

HISTORY

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0-11	12-24	25-37	38-48	49-59	60-70	71-100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0-11	12-22	23-37	38-48	49-60	61-71	72-100

Higher level 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

The samples submitted this session were generally appropriate, although some candidates continued to choose subjects that could not be investigated in 2000 words, because they were too broad or vague. Also a number of candidates did not frame their title as a question. Although they did not lose marks necessarily, it is much easier to investigate a topic that is a clear question. Candidates need more help in focusing on a defined and narrow topic and framing a question. The range of marks submitted was suitable, as in the majority of cases, the ones to be sent as samples are selected by IBCA. An increasing number were over 2,000 words; some of these had not stated their word count honestly, others had not stated it at all, and some who had written it as over 2000, were not penalised by their teacher. All IA over 2000 words (excluding notes, bibliography and if included, an appendix) must receive 0 for F.

Candidate performance against each criterion

Criterion A: Plan of the investigation

Most candidates scored at least one mark, but many were too formulaic, or too general. Often either the methodology or the scope was not clearly explained or developed.

Criterion B: Summary of evidence

Most candidates appeared to understand what is required in the criterion, and gave evidence of having researched their topic well. However some weaker samples revealed much unfocused material, poor structure, and insufficient references.

Criterion C: Evaluation of sources

It was gratifying to note that more candidates were showing awareness of the requirement to look at origin, purpose, value and limitation of their evaluation, thus fewer were describing content. But only the best candidates referred in a meaningful way, to all four, and thus did not reveal the reliability and usefulness of the source. The criterion overall remains the one that probably produces the most difficulties for candidates.

Criterion D: Analysis

Although there are those who regarded this criterion as an extension of B and did little beyond either repeating what is in B, or adding more factual evidence, most did assess their evidence and in many cases analysed it in some depth. A weakness was that candidates tend to take their sources at face value—in spite of the fact that many criticised them in C. This section is not meant to be a description of various historical views (often stated without evidence). It should be used to analyse the evidence presented in B in order to find the answer to the question posed. It involves balanced argument and a consideration of different interpretations based on the candidate's own evidence.

Criterion E: Conclusion

This was usually satisfactory, but weaker samples showed that candidates did not always base their conclusion on earlier evidence presented.

Criterion F: Sources and word limit

Problems with the word limit have already been noted, and candidates must be told that it is very strictly enforced. The source list was usually satisfactory, but the following problems remain: in some cases the bibliography was not listed alphabetically; too few sources appeared to have been used; too many sources were listed that have not been used; there was a heavy reliance on one source or on only Internet sources; interviews or visits etc. undertaken were not listed. The latter are valuable and show some initiative, so candidates must ensure that they receive credit.

Recommendations for the teaching of future candidates

- Give more help and advice on the topic to be investigated.
- Frame the topic as a question.
- Suggest suitable sources, and warn about unsuitable ones.
- Give advice on referencing and bibliographies.
- Emphasise focus and relevance, and the skill of selection.
- Practise source evaluation, and how to apply it through out all historical work.
- Avoid meaningless historiography; very little is used appropriately in IA.

- Warn against exceeding the word limit.

Further comments

Thank you to teachers who wrote comments on their candidates' work. It is not obligatory, but we as examiners/ assessors find it very helpful, and do not forget to access your school's feedback form. It should be helpful to you.

Higher and standard level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0-2	3-5	6-9	10-12	13-16	17-19	20-25

General comments

The reactions from the schools indicated that the May 2005 Paper 1 was considered to be satisfactory, covering the syllabus well and having an appropriate level of difficulty. Six schools found the paper much more difficult than in previous years whereas 112 found it to be of a similar standard or easier. 306/320 found the level of difficulty to be appropriate or too easy and 301/321 found the syllabus coverage to be good/satisfactory. 315/321 schools found the clarity of wording to be good/satisfactory and 314/318 found the presentation to be good/satisfactory. The paper seemed to work well with the majority of candidates able to complete the paper in the time allocated although the amount of time allocated to an individual question is an issue which needs to be highlighted. The vast majority of candidates answered questions on Stalin. The Cold War was the second most popular choice with China in third place. There was an increasing trend, which should be discouraged by teachers, for the candidates to answer Questions 3, 7 and 11 in diagrammatic form or with bullet points. Candidates should write their answers in sentences and paragraphs.

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

A few candidates had difficulty following the rubric. Some candidates misread source A for source E in question 1 (b). Time management per question posed difficulties. Questions 1, 5 and 9 attracted far too many exceptionally long and unnecessarily wordy answers given their mark weighting. This inevitably meant taking time from the final question, with damaging results to the overall mark. The first question in each section occasionally produced responses using lengthy quotations. Too many candidates are still describing the content of the sources in Questions 3, 7 and 11 rather than analysing them. Running comparison/contrast answers should be encouraged in questions 2, 6 and 10 rather than end-on accounts without linkage.

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

It is pleasing to see that many students are treating questions on origins, purpose, value and limitations somewhat better than in previous years although some candidates are not aware of the

importance of the purpose of a source. At the top end of the mark range, candidates wrote fluently and precisely, and displayed accurate and detailed knowledge, particularly in the essay questions 4/8/12.

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

SECTION A

Prescribed Subject 1 The USSR under Stalin, 1924 to 1941

Question 1 a) *Why, according to Source A, did Lenin think that Stalin should be removed from his position of General Secretary?* [3 marks]

This question was, by and large, handled successfully. A few candidates were tempted to include irrelevant material in their responses such as discussions aimed to show that Lenin's judgements on Stalin and Trotsky were correct, but most answers chose to focus firmly on the text. Some candidates did not read the source carefully enough, and thought that the remarks about Trotsky were in fact about Stalin.

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

This question elicited a range of quite imaginative responses to the detail contained in the cartoon. Most candidates achieved at least one mark for commenting that Trotsky was evil but a surprising number made little or nothing of the reference to the Daily Express. Better answers saw the treasonable contact with the Daily Express but few were able to relate this back to the fact that this was anti Trotsky propaganda in the Communist press.

Question 2 *Compare and contrast the views expressed about Stalin in Sources A and B.* [6 marks]

This question was reasonably well answered with good linkage. The major weakness was the lack of ability of candidates to make a running comparison. A significant number of candidates who did succeed on that front were not sufficiently explicit in the detail provided in their answers.

Question 3 *With reference to their origin and purpose, assess the value and limitations for historians studying the struggle for leadership, of Source C and Source D.* [6 marks]

It is pleasing to see the improvements over the years in students' responses to this type of question. However, many candidates lost marks because they had not answered all parts of the question. A significant number of candidates failed to mention purpose at all. This year students often used bullet points to go through the four areas (origin, purpose, value and limitations) and this practice should be discouraged.

There were many well focused and balanced evaluations of both sources although a small number of candidates dismissed both sources as of little value because of their obvious bias (although supporting evidence was frequently lacking). Most candidates saw the value of Source C as evidence of Stalin's policy at the time and commented on the expertise and experience of the author of Source D.

Question 4 *Using these sources and your own knowledge, explain to what extent you agree with the assertion that Stalin was able to become leader after the death of Lenin because of Trotsky's weaknesses.* [8 marks]

There were some excellent answers which made confident use of the sources and the candidates' own knowledge. Many candidates gave balanced assessments on the weaknesses of Trotsky and the

strengths of Stalin but did not make judgements as “to what extent” which was the key to a successful response. Several candidates did not explore anything other than Trotsky’s weaknesses. Some candidates misread the question and discussed whether Stalin was a better leader than Trotsky would have been, with evidence dragged in from the 1930s and 1940s to prove or disprove this thesis.

SECTION B

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 was the nature of the relationship between Chiang Kai-shek (Jiang Jieshi) and Mao Zedong (Mao Tse-tung) after the surrender of the Japanese?* [3 marks]

This did not pose many difficulties. Most candidates were able to comment on the strained relationship fairly well and were awarded with full marks although some weaker candidates could not find enough points to make about the nature of the relationship between Mao and Jiang.

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

This was generally well answered and many candidates scored full marks. Weaker students tended to simply see Mao entering in triumph. There was rather too much reliance on the use of information in the attribution, with the result that the photograph itself was sometimes completely ignored.

Question 6 *Compare and contrast the conduct of the Civil War by the Chinese Communist Party and the Guomindang (Nationalist Party) as expressed in Sources C and D.* [6 marks]

This was generally well answered although only the better students were able to make reference to comparisons. The treatment of contrasts in conduct was reasonably well handled. Weaker answers came from those who resorted to simple paraphrases without any comment or overt linkage, and occasionally candidates contrasted the sources themselves rather than the conduct of the Civil War by the Communists and Nationalists. One examiner noted that ‘There seemed to be more candidates this year who were unable, in the second question in all sections, to make comparisons/contrasts correctly, selecting only one half of the comparison/contrast and ignoring the other’.

Question 7 *With reference to their origin and purpose, assess the value and limitations for historians studying the emergence of Mao as leader of the People's Republic of China 1946-49, of Source A and Source B.* [6 marks]

Source B was handled better than Source A partly because candidates did not pay enough attention to the attribution which mentioned that A was an extract from a biography.

Question 8 *Using these sources and your own knowledge, explain how and why Mao had emerged as the leader of China by 1949.* [8 marks]

There are still too many candidates who only use the sources or their own knowledge. However there were also excellent answers which incorporated both and these were rewarded appropriately. Some extraneous post-1949 material did find its way into weaker scripts which also tended to summarize the sources rather than use them to answer the question that was set.

SECTION C

Prescribed Subject 3 The Cold War, 1960 to 1979

Question 9 a) *Why, according to Source A, did the French Communist Party disagree with "direct outside intervention" in Czechoslovakia?* [3 marks]

Students had little difficulty establishing the reasons given by the French Communist Party. Some candidates simply quoted directly from the extracts rather than putting the material into their own words.

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

Most students were able to discuss the message of the cartoon, the idea of the gangsters, 'surfing', etc. Some students were unable to translate this message back to what actually happened in Czechoslovakia. Weaker candidates were confused by the attribution, arguing, for example, that the cartoon was the work of Neil De Marco.

Question 10 *Compare and contrast the views expressed about Soviet foreign policy in Sources A and D.* [6 marks]

Responses here were reasonable. Candidates were generally happier tackling source D rather than source A and found it easier to contrast rather than compare the two.

Question 11 *With reference to their origin and purpose, assess the value and limitations for historians studying developments in the eastern bloc in 1968 and their impact on the Cold War, of Source C and Source E.* [6 marks]

Source C was better handled than source E. There were some vague discussions of the general nature of primary and secondary sources, but the candidates who indulged in these would have done better to have concentrated on the detail of the two examples before them.

Question 12 *Using these sources and your own knowledge, explain to what extent you agree with the verdict that the Warsaw Pact invasion of Czechoslovakia in 1968 was an important turning point in the Cold War.* [8 marks]

Knowledge of the Cold War was good on the whole but students often did not use both the documents and their knowledge to answer this question. A few responses did move outside the time frame but this was rare. Some candidates tended to write in rather general terms about changes in the Cold War rather than deal with this particular event. Better candidates commented effectively on the key term, 'turning point' and wrote convincing analyses of whether or not this applied to events in 1968.

Recommendations and guidance for the teaching of future candidates

- The regular advice, given annually, on the importance of reading the questions carefully and observing the basic rubrics, is still valuable.
- The necessity of sensible time management also needs to be stressed. Candidates must be encouraged not to go overboard on the first question and deprive themselves of the time necessary to do justice to the final one. In one extreme case a candidate wrote 2½ pages on Question 1a!

- It is important for candidates to clearly identify to which source they are referring e.g. In Source A...
- It would be helpful if candidates were advised to approach questions 2/6/10 in a different way to 3/7/11. In the former, which demand linkage between two sources, candidates are more likely to be successful if they treat the sources together rather than separately, identifying and commenting on comparisons and contrasts one by one. An end-on approach, while somewhat mechanical, works well with questions 3/7/11.
- Similarly questions 4/8/12 require different skills which must be practised and taught. Some candidates were extremely thin in their own knowledge of the Prescribed Topics and the material in the sources needs to be used to justify an argument rather than having its content being merely described.
- Having said this, it was pleasing to see the number of examiners who commented favourably on the level of work produced in this examination by many candidates.

Higher and standard level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0-4	5-8	9-14	15-18	19-22	23-26	27-40

General comments

From analysis of the G2 forms submitted by centres, it appears that overall the vast majority of respondents found that this years paper was ‘appropriate’ in relation to the level of difficulty and that overwhelmingly respondents found the levels of syllabus coverage, clarity of wording and presentation of the paper ‘satisfactory’ to ‘good’.

In comparison with last years paper, approximately 88% of returns indicated that the paper was of a similar standard or slightly easier. Individual teachers or centres made specific comments on particular topics and questions – often quite puzzling, sometimes quite contradictory. Whereas for example one centre criticised the paper for offering “too much choice making it difficult for students to choose the best question for them” other centres commended the paper for its good syllabus coverage and “challenging but fair” nature.

Examiners of paper 2 proved quite prolific in their comments about student performance and areas which proved problematic for some candidates. Once again, although six topic areas are offered there was a heavy concentration on topics 1,3 and 5. Topic 4 received attention due to the opportunity provided to write about the League of Nations. Topics 2 and 6 provided relatively few responses and the use of the People’s Republic of China and Castro’s Cuba as examples of ‘non-European new states’ in Topic 2, though not as prevalent as in the past, still occurs.

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

Topic 1, question 1 concerning results of either the First World War or the Second World War was probably the most popular of the questions on the paper but all too often the candidates produced answers based on limited consideration of results. World War 1 seemed for many candidates to have produced nothing much apart from the treaty of Versailles whereas World War 2 produced the Cold

War – there was little consideration of anything else. Responses in these cases were extraordinarily narrow. And in the case of World War 1 it is still worrying that when the Versailles Treaty is written about, so much confusion exists as to its terms (especially article 231) and the fact that the Paris Peace Settlement consisted of much more than the settlement with Germany. The better answers did attempt to move beyond a fairly one track, one dimensional approach but there were of course human costs, physical devastation, technological change, frontier changes and social impacts.

For some candidates the terms ‘World War One’ and ‘World War Two’ produced a pavlovian ‘causes’ of each war. This was not the focus!

This one question reveals some of the main problems relating to candidate performance generally: a failure to correctly identify the main themes which could be explored – whether they be social, political, economic, military etc. Too often the response seems to be a narrow treatment which does not reveal the differing areas which need to be taken into consideration. This ‘approach’ – suggestive of insufficient planning at the outset leads to responses which can be very detailed in some respects but too limited in scope to satisfy the demands of the criteria in the upper mark bands. In section C – “strengths and weaknesses of candidates in treatment of individual questions” more will be said on this point but the important factor is that candidates need to spend some time outlining/planning a response of a thematic nature, which will effectively address the question’s demands.

Examiners also commented upon the lack of a sense of chronology exhibited by many candidates which inevitably led to confusion over the sequence of events. This is hardly a new phenomenon but this year, lack of dates – or lack of accurate dating – seems to have been more evident than in the past. This resulted in responses which were often muddled and where linkage between cause and effect was not clear.

‘Historiography’ plays a large role in many responses – arguably too large a role. Spurious claims about ‘traditionalists’ and ‘revisionists’ pay lip service to historiography. Some candidates in attempting to show their grasp of ‘historiography’ simply spend time fruitlessly on generalizations instead of addressing the demands of the question with sufficient relevant and accurate historical knowledge. In other words historiography is not a substitute for the candidate’s own applied knowledge. Similarly ‘pre-learned’ quotations can be useful when used appropriately but have a less impressive effect when it becomes obvious that the candidate is determined to use such quotations regardless of their relevance to the argument. Use such things judiciously!

The Levels of knowledge, understanding and skill demonstrated

Examiners did comment that there were many well structured, coherent arguments in relation to the most popular topics especially (Topics 1,3,5) Understanding, at a basic level, of the demands of the question was observed yet examiners also commented upon the disappointing failure to provide relevant supporting examples to convincingly substantiate claims being made. The paper, according to Centre responses in G2 forms, was accessible – yet examiners noted a lack of high calibre answers. Obviously whilst there were examples of excellent work, too many papers seem to have been “handicapped in analysis by gaps in knowledge”.

As always it is difficult to generalize on the levels of knowledge, understanding and skills demonstrated in a candidature of over 21,000 students but what seems to have emerged is that the performance of many candidates could have been improved by better planning of the response in the sense of initially identifying the areas for investigation and then structuring an answer which provided detailed historical knowledge. Unsupported opinions and a string of generalizations are not the ingredients for a successful history response.

Rubric errors were rare and few candidates were unable to provide the necessary two essays in the allocated time span.

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

Comments are only made on the most popular questions.

Topic 1 Causes, practises and effects of war.

Question 1 *Analyse the results of either the First world War **or** the Second World War*

See above in Section A for comments on this exceedingly popular question.

Question 2 *Examine the impact of foreign intervention on **either** the Chinese Civil war or the Spanish Civil War.*

A fairly popular question choice concerning the impact of foreign intervention on either the Chinese Civil War or the Spanish Civil War. In both cases there was a tendency towards narration of the origins of the wars rather than the impact. Spain was better tackled on the whole than China. In the latter case knowledge of the nature and extent, far less the impact, of foreign intervention was limited.

Question 3 *Assess the social and economic causes of **one** twentieth century war.*

The invitation to ‘Asses the social and economic causes of one twentieth century war’ was widely accepted - but not well done. World War 1 and World War 2 were both popular choices but far too many candidates simply saw the question as an opportunity to write a general answer about the causes of each war. ‘Social’ was not understood and was effectively overlooked by many. The ‘economic’ causes were somewhat better known – for World War 2 – but essentially this question was not well done by the great majority of respondents who either did not comprehend – or deliberately chose to ignore – the social/economic focus.

Question 4 *Compare and contrast the use of naval warfare in **two** wars, each chosen from a different region.*

There were very few answers to this question. Those which did appear were either well done – or very poorly done. Little in the middle ground for this topic.

Question 5 *For what reasons, and with what results, was “limited” warfare a feature of the second half or the twentieth century?*

Few candidates actually defined what was meant by ‘limited’ warfare and the overall performance was weak in this question.

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

Relatively few candidates attempted questions from this topic area. Examiners noted responses to be either very poor or very good. There was little in between. Cuba under Castro and Mao’s China were used inappropriately as examples.

Topic 3 The rise and rule of single party states

Question 11 *Analyse the methods used and the conditions which helped in the rise to power of **one** ruler of a single-party state.*

This proved a very popular question with candidates. The most popular choices were Hitler, Stalin, Mussolini, Castro, Mao. The question did emphasize that it was focused on the ‘rise’ to power of the single party leader though some candidates took the opportunity to write extensively on the consolidation and maintenance of power – unfortunately. Both ‘methods’ and ‘conditions’ needed to be addressed – often responses were somewhat unbalanced and on some occasions were little more than narrative biographies. Given the fact that Hitler must form an area of study in many schools/centres it is quite surprising (worrying?) that there is a paucity of accurate knowledge about his ascent to power.

Question 12 *Evaluate the successes and failures of **one** ruler of a single-party state.*

Required candidates to evaluate the successes and failures of one ruler of a single party state. The most popular choices were Hitler, Stalin, and Mao. Areas covered included both domestic and foreign policies. Economic policies in the case of Hitler were somewhat generalized. Relatively few candidates did in fact distinguish between what might have constituted successes for the leader as opposed to the population but on the whole there was an attempt to exercise judgement and responses did deal with both success and failure. The emphasis was on the consolidation and maintenance of power. Some responses dealt with rise to power as well as the period of rule.

Question 13 *Assess the methods used by **either** Lenin **or** Perón to maintain his regime.*

Lenin was selected by most candidates as their single party ruler example. Perón was much less popular. The task was to ‘assess the methods used to maintain the regime’. There were some detailed and analytical responses though some candidates seemed to offer little more than a generalized narration of the regimes.

Question 15 *Examine the status of women in **two** single-party states, each chosen from a different region.*

Although this was not tackled by many candidates, some examiners did report that ‘some very fine work and analysis’ was produced especially in relation to the status of women in Hitler’s Germany, Perón’s Argentina and Mao’s China.

Topic 4 Peace and cooperation: international organisations and multiparty states.

Although five questions were set in the topic area there were very few attempts at questions 17, 18, 19 and 20. By far the most widely answered question – not surprisingly perhaps – was question 16 which required students to answer, “Why, in spite of early successes, did the League of Nations fail to prevent the outbreak of the Second World War?”. Some saw this as an opportunity to write a general answer as to why the League of Nations failed. Often the treatment was a standard descriptive account of the rise and fall of the League though these did display considerable grasp of detail and were able to address the question implicitly at least. Some more responses were highly analytical, however, and explicitly dealt with the three elements of the task in a structured manner.

Topic 5 The Cold War

Question 21 *Asses the part played by differing ideologies in the origin of the Cold War*

Relatively few respondents seemed to have a clear grasp of what the ‘differing ideologies’ actually consisted of – and the term ‘origins’ was for some a very elastic period which was taken up to and including, the Vietnam War. There were some very knowledgeable and focused responses produced but in many cases this was an opportunity to narrate a standard account of the ‘origins of the Cold War’ with traditionalist, revisionist and post-revisionist theories in for good measure – though the actual historical knowledge base was often relatively lightweight.

Question 22 *In what ways, and with what results, was Germany the key focus of the early stages of the Cold War?*

This question produced a flurry of answers which were based on accounts of the Berlin Blockade and Airlift – very much narrative/descriptive. The Yalta/Potsdam conferences, the issues at stake for both blocs post 1945, the wider European context and the effects of growing mutual fear and suspicion post 1948/9 were not always well known. Some chronological confusion existed over the Blockade and the Wall in weaker answers but there were some examples of responses which not only dealt with ‘ways’ and ‘results’ but also challenged the central assumption of the question regarding Germany’s ‘key focus’.

Question 23 *Analyse the part played by Cuba in the development of the Cold War.*

This question produced a large number of answers which were essentially based on the Cuban Missile Crisis and little more. Events post 1962/3 were seldom mentioned. There were, however, a number of extremely perceptive responses which shared good knowledge of the impact of the crisis on international relations for the future of Cold War politics and the continuing involvement of Cuba in Latin America and Africa.

Question 25 *To what extent did economic problems in the Communist bloc bring about the end of the Cold War?*

Again not a popular choice with candidates. For some candidates this was seen as an invitation to write a generalized account of the end of the Cold War with little detailed knowledge of the troubled economic situation in this area.

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

This topic area – as in previous years produced very few responses and examiners noted that for the most part when such responses did occur they were often extremely weak – in many respects this appears to be a topic area in which often the most desperate candidates seek a question. Answers were often generalized, inaccurate or irrelevant to the 20th century context.

Recommendations and guidance for the teaching of future candidates

Every year the recommendations made are similar – but they are worth reiterating in the interests of raising performance levels of future candidates.

- Every essay provides a task for the candidate. Essays are not invitations to write unfocused narratives of dubious relevance. Candidates need to identify the key terms of the question and to plan a relevant and effective response to the questions asked. Effective planning aids structure and is not a waste of time. But the most important point here is that candidates must read the entire question at the outset and not produce a deluge of information which is only partially relevant to the task. Rise to power is not maintenance of power. So many candidates

still seem to have problems with this particular wording and needlessly throw marks away by ignoring the focus of such questions.

- Many essays lend themselves to a thematic structure. The chronological narrative has a place – but it is not the only method of essay writing and candidates need to practise this approach.
- Opinions need to be supported by relevant, accurate, historical knowledge if candidates hope to reach higher mark band awards. Quite simply, candidates must master the material if they wish to effectively substantiate their points.
- Define terms which appear in the questions – not only for the sake of the examiner but in order to clarify the task at the outset for the candidate, ‘limited warfare’ or ‘differing ideologies’ for example, were not effectively defined by a majority of candidates.
- A comment from an examiner concerning historiography is appropriate here:
 “Students who produce large amounts of historiography at the expense of accurate examples did not impress. Historiography is to be commended, but not at the expense of understanding and basic historical knowledge. Historiography is not the be all and end all of history essay writing: it should not be a replacement for solid factual knowledge, accurate chronology and sequencing which underpin the most effective responses.”
- Make available to future candidates not only information from such reports as this, but also examples of IB essays which illustrate the different levels of response.

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	29-34	35-40	41-60

General comments

The paper was taken by 131 candidates including three centres in the United States. This was twice as many as in 2003, which is an encouraging trend.

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

Questions on nineteenth century topics continue to be far more popular, reflecting the emphasis on these in schools. A growing number of candidates are attempting post- independence questions but without the necessary knowledge, which suggests that they may not have been taught these topics. Certain topics, e.g. nineteenth century trade, the impact of missionary activity and apartheid do not seem to be taught in sufficient depth. Candidates continue to do better on questions focusing on particular rulers. Otherwise the weaknesses of the candidates were not related to particular areas of the programme.

The levels of knowledge, skills and understanding demonstrated.

The questions on Ethiopia, the Asante empire, the Berlin conference and on the achievement of independence were quite well done. An inadequate amount of accurate, specific knowledge was a major weakness in answers to questions 1,6, 11, 12,23,24, and 25.

The main requirements of most questions were well understood. There was a clear range of ability from truly outstanding to unsatisfactory. Many candidates demonstrated the ability to analyse, evaluate, compare and contrast.

The major weakness continues to be the tendency to write unfocused narrative answers and generalizations without supporting evidence. Questions based on quotations tended to elicit more focused answers and those asking for an assessment of particular leaders were generally well done.

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

There were no answers to questions 4, 16 and 20 and fewer than ten answers to questions 3,8,9,10,11, 13,17,21,22 and 25. Comments are only made on the most popular questions.

Question 1 *What factors facilitated the expansion of legitimate trade in West Africa in the nineteenth century?*

There was a sound understanding of external factors including the abolition of the slave trade and the European demand for raw materials. But many candidates were less familiar with the role of African producers and middlemen and how effective leadership, especially in the Niger Delta, facilitated the expansion of trade.

Question 2 *Explain the survival of Ethiopian independence before 1900.*

Questions on nineteenth century Ethiopia are always popular and quite well answered. But some candidates wrote in detail and irrelevantly on Tewodros' domestic policies and then sketchily on the external threats faced by Johannis and how he dealt with them. Many answers were too narrative but the best analysed in depth how both Johannis and Menelik contributed to the survival of Ethiopia as an independent state.

Question 5 *Analyse and explain the changing fortunes of the Asante Empire in the first half of the nineteenth century.*

Weaker answers narrated some key events and some went irrelevantly into the second half of the nineteenth century. But there were focused, balanced answers which analysed in detail the reasons for the rise and decline of the Empire.

Question 7 *For what reasons, and to what extent, did the Berlin West Africa Conference (1884-5) contribute to the increase in the growth of European activity in Africa?*

Questions on the partition of Africa are always the most popular and this one was answered by nearly two thirds of the candidates. As the question was specifically about the Berlin Conference most candidates avoided writing general essays on the partition. The answers from one centre had a strikingly detailed knowledge of the decisions agreed at the conference. Most candidates understood why the conference led to an increase in European activity in Africa but were less sure of, and sometimes ignored altogether, the second part of the question, 'to what extent'.

Question 11 *To what extent could it be said that the Boers lost the South Africa War (1899-1902) but won the peace?*

There was a lack, in too many answers, of specific knowledge of either how the Boers lost the war or won the peace. Only a few answers showed detailed knowledge of events after 1902 and related them to Boer aims and aspirations.

Question 12 *Evaluate the social impact on Africa of Christian missions in the colonial period with particular reference to education, culture and health.*

This was answered by nearly half the candidates but answers showed the same weakness as those in previous years on the topic. Most lacked the knowledge base to answer the question adequately and lacked specific knowledge of the activities of Christian missions in any part of Africa. There were too many vague generalizations about African culture but there were also some answers with a perceptive and balanced assessment of the impact of Christian missions on African societies.

Question 14 *Compare and contrast the roles played by Nyerere in Tanganyika and Kenyatta in Kenya in the achievement of independence.*

Most of the answers had a comparative structure and sound knowledge of Nyerere 's role but markedly less so for that of Kenyatta.

Question 15 *Analyse the problems which were faced by Nigeria in its progress to independence.*

Most candidates had a basic knowledge of regional and ethnic rivalry but did not have sufficient knowledge of the changing constitutional provisions and the role of specific political parties.

Question 18 *"Apartheid was a deliberate attempt to weaken African unity and destroy African nationalism." For what reasons, and in what ways, were apartheid policies in South Africa designed to achieve these aims?*

This was a very popular question and most were focused on the question. The best answers analysed in depth how and why apartheid policies were designed to weaken African nationalism and unity but others lacked adequate knowledge of the wide range of apartheid laws and how they affected every aspect of South African life.

Question 19 *Why was Tanzania more politically stable than Uganda in the twenty years following independence?*

Most of the answers to this question had very limited knowledge of the political history of Uganda in the 1960s and 1970s, though they gave appropriate explanations as to why Nyerere's Tanzania was so stable.

Question 23 *How important was United Nations involvement with Africa in the second half of the twentieth century?*

The history of the United Nations is not taught in the depth that it deserves and this is reflected in answers on this paper as it is also in Paper 2. Answers were vaguely aware of some peacekeeping activities and some of the work of specialised agencies.

Question 24 *In what ways, and to what extent, has the role of women in Africa changed since independence?*

This was a more popular question than expected but answers were often seriously lacking in specific knowledge to support their vague generalizations. The topic does not seem to be taught and candidates relied on their own general knowledge, often mostly limited to the names of a few famous personalities.

Recommendations and guidance for the teaching of future candidates

The advice given in previous reports continues to apply.

- Teachers should limit themselves to about five topics but make sure they cover every aspect of these topics. Questions can be asked on any of the bullet points within a topic. It is evident that at present some sub-topics are taught in less depth or not at all and candidates are therefore disadvantaged when questions appear on them.
- Candidates should be given exemplars of answers so that they clearly understand the difference between narrative answers and those with explicit analysis.
- They should practise answering 'compare and contrast' questions on every topic taught.
- They should be reminded to take careful note of how many parts there are to a question to ensure balanced treatment of 'for what reasons and to what extent' or 'why and with what results'.
- Teachers should discuss regularly with their students what is expected in answer to questions with such key words as 'evaluate', 'analyse', 'assess' and 'explain'.
- Candidates should be encouraged when appropriate to challenge the assumptions behind questions which include a quotation. In the May 2005 paper, for example, it was quite possible, and even desirable, to challenge the assessments in the quotations at the beginning of questions 10 and 21. They should be told that quotations are not necessarily to be agreed with and may be almost indefensible.
- Teachers should encourage their students to be careful in their choice of questions. They should be assured that there is a guaranteed question on every topic and that they will have a choice of questions.
- Candidates should avoid answering questions on post-independence issues unless they have been taught those topics and should be reminded that vague generalizations based on their own knowledge, for example, of the role of women or urbanisation in modern Africa or of missionary activity in the colonial period, will not score high marks. They should also pay most careful attention to the wording of questions.
- Though the popularity of nineteenth century topics is understandable, teachers should consider teaching more twentieth century topics which overlap with themes in Paper 2, especially the role of the United Nations in Africa, the impact of the Cold War in Africa, civil wars and wars of liberation, the rise of nationalism and the emergence of new states, one-party Tanzania and the emergence of South Africa as a multi-party democracy. The latter topic in particular is now very well covered in accessible textbooks.

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	29-34	35-40	41-60

General comments

There was not a particular problem with the paper this session. It appeared to work well, and provided a wide choice of questions and a good spread of marks. There was a strong concentration of answers on both Latin American and US history. A very limited number of candidates chose to answer questions about Canada. Candidates answered questions from across the chronological range from the 18th century to the later 20th. The most popular question by far was Q.22 on Castro and Cuba. Other popular questions were Qs 3, 7, 10, 12, 13, 16, 17, 19, 20 & 24.

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

Candidates generally did not perform very well on questions contrasting different countries within the region, as well as those which required answers of a two part question. In questions which demanded “to what extent” and “in what ways”, students tended to only provide an answer for the first part of the question and less so for the second part. It also appears that many candidates were unable to move beyond a simple narrative format and engage in deeper analysis. Answers about social history were not very satisfactory. It is possible that the weaker students answered these questions because they believed them to be easier.

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

The levels of knowledge, understanding and skills varied from limited to very competent. In general there was better knowledge demonstrated this year overall and writing skills continued to improve. It appeared that fewer questions in total were selected by candidates from the different centres which often seem to suggest better preparedness on behalf of candidates.

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

Comments are only made on the most popular questions.

Question 1 *Compare and contrast the reasons for the establishment of slavery in two areas of the Americas.*

Few students answered this question and those that did focused more on the history of the slavery period rather than on the reasons for the establishment of slavery as required by the question. They focused instead on conditions and treatment of the slaves.

Question 2 *“Wars of Independence in the Americas were primarily caused by political grievances.” To what extent do you agree with this view? Support your answer with detailed reference to any one war of independence in the period 1775 to 1824.*

Several students responded to this question with reasonable success using, most often, the United States as their case study.

Question 3 *Analyse the main problems facing the United States under the Articles of Confederation (1781). How far did the United States Constitution (1788) solve them?*

This was a popular question. Students tended to provide a narrative covering the Articles of Confederation and then a narrative covering the Constitution. The area largely neglected was regarding “how far”. There was a tendency to generalize about whether the constitution solved the problems or not and not to delve into degrees of “how far”.

Question 4 *Analyse the main arguments of (a) those who supported slavery; (b) those who opposed slavery.*

Those who chose this question did an adequate job providing an overview of the general arguments for and against slavery. However analysis was rather superficial.

Question 5 *“Abraham Lincoln’s leadership was the main reason why the Union won the Civil War.” To what extent do you agree with this claim?*

While few students answered this question, those that did, provided a reasonably complete response demonstrating that while Lincoln certainly contributed to the success of the Union, there were several other key factors which could not be ignored.

Question 7 *In what ways, and to what extent, did the building of railroads stimulate economic activity in the Americas in the second half of the nineteenth century?*

Responses to this question were of generic and vague nature. “To what extent” was only discussed in a minority of the scripts, and candidates sometimes had trouble with the historical contexts of the question. Stronger answers connected industry, immigration, regionalism and transportation.

Question 9 *What were the aims of the Progressives, and to what extent were they achieved by 1920? Support your answer with specific examples from one or more countries of the region.*

Most candidates answered both parts of the question. The majority understood that there were several aims and provided support for each. Overall essays tended to receive high scores.

Question 10 *“The Spanish-American War of 1898 was a turning point in relations between the United States and Latin America.” To what extent do you agree with this statement?*

A popular question, with some very good answers which fully understood the demands of the question. A limitation observed was the lack of focus on Latin American.

Question 11 *Compare and contrast the views of Booker T Washington (1856-1915) and Martin Luther King Jr (1929-68) on the advancement of African-Americans.*

Many candidates chose this question and were able to compare but there were a few end-on comparisons.

Question 12 *How successful were both moderates and radicals in achieving their aims in the Mexican Revolution by the end of the 1920s?*

This was a popular question with satisfactory results. Overall candidates demonstrated considerable knowledge and the difference between moderates and radicals was well understood.

Question 13 *With reference to **one** country of the region, analyse the causes of the Great Depression and assess the political impact of the Great Depression on that country.*

This was a popular question and generally well handled. Most candidates used the United States as their case study and provided a good overview in narrative form of the general and underlying causes of the Depression and the resulting impact. Not all students discussed the impact in political terms as required in the question.

Question 16 *Analyse the aims and achievements of **one** populist leader in Latin America in the first half of the twentieth century.*

Several students selected this question with rather good results. Peron and Vargas were the most popular choices, with some excellent responses about Vargas.

Question 17 *With reference to **one** country of the region, evaluate the impact of the Second World War on the economy and on minority groups.*

The question was generally understood and mostly balanced. The main weakness was the very common use of women as minority groups.

Question 18 *In what ways, and with what results, did the Cold War influence relations between **either** Latin America **or** Canada with the United States in the period 1945 to 1957?*

Students that answered this question focused exclusively on Latin America. However the time frame was usually ignored by many so they wrote extensively about Cuba rather than using relevant material.

Question 19 *“The Vietnam War had a disastrous effect on the presidencies of both Lyndon B Johnson and Richard Nixon.” To what extent do you agree with this statement?*

Many candidates answered this question and agreed with the quotation. Generally the students understood the effects of the Vietnam War on the US and the policies of each president. However, the analysis of how these policies were disastrous was lacking. In several cases the events were listed but were not connected together to support the contention of the question.

Question 20 *Compare and contrast the Cold War policies of **two** of the following US presidents: Harry S Truman (1945-53); Dwight D Eisenhower (1953-61); Ronald Reagan (1981-89).*

This was a popular choice. In almost all cases Truman was selected to contrast with either of the other two presidents. While there were some outstanding responses focusing on the specific policies of the two presidents mentioned, often students responded with general narratives which lacked direct comparisons and contrasts.

Question 21 *Evaluate the impact of Black Power on the civil rights movement in the United States during the second half of the 1960s.*

There were few responses to this question. Many candidates misunderstood the concept of Black Power, citing and describing the actions of Martin Luther King Jr.

Question 22 *For what reasons, and with what results for the economy of Cuba, did Castro become ruler of Cuba?*

This was a very popular question, and almost unilaterally interpreted as the positive and negatives of Castro's rule for Cubans. There was a great deal of specific information regarding Castro, his rise to power, his policies and his relationship with the United States and the Soviet Union. However, little specific information regarding "for what reasons" was seen in the responses. The underlying implied assumption was that the question was asking "with what results for Cuba"- as candidates did not key into the question's prompt regarding results for the Cuban economy.

Question 24 *In what ways, and to what extent, did the role and status of women change in one country of the region during the twentieth century?*

Although this question was rather popular, the answers were very generalized. Relatively little specific knowledge regarding the changing status of women was evident from most answers. The majority of candidates used the USA as the case study of women's role and few paid attention to the direction of "to what extent" generally concluding all was right for women today.

Recommendations and guidance for the teaching of future candidates

- Practise understanding and following the directions of the questions.
- Plan exercises illustrating the differences between narration and analysis.
- Investigate different historian's interpretations and understandings.
- Clarify and reiterate basic concepts necessary to the understanding of history –e.g. foreign vs. domestic, radical vs. moderate, political vs. economic.
- Advise average and weak candidates to answer and plan answers carefully.

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	29-34	35-40	41-60

General comments

There were 111 candidates for this paper. Many focused their answers on question based on their own geographical area but a pleasing number covered the whole region in their responses. Some candidates had clearly prepared answers and did not adjust their essay in response to the question set but the vast majority showed substantial knowledge and understanding.

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

No area of the programme presented difficulty for the candidates.

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

Most candidates were well prepared and knowledgeable about their chosen questions although the social and economic questions were the weakest with generalized answers and limited specific supporting material.

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

Comments are only made on the most popular questions.

Question 2 *“The extension of British power in India between 1800 and 1857 was the result of social and economic factors rather than military and diplomatic achievements.” To what extent do you agree with this view?*

There were 11 answers to this question, mostly well tackled although a few were determined to go back to the mid 18th century as their starting point.

Question 3 *Analyse the causes of the Great Revolt of 1857. Why did the revolt fail?*

There were 31 answers to this question. Some answers were clearly prepared and tended to be rather narrative. Answers were better on causes of the revolt than they were on reasons for failure.

Question 4 *To what extent was the weakness of the Ottoman Empire caused by the interference of the major powers during the period 1800 to 1878?*

There were 4 answers which were not very well tackled as they did not link in the major powers sufficiently.

Question 7 *How successful were political developments in India between 1858 and 1914 in strengthening British rule?*

There were 16 answers to this question which were reasonable, some really trying hard to assess the strength of the British, although there was limited comment on the impact of constitutional changes.

Question 9 *“The Qajar Dynasty was a typical example of a strong absolute monarchy.” How accurate a description is this of late nineteenth century Iran?*

There were 5 answers to this question which were all fairly clear, but not well developed.

Question 10 *Compare and contrast the treatment of Turkey in the Treaty of Sèvres 1920 and the Treaty of Lausanne 1923.*

There were 5 answers to this question. Most candidates knew the key terms but did not focus on the way Turkey was treated differently.

Question 11 *With reference to specific examples from two countries in the region, analyse the problems caused by the Mandate system.*

There were 13 answers to this question. Many wanted to discuss the long-term consequences of the Mandate system rather than problems at the time. There was a tendency to concentrate on Iraq and Palestine. Some thought Egypt was a Mandate.

Question 13 *Examine the ways in which Ibn Saud extended and consolidated his rule over Arabia to 1932.*

There were 3 answers to this question, and on the whole, candidates avoided biography. Key issues such as the strong rule of Ibn Saud were referred to effectively.

Question 14 *Analyse the reasons for the Egyptian Revolution of 1952 and the emergence of Nasser as leader by 1954.*

There were 39 answers to this question. They were often better on causes of revolution. As soon as they had dealt with that they tended to drift into an account of Nasserism as an ideology.

Question 15 *Analyse the long term and short term reasons for Britain’s decision to withdraw from the Palestine Mandate in 1947.*

There were 43 responses to this question with some excellent answers - the area is of course very well known. The greatest weakness was a concentration on the inter-war years with a rather summary account of post-war problems.

Question 16 *Examine critically the impact of Gandhi on the Indian Nationalist movement from 1919-1935.*

There were 29 answers to this question. Essays concentrated too much on methods used to campaign and not enough on "impact" linked to the progress of Indian Nationalism.

Question 17 *To what extent did King Hussein of Jordan owe his nickname ‘The Great Survivor’ to his own political skills?*

There were 2 fairly reasonable responses, which covered many of the issues in the mark scheme.

Question 18 *How successful was Nehru in achieving his foreign policy aims by 1964?*

There were 17 answers to this question. Most focused on non-alignment and a surprising number failed to identify "aims" or to mention the Kashmir issue. Some judged Nehru's foreign policy to be a failure because of the war with China.

Question 19 *To what extent was the separation of Bangladesh from Pakistan in 1971 caused by economic factors?*

There were 13 answers to this question. Some good answers really considered the issue of economic factors as well as a range of others and reached a clear judgement.

Question 20 *Assess the impact of Khomeini's policies on Iran.*

There were 19 answers to this question. It was quite well done and very few got too focused on the events of 1979 but attempted to consider "impact" after the revolution.

Question 21 *How significant were communal tensions in causing instability in Lebanon from 1945?*

There were 10 answers to this question. A few covered causes of the civil war but a good proportion looked at the whole post-war period and some really good analytical points were made e.g. that the Palestinians were both an external problem but also had an impact on communal tensions.

Question 22 *"The United Arab Republic was an experiment doomed to fail." To what extent do you agree with this judgment?*

There were 7 answers to this question and it was not well done - candidates did not have enough knowledge to really consider the problems of the UAR.

Question 23 *Compare and contrast the relationship of Nasser and Sadat with the superpowers.*

There were 28 answers to this question. It was popular but not well tackled. There was not enough comparing and contrasting and insufficient focus on the relationship with the superpowers. Answers just tended to give end-on accounts of Nasser and Sadat's foreign policy and point out what was different.

Question 24 *Why did both the Camp David Agreement 1978 and the Oslo Accords 1994 fail to resolve the Arab-Israeli conflict?*

There were 4 answers to this question. It was reasonably well done and there was one really excellent answer that focused on the problems inherent in each agreement.

Question 25 *To what extent has education changed society in any one state in the region since 1950?*

There were 3 answers to this question which all lacked specific detail, and included generalized statements.

Recommendations and guidance for the teaching of future candidates

- Candidates should be encouraged to really identify the focus of each question and respond to it as set.
- Quite knowledgeable candidates underachieved because of having misfocused on the question.

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	29-34	35-40	41-60

General comments

The reactions from the schools indicated that the May 2005 paper was considered to be very satisfactory, covering the syllabus well and having an appropriate level of difficulty. As is becoming the norm very few candidates answered questions other than those set on China and Japan. There were few essays which were of poor quality and many candidates showed a general understanding of the material although there seemed to be less evidence than usual of detailed knowledge and critical analytical skills.

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

The idea of cause and effect in history and linkage of themes was one area in which candidates need to improve. Another area of difficulty is that candidates do not always understand the full implications of the question and do not take enough time to plan their essays carefully. The gravest weakness was the inability of candidates to address the questions that were set. This is manifested in two ways. Firstly, candidates were not able to deal with the entire time period that the question demanded or that they only partially answered the question. Secondly, candidates chose questions because they recognized the name or the events, but did not have enough knowledge about the topic to answer it adequately.

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

Candidates possessed a basic factual knowledge of the region/topics. Mainstream political history questions on China and Japan are the ones with which most candidates feel comfortable. The general level of historical knowledge on these areas is sound.

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

Comments are only made on the most popular questions.

Question 2 *To what extent does the reign of Jiaqing (Chia-ch'ing) (1796-1820) provide evidence of Qing (Ch'ing) decline?*

Candidates generally presented evidence of Qing decline but most answers did not provide enough specific supporting evidence to document the fact.

Question 3 *Analyse the effects of the treaties imposed on China by the Western powers after the Opium War (1839-42) up to 1860.*

This was a very popular question. It requires some knowledge of the terms of the treaties, which weaker candidates could not supply. It was surprising how many candidates only chose the Treaty of Nanjing which was insufficient for them to reach the higher markbands.

Question 4 *Explain the rise in importance of Satsuma and Choshu in Tokugawa Japan in the early nineteenth century.*

This was poorly done by most candidates. The most common error was to focus almost entirely on the effect of the two clans on Tokugawa Japan. Only the better candidates could explain why support for the two clans grew.

Question 8 *Why did China fail to modernise effectively between 1861 and 1894?*

This was also very popular and was, in the vast majority of cases, well handled. Candidates included the Self-Strengthening Movement, the role of Cixi, the clash of culture with the west and reform movements in their answers. It was alarming to see the number of candidates who focused on events between 1894 and 1911, despite the clear time frame given in the actual question.

Question 9 *"Land tax and military reform destroyed feudal Japan." To what extent do you agree with this assessment of the effect of these early Meiji reforms between 1869 and 1912?*

Many candidates produced excellent answers to this question although weaker candidates only dealt with either land tax or military reform.

Question 16 *Assess the successes and failures of Guoinindang (Kuomintang) rule in China between 1928 and 1937.*

The second most popular question on the paper. Weaker candidates ignored the time frame and went up to 1949 in their answers or simply argued that the GMD had no success at all. Some candidates totally ignored the 1931 Manchurian Incident. Stronger candidates impressed with the depth and breadth of material which they included in their essays.

Question 17 *Analyse the international response to the Japanese conquest of Manchuria and the creation of Manchukuo between 1931 and 1934.*

Rather surprisingly for the examiners this was a very unpopular question with only a handful of candidates attempting it.

Question 18 *Why did the Great Leap Forward (1958) fail to achieve Mao Zedong's (Mao Tse-tung's) expectations?*

This was, without doubt, the most popular question on the paper. Far too many candidates were unable to adequately deal with what they understood to be “Mao’s expectations”. Without this their answers lost structure and became largely descriptive or unfocused. There were also some excellent answers which analysed Mao’s expectations in the light of prior events and his political philosophy.

Question 19 *"The reforms imposed on Japanese society by the American occupation were, in reality, quite limited." How far do you agree with this statement?*

Not a very popular question. It was unfortunate to see the number of candidates who saw this as a chance to write about Commodore Perry!

Question 21 *Assess the importance of Deng Xiaoping (Teng Hsiao-p'ing) to the history of modern China.*

Schools obviously do not focus much on post-Mao China. This question was only answered by a small number of candidates whose responses were generally very good.

Recommendations and guidance for the teaching of future candidates

These remain basically the same from year to year.

- Candidates should be encouraged to read the questions carefully and to outline a plan before attempting them.
- Dates are important in limiting the scope of, or defining a time period in, any question.
- The need for candidates to have some general geographical knowledge is crucial in eliminating mistakes which can prove costly. Again in May 2005 candidates could not place China in the world geographically!
- The access to a wide range of opinions, interpretations and materials is also of fundamental importance.
- Teachers need to help the candidates to develop their own opinions on historical events by instigating discussion and encouraging their students to form well supported historical judgments.

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	29-34	35-40	41-60

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

The vast majority of candidates possessed a general knowledge and understanding of the period studied, but some found it difficult to write three answers of an equal standard. This appears to have been rarely due to lack of time, but rather to lack of knowledge. Most were able to tackle all three in a general way, but lacked in-depth knowledge for the third answer. Chronology was weak. Many examiners made this point. Too many scripts bore no specific dates, and a time sequence was often lacking. Areas that should be well known, and generally are, such as the Russian Revolutions or the rise of Hitler, often misplaced episodes. Social and economic history was not well known or used. Focus was often lost in an outpouring of all candidates knew that was remotely connected to the question.

The levels of knowledge, understanding and skills demonstrated.

These varied considerably, as would be the case with the large candidature in history. There were many superb answers, focused, analytical, relevant and demonstrating a depth of specific knowledge. There were few that showed considerable weakness, due to lack of application or ability. The majority had a sound grasp of the period studied, and an understanding of the demands of their chosen question. Probably the questions on the nineteenth century presented fewer problems than those on the twentieth century. It was useful to see plans included with some scripts, but more focused answers would be written if more time was spent on planning. Very few answers showed that the question was completely misunderstood.

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

Comments are made on only the most popular questions.

Question 1 *For what reasons, and with what results, was the French Revolution so violent between 1789 and 1794?*

Answers tended to be an account of the French revolution, with only implicit attention to reason and results of violence.

Question 2 *Compare and contrast the foreign policies of Napoleon I and Louis Philippe.*

Not a popular question, with the few seen attempting to contrast the military exploits of Napoleon with the pacific policies of Louis Philippe.

Question 3 *“It restored peace and stability after a turbulent and revolutionary era.” To what extent do you agree with this judgment of the Vienna settlement (1814-1815)?*

Many neglected to comment on the “turbulent and revolutionary era” and concentrated on the Vienna settlement, with some assessment on its success or failure in restoring peace and stability.

Question 5 *Analyse the aims and achievements of Cavour for Piedmont, Sardinia and Italy.*

Cavour's Italy was popular, with good analysis of his aims, and domestic policies. Events in southern Italy and his role in Garibaldi's exploits were weaker.

Question 6 *To what extent was Germany's unification under Prussia due to the weakness of Austria?*

Few were able to fully explain and analyse Austria's weaknesses, and too many tried to turn it into a question on Bismarck's wars.

Question 7 *"A period of consolidation at home and abroad." To what extent does this statement explain Bismarck's policies between 1871 and 1890?*

Most candidates were able to narrate and assess some of Bismarck's domestic and foreign policies.

Question 8 *For what reasons, and with what results, did Alexander II try to reform Russian institutions?*

Alexander's reforms were generally known, and most candidates at least mentioned reasons and results. Some answers were very knowledgeable and analytical.

Question 9 *Evaluate the importance of imperialism for, and its effects on, **one** European country during the nineteenth century.*

There were some valid answers on imperialism using Britain as an example, and some that tried to fit the question to Napoleon's European campaigns.

Question 10 *Assess the importance of **either** nineteenth **or** twentieth century cultural movements in one or more European countries.*

Candidates did not know what a cultural movement is: anti-semitism, communism, and fascism, were among those selected.

Question 11 *Analyse the political aims of Louis Napoleon's (later Napoleon III) policies and assess their results on France and on Europe between 1848 and 1871.*

The few who tried this question lacked adequate knowledge.

Question 13 *"Scandinavia ignored Europe, and Europe ignored Scandinavia." To what extent does this statement reflect Scandinavian developments in either the nineteenth or the twentieth century?*

Some interesting and varied responses were produced.

Question 14 *To what extent was the Revolution of February/March 1917, in Russia, due to the nature of Tsarism and the policies of Nicholas II (1894-1917)?*

The policies of Nicholas II were explained more satisfactorily than "tsarism" which only appeared implicitly.

Question 15 *Analyse the social and economic changes caused by the First World War, in **one** European country, up to 1929.*

This question produced some disappointing results. Few candidates were able to select valid social and economic changes. Germany was the most popular choice, and Russia was not a very suitable choice, as most changes resulted from the revolutions, which were only partially caused by the First World War.

Question 16 *Lenin wrote, “One step forward two steps back; it happens in the lives of individuals, and in the history of nations.” To what extent can this quotation be applied to Lenin’s revolutionary career and his rule of the USSR 1918 to 1924?*

Most found this a challenging question, but many rose to the challenge well.

Question 17 *Assess the strength and weakness of Weimar Germany between 1919 and 1932.*

Most answers successfully assessed the strength and weakness of Weimar Germany.

Question 18 *Compare and contrast totalitarian rule in Hitler’s Germany and Mussolini’s Italy, up to 1939.*

This answer was also generally well done. The vast majority used focused comparative structures, and produced specific evidence on both Hitler and Mussolini.

Question 19 *What were the results of the Spanish Civil War for Spain and for Europe?*

More depth and detail would have improved answers to this question.

Question 20 *Why did international diplomacy play an important part in Europe in the inter war years?*

Probably candidates found this question challenging, but the responses were usually at least satisfactory, and many were good, noting the desire to avoid war, seek security, and defend boundaries.

Question 21 *Analyse the effects of the Second World War on the USSR between 1941 and 1948.*

This was usually disappointing, with very little on the war period 1941-1945, and nothing on internal policies after 1945. Many responses treated it as an origin of the Cold War question.

Question 22 *To what extent was Adenauer responsible for the recovery of Germany in the post Second World War period?*

Very little was known about Adenauer.

Question 23 *Assess the view that Khrushchev’s policies were a failure both at home and abroad between 1955 and 1963.*

In contrast, much was known about Khrushchev, although there was more emphasis on his foreign policies than his internal ones.

Question 24 *Why was Tito able to achieve power in Yugoslavia in 1945, and maintain control until 1980?*

A few adequate answers on Tito were seen.

Question 25 *Evaluate the changes in the lives of women in Europe during the twentieth century.*

Those who had studied this topic scored quite well but those who wrote unsubstantiated generalizations did not.

Recommendations and guidance for the teaching of future candidates

- As in previous reports, candidates should be encouraged to read beyond textbooks, ensuring that some of the extra reading contains analysis.
- Practise writing in class with peer grading, which helps both the writer and the grader.
- Practise with past examination questions, with emphasis on identifying the demands of the question and focusing on them.
- Make sure that candidates know the sequence of important events, such as the unification of Italy, the two 1917 Russian Revolutions, the rise of Hitler, the full career of Stalin, and can ascribe some dates to them.
- Help candidates to develop clear historical language, which is not cliché ridden, and does not consist of generalized statements and claims, e.g. “everyone supported Hitler”.