showed a detailed knowledge of Chilembwe's significance as a leader of an independent church as well as of the rising named after him.

Question 12 *“A desire for personal gain” or “A belief in British Imperialism”. With reference to the career of Cecil Rhodes in Southern Africa explain which statement you consider to be more appropriate.*

Most answers were focused on the motives of Cecil Rhodes but many had a rather sketchy knowledge of his career.

Question 13 *“The British system of indirect rule did more for the development of Africa than the French system of association.” How valid is this claim?*

Answers varied in their understanding of the two systems of colonial administration and many discussed assimilation rather than association. There were many unsupported generalisation about how far either system contributed to the development of Africa.

Question 14 *Analyse the impact of the Italian occupation (from 1936 to 1941) on Ethiopia.*

There were few answers to this question and they were seriously lacking in knowledge.

Question 15 *Assess the contribution made by **one** political party to the achievement of independence in **either** Kenya **or** Tanganyika.*

There were more and better answers on Tanganyika than Kenya.

The best answers were focused on TANU but several wrote more about Nyerere and Kenyatta than about the political parties they led.

Question 16 *Analyse the factors which stimulated the growth of nationalism in the Gold Coast (Ghana) to 1951.*

The weaker answers were narrative. Only a few had a well supported analysis of a variety of factors which stimulated the growth of nationalism up to 1951.

Question 18 *How and why did South Africa change from the system of apartheid to parliamentary democracy?*

There were too many vague, inaccurate answers and only a few thorough and balanced analyses of South Africa's transition to majority rule.

Question 23 *Why was the East African Community shortlived?*

There were few answers to this question and they were relevant but lacked adequate reference to specific issues which led to the collapse of the Community.

Question 24 *How far have ethnic factors contributed to civil wars in Africa since independence?*

There was one outstanding answer with well supported analysis of three civil wars. Most other answers seemed to rely on inadequate general knowledge.

Question 25 *Compare and contrast how **two** African governments have tried to deal with problems of economic development.*

There were few answers to this question and they were all rather disappointing and also seemed to rely on inadequate general knowledge.

Recommendations and guidance for the teaching of future candidates

Teachers could limit themselves to five or six topics but make sure that they cover every aspect of these topics. The most popular topic is the partition of Africa but it is clear that the strategic aspect, which is specifically mentioned in the syllabus, is not adequately explained. Those teaching topics 2 and 13 should teach the Sudan as well as Ethiopia. Students should have copies of the relevant areas of the syllabus and be confident that they can answer on any of the bullet points within a topic.

Candidates should be given exemplars of answers so that they clearly understand the difference between narrative answers and those with explicit analysis. Teachers should discuss regularly with their students what is expected in answer to questions with such key phrases as “compare and contrast”, “to what extent”, “analyse the causes or impact or factors”, “how successfully”, “how and why” and “assess the importance or significance or contribution”. In particular they should ensure

that their candidates practice answering essays which require a comparative structure and learn to avoid end-on accounts.

They should encourage students 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. They should avoid answering questions on post-independence issues unless they have been taught those topics. Students should be reminded to make good use of the five minutes reading time and to pay careful attention to the wording of questions.

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

The paper seemed to work very well. It provided ample choice of questions which reflected the syllabus very well. There were no reports that the candidates experienced difficulties with the wording or content of the questions. The vast majority of candidates answered three questions as required. Candidates for the most part selected questions related to mainstream topics in the history of the United States and Latin America in the 19th and 20th centuries. There were a smaller number of popular questions answered than last year. Very few candidates selected the Canadian questions, and those who selected them were centres located in Canada. In general, the standard of expression was good, the handwriting legible and the logic of composition satisfactory.

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

Candidates who attempted questions on the early part of the syllabus rarely answered well. Their specific knowledge was usually very limited and their answers consisted of vague assertions and generalizations. The same comments might be applied to responses to questions on social, cultural and women's history. Those question invited broad narratives with few specific examples and limited analysis. Basic concepts also proved difficult for many candidates: revolution, Americas vs. United States of America, imperialism, short-term and long- term causes are some examples.

The levels of knowledge, understanding and skills demonstrated

There was better knowledge demonstrated this year overall and the writing skills continue to improve. Candidates appeared extremely comfortable with the choices of questions this year. There was also more evidence of wide reading beyond the textbooks. Candidates demonstrated a depth of understanding about the Mexican revolution, the Great Depression, Castro, the American Civil War, the Cold War, and foreign policy of the United States. However, many responses were predominantly narrative, even when analysis was a specific demand of the question. There was limited inclusion of historiography. A welcome development was the limited number of "elementary" responses in comparison to previous years.

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

Comments are only given on the most popular questions

Question 1 *Compare and contrast the treatment of indigenous peoples in **two** countries of the region in the eighteenth century.*

This question was attempted by few candidates and produced narrative and generalized answers.

Question 2 *Analyse the role, and assess the impact, of outside powers on **two** wars of independence in the Americas.*

Few candidates chose this question, and even those who did provided relatively poor answers.

Question 3 *“The Constitution of the United States, agreed between 1787 and 1791, was a revolutionary document for its time.” To what extent do you agree with this claim?*

There were some interesting answers to this question. The quality hinged upon the candidate’s ability to establish sound criteria as to what were “revolutionary” and “for its time.” Weaker answers were largely a description of the content of the Constitution.

Question 5 *Who opposed slavery in the Americas, and why?*

This was a popular question with very mixed results. There were some very well informed answers but weaker answers often generalized as to whole regions or groups. There was very limited development on the abolitionist movement or its leaders. “Why” was treated more fully because it was easier to generalise more effectively on this part of the answer.

Question 6. *Why the United States Civil War break out in 1861?*

This was a very popular question and well-informed candidates were able to score highly. A number spent far too long describing economic differences between North and South and little else. Westward expansion was ignored by many, as was the significance of the date.

Question 9 *Analyse the main features and impact of one cultural or one intellectual development in the Americas in the period from 1850 to 1919.*

Candidates had some difficulty defining an appropriate cultural or intellectual development. While examiners accepted a very broad definition of such an event, some topics developed were clearly more economic or political.

Question 10 *Compare and contrast the ideas of Booker T Washington and W E B Du Bois on improving the position of African-Americans in the United States.*

This question was overwhelmingly popular for some centres and the answers were generally adequate, with some students achieving quite high marks for focused detail and assessment. Although few candidates were able to precisely pinpoint the differences many did see the differences between the two men in general terms.

Question 11 *Analyse the key developments of the United States policy in Latin America in the period 1898 to 1936.*

This was a very popular question which often produced good to excellent answers. Obvious knowledge of the USA's foreign policy: "big stick diplomacy, "Good Neighbour" and to a less degree "dollar diplomacy." Presidents Roosevelt and Wilson were relatively well known, not so for President Taft. USA's motivations were understood and clear examples provided. Candidates were capable of both providing sound narrative along with analysis as to motives and effects.

Question 12 *"By the end of the 1920s the original objectives of the Mexican revolution had been abandoned." To what extent do you agree with this judgement?*

This was a popular choice. Answers indicated knowledge of the Mexican revolution –and of its main leaders, the Constitution of 1917 and the general goals of Zapata and Villa. However, the major difficulty candidates had was in assessing whether or not these goals had been abandoned by 1920. Many candidates provided a great deal of information and then tacked a conclusion on at the end to answer the question. The direction of "to what extent" caused weaker responses to identify an amount: e.g. "to a large amount", to 20%, etc.

Question 13 *Examine the immediate and longer-term effects of the First World War on the economic and political development of Canada.*

The few candidates who tried to provide an answer were not very successful. Answers were general and reflected a lack of knowledge.

Question 14 *How and with what success, did the government of any one country in the Americas try to solve the problems caused by the Great Depression?*

This was a popular question. The focus of the Great Depression was almost entirely from the perspective of the United States, although some attempted Argentina and Canada. Although this is a core question from the curriculum it produced rather weak responses. Many of the candidates had little knowledge of Roosevelt's New Deal. The majority ignored Hoover. Accurate and insightful analysis of how successful reforms were was very limited.

Question 15 *Compare and contrast the ways in which Peron and Vargas maintained themselves in power.*

A large number of candidates answered this question. Some managed very good comparisons of both but most generally knew more about Peron and consequently wrote narratives that were weak on analysis.

Question 17 *Analyse the impact of the Cold War on **either** Canada **or** Latin America in the period 1945 to 1960.*

Few candidates chose this question, and even those who did provided relatively poor answers. The assessment was done in relation to Latin America, with emphasis on the intervention of the US particularly in Cuba and the role of Castro even though it is mostly outside the time period.

Question 19 *Assess the successes and failures of the foreign policies of **either** Harry Truman (1945-52) **or** Richard Nixon (1969-74).*

A significant number of candidates selected this question. Answers were often more thorough on Truman than on Nixon, but both had their share of sound responses. There were some very

capable responses that balanced the analysis of both success and failure with appropriate justifications.

Question 20 *In what ways, and for what reasons, did the civil right movement in the United States make significant progress in the period 1950 to 1964?*

This was another popular question. Candidates answered better on the “ways” than the “reasons”. Many were very vague about what exactly the progress was. Few referred to Civil Rights Acts but wrote accounts of sit-ins, bus boycotts and freedom rides.

Question 21 *“Their domestic policies brought significant improvements to the lives of many people in the United States.” To what extent do you agree with this verdict on the domestic policies of either Lyndon B Johnson (1963-68) or Ronald Reagan (1981-88)?*

Johnson’s Great Society was chosen by most of the candidates. Candidates placed too much emphasis on Vietnam rather than domestic policy. A few students focused on Reagan offering general viewpoints but not much analysis.

Question 22 *Analyse the short-term consequences for Cuba between 1959 and 1995 of Castro’s rule.*

This was a favourite question with students: with varying degrees of success from very good analysis and development to very vague answers or a political speech. The 70’s and 80’s were not always considered.

Question 24 *In what ways, and for what reasons did women’s role in society change after 1945? Support your answer with specific examples from one or more countries in the region.*

Answers to this question were very weak! Many candidates could not move far beyond the integration of women into the work force during the war and related issues in the immediate post-war period.

Recommendations and guidance for the teaching of future candidates

Candidates who lack adequate knowledge are unlikely to grasp the implications of the questions, and knowledge is also needed to build sound answers.

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 the use of sweeping generalizations and 'pre-prepared' answers.
- Encourage candidates to practice identifying and, perhaps, challenge the assumptions of the question.
- Definition of terms is essential for answering and understanding the questions.

- Chronology must be emphasized.

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

Ninety-six candidates responded to this paper and no area of the programme appeared to present a major problem.

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

The vast majority of responses demonstrated impressive levels of knowledge and an ability to apply that knowledge reasonably effectively in exam conditions.

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

Comments are only given on the most popular questions

Question 1 *Evaluate the contributions of both internal and external pressures in causing the disintegration of the Mughal Empire in the second half of the eighteenth century.*
(7 responses)

There were a limited number of responses which were reasonably well tackled. There was a general tendency to give too much background and some responses did not fully respond to 'internal and external'.

Question 2 *“A reaction against British influence and policies.” To what extent does this assertion explain the causes of the Great Revolt (Indian Mutiny)?*
(28 responses)

Knowledge was generally sound. Candidates did not just tell the story of 1857. The more able ones also commented on whether or not the events of 1857 represented the birth of Indian Nationalism. In the middle range, although candidates understood the issues, they did not always have specific supporting, detailed knowledge.

Question 6 *Analyse the impact of the 1919 Government of India Act (Montagu–Chelmsford reforms) on Indian nationalism up to 1930.*

This question was quite well done. Candidates were aware of the frustration with the 1919 Act and additional legislation and were able to see how that changed the mood of the INC.

Some argued quite convincingly that Amritsar was a bigger spur to nationalism. All were able to identify Ghandi's role in developing mass support.

Question 9 *“The post-First World War settlement in the Near East was a compromise that satisfied no one.” Comment on the validity of this statement.
(28 responses)*

Most candidates referred to wartime diplomacy and aspirations. The majority avoided too much of a focus on Palestine, however very few actually considered the detail of Sèvres and Lausanne and answers tended to focus on the Arab territories with little or no reference to Turkey.

Question 10 *For what reasons, and with what consequences, did Reza Shah undertake a programme of reforms in Iran 1926–1941?
(7 responses)*

There was reasonable knowledge of events but the issue of 'reasons' was not addressed and 'consequences' tended to be confined to Reza Shah's deposition in 1941.

Question 11 *“Independent but under British control.” How accurate is this description of Egypt in the inter-war years?
(8 responses)*

This question was tackled quite well with candidates able to show the extent of British control in both politics and the economy. Knowledge of events was reasonably thorough.

Question 12 *To what extent did British policies increase existing tensions between Arabs and Jews in Palestine in the years 1920–1948?
(38 responses)*

This is always a popular topic. Events were reasonably well known, although 'existing tensions' rarely identified. Some candidates did not consider the post Second World War period.

Question 13 *Analyse the contribution fear of Hindu nationalism made to the rapid growth of the Muslim League from 1937.
(6 responses)*

Answers on the whole tended to be dominated by discussions of Jinnah, however some did discuss other factors such as divide and rule, and difficulties with Congress and fear of a Hindu Raj.

Question 15 *“Kashmir has been the main cause of the strained relationship between India and Pakistan since 1947”. To what extent do you agree with this statement?
(30 responses)*

The majority of answers consisted of a narrative of conflicts. A very few considered religious differences partition problems etc. Quite a few did see the Kashmir issue as a means of developing a national identity.

Question 16 *For what reasons, and with what results, did Indira Gandhi impose Emergency Rule from 1975 to 1977?*
(17 responses)

Too many candidates were too focused on Indira Gandhi's desperation to retain power to consider the 'reasons' objectively. Most know the sequence of events but made generalised comments on the economy and disorder. Consequences were generally well known.

Question 19 *To what extent was the 1979 Revolution in Iran a reaction against social and economic modernization policies?*
(21 responses)

Many answers referred to events in the early 50's, many also emphasised the appeal of Khomeini as a religious leader and criticism of U.S influence. However there was not enough detailed analysis of the policies linked to the White Revolution.

Question 21 *Explain the hostile Arab reaction to the establishment of the state of Israel in 1948, and account for Israel's survival up to 1967.*
(40 responses)

Most knew the various conflicts well. However, there was limited explanation of reasons for Arab hostility. Much stronger, clearer comment on reasons for Israel's survival. A number of candidates did get diverted to an account of Nasser's career which took their answers away from the focus of the question.

Question 23 *Compare and contrast the policies of the USSR and the USA in the Middle East, 1950–1990.*
(7 responses)

Answers to this question tended to be narratives of Super Power alliances rather than a focused comparison, contrasts were not well illustrated.

Question 24 *Examine the causes and consequences of the Iran–Iraq war 1980–1988.*
(11 responses)

Responses kept a reasonable focus on the question. Candidates avoided a narrative of the conflict. Both causes and consequences were tackled although in a rather generalised way, particularly consequences.

Question 25 *With reference to **one** state in the region, analyse the social tensions caused by the meeting of traditional culture and westernization.*
(15 responses)

Many responses were rather general essays which did not address the issue of 'social tensions' effectively although some did use examples from both 19th Century India and 20th Century Iran to explore the issues.

Recommendations and guidance for the teaching of future candidates

Teachers should remind candidates of the need to support their ideas with detailed factual evidence. Candidates should also be reminded of the need to address all aspects of questions e.g. when there is “compare” and “contrast” both should be addressed.

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 G2s received from the schools indicate that, by and large, the May 2004 Paper was well received. Some schools thought it was a little more difficult than May 2003 and one school thought that it was very difficult but the vast majority thought that it was appropriate. Some centres even thought that it was excellent - ‘the best Paper 3 I have ever seen’ was the comment from one teacher. Most candidates performed well on this paper, but some will be disappointed as they underperformed due to their lack of basic geographical knowledge. China, Japan and Korea are not in South East Asia and are inappropriate countries for candidates to select for questions 1 and 21.

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

There was a tendency for candidates to ignore the dates which had been included in the question paper. Question 2 has a terminal date of 1870 - the Boxer Rebellion is not an appropriate choice. Candidates also prefer purely political questions rather than those which require reference to social, cultural and economic policies/events.

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

There was considerable evidence that many centres are preparing their candidates very well for this paper. The depth and breadth of knowledge demonstrated by many candidates was excellent. There is also evidence of outside reading and, more importantly, evidence that some candidates are able to apply this knowledge directly to the questions rather than simply catalogue the opinions of historians in an uncritical manner.

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

Comments are only given on the most popular questions.

Question 2 *With reference to at least **two** major rebellions, explain the significance and importance of rebellion in China between the late eighteenth century and 1870.*

This was very popular with most candidates choosing appropriate rebellions such as the Taiping or Nien. Some candidates ignored the dates and either chose earlier rebellions, pre 1750, or the Boxer Rebellion. There was a tendency to describe the rebellions or to deal primarily with their causes among the less able candidates. Stronger responses were impressive in their analysis.

Question 3 *Analyse the factors which placed pressure on the policy of isolation in Japan in the years before 1850.*

Another popular choice which produced very mixed responses. Too many candidates wrote about Perry and the immediate reasons for his expedition which meant that a full understanding of factors placing pressure on Japanese policy was missing. Some answers went back to the 17th century and contained a potted history of Japan. Better candidates were able to focus their answers which were very complete.

Question 7 *To what extent do the careers of Zeng Guofan (Tseng Kuo-fan), Zuo Zongtang (Tso Tsung-t'ang) and Li Hongzhang (Li Hung-chang) demonstrate the weakness of the Qing (Ch'ing) government of China between 1864 and 1895?*

Somewhat surprisingly this was a very popular choice. Unfortunately too many candidates ignored the wording of the question and wrote generalised essays on the Self-Strengthening Movement. The question asks for a linkage between the 'careers' of the three leaders and the weaknesses of the Qing. Only the best candidates were able to achieve this.

Question 8 *To what extent had the changes introduced under the Meiji Restoration (1868) transformed Japan by 1890?*

The most popular question in the 19th century options and very well handled by the majority of candidates. Many answers catalogued the changes but only the more able candidates could then analyse whether or not Japan had been 'transformed' by these changes.

Question 10 *Analyse the reasons for, and the consequences of, Anglo-French collaboration against China in the years 1856-60.*

There were some excellent essays on what seemed to be a difficult question because of the narrow focus on 'Anglo-French collaboration'. Very impressively handled by most candidates.

Question 13 *"The rise of militarism in Japan in the 1930s was a reaction against western policies." How far do you agree with this view?*

Somewhat surprisingly this question was not well answered. The major problem was that very few candidates could actually identify what 'western policies' to include. Some answers went back to Admiral Perry and tried to establish very superficial links between Perry and militarism. Other weak answers attempted a sketchy overview of Japanese foreign policy. There was a lack of in-depth knowledge about Japanese domestic issues and how these, along with reaction to western policies, led to the rise of militarism.

Question 14 *To what extent was Yuan Shikai (Yuan Shih-k'ai) responsible for the rise of warlordism in China in the early twentieth century?*

This question had a very narrow focus and produced a variety of responses. Weaker candidates tried unconvincingly to link warlordism to the 1911 Revolution or had only a very general idea about the role of Yuan Shikai in China. Yuan's reaction to the Treaty of Versailles' treatment of Japan made interesting reading!! There were some superb essays as well, showing both depth of knowledge and excellent understanding of the question.

Question 17 *To what extent do you agree with the assertion that 4 May 1919 was one of the most significant dates in Chinese history?*

Weaker candidates ignored the date and chose any other date in Chinese history which seemed significant. Better candidates were able to include detailed social, cultural, intellectual and political supporting evidence to indicate that May 4 was indeed highly significant.

Question 18 *"The Washington Treaties of 1921-22 caused more problems than they solved." With reference to events in the years up to 1941, how far do you agree with this statement?*

While many candidates could identify the key terms of the Washington Treaties very few were able to take these up to 1941 by referring to specific events, policies or actions and show whether or not they caused or resolved problems for Japan and other countries.

Question 19 *"The Great Proletarian Cultural Revolution (1966-76) was Mao Zedong's (Mao Tse-tung's) last great effort to impose his will upon China." To what extent do you agree with this statement?*

Candidates understood this question in two different senses. Some candidates focused entirely on the GPCR itself and demonstrated a detailed analysis of the complex issues which led to it starting in 1966 or analysing its development and assessing how much responsibility Mao, Lin Biao or Jiang Qing had for this. Other candidates noted the phrasing 'impose his will on China' and analysed in some depth Mao's domestic policies from 1949 showing how these were or were not attempts at imposing Mao's will. Both types of response received credit.

Recommendations and guidance for the teaching of future candidates

The recommendations made here differ little from those made in previous subject reports. Candidates need to be taught how to develop an argument using historical information rather than merely listing events/facts and assuming that these have therefore an implied relevance. Teachers should encourage candidates to read questions carefully and to think about what is required before beginning an answer.

Analysis, comparison and assessment are possible only when students 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. There are very few cases where candidates have actually thought through their own arguments. There is still too much citing of material from general textbooks and candidates are assuming that what is written is definitive or 'good' history.

Teachers can assist by providing access to resources, posing questions and problems, and providing time for discussion and student presentations. The most basic requirement, however, is the acquisition of a body of sound historical knowledge. Too many candidates lack sufficient detailed knowledge to support their answers.

The distribution of maps of this region to each candidate is essential!

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

Reactions from the schools to the May 2004 European option were positive. Of the 118 G2 forms received 111 considered the level of difficulty to be appropriate, 5 thought that it was too difficult and 3 thought it too easy. The general level of performance demonstrated by the candidates was sound with few poor scripts. Some of the essays that were submitted were truly outstanding, indicating that there is some excellent history teaching taking place in many schools. The majority of candidates chose questions from the 20th century and every question on the exam paper was attempted. Some schools were obviously unhappy that their ‘pet’ topics did not come up and the Finland/Scandinavian link to Hitler was unfavourably commented on by several centres. Having noted this there was ample choice on the paper for all students. Schools must also bear in mind that the role of the External Advisor in history is to ensure that there is no overlap between papers 2 and 3. A question on the causes of World War One on paper 2 means that this is unlikely to occur on paper 3. Many examiners reported on the absence of dates in candidates’ essays.

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

The greatest difficulty seemed again to be the selection and use of relevant knowledge. While candidates wrote fewer narrative essays this year, there was still a tendency for candidates to write everything they knew about a topic rather than directing their knowledge towards answering the question that was actually set. The construction of arguments needs to include more critical judgment. When dates are included in a question it is expected that candidates will include material on the whole time period.

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

There were few cases of examiners reporting that candidates had time difficulties. There were very few cases reported of candidates who were under prepared.

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

Comments are only given on the most popular questions.

Question 2 *Analyse the effects of the policies upon France, of **either** Napoleon I between 1800 and 1815, **or** Charles X between 1824 and 1830.*

Charles X was seldom chosen and the candidates who selected Napoleon often did not score as well as they might have expected. This was for two basic reasons. Firstly, because the whole chronology was not included and secondly, because only domestic or foreign policies

were included rather than a selection of both. It was also somewhat surprising that candidates were rather shallow in their knowledge of Napoleon's domestic policies.

Question 3 *Assess the main weaknesses up to 1848 of the Vienna Settlement and the Congress System.*

Responses to this question were not strong. A time frame is given, as are the two main focuses of the question – the Congress of Vienna and the Congress System. Many candidates did not go up to 1848 and also ignored events in Europe in the 1830s. Other responses only dealt with the Congress of Vienna or the Congress System or had very superficial knowledge of one of them.

Question 5 *Compare and contrast the contributions made by Cavour and Garibaldi to Italian unification.*

This was the second most popular question in the 19th century. The major weakness was the inability to make explicit the comparison and the contrast between the two figures. Many candidates included vast amounts of detail, usually in an end-on manner, but then totally ignored the question's focus on identifying the similarities and difficulties between Cavour and Garibaldi. It was evident that many candidates had not made any attempt at making an outline before starting their essays.

Question 6 *Why was Germany unified under Prussia and not under Austria?*

This was quite popular but far too many responses focused on Germany between 1862 and 1871, generally emphasising the role of Bismarck in German unification. Only the better candidates attempted to show why Austria had become weaker, leading to Prussia's dominance. The general level of response was surprisingly weak.

Question 8 *"The emancipation of the serfs in Russia was the only genuine reform introduced by Alexander II." To what extent do you agree with this assertion?*

Without doubt this was the most popular 19th century question. Candidates know Alexander's reforms well and many essays were detailed and knowledgeable. The greatest weakness was that candidates did not assess whether or not these reforms were 'genuine' which meant that the marks awarded to these responses were lower than candidates might have expected. There were however some superb essays which critically analysed the nature of what 'genuine' might mean in the context of Alexander's reforms.

Question 9 *Analyse the successes and failures of Bismarck's domestic policies between 1871 and 1890.*

This question was not very popular, perhaps as there were so many other 'good' questions for candidates to choose on this paper. Most responses were rather narrative and descriptive with only the better candidates being able to analyse success and failure adequately.

Question 14 *Why did Germany and her allies lose the First World War?*

This question was popular but generally poorly answered. Too many candidates dwelt at great length on the causes of the War making oblique reference to the Schlieffen Plan as being the main reason why the war was lost in 1918. Other candidates totally ignored the 'allies' and wrote only on Germany. Only strong candidates were able to identify a number of factors and adequately explain how these contributed to defeat.

Question 15 *Assess the part played by Lenin in the 1917 Bolshevik Revolution and in the new Soviet State until his death in 1924.*

There were some truly excellent answers here which were staggering in their depth and breadth. Weaker candidates confused the 1905 with the 1917 Revolution, confused the February with the October Revolution, ended their essays in 1917 or 1918 and ignored the requirement that there should be some assessment of Lenin's role. This question proved to be an excellent discriminator.

Question 16 *Compare and contrast the economic problems faced by two European countries between 1919 and 1939.*

This was quite popular but was generally poorly answered. Germany and Russia were the most common choices with France and Britain also appearing with regularity. Very few candidates included the whole chronology, most of them ending in the early 1930s. To the weaker candidates it was all the fault of the Treaty of Versailles or the Great Depression – with very little attempt at explanation or assessment. There was also a failure to compare and contrast the economic problems and a clear tendency to merely describe them.

Question 18 *To what extent were the aims of Mussolini's domestic and foreign policies achieved between 1923 and 1939?*

This was another popular choice which was well answered. The greatest weakness was the inability of candidates to achieve a balance between the domestic and foreign policies in their responses. Weaker essays failed to identify Mussolini's aims which led to vague, descriptive and unfocused content. The entire chronology was also ignored, most candidates focusing on only part of the time span.

Question 19 *In what ways, and to what extent, did foreign aid to both the Nationalists and the Republicans between 1936 and 1939 contribute to the outcome of the Spanish Civil War?*

Candidates were knowledgeable about this topic and responses were generally sound. The 'how' and 'how far' elements were included in the vast majority of essays. Details were, at times, sketchy and Germany's contribution was frequently overstated. There was also some confusion as to the extent of the Soviet role in the conflict.

Question 20 *How important were appeasement and the collapse of the League of Nations as causes of the Second World War?*

Hardly surprisingly this was extremely popular but the candidates demonstrated tremendous fluctuations in the quality of their essays. It was quite remarkable how many responses only focused on the League of Nations or appeasement. There was also confusion as answers often started on the foundations of the League and spent far too much time referring to the 1920s. This meant that the latter part of the question was ignored. Very few candidates could actually define the term 'appeasement'. A third approach was to ignore the focus of the question and argue that it was all Hitler's fault anyway.

Question 21 *Assess the impact of the foreign policy of either Stalin between 1941 and 1953, or Khrushchev between 1956 and 1964, on the USSR and Europe.*

This was very popular and both leaders were chosen – Stalin more often than Khrushchev. It is likely that many candidates used their knowledge of Topic 5 on paper 2 as the foundation for their answer. This meant that it turned into a 'Cold War' response and did not focus specifically enough on the USSR and Europe, which is what the question required. Stalin's

foreign policy pre-1945 was often very superficially covered ignoring pre-Yalta decisions and policies. Many candidates wrote that Khrushchev came to power in 1956.

Question 25 *Why did twentieth century Europe experience an increase in the availability and popularity of sport and other leisure activities?*

This was surprisingly popular but responses usually focused almost entirely on the Third Reich. Leisure activities were ignored and this was turned into a question on sport within a very limited chronological time period, rather than sport and leisure activities in 'twentieth century Europe' which was required. There were very few satisfactory essays and in many cases this was the third essay of a less able candidate.

Recommendations and guidance for the teaching of future candidates

Examiners reported that candidates seemed to have very superficial historical knowledge of major policies, events and actions. Details of key figures such as Stalin, Lenin, Mussolini, were lacking. Candidates could name a policy - the Battle for the Lira for example - but were unable to put a date to it and analyse its successes or failures in terms of the aims behind the implementation of the policy. The most basic requirement for teachers is therefore to provide their students with the means to acquire a body of sound historical knowledge. Too many candidates lack sufficient detailed knowledge to support their answers. There is evidence of a superficial breadth of knowledge but an inadequate depth of knowledge.

This is linked to a second problem which is the inability of candidates to develop an argument which has sufficient supporting material to answer the question. There are very few cases where candidates have actually thought through their own arguments. Teachers can assist candidates by providing access to a variety of resources, posing questions and problems, and providing time for discussion in class. Analysis, comparison and assessment are possible only when students 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.

There are still too many cases of responses which do not answer, or only partially answer, the question. Teachers should encourage candidates to read questions carefully and to think about what is required before beginning an answer. There is considerable evidence to show that very few candidates actually make an outline or brief plan before answering any question. Constructing a plan should lead to essays which are better focused and will also enable candidates to see relatively quickly whether or not they have sufficient material to answer a particular question.

A sound introduction is crucial to setting up the framework, or defining any terms which need clarification. Teachers should encourage students to practice, practice, practice, the writing of an introduction to a history essay. There were many examples in this session of introductions to essays which were leading the essay in the wrong direction.