

HISTORY

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0-11	12-24	25-36	37-47	48-59	60-70	71-100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0-11	12-22	23-35	36-47	48-59	60-71	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 work submitted

The majority of the schools moderated this session complied with the appropriate format for the internal assessment. It seems to be working well and teachers and candidates are making significant advances in developing the appropriate skills, although some problems still exist. One of the problems observed was in relation to the **word count**. An increasing number of the moderated samples were over the 2000 words: some were stated but not correctly; some over 2000 were not marked down by teachers. **Referencing** was also a problem, sometimes the pages were not included in the reference, and therefore students tended to lose marks in Criterion B. Some bibliographies did not follow a standard method, or were not in alphabetical order. On a more positive note a large majority of students are opting for a research question with a narrow focus. This is a welcome development and resulted in very suitable investigations. There was generally a wide variety of appropriate topics. Teachers are using the assessment criteria rather well but there was a tendency to over mark. More teachers are including brief comments at the end of each section, although not all of them. One increasingly important issue is the use of internet sources. Some of the investigations were completely based on internet sources without an indication of when they were accessed. Overall however the IAs were better than in previous years.

Candidate's performance against each criterion

Criterion A Plan of the Investigation

Many students scored well in this criterion. However, it seems that some candidates do not understand what is meant by plan, or do not follow the criteria and do not explain the scope of the investigation. Some candidates lost marks because either the methodology or the scope were not clearly explained or developed.

Criterion B Summary of evidence

In this criterion, the scores were satisfactory. Students appear to be more selective in their choice of evidence which is a good sign. On the other hand, the presentation of evidence in essay style led candidates into discussion, analysis and synthesis here which are not appropriate. Some students lost marks due to the lack of references and/or wrong approach.

Criterion C Evaluation of Sources

In several cases, the candidates' references to the origin, purpose, value and limitation of each source was rather superficial although it is clear that this is beginning to be an area in which there is a great improvement. Students and teachers are developing an idea of what to look for/evaluate in a source. This is an area that certainly is one the most improved of the IA.

Criterion D Analysis

Better than in previous years. There is evidence of better differentiation between B and D and therefore the development of historical skills. However, the ability to offer contrast or depth outside the parameters of each individual study remains rather disappointing that is, the development of context and awareness of other relevant contemporaneous events in the world. Incomplete referencing lowered the marks for some students.

Criterion E Conclusion

No significant problems in this area. Although the conclusions were consistent with the evidence presented, evidence was sometimes insufficient and rather unfocused.

Criterion F List of sources

This is an area which also showed improvements. But in some schools the format did not follow the accepted pattern. The sources were not listed in alphabetical order or not all sources used in the investigation were listed. More significant was inconsistencies in the word count. Word counts were above or below the accepted levels and teachers tended to ignore this and granted full marks for this criterion.

Recommendations for the teaching of future candidates

- Criterion F needs improvement, examples of good practice and further guidance with technical aspects of the historical investigation is required. Teachers should train students in two particular areas, referencing and bibliographies.
- Students should be given a reminder of the limitations of the internet as a resource. Teachers should suggest the use of appropriated sources and skills, such as the use of end/footnotes within the summary of evidence and analytical approaches for D.
- Teachers' comments on the samples explaining the award of marks were found to be very helpful. This is a practice that should be encouraged.

Higher and standard level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0-2	3-5	6-8	9-11	12-15	16-19	20-25

General comments

Out of the 300 schools that returned the G2 forms, 172 found the examination of a similar standard to that of last year, 32 found it more difficult and 30 found it easier. In relation to the suitability of the question paper, as regards level of difficulty, two centres found it too easy, one found it too difficult and 295 thought that it was appropriate. Syllabus coverage was deemed satisfactory or good by 297 centres while two schools found it poor. Clarity of wording was satisfactory or good for 299 centres, and poor by 5 schools. The presentation of the paper was found to be poor by one school while 297 found it to be satisfactory or better. In summary the centres were very pleased with all aspects of the examination paper. There is a discrepancy in these totals, as the centres did not always answer all of the questions on the G2 form. Comments from the schools were generally positive although some centres rather surprisingly found the focus of Prescribed Subject 3 (Vietnam and Indochina) too narrow. Most candidates chose the Stalin topic, followed by Mao, and then the Cold War although there was a much more even spread between the last two prescribed subjects than in previous years.

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

In general terms, questions that required a synthesis of the sources and a candidate's own knowledge posed the greatest challenge for the candidates. This is an area which might have benefited from practice in time management and/or synthesis skills. Candidates are still having some difficulty in judging the value and limitations of sources; there is far too much description of content.

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

The candidates met the challenges posed by a source-based paper well. There were some excellent responses which received full marks. The second question on each prescribed subject which asks candidates to compare and contrast sources was especially well handled. There was also good contextual understanding which helped candidates score well on the first and last questions on each prescribed subject.

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

Prescribed Topic 1 The USSR under Stalin, 1924 to 1941

Question 1 (a) *What evidence is there in Source D to suggest that Stalin's motive for the mass arrests of the late 1930s was to obtain slave labour?*

This question caused candidates little difficulty as there were three clear reasons given in Source D. The greatest failing was for candidates to include too much outside knowledge, some of which was quite extensive or for candidates to merely summarize the content of the source. References to the fact that labour camps were expanding, that sentences for petty criminals had become harsher and Yagoda's request for more prisoners, would have received full credit.

(b) *What do you understand by "absurd inefficiency" as used in Source D?*

This particular question was a simple comprehension exercise and candidates found it relatively easy to obtain full marks. Reference to camp commanders not being informed and inefficient usage of the prisoners were what the markscheme required.

Question 2 *Compare and contrast Stalin’s view of industrialization as a war economy as expressed in Sources B and E.*

Candidates must learn to read the questions carefully and this is a case in point. Many candidates summarized the content or brought in details of Stalin’s Five Year Plans-neither of which are “expressed” in Sources B and E. This type of compare and contrast question is very popular with question setters and a running linked comparison/contrast is far more likely to be awarded higher marks than an ‘end-on’ account with some linkage. The candidates often omit any explicit commentary allowing any linkage which is made to be merely implicit. There were more comparisons than contrasts in these two sources and this was allowed for in the markscheme. Comparisons could have referred to both sources identifying capitalist enemies abroad or the recognition that Stalin is conducting a war. Contrasts include the number of Five Year Plans or the difference between enemies within and enemies abroad.

Question 3 *With reference to their origin and purpose, assess the value and limitations of Source A and Source C for historians studying industrialization under Stalin.*

Candidates have become used to this type of question but there are many who do not fulfill all eight parts of the rubric (origin, purpose, values and limitations for each of the two sources). If the purpose of a source is not understood it becomes difficult to judge its values and limitations. Candidates should avoid the trite comments that ‘it is a translation’ or ‘it is an extract from a larger piece and therefore we do not have the rest of the source’. Examiners do not award marks for this type of comment. Candidates should try to avoid the use of the term ‘biased’ or ‘biast’(sic), as they rarely explain the basis of this judgment. Source A was better handled than Source C, although there were some excellent answers which showed good insight and contextual knowledge.

Question 4 *Using these sources and your own knowledge, assess Stalin’s methods for a “change-over from a peasant country to an industrial one” (Source A).*

The key focus here must be the identification of ‘Stalin’s methods’, but even this will not obtain high marks unless these methods are then assessed-which is what the question requires. There are still too many candidates who use only the sources or their ‘own knowledge’ on this synthesis question which requires both for higher marks. Where ‘own knowledge’ is used it requires accurate detail rather than vague generalisations. ‘Methods’ included propaganda, coercion, slave labour, the use of women and rapid industrialisation among others. An analysis of the term ‘peasant country’ helped to focus the answer.

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

Question 5 (a) *Why, according to Source A, was Peking handed over to the Communists?*

As with question 1 there were three clear reasons given in the source which many candidates were able to identify. These included Li putting out peace feelers, Chiang not wanting to retain power or Chiang wanting to focus on Shanghai and the strength of Mao and the PLA.

(b) *What message is portrayed by Source E?*

The caption attached to the poster gave the candidates most of the information needed to gain the marks. That and the identification of the expression on the girl’s face were enough to obtain full marks.

Question 6 *Compare and contrast the views about Mao’s ideas and policies as expressed in Sources B and D.*

Many of the comments written above (question 2) apply here. There were marginally more contrasts in the sources than comparisons. The key to scoring highly here was the need to correctly identify, and then compare/contrast, the ‘views’ that were expressed in the two sources. For comparison

candidates could have mentioned the size of China, the indication of opposition and problems or the importance of land reform. Contrasts included the different emphases of the sources-economic against ideological, or support/opposition.

Question 7 *With reference to their origin and purpose, assess the value and limitations of Source A and Source C for historians studying Mao's consolidation of power between 1949 and 1954.*

Neither of the sources was particularly unusual and therefore posed little difficulty for the candidates other than those mentioned in the comments to question 3 above. There were some insightful comments on the nature of Source A-a biography-and how this might have affected the content of the book.

Question 8 *Using these sources and your own knowledge, assess the methods used by Mao to consolidate power between 1949 and 1954.*

Candidates were required to identify and then assess the methods used by Mao to consolidate power. While this may seem self-evident, it is remarkable how many candidates were unable to do so. Many candidates described the content of the sources without making any assessment of them. Other candidates ignored the term 'methods' and wrote generally about Mao's policies. The dates were intended to help the candidates but it was surprising how many responses included the Long March 1934-5, or the Hundred Flowers and the Anti-Rightist Movements of 1956-7. Methods included agrarian reform, differential treatment for crimes, propaganda, the new Constitution, ideology and the refusal to listen to Moscow.

Prescribed Topic 3 The Cold War, 1960 to 1979

Question 9 *(a) Why, according to Source A, was McNamara a supporter of the policy of containment?*

Candidates readily found three sufficient reasons. These included McNamara having witnessed the Soviet takeover of Eastern Europe, his acceptance of Kennan's policy of containment and that he spent three years fighting German and Japanese aggression during the Second World War.

(b) What message is conveyed by Source C?

Again the two marks were readily obtainable for noting that Vietnamization was not proving effective and that the South Vietnamese forces needed continual support from the USA, or the expression on Nixon's face.

Question 10 *Compare and contrast the views about the cease-fire agreement as expressed in Sources D and E.*

Many of the comments written above (question 2) apply here. There were more contrasts in the sources than comparisons which was recognized by the markscheme. Contrasts included the degree of support by the US government, the varying views on the cease-fire agreement and whether there was 'peace with honour' or a 'total disaster'. Comparisons included the fact that there had been long-running negotiations and that Nixon viewed the agreement as 'peace with honour'.

Question 11 *With reference to their origin and purpose, assess the value and limitations of Source B and Source E for historians studying US Cold War policies and the Vietnam War.*

Please note the comments made in question 3 above. Source B caused some candidates difficulty as it was from 1954 but the vast majority of the candidature recognized that this was a clear continuation of US policy up to and including Vietnam. Surprisingly few candidates noted that Source E was an extract from a broad overview of US policy, which was obviously one of the source's limitations.

Question 12 *Using these sources and your own knowledge, explain to what extent you agree with the statement, “The American effort to preserve the Indo-Chinese peninsula from Communism was long-drawn out and ended in total failure”. (Source E).*

The greatest weakness here was an unquestioned assumption that the assertion was correct and that the policy was a ‘total failure’. It was surprising how little candidates knew about events in Indochina other than those in Vietnam. The consequences outlined by Eisenhower in Source B did not transpire. Too few candidates included a synthesis of the sources and their own knowledge although there were some excellent answers which merited, and received, full marks.

Recommendations and guidance for the teaching of future candidates

Candidates are still losing marks on the first question on each prescribed subject because their answers are too brief. Teachers should share the markschemes with their students and emphasize that a three mark question requires three points or, at the very least, two points with some development and explanation.

Compare and contrast means identifying similarities and differences and, in order to receive the highest marks, these should be linked in a running comparison. Cross referencing will probably score more highly than end-on accounts. Candidates who make only implicit linkage or who merely describe the content will not score highly. There is also an increasing tendency for candidates to include the entire attribution of the sources and argue that these are therefore a contrast. This needs to be eliminated.

Candidates must be aware of the requirements of the questions which deal with origin, purpose, values and limitations of the sources. All of these are required on each source in order to score highly. These questions do not require candidates to summarize the content of each source but to use the content to respond to the demands of the rubric.

The main issue here is the inability of candidates to synthesize the sources and their own knowledge. This is a skill that needs to be practiced over the two years of the course. The students will not learn how to do this by osmosis. It must be taught as part of the school’s history programme.

Finally, the best advice is simply practice. This part of the history examination has no hidden secrets or mysteries. Every teacher knows what the paper will look like, how the questions are going to be framed and what skills are needed to perform well on this part of the examination. Simply pass these on to your students and they will find that Paper 1 has no fears for them.

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

Based upon the return of forms from centres (G2 Forms) and from Examiner Reports it would appear that the great majority of respondents were satisfied that the paper was of a similar level of challenge to last year’s and that in terms of syllabus coverage, clarity of wording and presentation there was a high degree of satisfaction. Overall it was pleasing to read that teachers considered that the paper offered a good balance of question types, sufficient scope to allow students to demonstrate in-depth knowledge and skills, accessible questions and ‘excellent syllabus coverage’. As one centre

acknowledged ‘Students were given ample chance to choose and get safely through but also to distinguish themselves’.

There was some criticism of the paper which reflected dissatisfaction with the perceived ‘Eurocentrism’ of questions (specifically questions 1 and 3 in this particular case) but often such a criticism was not justified. While it may be the case that many candidates do answer questions using only a very narrow focus in their approach, the opportunities provided to use examples drawn from an international perspective were present even if these opportunities were not identified and effectively used.

Examiners of Paper 2 noted once again that although six topic areas are offered there was a heavy concentration on Topics 1, 3 and 5 - and within these topic areas the most popular questions this session were question 1, question 11 and question 21. A few centres voiced some concern over the ‘Compare and Contrast’ focus of specific questions claiming that these were the ‘most difficult types of question’-yet one very notable development is the fact that the approach to, and treatment of, such questions has improved very significantly. Candidates are now better prepared to answer such questions by carrying out running comparisons in a structured, thematic way rather than in the end-on/sequential manner of the past. Indeed some of the best responses were in this category of question and centres are to be commended on their preparation of candidates in this respect.

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

For a considerable number of candidates there remains a need to identify exactly what is being asked. Every question/essay sets a task- and the task can usually be broken into constituent parts in terms of planning a suitable response. Question analysis- a precise understanding of the task- is vital for success. Often candidates seem to have a sufficient knowledge base but rely on an indiscriminate ‘saturation bombing technique’ in their answers, in which a key word or phrase sets loose an avalanche of information which is often accurate- but irrelevant. For example in questions which ask about ‘social’ aspects (results /reasons), then the emphasis should be on such aspects and not on everything but! In questions about single- party states and their leaders candidates must be clear as to whether the emphasis is on ‘rise’, ‘rule’ or a mixture of the two. Marks are thrown away by failure to identify the task at the outset.

The use of historiography continues to be a vexed issue. As noted in previous reports, historiography should be used to supplement the candidate’s response: it should not be a simple regurgitation of what different historians/schools of history state- to the exclusion of the provision of the candidate’s own opinion, supported by relevant historical substantiation. Cold War questions- especially relating to the origins of the conflict - tend too often to be an excuse to merely parrot ‘Orthodox’, ‘Revisionist’ and ‘Post-revisionist’ views without sufficient attention to the provision of historical detail to effectively address the demands of the question.

Thankfully the overdosing on historiography in this manner is declining and more positively there is an increased awareness of the need for planning of responses which help provide a structure for the essay answer. Candidate performance could be improved significantly by taking time to plan the response and where possible to break the response into suitable themes rather than producing narrative /descriptive accounts which lack sufficient focus. Candidates might be encouraged to present their plans in their answer booklet (making sure to draw a line through them at the end) as they can be helpful to the marker.

Chronology remains an area of some concern. Examiners noted that there was not a wide use of dates in many essays. Although history is of course more than a knowledge of dates it was often worrying to note that many candidates seemed to have a very tenuous grasp of the sequence of events in their

answers. Hence treatment of cause and effect could at times be very confused and lead to very muddled responses.

Levels of knowledge, understanding and skill demonstrated

While there remain cases where candidates ignored the fact that Paper 2 requires them to ‘answer with reference to events and developments in the twentieth century’, rubric errors were on the whole quite rare. The majority of candidates were able to answer two questions in the allocated time span.

Examiners commented upon the work of a significant number of candidates whose responses displayed high levels of historical ability - work which was clearly structured, coherently expressed and which focused on the demands of the question. Such responses do reinforce the point that higher awards were given to answers which revealed evidence of planning as well as sufficient, relevant and accurate historical knowledge.

Answers providing little more than unsupported opinion and a string of generalizations were present as always and, as always, the award given was less than satisfactory. If, as G2 responses from centres suggested, the paper was accessible and appropriate in terms of ‘level of difficulty’ there should have been far fewer weak responses than there were. Candidates have to be made aware of the necessity of providing convincing substantiation in their historical writing.

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

Topic 1 Causes, practices and effects of war

Question 1 *Compare and contrast the results of the First World War and the Second World War.*

A very popular question which provided some excellent responses. Criticism of Eurocentrism was not justified: the question permitted candidates a wide scope thematically and geographically in terms of treatment. The best answers took the opportunity to provide a thematic, structured response of political, social, economic, technological results in a running comparison. A significant minority saw the question as little more than a consideration of the Treaty of Versailles/Germany. A few candidates were confused in their understanding and wrote about causation rather than results.

Question 2 *To what extent did technological developments ensure victory in twentieth century wars?*

Candidates often revealed sound enough knowledge of ‘technological developments’ but the application of such knowledge to answer the extent to which these developments did/did not ‘ensure victory’ was often underdeveloped. The impression gained was of too many candidates ignoring the demands of the question and instead writing the essay they wished to write regarding technology. There were however some excellent attempts.

Question 3 *“No twentieth century war could be called a limited war.” To what extent do you agree with this assertion?*

The understanding of too many students regarding ‘limited war’ seemed in itself to be ‘limited’- to a geographical definition. Objectives, resources etc. required consideration as many examiners noted ‘Knowledge of this concept (i.e. limited war) seemed unknown to some who simply described specific wars with little relevance to the question’.

Question 4 *Analyse the causes of **either** the Spanish Civil War **or** the Korean War.*

Some good answers were produced –especially in relation to the Spanish Civil War. Korea was often

approached as little more than an opportunity to narrate the outbreak and course of the Korean War in a Cold War context.

Question 5 *Assess the social results of two wars, each chosen from a different region.*

Candidates struggled often to define ‘social results’ and political outcomes/changes were predominant in many attempts at this question.

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

There was a paucity of responses in this section. The most popular question of those done was question 7 - with India being the chosen state. Responses regarding India were often basically hagiographical treatments of Mahatma Gandhi and the role of other factors was ignored. Some responses suggested a prepared answer approach which dealt with the question in a very limited timeframe- from 1939-1947. The ‘what results’ section of the question was often underdeveloped.

Topic 3 The rise and rule of single-party states

Question 11 *To what extent was the rise to power of **either** Hitler **or** Mao due to personal appeal and ability?*

This was a very popular choice with Hitler being the most common example. Answers were often very sound indeed - and in some cases outstanding in their understanding of the demands of the question. The better candidates dealt with the issues of ‘personal appeal and ability’, illustrating these factors effectively and often challenging the role of these in the wider ‘to what extent’ framework. In the case of Mao, answers were often overly narrative/descriptive accounts of the rise of the CCP/fall of the GMD/KMT with insufficient treatment of the demands of the question.

The emphasis was rise to power, though often candidates ignored this and wrote at length about policies/programmes which were clearly related to ‘in power’- thus producing work which was largely irrelevant.

Question 12 *Compare and contrast the domestic policies of **two** rulers of single-party states, each chosen from a different region.*

Answers to this question were generally well done. Stalin and Mao seemed to be the most popular choices here though Mussolini and Castro also figured quite largely in this question. Again a notable improvement in the ability to structure running comparisons, thematically based, was observed. A few students did choose rulers from the same region unfortunately.

Question 13 *Assess the methods used by **either** Nasser **or** Perón to remain in power.*

Not a popular question but one which produced some very sound responses in relation to both Nasser and Peron.

Question 14 *In what ways, and with what results, was propaganda used by **one** ruler of a single-party state?*

Quite a popular question with some very well informed answers though methods tended to be the major focus with a weaker treatment of results. Most popular choices were Mao, Hitler, and Stalin.

Question 15 *Assess the importance of ideology for rulers of twentieth century single-party states.*

This question produced some of the best, most thoughtful responses and some of the weakest responses in the paper. At their best, such answers revealed an impressive grasp of the ideology of the chosen rulers and were able to discuss the extent to which such ideology was used/pursued and to what extent pragmatism predominated.

Topic 4 Peace and cooperation: international organisations and multiparty states

This section was not as popular as in previous years- presumably because an anticipated ‘Reasons for the failure of the League of Nations’ question did not appear. This did not seem a barrier however to those who decided that question 16 was, after all, really a question on this subject and wrote accordingly. Such an approach did not effectively meet the demands of the question which dealt with the question of ‘peace and cooperation’ in the twentieth century –and not just the period 1920-35/39.

Question 17 was done by relatively few but on the whole produced some sound answers/comparisons. Questions 18 and 19 were rarely tackled-and surprisingly there were few takers for question 20 in relation to successes and failures of governments in either Japan (1945-52) or the USA (1933-45).

Topic 5 The Cold War

Question 21 *“An unnatural alliance that was bound to fall apart after the defeat of the common enemy.” To what extent does this statement explain the origin of the Cold War?*

A very popular question which produced generally good answers- though as noted by examiners, and alluded to above in the General Comments section, there was ‘too much unnecessary historiography’ in some responses. In some cases it seemed as if a prepared answer on the origins of the Cold War was shoehorned into the question but the better responses dealt with the component parts of the quotation and examined developments prior to the ‘unnatural alliance’ noted in the quotation.

Question 22 *In what ways, and with what results, did the United States’ Cold War policy of containment affect Cuba after 1959?*

For too many this was seen as a Cuban Missile Crisis question and the result was often a narrative/descriptive coverage of a fairly narrow period. The effect on Cuba 1959-61 and post 1962 was often ignored or superficially covered.

Question 23 *Compare and contrast the roles of China and Germany in the Cold War.*

Not a popular choice and the responses tended to be very generalized sequential accounts of some episodes in the Cold War which involved China or Germany (ies). The compare/contrast treatment in this particular question was not well tackled unfortunately.

Question 24 *Analyse the importance of détente in ending the Cold War.*

Though not a particularly popular question this did produce some sound responses. Weaker candidates did have some difficulty in defining/identifying the key features and /or the chronology of détente but stronger candidates dealt with both the importance of détente and ‘other factors’ which may have contributed to the ending of the Cold War.

Question 25 *Examine the part played by economic issues in the development of the Cold War.*

Some very good responses to this question were evident though some students identified this as an ‘origins of the Cold War’ question and seemed to ignore the focus on ‘economic issues’ and ‘development’.

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

This Topic area produced very few responses and of those that did appear, the chief characteristics of the answers were sweeping generalization and inadequate historical knowledge. Generalities abound in the majority of responses and the section continues to attract some of the weakest candidates who seem unable to find or cope with the demands of questions in the other sections.

Recommendations and guidance for the teaching of future candidates

- Suggestions for future guidance each year do appear terribly repetitive- but they are still worth repeating- and making available to the students in order to inform students as to what examiners are looking for in the essay questions set.
- Since every essay provides a specific task for the candidate, students need to identify the key terms in the question and plan an effective and relevant response accordingly. Question analysis means reading the entire question, breaking down the task into constituent parts or themes and then avoiding the temptation to produce an avalanche of information whose relevance to the specific demands is quite marginal.
- 5-10 minutes writing a plan of the response is time well spent and can aid in providing a coherent and focused answer. Include the plan in the answer booklet or in any class based timed essay assignment. In this way students should see such planning as a vital part of the essay writing process.
- In questions relating to Topic 3 - students must exercise great care in identifying whether questions are asking candidates to focus on rise or rule of single-party leaders - or both! So many marks are lost by students who fail to identify the scope of these questions.
- Do pay attention to the regional requirements in essay questions. Students need to be aware of what constitutes a region as far as IB history is concerned. See the History Guide or the front cover of Paper 2 for a graphic representation of the regions according to IB.
- A thematic approach to essays, when appropriate, usually produces a more successful outcome. The chronological narrative tends towards descriptive writing and curtails analytical treatment of topics.
- Opinions need to be supported by relevant, accurate historical knowledge if candidates wish to achieve the higher grade bands. There is no substitute for mastery of the material and its focused deployment in the attempt to meet the demands of the task.
- Define terms which appear in the questions – not only for the sake of examiners but in order to clarify the task at the outset for the candidate- ‘ideology’, ‘social results’, ‘limited war’ for example - all need to be explained at the outset.
- 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 must form the basis of any effective essays.

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 115 candidates including 3 centres in the United States. There were no answers to questions 9, 10, 20, and 22 and fewer than 10 answers to questions 3, 5, 13, 14, 15, 18, 21, 23, and 25. Comments are made only on those questions which were answered by at least ten candidates.

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

Questions on nineteenth century topics have always been more popular, reflecting the emphasis on them in schools. Unfortunately certain topics appear to continue to be taught in insufficient depth e.g. on the transition to the legitimate trade in West Africa (question 1), and popularly frequently answered questions on South African topics (questions 11 and 19), the major weakness continues to be the tendency to write vague generalisations without supporting evidence. This is especially evident in answers to questions on topics which the candidates do not appear to have been taught e.g. questions 12, 24 and 25. Otherwise the weaknesses of the candidates were not related to particular areas of the programme.

The levels of knowledge, understanding and skill demonstrated

There was a clear range of ability all the way to the highest markbands. The major weakness continues to be the tendency to generalise without supporting evidence. Answers to questions 1, 6, 12 and 24 in particular all showed an inadequate amount of accurate, specific relevant knowledge. Better candidates demonstrated the ability to analyse and evaluate and to compare and contrast. The main requirements of most questions were understood but often not satisfactorily addressed.

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

Question 1 *“Abolition of the slave trade gave West Africa its place in the world economy as a supplier of agricultural produce” To what extent do you agree with this statement?*

This question was answered by nearly a third of the candidates but few had adequate specific knowledge of agricultural production in and exports from West Africa and middlemen e.g. in the Niger Delta.

Question 2 *To what extent had economic, social and political modernisation been achieved in Ethiopia by 1913?*

Questions on nineteenth century Ethiopia are always popular. The key word, ‘modernisation’ was however ignored or inadequately addressed. Most answers did, however, try to assess the role of the three relevant emperors.

Question 4 *What conditions produced the outbreak and success of two nineteenth century jihad movements in the Western Sudan.*

Answers varied in depth and did not always explain the success of the jihads.

Question 6 *What were the causes and results of conflicts between the Xhosa and both the Boers and the British in the Eastern Cape before 1840?*

This question was perhaps the least well answered in the whole paper. Almost no candidate had knowledge of the Xhosa wars and they confused the Xhosa and the Khosian and wrote about the Great Trek.

Question 7 *In what ways, and with what results, did the activities of Leopold II of Belgium in the Congo and the British occupation of Egypt, increase European interest and aggression in Africa between 1876 and 1900?*

Questions on the partition of Africa are always popular and most candidates avoided writing general essays on the causes of the partition. The best answers were quite specific on how Leopold’s activities and the British occupation of Egypt increased European interest in Africa.

Question 8 *In what ways, and with what success, did two peoples in East Africa resist European expansion before 1914?*

This was generally well answered by a few centres where the topic had clearly been taught in depth.

Question 11 *Analyse the economic and political consequences for South Africa of the diverse discovery of diamonds and gold.*

This question was answered by at least half of the candidates but there was a disturbingly large number of vague generalisations and of answers which showed almost no accurate, relevant knowledge of political consequences.

Question 12 *“Colonial change was less liberating for women than men.” To what extent do you agree with this judgement?*

This was a more popular question than expected but answers were often seriously lacking in specific knowledge to support their vague generalisations. The topic does not seem to be taught, and candidates rely on inadequate general knowledge.

Question 16 *Why did Tanganyika achieve independence earlier than Kenya?*

This was perhaps the best-answered question with most answers being focused and explicitly analytical with an effective comparative structure.

Question 17 *Assess the contribution made by a political party to the achievement of independence in one West Africa state.*

Almost all candidates chose the CPP but tended to discuss more generally the role of Nkrumah.

Question 19 *Analyse the changing nature of African resistance to apartheid from 1960 to 1990.*

Answers to this very popular question generally had a basic knowledge of key organisations, personalities and events but did not analyse the changing nature of resistance in sufficient depth.

Question 24 *Analyse the problems faced by African governments in the provision of education since independence. To what extent have these problems been overcome?*

The same comments apply here as to question 12.

Recommendations and guidance for the teaching of future candidates

The advice given in previous reports continues to apply. Teachers can limit themselves even to four topics provided they cover every aspect of these topics. Questions can be asked on any of the bullet points within a topic. It is evident that some sub-topics are currently taught in less depth or even omitted, for example, economic changes in agriculture, trade and production in topic 1, modernisation in topic 2 and the eastern cape and the conflict with the Xhosa in topic 6. The answers to the questions on these sub-topics in this year's paper strongly suggested that they were taught in less depth than other sub-topics on which questions have been set in previous years.

Candidates are disadvantaged when such questions appear. They must be aware that a full question may be asked on any sub-topic or bullet point.

Teachers should encourage students to be careful in their choice of questions. They should be assured that there is a guaranteed question on every topic. They should avoid answering questions on topics they have not specifically been taught. They should be reminded that vague generalisations, for example, about improvements in transport or the status of women in colonial Africa, or the provision of education in Africa since independence, will not score high marks. They should also pay most careful attention to the wording of questions to avoid irrelevance or inadequate coverage.

Candidates need to be shown, perhaps with exemplars, the difference between narrative or descriptive answers and those with explicit analysis. They should practise answering ‘compare and contrast’ questions on every topic so that they understand the difference between sequential accounts and those with a clear comparative structure. Teachers should discuss regularly with their students what is expected in answers to questions with such key words as ‘analyse’, ‘assess’, ‘evaluate’ and ‘explain’. Candidates do now seem to be aware that they can challenge the assumptions behind questions which include a quotation. They do, however, still need reminding that they must write balanced answers to two-part questions e.g. ‘in what way, and with what success’ or ‘what were the causes and results’. They must also realise that ‘to what extent’ questions require assessment of other factors.

Though nineteenth century topics are likely to remain the most popular, teachers should consider teaching topics that overlap with themes in Paper 2, e.g. the Maji Maji rising as a guerrilla war, Nyerere’s one party Tanzania, and the impact of the Cold War and the United Nations on Africa.

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

Introductory comments on the overall performance of the candidates

The paper seemed to work very well, leading to a wide choice of questions and a good spread of marks. The great majority of the G2 forms reported that the paper was of similar standard to previous years (82%) while some felt that it was more difficult (14%). It was very encouraging to note the good quality of answers found in this session. There was a strong concentration of answers on both Latin American and US history. The most popular questions were 3, 5, 6 (US History) 14 (the Great Depression), 15 (Peron and Vargas), 16 (US involvement in WWII) 17 (Cuba), 19 (Kennedy), 20 (Civil Rights movements), 23 (Reagan). Very few questions about Canada were answered. Within the questions there was a variation of performances, from very good to very poor although the general performance was good. Examiner reports recorded that all the students answered the required three questions.

The areas of the program which proved difficult for candidates

Questions from the early part of the syllabus generally produced poor answers, as seems often to be the case. Questions on social and cultural history were also generally poorly managed or not answered: women, minorities, literary currents. The topic of international organizations did not receive any particular attention and regretfully in question 16, US involvement in the Second World War, there was a significant confusion with the First World War. Some candidates had difficulties with responding to multi-part questions (e.g. “in what way and to what extent”, “explain how and why”, “compare and contrast” etc.).

The levels of knowledge, understanding and skill demonstrated

A positive feature in many answers was that candidates showed relevant knowledge about some of the topics. This was particularly evident in questions 3, 5, 6, 14. Some candidates made excellent use of

both Spanish and English historical evidence. There were some interesting attempts at analytical approaches to questions 5, 14, 11, 15, and 19. Overall many of the responses to some demanding questions showed well-prepared candidates displaying impressive levels of knowledge, skills and understanding.

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

Question 1 *Compare and contrast the main features of the administration of British and Spanish colonies by the middle of the eighteenth century.*

Not often selected.

Question 2 *Evaluate the relative impact of economic measures and political ideas, in promoting independence in two colonies of the region.*

Not often selected.

Question 3 *Why did the Articles of Confederation fail to provide strong government?*

A popular question which was rather well answered. Candidates showed knowledge and understanding of the topic and analyzed the weaknesses of the Articles well.

Question 4 *“The nineteenth century did not bring Latin America the order and prosperity that the liberators had hoped for.” With reference to two or more countries, to what extent do you agree with this judgment?*

Answered by very few candidates.

Question 5 *For what reasons and, in what ways, did supporters of slavery in the nineteenth century use legal, religious, and economic arguments in its defense?*

A very popular question that was answered well by the majority of candidates. Some candidates had some difficulties with answering both parts of the question and there was more emphasis on ways than reasons.

Question 6 *Assess the relative strengths of the North and the South at the beginning of the United States Civil War in 1861.*

A popular question which produced very good answers. Most students focused very clearly on the “relative strengths” and were very much aware of the chronological aspect of the question.

Question 7 *Why were some Canadian provinces not interested in Confederation by 1867?*

No answers recorded.

Question 8 *Explain why there was a high level of immigration into one country of the region, in the second half of the nineteenth century.*

Not often selected. The few takers for this question had a limited knowledge of the topic and the time period was not observed.

Question 9 *Analyse the main literary trends in two countries of the region between the 1850s and 1920s.*

Attempted by very few candidates and answered very poorly.

Question 10 *Explain how and why the position of African Americans improved in United States society between 1877 and 1945.*

Not often selected. Candidates who attempted this question tended to discuss only B.T. Washington and W. E. B Dubois and thus limited the timeframe and the scope of the answer.

Question 11 *“The main aim of Franklin Roosevelt’s policy towards Latin America (1933-45) was to improve relations between the two regions.” Assess the validity of this statement.*

Not a very popular question. However those who answered it provided interesting arguments and supported them by using specific examples as evidence.

Question 12 *Examine the major stages of the Mexican Revolution (1910-20) and explain the programmes of three of the most important leaders.*

Although the Mexican Revolution did not prove as popular as in previous years, several candidates answered it. The performance was rather good but some candidates had difficulties with examining the stages.

Question 13 *Analyse the main developments in Canada’s economic relations with the United States in the first half of the twentieth century.*

Very few attempts.

Question 14 *Analyse the causes of the Great Depression in one country in the Americas.*

A question that was very often selected. The most used examples were the United States, Argentina and Brazil. In general terms, the answers were very good and displayed detailed knowledge and some critical analysis.

Question 15 *For what reasons, and by what means, did either Perón or Vargas obtain power?*

This question was very popular with Perón being the most frequent choice, although some very good answers about Vargas were seen. Most answers displayed relevant knowledge and understanding of the topic. Some candidates, however, lost marks because they did not answer the two parts of the question.

Question 16 *Why did the United States become involved in the Second World War?*

Probably the most answered question with some disappointing results. Although the topic is a mainstream one in the Americas syllabus, it was surprising how many candidates confused or combined the Second World War with the First World War. Answers also were very weak on the relationship between the United States and Japan and Germany.

Question 17 *Analyse the relations between the United States and either Canada or one country in Latin America, between 1945 and 1965.*

Almost all the answers were about the United States and Cuba. The quality of the answers varied from very good to satisfactory. Knowledge about the topic was evident but the main weakness was the lack of coverage of the period between 1945 and 1959.

Question 18 *Compare and contrast the causes of two revolutionary movements in Latin America after 1945.*

Few candidates chose this question.

Question 19 *Assess the successes and failures of the foreign policies of either Eisenhower (1953-61) or Kennedy (1961-3).*

With very few exceptions almost all the candidates selected Kennedy. Some answers were very good in terms of analysis and knowledge particularly about Latin America. The most significant limitation was that students relied too heavily on Cuba and ignored Berlin and South East Asia.

Question 20 *For what reasons, and in what ways, did the Civil Rights movement in the United States become more radical between 1965 and 1968?*

This question was chosen by very few candidates. The answers showed problems with staying within the dates constraints and showed some difficulties with the treatment of both “ways and “reasons”.

Question 21 *“By the late 1960s it seemed to many Americans that the forces of chaos and radicalism was taking control of the nation.” To what extent did the domestic policies of either Richard Nixon (1969-74) or Jimmy Carter (1977-81) address this situation?*

Answered by very few candidates.

Question 22 *Analyse the policies introduced by Canada with respect to two of her minorities in the twentieth century.*

Very few answers for this question.

Question 23 *In what ways, and to what extent, did the foreign policy of Ronald Reagan (1981-8) affect the Cold War?*

Answers to this question were generally good. They displayed knowledge and provided some good evidence, although some lacked depth and were non-critical.

Question 24 *Compare and contrast the progress made by women since 1945 in two countries in the region.*

Answered by very few candidates with only vague assertions.

Question 25 *To what extent was the Organization of American States (OAS) successful as a mediator in hemispheric conflicts between 1950 and 1990?*

No answers were reported.

Recommendations and guidance the teachers should provide for future candidates

The recommendations for teachers are:

- Candidates should be trained in reading the questions carefully and following the demands of the questions. As mentioned above, one of the observed weaknesses was the lack of attention to the dates and command terms prescribed by the question.
- Encourage candidates to include references and accurate factual detail to support their responses and to explain and evaluate events.
- Candidates should strive to provide well-supported answers to the questions asked and avoid use of sweeping generalizations and 'pre-prepared' answers. Students should be encouraged to develop independent thinking and to write about varying opinions on subjects.

- More specialist reading about topics will enhance the depth and breadth of answers.

History of South 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

Approximately 150 students sat this paper in the May 2006 session, which again shows an increase in candidature.

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

No area of the programme appeared to present major difficulty for the candidates. Where they were prepared, they displayed significant knowledge and understanding.

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

All the candidates were prepared in fairly mainstream topics with a tendency to answer questions relevant to their geographical locations and where the questions had a resonance with present day issues, such as the conflict in the Middle East.

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

Question 1 *Assess the contribution made by both Clive and Hastings to the foundation and development of British rule in India.*

(9 responses) Most answers displayed a reasonably balanced knowledge although assessment of Hastings' contribution as an administrator was less assured.

Question 2 *Compare and contrast the treatment of the princely states by the British before and after the Revolt of 1857.*

(17 responses) Many of the answers interpreted the term "princely states" to mean the population in general and focused on social issues not the relative power of the rulers in relation to the British.

Question 4 *For what reasons and with what results did the British occupy Egypt in 1882?*

(4 answers) A fairly limited number of responses; candidates were well prepared and knowledgeable but tended to know more about the post 1882 situation.

Question 7 *Analyse the economic and social consequences of British rule in India between 1858-1914.*

(20 responses) Most candidates could see the consequences as being the growth of Indian nationalism but the answers lacked supporting detail.

Question 8 *Account for the deposition of Abdul Hamid II in 1909.*

(3 responses) These responses on the whole saw negative aspects of Abdul Hamid and covered the period up to 1909 very swiftly.

Question 11 *“Attatürk transformed Turkey into a modern, democratic state.” How far do you agree with this judgment?*

(29 responses) Some answers were rather general in their knowledge base. Others had a thorough knowledge of the reforms but did not question the impact of reforms on society although most did question “how democratic”.

Question 13 *Assess the impact of Nasserism on Egypt and the Middle East.*

(27 responses) The greatest weakness was lack of balance, with a great emphasis on Nasser’s wider impact and little real discussion of his impact in Egypt.

Question 14 *“Immigration and land purchase were the main causes of tension between Jews and Arabs in Palestine in the inter-war years.” To what extent do you agree with this statement?*

(35 responses) Several responses were impressive for their range of knowledge and their analytical skills. However, most accepted unquestioningly the problems presented by land purchase and immigration. Some answers appeared to be rote learnt and some concentrated on post 1945 immigration.

Question 15 *To what extent was the partition of India in 1947 a consequence of British policy?*

(39 responses) Some answers referred to long term problems, others were able to discuss the impact of "Divide and Rule" effectively. Problems caused by leading politicians were discussed but very few structured their answers around British legislation in the 20’s and 30’s and how that may have contributed to communal tensions.

Question 18 *“The founder of a modern, democratic and non-aligned India.” To what extent do you agree with this judgment of Nehru’s rule between 1947 and 1964?*

(41 responses) Many candidates had been taught the latest historiography and were very critical of Nehru. They took "democratic" to be how he acted (e.g. in Goa) rather than laying the groundwork for a modern state. Many were not clear on non-alignment. However there were also some very good answers which covered a range of issues analytically.

Question 19 *To what extent did Pakistan overcome its domestic and foreign problems between 1947 and 1965?*

(16 responses) Candidates knew Pakistan’s problems and were able to assess the situation by 1965, many with good reason projected forward to the 1971 conflict in their conclusions.

Question 20 *Why was the monarchy in Iran overthrown in 1979?*

This question was reasonably popular and generally well done. Candidates avoided the pitfall of just concentrating on 1979 and had reasonable, although not detailed knowledge, of the Shah's policies. However they did not always comment on how the impact of those policies on society led to a lack of support for the regime.

Question 21 *How far do you agree that the presence of Palestinian refugees was the major factor in the outbreak of civil war in Lebanon in 1975?*

(24 answers) Most candidates had a good level of knowledge of a complex situation and a clear line of argument. A few tended to narrate the events of the Civil War without concentrating on the causes.

Question 22 *Compare and contrast the causes and consequences of the Arab-Israeli War 1948-9 and the Suez War 1956.*

(40 answers) The majority of responses effectively compared and contrasted although they tended to be stronger on the consequences. Most had reasonable knowledge, one or two were rather generalised but nevertheless saw the differences in outcome of the two conflicts.

Question 23 *Assess the impact of the Cold War on the region between 1945 and 1977.*

(6 answers) Most answers tended to be very focused on relations with Egypt by the superpowers and lacked a broad overview of the impact of the Cold War on the region as a whole.

Recommendations and guidance for the teaching of future candidates

Candidates should be encouraged to really determine the demands of the question rather than produce answers to the questions they hoped to find. More accurate supporting detail would be beneficial and developing analysis in response to terms such “analyse the impact”.

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

From the comments made by the schools, it was evident that this paper was well received by the vast majority of centres. It was considered to be of a similar standard of difficulty to that of May 2005, if not a little easier. Syllabus coverage was good, although one school complained it was poor, as was the clarity of wording and presentation of the paper. The majority of candidates based their exam preparation exclusively on China and Japan. In terms of the chronology of the paper, most candidates answered questions from the 19th century. The vast majority of candidates appeared to have little difficulty in terms of the time allocated to them for this paper.

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

The perennial problem is that candidates do not read the questions carefully enough and therefore do not write their answers on the actual question that was set. There was far too much descriptive commentary, rather than an attempt at marshalling the information together and directing it in a focused way at the question.

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

There was ample evidence that candidates were well prepared for this examination. The depth and breadth of knowledge demonstrated by the better candidates was very impressive.

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

Question 1 *“The First Anglo-Chinese War of 1839-42 was about more than opium.” To what extent do you agree with this statement?*

This was the second most popular question on the paper. Weaker candidates merely described in very general terms the causes of the war without focusing much on the question. Some candidates wrote about the consequences of the war which gained them little or no credit. The better candidates analysed the changing relationship between China and Britain from the end of the 18th century analyzing the cultural differences between the two powers and then assessed the importance of the role of opium in this context as a cause of the war.

Question 2 *To what extent did the Taiping Rebellion (1851-64) highlight the weakness of the Qing (Ch’ing) dynasty?*

This was another very popular question which was usually well handled. Weaker candidates were unable to be precise about the Taiping Rebellion ‘highlighting’ Qing weakness, but more able candidates were able to sustain coherent arguments either supporting or refuting the assertion.

Question 3 *Analyse the role of the Satsuma and Chōshū clans in bringing about the collapse of the Tokugawa Shogunate (Bakufu) in Japan between 1850 and 1868.*

This was also very popular and was the single question in the entire paper that was successfully handled by the vast majority of the candidature. There were some excellent responses which were appropriately rewarded at the highest level of the mark bands (17-20).

Question 7 *“During the period 1860 to 1912 the treaty ports in China became centres for Chinese nationalism and modernisation.” To what extent do you agree with this statement?*

There were very few good responses to this question. The majority of candidates had surprising difficulty identifying the ‘treaty ports’ by name. Those that could were unable to discuss their role in the promotion of ‘Chinese nationalism and modernisation’. This question was poorly answered.

Question 8 *To what extent were changes in Japanese society between 1868 and 1889 reflected in the Meiji Constitution?*

Many candidates were able to write about Japanese society and many candidates could write about the Meiji Restoration. However, only the more able candidates knew anything about the Meiji Constitution and could identify clauses within it that could be related back to changes in Japanese society. This question proved to be an excellent discriminator.

Question 10 *To what extent did the Sino-Japanese war (1894-5) and the Russo-Japanese war (1904-5) change the balance of power in East Asia?*

The most common response to this question was that, by 1905, Japan had become the dominant power in East Asia supplanting China. Better candidates recognized this fact, but were also aware that this

dominance was illusory in certain areas. The depth of knowledge demonstrated here by the candidates was impressive.

Question 12 *Why did militarism triumph over liberal ideas and values in Japan between 1918 and 1937?*

This question was another excellent discriminator. There were many unfocused, rambling and inaccurate responses which attempted to show why militarism was important in post World War One Japan. Most of these focused on dissatisfaction with the Paris Peace Settlements and relations between Japan and Manchuria/China after 1931. Better candidates were able to examine how militarism overcame liberal values over time and the best candidates challenged the chronology of the question arguing that, in the early period, militarism did not triumph over liberalism.

Question 15 *“The United Front between the Chinese Communist Party and the Guomintang (Kuomintang), formed after the Xian (Sian) Incident in 1936, was never likely to last.” How far do you agree with this assessment?*

This was without doubt the most popular 20th century question. Hardly surprisingly therefore it attracted a wide range of responses from the banal to highly sophisticated and analytical accounts. It was surprising how little the candidature knew of events in China in 1936 and the immediate causes of the formation of the Second United Front. Unfortunately, despite the dates, some candidates wrote about the First United Front with the result that they received little or no credit.

Question 16 *Why did the Japanese Government decide to go to war against the United States and the Western colonial powers in December 1941?*

This was surprisingly poorly done. The vast majority of responses identified the need for raw materials as THE reason why Japan attacked Pearl Harbor. Very few candidates knew anything about the Konoye mission, the Hull note or the ‘Strike North, Strike South’ debate within the Japanese High Command. There was also a tremendous amount of confusion about Japan’s precise relationship with Germany and Italy between 1939 and 1941.

Question 17 *Assess the foreign policy of China’s Government between 1949 and 1975.*

Unfortunately most candidates saw this as a chance to write all they knew about Mao (as there was no specific question purely on Mao (1949-1976)) in the paper. Some wrote on domestic policies while some wrote generally about foreign policies mentioning Tibet, Korea and Sino-Soviet relationships. The question was not on Mao, but on the Chinese government. The role of others, Zhou Enlai for example, in foreign affairs was almost totally ignored by all but the best candidates.

Question 21 *Compare and contrast the political ideals and achievements of Deng Xiaoping (Teng Hsiao-p’ing) and Mao Zedong (Mao Tse-tung) as leaders of China after 1949.*

Hardly surprisingly Mao was well known, but very few candidates knew much about Deng. The focus of the question on ‘political ideals’ also made it challenging as this is obviously an area about which the candidature knew very little.

Recommendations and guidance for the teaching of future candidates

Some centres are obviously teaching their candidates to write essays with reasonable introductions and conclusions and candidates generally have a sound grasp of the historical content of the subject matter. However, even the better centres need to help their candidates to direct their answers to the questions and link their knowledge to what the question is actually asking. 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. There are very few cases where candidates have actually thought through their own arguments. There is too much citing of names- “Historian Spence argues”; “Historian Hsu has said” without any real understanding of the issues which are involved. The key terms of a question are frequently ignored and teachers need to help their students to identify these and use them as the basis for an essay. It is evident that centres have reduced the chronological time period which they are studying which has enabled candidates to have more depth of knowledge on particular subjects, and this is to be encouraged. On the bright side, however, was the high number of extremely well prepared candidates from a wide range of centres.

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

General comments

The standard for this component was very satisfactory, with very few really bad scripts, and the expected percentage of excellent ones. Candidates who did not achieve their expected standard or result, probably chose at least one unsuitable question. Few candidates are sufficiently well prepared for social and economic topics, and many fail to distinguish between social and economic and political areas, even when they are asked for political consequences. This programme has been running for many sessions thus candidates cannot expect the questions on the same syllabus areas to be asked every year, and some of the perhaps unusual or unexpected approaches no doubt surprised some candidates and teachers. One teacher feedback form expressed surprise that foreign policy for Hitler and Mussolini was asked, as his candidates do not like foreign policy questions.

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

This session, candidates who had studied the nineteenth century as well as the twentieth century, probably, on average, scored better than those who only studied the twentieth century. The latter rely too much on their studies for Paper 2, and often do not extend their European knowledge to the required depth for Paper 3. This is especially apparent in the Paper 3 Europe Cold War question which usually produces too much unfocused global Cold War material. Responses to questions on leaders of European single party states are often disappointing because they lack the depth and detail required for Paper 3.

Areas that were well known and addressed by many, included the Vienna Settlement, Austria, Prussia and Bismarck, Italy, Alexander II, the 1917 Russian Revolutions and the League of Nations.

It is pleasing to note that the improvement in tackling comparative questions continues. Very few candidates fail to produce an acceptable comparative structure. There are still too many who write all they know that is vaguely connected with the question asked, and who include too many irrelevant narrative or descriptive details, but structure and focus is improving. A pleasingly high standard was reached by a number of new schools, some of whom were writing for the first time this session.

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

Question 1 *In what ways and for what reasons did the French Revolution a) benefit France and b) harm France?*

Although this was not a very popular question, it was answered better than many in past sessions on the French Revolution, with some specific evidence given for ‘benefit’ and ‘harm’.

Question 2 *“The overall effect of Napoleon I’s foreign policy was to bring glory to France.” To what extent do you agree with this assertion?*

The main problem with answers to this question on Napoleon I’s foreign policy is that few candidates limited their answers to foreign policy.

Question 3 *In what ways, and to what extent, did the aims and policies of the Great Powers in the Vienna settlement shape Europe until 1852?*

Like most questions on the Vienna settlement this one was quite popular and quite well done. Aims and policies were considered, and better candidates did focus on the phrase ‘shape Europe until 1852’ in their analysis.

Question 4 *Compare and contrast the reasons for the fall from power in France, of Charles X in 1830 and Louis Philippe in 1848.*

There were few answers to this question on Charles X and Louis Philippe, and although most attempted a comparison, they were too general and unbalanced.

Question 5 *Assess the main features of foreign and imperial policy (excluding Ireland) in Victorian Britain in the second half of the nineteenth century.*

No answers seen.

Question 6 *Analyse the weaknesses of Austria in the period 1815 to 1866.*

Knowledge of Austrian weakness between 1815 and 1866 has improved, and good answers with much specific detail and analysis of Austria’s political and economic problems including those caused by the 1815 Treaty, causing over stretching and nationality problems, were seen.

Question 7 *Why was Italy united under Piedmont-Sardinia and not under Rome?*

There were answers which consisted of all the candidate knew about Italian unification, in this popular question, but the majority did focus on the set question, and there was strong knowledge about Rome’s failure to be in the forefront of unification.

Question 8 *In 1862 Bismarck said: “The great questions of the day will not be settled by speeches and majority decisions.” What were “the great questions of the day” for Bismarck, and how did he settle them up to 1871?*

Another popular, and on the whole, successful question. Some as usual recounted Bismarck’s three wars, but many analysed them and other factors in answers that focused on the quotation.

Question 9 *Compare and contrast the policies of Alexander II (1855-81) and Alexander III (1881-94) of Russia.*

This was a question where one of the Tsars, Alexander II, was much better known than the other, Alexander III, but most were able to use their weaker knowledge of the latter to provide a valid comparison and contrast, and score reasonably well.

Question 10 *For what reasons, and with what results, was social legislation an important feature of one nineteenth century European government?*

Insufficient evidence for comments.

Question 11 *Evaluate the nature and importance of cultural developments in one European country during the nineteenth century.*

Insufficient evidence for comments.

Question 12 *Analyse the effects of Napoleon III's domestic policies.*

Surprisingly few takers on this straight forward question, but some detailed answers were seen.

Question 13 *Why and with what results did Spain fail to modernise in the second half of the nineteenth century?*

Not seen.

Question 14 *Examine the main economic and political developments in one Scandinavian country, or in Finland, in either the nineteenth or the twentieth century.*

The few responses, no doubt written by candidates from the countries concerned, were reasonable.

Question 15 *Analyse the long term and short term causes of the 1917 February/March Russian Revolution.*

This was a popular and generally well answered question., Candidates were able to state long and short term causes in some detail and analyse them. Those who reached the top bands did so because of good structure and attention to, and differentiation between, 'short and long' term events and causes.

Question 16 *Assess the effects between 1914 and 1921, of the First World War on the civilian population of one European country.*

A rather disappointing question which led to answers which were too general and lacked specificity. Too many candidates chose this question who should not have done so.

Question 17 *For what reasons, and in what ways, was a Marxist/Communist state set up in Russia between 1918 and 1928?*

A question on this theme had not been set before, and many candidates were not sure how to tackle it. There was frequently too much background, often repeating material used for question 15 and too little detail and analysis, especially on Lenin, 1918 to 22. Also Stalin was often ignored completely.

Question 18 *Account for the foundation of the League of Nations, and assess its success between 1920 and 1935.*

It was clear that many candidates had written an essay on the failure of the League of Nations, thus the foundation and success were not adequately considered. However, in spite of this frequent lack of exact focus, good marks were obtained.

Question 19 *Compare and contrast the foreign policies of Hitler and Mussolini up to the outbreak of the Second World War.*

The foreign policies of Hitler and Mussolini were quite well known, and compared and contrasted satisfactorily, but probably almost 9 out of 10 candidates failed to mention the involvement of both in the Spanish Civil War.

Question 20 *Analyse the reasons for the Nationalist victory in the Spanish Civil War.*

This quite popular question produced many focused, detailed and analytical answers as to why the Nationalists won the Spanish Civil War.

Question 21 *Assess the political consequences of the Second World War in two European countries between 1939 and 1950.*

Another question that has not been asked in this way before, and which confused some candidates. This was surprising, because when asked for ‘economic consequences’ many resort to political ones, but a few knew what this question required.

Question 22 *In what ways, and with what success, did Brezhnev direct domestic and foreign policies in the Soviet Union between 1964 and 1982?*

Brezhnev’s foreign policy was known better than his domestic policy.

Question 23 *“The Cold War both helped and hindered the recovery of post Second World War western Europe.” To what extent do you agree with this judgment?*

This question also caused problems for some candidates and results were disappointing. Too many failed to treat the question from a European angle, and others knew little beyond the Marshall Plan. Most candidates think that they know the Cold War but there is a lack of depth and detail.

Question 24 *Examine the successes and failures of Tito in Yugoslavia.*

Not seen.

Question 25 *In what ways, and with what results, have twentieth century transport developments changed European work and leisure patterns?*

Answers described forms of transport, but did not address how they changed work and leisure patterns.

Recommendations and guidance for the teaching of future candidates

The same advice is given every session: think and plan before writing. This means spending more time studying the question and not falling into the trap of attempting to answer a question where specific knowledge is limited or where the demands of the question are not absolutely clear. Plans should be written on answer paper and handed in. Examiners do consult them, and often credit them. Avoid tackling questions which lead to long narrative accounts, or wordy generalisations. Mastering focus and structure is half the battle won. Structure has improved considerably. Most IB candidates produce good comparative structures now for compare and contrast questions. Depth of analysis, and specific details to use as evidence for assertions made, could still be better, but again have improved. Most candidates did reveal some secure knowledge and understanding of modern European history, so carry on the good work, and make it even better.