

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 - 58	59 - 68	69 - 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 11	12 - 22	23 - 35	36 - 47	48 - 59	60 - 70	71 - 100

Higher and standard level internal assessment

Component grade boundaries

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

The range and suitability of the work submitted

Generally, there was a sound range of appropriate topics. The vast majority concentrated on the 20th century. Most candidates had clear and focused investigation questions, on genuine historical issues. Local history topics have all but disappeared from the samples this year. However, an interesting development was the increase in the number of candidates that had used art, literature, films and oral history in their research.

Candidates appeared on the whole to have been guided into more narrow and focused topic areas. However, there were a few research questions that did not assist the candidate towards meeting the assessment criteria. Questions could be a little too broad and/or were not specific research questions at all. This led the candidate to write a rather vague narrative, which was based on inadequate evidence.

The majority of the schools complied with the appropriate format for the internal assessment. As in previous years there were some limitations, for instance, with regard to the word count and referencing. A large 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 on criterion B. Bibliographies did not follow a standard method, or were not in alphabetical order. Teachers are using the assessment criteria well but the tendency to over mark was also a factor. More teachers are including brief comments at the end of each section, although not all of them. One main issue is the use of internet sources. Some of the investigations were completely based on internet sources without an indication as to when they were accessed.

Candidate performance against each criterion

Criterion A Plan of the Investigation

Many students scored well in this section. However, although the majority of candidates had given some indication of method, there were many who did not set down the scope of their investigation. In a few cases there was no plan at all. Candidates should be guided to consider the methods they will use to investigate their research question, and to avoid writing over long narrative accounts of the background to their topic.

Criterion B Summary of evidence

Generally students did not have a problem gathering appropriate evidence. Stronger candidates had good depth of evidence. Some students did not research extensively and at times there was inadequate referencing or if they referenced, the source was not included in the bibliography. In one or two cases there was no bibliography included. Students need to ensure that they are footnoting appropriately and more extensively. Of special note was the use of web sites on the internet as a major source of evidence. Some students seem to have a greater reliance on the internet as their major information gathering source while others did not rely totally on the internet as a source of research information but included other appropriate sources. Care should also be taken to ensure that evidence and footnoting should not be from only one or two sources. This allows for greater depth of analysis. There were also many students who had extensive bibliographies and good citations.

Criterion C Evaluation of Sources

Sources were on the whole appropriately evaluated. Few candidates showed difficulties when assessing values and limitations. Having said that, it should be noted that source evaluation has - in some cases become rather formulaic. Candidates need to be reminded of the importance of establishing a link between the research question and the sources to assess for the study of their specific topic.

Criterion D Analysis

On the whole, candidates performed well in this area. However, there were only a few candidates attaining full marks. Although there was a significant decline in the tendency of candidates to write a narrative here, many had simply 'summarized' their evidence rather than analysed it. In addition, many responses were not focused on analysing the specific investigation question, and several candidates had analysed evidence *not* presented in their

summaries [section B]. The analysis of 'the importance of their investigation in its historical context' was often only referred to implicitly.

Criterion E Conclusion

No significant problems in this area. For the most part these were consistent with the evidence presented.

Criterion F List of sources

Some investigations were over the world limit and teachers did not lower their marks here. Students must be encouraged to gather their evidence from a variety of resources. Some of their bibliographies lacked diversity and this was reflected in the quality of the final historical investigation. Bibliographies must include the date the web site was visited. Some candidates did not have correct bibliographical format (alphabetical order). However, overall presentation was good.

Recommendations for the teaching of future candidates

- Candidates could be guided to consider the methods they will use to investigate their research question, and to avoid writing over long narrative accounts of the background to their topic. The scope of the investigation must be defined, and examples of good practice should be shown to students.
- Whether writing a bullet point list of evidence, or writing a fuller narrative, and analyzing, students must cite all information consistently during the investigation. Whether they are summarizing points, quoting figures or speeches etc, or paraphrasing, they should be citing the information.
- Although the evaluation of sources can be approached in the same way as practicing for the evaluation questions on Paper 1, the students are required to discuss the origin and purpose of their chosen sources in greater depth. Students should write about the provenance of their sources in full in this section so that their teachers and ultimately the moderator can assess the validity of the comments they make. They should then evaluate the value and limitation based on the origin and purpose in detail. A focus on writing out in detail the provenance might help students to avoid simply describing the content of the sources they have used.
- Candidates could be given clearer guidance when selecting a research question, a genuine 'historical question' will lend itself to analysis. Students could be assisted with their structure so as to avoid a narrative or 'summarising' approach. Students should also work *with* the criteria in front of them. Many candidates did not analyse 'different interpretations' even though they had discussed different perspectives in criterion C. In addition, more consideration of the 'importance of the investigation in its historical context' could be given in class preparation time.
- In general, candidates should avoid 'sweeping statements', and dramatic endings that do not 'conclude' their investigations. They should also address the whole question they

have researched, and adhere to the weight of evidence presented. In addition, it would be useful to remind students *not* to introduce new evidence in their conclusions.

- Teachers' comments on the samples explaining the award and deduction of marks were found to be very helpful. This practice 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 - 18	19 - 25

General comments

Out of the 342 G2s received 331 considered the level of difficulty of the paper to be appropriate. When comparing the paper to that of last year however, 38 thought that it was easier, 197 of a similar standard, 45 a little more difficult and 8 much more difficult. The reason most commonly cited was the inclusion of statistics in prescribed subject 1 and prescribed subject 2. Centres' comments varied from - "Thank you for choosing statistics instead of hazy pictures, brilliant decision", to - "Graphs and statistics are not a good idea". In other, more general terms, 1 centre out of 342 found the syllabus coverage poor, 2 centres found the clarity of the wording poor and 1 centre found the presentation poor. The vast majority of centres were quite satisfied with the May 2007 paper 1.

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

Time management proved a problem for some of the less able, and there were also those who struggled to comprehend the true meaning of the sources. There was also a small minority of candidates who did not read the rubric carefully enough. In answering question 2, some misread D for B, while in question 11, some chose to focus on sources A and B, or C and D, rather than D and E as directed.

Many students, when answering the final question, had evident difficulty in including "own knowledge" in their answers, and this inevitably restricted their attainment.

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

Many candidates showed a pleasing ability to interpret and apply the sources provided (first and final questions). The very best candidates produced answers of remarkable range and depth, especially given the time constraints under which they were operating, demonstrating in the process an impressive grasp of the detail of the sources.

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

Prescribed Subject 1 The USSR under Stalin, 1924 to 1941

Question 1(a) *What do the statistics in Source E on the consumption of foodstuffs and the numbers of livestock, suggest about the lives of peasants between 1928 and 1932?* [3 marks]

Identifying three points presented few problems for most candidates, though some overlooked the need to relate the results to the lives of the peasants. There was too much inclusion of outside knowledge, which wasted time and gained no marks.

Question 1(b) *What do the percentages of peasant holdings collectivised in the USSR between 1930 and 1941, in Source E, suggest about the timing and scale of collectivisation under Stalin?* [2 marks]

This was a little more testing, since there was a clear need to attend to the detail of the source. Weaker candidates tended to copy out the percentages with little if anything in the way of interpretive comment. Answers tended to be better on timing than scale.

Question 2 *Compare and contrast the views on collectivisation expressed in Sources B and C.* [6 marks]

Most candidates were able to spot at least some of the relevant similarities and differences, though an end-on approach was rarely conducive to success here. Candidates rightly pointed out that the definition of a 'kulak' was very different in the two sources.

Question 3 *With reference to their origin and purpose, assess the value and limitations of Source A and Source D for historians studying collectivisation under Stalin.* [6 marks]

Examiners encountered, with disappointing frequency, general comments on the possibility that the meaning of the 2 sources may have been changed when they were translated from Russian into English. Similar observations that the sources were merely an excerpt received no credit. While the best answers thus made good use of the details of the sources, less successful ones had little to say on the purpose of source D.

Question 4 *Using these sources and your own knowledge, analyse the claim in Source B that collectivisation by Stalin was a "war on the countryside".* [8 marks]

Some of the best answers took their cue from the sources in coming to a balanced assessment, arguing that A and D offered no real evidence of a 'war' (though Stalin's language was plausibly judged to be violent, and propaganda is often a feature of a war), while B, C and E did. There was also an attempt to define what a war actually is, and then to judge collectivization by these criteria. Less successful answers tended to ignore the key term 'war'.

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

Question 5 (a) *Why, according to Source B, was the Five-Antis campaign designed “not... to eliminate a class”?* [2 marks]

Candidates seemed to experience few problems in identifying the reasons here.

Question 5 (b) *What messages are conveyed by Source C?* [3 marks]

There was a tendency among weaker candidates to copy out the figures without much in the way of comment. Most candidates readily identified 2 messages from Source C (usually commenting on the different incidence of law-breaking in small and medium size firms). However relatively few stood back and took the broader view.

Question 6 *Compare and contrast the views expressed in Sources A and B on the nature of the Three and Five-Antis campaigns.* [6 marks]

Candidates rightly pointed out the contrast that, given its date, source A could only cover the 3 Antis, while source B covered both the 3 and 5 Anti's. Weaker candidates compared the 3 and 5 Anti's, rather than the source as required.

Question 7 *With reference to their origin and purpose, assess the value and limitations of Source D and Source E for historians studying Mao's mass campaigns between 1951 and 1957.* [6 marks]

A disappointing number of answers were partly or wholly based upon the highly vulnerable and simplistic view that Source D would be more valuable to historians than Source E because the former was a primary source and the latter was secondary.

Other candidates were reluctant to follow through their description of the sources' origin and purpose by discussing how these attributes might affect their value and limitations.

Question 8 *Using these sources and your own knowledge, analyse the reasons for, and results of, Mao's mass campaigns between 1951 and 1957.* [8 marks]

Some good responses covered a remarkable amount of ground and made good use of the sources and own knowledge. Thus part of Mao's reasons for the mass campaigns was said to be to ensure a complete break with the Kuomintang past, and perhaps to emulate the techniques and control of Stalin. Some weaker answers lost focus on the campaigns and diverted into general accounts of economic development under Mao.

Prescribed Subject 3 The Cold War, 1960 to 1979

Question 9 (a) *Why, according to Source A, were the superpowers convinced “of the need for arms limitations”?* [3 marks]

Lengthy narratives of the Cuban Missile Crisis drawn from own knowledge added nothing to the quality of the answer.

Question 9 (b) *What message is conveyed by Source B?* [2 marks]

There was absolutely no need to rewrite the caption here, but several candidates chose to do so. Some good answers argued that the size of the body of the missile in the picture reflected the size of the problem facing the negotiators.

Question 10 *In what ways do the views expressed about SALT I in Source C, support the conclusions expressed in source D?* [6 marks]

Many candidates proved able to spot the comparisons.

Question 11 *With reference to their origin and purpose, assess the value and limitations of Source D and Source E for historians studying disarmament attempts up to the end of the 1970s.* [6 marks]

For Source D, the point was to consider Gartoff's purpose in writing his book rather than to provide a detailed account of the extract itself. A number of candidates asserted that Source E was a novel.

Question 12 *Using these sources and your own knowledge, evaluate the successes and failures of the nuclear disarmament process by the end of the 1970s.* [8 marks]

As with the final answer in Section B, candidates rarely supported their answers with extensive "own knowledge".

Recommendations and guidance for the teaching of future candidates

For questions 1, 5 and 9, candidates need to write neither too much nor too little. Certainly the requisite number of points need to be made, but answers of a page or more for each sub-question are simply a misuse of time needed for other questions.

For questions 2, 6 and 10, the following points might prove useful.

- An end-on approach should be discouraged. It either prevents candidates from making explicit links between the two sources, or simply wastes their time, because having gone through the first source, they then have to repeat the information when making the actual linkages in their progress through the second source.
- Assertions of similarity and difference do need to have support from the sources, preferably by direct quotation. Such quotation, though, needs to be highly selective, focusing on relevant individual words or phrases.
- Full sentences are rarely needed, and the reproduction of two or more consecutive sentences is usually a sign that focus has been lost. Brevity is the art of quotation.
- Discussion of the provenance of the sources is simply not needed for this question.

For questions 3, 7 and 11, the following comments may be helpful.

- General opening statements along the lines of ‘Both sources have their values and limitations...’ are of no effect, except to waste the candidate’s time. Exactly the same can be said of conclusions such as, ‘These sources need to be checked against other ones before historians can assess their value and limitations when studying...’
- Candidates should be strongly discouraged from treating the sources together. It is totally unnecessary and in fact tempts them into comparisons that attract no reward and reduce the time available for more relevant points. The end-on approach here is exactly the right one.
- Comments on the limitations imposed by the translation of a source are best left out. The same thing can be said of any translated material. Candidates are better advised to spend their time on considering the precise details on provenance (date, place of publication etc.) and purpose, and what these imply.
- Similarly, comments that the source is limited because it is an extract not only state the extremely obvious, but also distract from the task in hand, which is to evaluate provenance and purpose.

For questions 4, 8 and 12, several points might be made.

- Candidates need to do more than just refer to the sources in passing. Some consideration of the detail in relation to the question is required, together with brief, selective quotations.
- A narrative approach seldom works well, since it detracts from a focus on the question being asked.
- Likewise, going through the sources one by one is not generally the best framework for success. The prime task is to construct an answer to the question and to support this by material drawn from the sources and own knowledge.

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

The total number of candidates taking Higher and Standard level history in May 2007 was 27,948- an increase of 10% over the candidature of the previous year. Based upon the return of G2 forms from centres it was observed that in terms of the suitability of the question paper

there was satisfaction by an overwhelming majority in regard to the following categories: level of difficulty (91% considered the paper appropriate); syllabus coverage (95% considered this satisfactory to good); clarity of wording (96% considered this satisfactory to good); presentation of paper (95% considered this satisfactory to good). In comparison to last year's paper 72% found the examination of a similar standard, 20% found it easier, and 8% found it a 'little more difficult' or 'much more difficult'.

In reply to comments such as "This G2 is obviously irrelevant" and "Are G2s ever read?" "Does teacher input really count?", the answer is that the G2s are indeed closely examined and where and when appropriate the setting of grade boundaries and consideration of unexpected difficulties with questions is considered in the interests of the candidature and the integrity of the paper.

The repeat of the May 2005 paper was of course regrettable, but an exhaustive procedure was followed to ensure that candidates were assessed fairly. An explanation of the process has been provided by the Assessment Directorate to allay any anxieties of centres:

As a result of the use of the May 2005 history paper 2 for the May 2007 examination session, for which the IB sincerely apologizes, the IB undertook an investigation into how the error had occurred, what actions should be taken to ensure that candidates were neither advantaged nor disadvantaged and to make certain an error of this type is prevented from happening again.

The investigation found that the error occurred due to many factors brought into play with this paper. In essence, it was due to procedures not being followed rigorously and the introduction of changes to the preparation and production of examination papers.

The investigation concluded with several recommendations for the future and the IB will be taking these forward. Firstly, an end-to-end analysis of the whole preparation and production process is to be undertaken by a business analyst. Question tracking software is to be installed to check for question repetition. Finally, file maintenance procedures and staff training are to be improved.

The actions taken by the IB to ensure that candidates were neither advantaged nor disadvantaged are detailed below.

At the standardization meeting discussions took place between the senior examining team and IB personnel, and subsequently the senior examining team instructed their assistant examiners to mark all work as normal. All work was marked and moderated as in previous sessions.

At the end of the marking period and prior to the grade awarding, substantial statistical analyses were undertaken comparing historical data and component mark profiling. The statistical analyses showed no difference between performance in May 2007 and previous years. This was as expected due to the generic nature of questions on history paper 2s. Following the determination of the grades at the grade award meeting, a further analysis was made comparing the frequency of differences between paper 2 candidate grades and the grades for paper 1 and (for HL candidates) paper 3. This "anomaly measure" indicated that

the component grade situation between paper 2 and the other papers for individual candidates was the same in May 2007 as in May 2005 and May 2006. There was no increase in component grade differentials for the candidature.

At the grade award meeting the principal examiner and senior examiners for paper 2 reported that none of the examiners in their teams reported any anomalies while marking this paper. Those senior examiners at the grade award meeting who teach in a variety of schools across the world, also remarked that the repeat paper had no impact on their candidates. The senior examiners and IB staff also looked carefully at records of helpdesk queries, letters received from schools, the comments on the G2 forms and examiner reports and all concerns raised were addressed during the grade award meeting.

The results of the whole candidature for history were investigated looking at each school and individual candidates, checking school and candidate profiles and historical data. Any anomalies uncovered, such as differences between component performance and past performance, were investigated further by the senior examiners and IB staff.

After a meticulous analysis of result sheets for all schools, only eight schools were identified where a possible advantage or disadvantage may have resulted from the repeat paper. The chief examiner and senior examiners reviewed the scripts of each component from these schools and their conclusion, in all cases, was that there was no evidence to support a claim that candidates had been advantaged or disadvantaged by the use of the May 2005 paper in the 2007 session. Therefore, there was no reason to adjust the original marks of these schools.

In conclusion the measures undertaken confirmed that there was no impact on candidate performance across schools and that performance was virtually identical to previous years. The decision of the grade award committee, which was subsequently endorsed by the Final Award Committee, was that no adjustment of marks was necessary for any candidates. Therefore, the marks for history paper 2, for all candidates, were determined by the normal marking and moderation processes.

As in previous years the most popular topics were Topics 1, 3 and 5. Topic 4, question 16 concerning the League of Nations also proved very popular with particular centres. Topics 2, 6 and the bulk of questions in Topic 4 were not generally as attractive to candidates. It is worth noting yet again that when, in Topic 2, there are questions requiring consideration of 'non-European new states', neither China nor Cuba under Castro is a valid choice.

Rubric offences were rare on the whole: a few candidates answered two questions from the same section and a few used examples which were not based on the twentieth century but the great majority of candidates followed instructions as to the choice of questions and the chronological limitation of paper 2.

Examiners reported that many answers lacked effective knowledge of chronology. While history is more than dates, it is rather worrying that so many candidates seem to be unaware of when events happened and this often resulted in a poor grasp of sequencing. To quote from the 2005 Report, 'This resulted in responses which were often muddled and where linkage between cause and effect was not clear'.

Similarly examiners noted yet again that questions which asked for consideration of 'social' causes or results were also not well done for the most part. Such questions were often invitations for candidates to write extensively and indiscriminately about any form of causation in a 'saturation bombing technique' response.

'Historiography' in the sense of name dropping or narration/summarising of Orthodox/Revisionist/Post-revisionist schools was much less noticeable and it was heartening to see the integration of historiography in answers to supplement historical knowledge rather than mere description of historical interpretations /schools of thought devoid of accurate historical detail and substantiation. Again it is worth emphasizing that 'historiography is not a substitute for the candidate's own applied knowledge'.

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

Paper 2 examiners commented upon the fact that candidates too often wrote answers which were not sufficiently focused on the demands of the question and that in some cases the responses to specific questions such as the very popular Topic 1, question 1 on the results of **either** the First World War **or** the Second World War tended to be very limited in terms of coverage (see below in relation to treatment of individual questions). Paper 2 does offer candidates the possibility (depending on the question obviously) to examine and analyse developments from a global and not simply a Eurocentric or western hemispheric perspective.

Similarly examiners commented that candidates did not always show sufficient awareness of key terms in the question and thus failed at the outset to make clear to the examiner- or possibly in their own minds- what was meant by specific terms such as 'limited war' - or what indeed constitutes 'ideology'. Accurate definition of such terms clarifies greatly the task ahead.

'Rise' and 'rule' questions in Topic 3 for some candidates continue to cause problems. When exactly does the 'rise' end and **effective** and largely **uncontested** single party rule commence? There needs to be some explanation as to the chronological limits set by the candidate in such cases. Some candidates simply write lengthy accounts of a single- party ruler without any real sense of what constitutes rise/consolidation/rule. Better candidates do explain the rationale for choosing specific dates/events for their chosen single party ruler/aspiring single party ruler.

Topic 6 remains a problematic area for candidates. Often it appears to be the topic area which attracts responses from weaker respondents who have been unable to find suitable choices elsewhere in the paper. Responses are invariably highly generalised and lacking in historical depth and appropriate content.

The levels of knowledge, understanding and skill demonstrated

Thematic responses are much more evident in essay writing and it is obvious that 'compare and contrast' type tasks are being treated with much more confidence than in the past. The performance of students in such a large candidature is obviously very varied but there is

evidence at the upper award levels of fine historical analysis ably supported by accurate relevant detail.

Candidates increasingly do include plans of the essays in the answer booklets- and no doubt some also produce plans on scrap paper which is not included. Planning is to be actively encouraged as it helps provide structure to responses and avoids a 'stream of consciousness' approach which results in answers which are unfocused or tangential to the task.

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

Comments are only provided on the most popular questions.

Topic1 Causes, practices and effects of war

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

A very popular question which produced some wide ranging, thematically structured responses covering political, territorial, technological, social and economic consequences produced by the chosen conflict. At the upper end answers were insightful and revealed a good grasp of the multi-faceted impact of war on nations and societies. For many candidates however the main/only result of the First World War was the Treaty of Versailles and the 'inevitable' rise of Adolf Hitler. Similarly many candidates saw this as an opportunity to narrate the origins and development of the Cold War. In some cases 'results' were ignored and 'causes' substituted. Too often a narrow focus was evident and there was a need for a wider consideration thematically - and globally- of the two conflicts.

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

Spain on the whole was tackled more successfully than China- though in many responses it was noted that the nature and role of Soviet involvement in Spain was underdeveloped. Candidates who chose to answer in relation to China either selected the period 1946-49 or 1927-1949. Those who chose the longer period tended to produce fuller answers, being able to incorporate the role of Japan in the civil war experience more effectively. In both cases however the actual nature and extent of foreign intervention needed better historical knowledge to substantiate claims made.

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

Too many candidates simply saw the term 'causes' and ignored the 'social' and 'economic' focus. Such candidates proceeded to write narratives/pre-learned responses on the war of their choice. Usually this was either the First or Second World War. 'Social' was not well defined/understood though 'economic' was treated somewhat better.

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

Relatively few responses but there were some good, knowledgeable responses from some respondents who obviously had studied, and were interested in, the topic of naval warfare. World War One in the Atlantic and World War Two in the Pacific were the most popular wars selected by candidates.

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

Few candidates adequately defined the term 'limited' warfare, taking it to mean often only a war limited geographically. Answers should consider limitations in terms of aims, military technology participants (civilian and military). Coverage of the Cold War was not valid- though proxy/surrogate wars within the Cold War were perfectly acceptable.

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

This topic area was not a popular one though some centres had obviously focused upon specific areas such as India pre and post-1947. This was reflected in responses to **question 9** which required candidates to consider '*For what reasons, and with what results, was either India or Kenya successful in obtaining independence?*' Answers tended to focus more upon reasons than results and in this sense were unbalanced. The treatment of Gandhi remains for many a study in hagiography and other factors could, with benefit, be considered: the impact of the two world wars, changing domestic politics in the metropolitan state, the role of international opinion, the impact of the UNO and superpower involvement/ pressure etc.

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.*

A very popular choice of question with a wide range of aspiring rulers: Lenin, Stalin, Mao, Mussolini, Castro, Peron and of course Hitler. The focus was 'rise', not 'rule' and as noted earlier it is recommended that candidates explain the rationale for their chronological end-point. A case in point is Hitler: some candidates chose his rise to end in January 1933, others March 1933 and yet others, August 1934. All can be justified but candidates are advised to explain why. In some cases candidates simply narrated the life story/political career of the chosen leader and ignored the emphasis on methods/conditions.

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

Again, a popular choice with a similar spread of rulers as in the previous question. The better answers dealt with both domestic and foreign policies and did indeed examine the nature of 'success' - i.e. success for whom- the leader, the population etc.. On the whole this question was tackled quite well and for the most part claims were supported by reference to relevant and accurate historical substantiation. The emphasis is on 'rule' and a few candidates did

spend too much time in dealing with 'rise'. This was most evident in the treatment of Stalin and Mao by some respondents.

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

Responses ranged from the detailed and analytical- particularly with reference to the survival/maintenance of the Leninist regime from 1917-24- to the rather general narratives which often were produced for Peron, who, according to quite a few candidates was able to maintain the regime **only** because of Eva Peron- and nothing much else. There were good answers for Peron but on balance the treatment of Lenin was sounder in terms of recognition of methods and their application/alteration to suit changing circumstances.

Question 14 *Compare and contrast the influence outside their own countries of Hitler and Mao.*

Very few attempts were seen. Of those that were seen they were often very weak or confusingly structured.

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

While this was not a popular question, there were some strong responses dealing with the status of women in the Soviet Union under Lenin and Stalin, Mao's China, Hitler's Germany and in Argentina under Peron. Some centres/candidates obviously specialise in this area and the fruits of this study were seen in some well supported and insightful responses.

Topic 4 Peace and cooperation: international organizations and multiparty states

Only **question 16** elicited more than a handful of responses- *'Why, in spite of early successes, did the League of Nations fail to prevent the outbreak of the Second World War?'*

Questions on the League remain quite popular with many centres. Often however such questions are answered in the form of learned responses to the question 'Why did the League of Nations fail?' This produces narratives which are not always sufficiently focused on the demands of the question. Candidates seem determined to shoehorn in such prepared responses at any cost.

While there were some very sound treatments of the task which revealed much insight regarding the problems encountered by the League as a result of internal and external pressures as well as an appreciation of the nature of totalitarian expansionism in the post-1929 period especially, too many candidates failed to get beyond 1935 and dealt with a different question to that being asked. Knowledge of 'early successes' was in some cases quite limited or simply erroneous. Few candidates seem to have considered the issue of the League's lack of supranational authority (and the reasons for this) from the outset.

Topic 5 The Cold War

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

Along with questions 1 and 11 this was amongst the most popular choices on the paper. Questions on 'origins' of the Cold War do tend to produce an avalanche of learned responses and rote-learned responses summarising interpretations of the Orthodox, Revisionist, Post-revisionist schools etc. regarding who/what was responsible for the conflict. Thankfully there appear to be fewer 'historiographical' summaries devoid of historical detail/knowledge than in the past. Perhaps the message concerning the inadvisability of such approaches has got through.

The best responses to this question were able to confidently define ideology and/or explain the antithetical views of the two sides at the outset before going on to examine/assess the relative importance of this issue of ideology. It is curious to note how many candidates believe that both 'Communism' and 'Capitalism' were 'invented' in 1917. Indeed is capitalism itself an ideology?

Most candidates did consider the relationship between the two sides from 1917, the marriage of convenience and its breakdown by 1945 or so, and post-war developments. The question of 'origin' for a few candidates resulted in coverage up to the 1960s and the war in Vietnam- too elastic an interpretation of 'origin'.

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

Better answers revealed a good knowledge of Yalta and Potsdam and the issues at stake for both blocs in the immediate post-war period. The differing aims and policies of the blocs/superpowers in relation to Germany specifically and Europe more generally in the period were not always well known by many candidates. For weaker candidates the question seemed little more than an invitation to describe the Blockade and the building of the Wall- but chronology was often faulty and the historical context absent or markedly underdeveloped.

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

As one examiner wrote in relation to this question, 'Many candidates saw this as an opportunity to write all they knew about the Cuban Missile Crisis' - usually in narrative/descriptive form. The wider Cold War perspective either pre-October 1962 or post 1962/3 was not evident in many answers. However in the upper bands of awards there was evidence of perceptive responses covering the role (post 1962/3) of Cuba in Latin America and Africa, the impact of the exercise in brinkmanship in 1962 on nuclear testing, the influence of the Missile Crisis on Sino-Soviet relations, the effect on arms production etc. .

Question 24 *Evaluate the role of **one** superpower in the Cold War after 1970.*

Few attempts were seen. Some candidates ignored the 1970 date and covered the period after 1945.

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

This in some cases produced very generalized responses which lacked detailed knowledge of developments in the 'Communist **bloc**'- though there was some idea of policies adopted by Gorbachev inside the Soviet Union itself. 'Other factors' - such as the role of the USA, Afghanistan, the role of Reagan were noted by stronger candidates. The question was not popular- presumably candidates in this Topic 5 found more appealing choices in questions 21, 22 and 23.

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

There were very few responses in this topic area. Those who did select from this area produced answers which were weak in terms of understanding of the demands of the question as well as inadequate in the provision of sufficient, accurate historical detail. It remains the case that weaker candidates appear drawn to this topic area.

Recommendations and guidance for the teaching of future candidates

Each year the recommendations concerning guidance for future candidates are remarkably similar, and one hopes that centres/teachers do read these and try to adapt teaching methods and candidates' approaches to dealing with the tasks set in the examination paper.

Although the followings suggestions may appear repetitive- they are worth repeating- **and making available to students** in order to inform candidates what examiners are looking for in the essay questions set.

- 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. Encourage students to include the plan within the exam answer booklet- having made sure to draw a line through the plan to indicate it is not part of the essay answer obviously
- 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! Marks are needlessly lost by candidates who fail to identify the scope of these questions.
- 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’, ‘limited warfare’ for example - 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 substitute/ replacement for solid factual knowledge, accurate chronology and sequencing which must form the basis of any effective essays.

Higher level paper three - Africa

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 7	8 - 15	16 - 22	23 - 28	29 - 33	34 - 39	40 - 60

General comments

The paper was taken by 147 candidates including 3 centres in the United States. There were no answers to questions 22 and 23 and fewer than 10 answers to questions 3,5,6,7,11,12,13,15,16,18,20,21,24 and 25. Comments are provided only on the most popular questions.

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

Questions on nineteenth century topics continue to be much 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 pre-colonial history of Africa. The major weakness continues to be the tendency to write vague generalisations without supporting evidence. This is especially evident in the answers to questions on topics which the candidates do not appear to have been taught e.g. questions 2 and 14. 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 mark bands. The major weakness continues to be the tendency to generalize without supporting evidence. Answers to questions 1, 2, 9 and 14 in particular often 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 answered.

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

Question 1 *Analyse the changes in agriculture and trade in Africa before 1885.*

This popular question produced too many descriptive answers largely limited to the abolition of the slave trade with brief mention of the transition to legitimate trade. The best answers had more explicit analysis of the reasons for and nature of changes in agriculture and trade before 1885.

Question 2 *To what extent did African traditional religions survive the impact of Islam and Christianity in the nineteenth century?*

There was a tendency to exaggerate the impact of Christianity in the period and to underestimate the strength of African traditional religions, which remained the belief of the vast majority of Africans before the end of the nineteenth century. There was also a lack of specific knowledge of traditional religions.

Question 4 *“Menelik did more to unify and modernise his country than any other nineteenth-century ruler of Ethiopia.” How far do you agree with this judgment?*

Questions on nineteenth century Ethiopia are always popular and quite well answered. Most answers agreed with the judgement but gave due credit to Menelik's predecessors, Tewodros and Yohannes. Some did not focus sufficiently on the key words 'unify and modernise'. The best candidates had a clear and focused comparison and awareness of the limits of unification and especially modernisation.

Question 8 *Analyse the causes of and the results for South African peoples, of the Boer Trek.*

This was a very popular question but many answers were too generalized about the specific long and short term causes of the Trek and not sufficiently aware of the variety and complexity of the results for particular South African peoples.

Question 9 *To what extent was the partition of Africa by Europeans assisted by African political and military weakness?*

Questions on the partition are always the most popular and this was answered by more than half the candidates. Most of them avoided writing general essays on the partition although it was relevant to consider other factors in a 'to what extent' question. There were generalized answers but there was also balanced, well supported analysis of political and military weakness clearly linked to the partition.

Question 10 *Compare and contrast the responses to European expansion of any **two** peoples in East Africa before 1914.*

This was perhaps the best answered question. Popular choices were the Nandi Resistance and the Maji Maji rising and there were many focused, balanced answers with a clear comparative structure and analysis of the reasons for and results of the different responses.

Question 14 *Assess the impact of colonial rule on African arts and culture.*

This was a very open-ended, wide ranging question but answers were expected to give specific examples. There were too many unsupported generalisations and a lack of awareness of a remarkably diverse outburst of artistic creativity which used European techniques but did not derive from European traditions.

Question 17 *Compare and contrast the factors which led to the achievement of independence in West Africa of **one** British and **one** French colony*

The few answers to this question mainly dealt with Ghana and Senegal and mostly treated Ghana in greater depth. They generally showed some understanding of the different contexts of British and French colonial rule.

Question 19 *“The saviour of his country.” To what extent do you agree with this assessment of the contribution of Nelson Mandela to the achievement of majority rule in South Africa?*

This was a very popular question, and most answers explicitly assessed Mandela’s role. This was combined in many good answers with assessment of other factors including external pressures and the contribution of De Klerk and of the ANC as a whole.

Recommendations and guidance for the teaching of future candidates

The advice given in previous reports continues to apply. Teachers need to cover more than four or at most five topics but must cover every single area within the topics. Questions can be asked on any bullet point but it continues to be evident that some areas are not covered in sufficient depth. Topic 7 on European imperialism and the annexation of Africa is still one of the more popular topic, and questions have been asked on each area, but the answers show that the last three bullet point areas are more thoroughly taught. Topics 1, 12 and 22 still produce the most generalised answers and should only be taught if all areas are illustrated by specific, well supported examples which are expected even in open-ended questions.

Candidates should be trained in answering ‘compare and contrast’ questions which should be practised in every topic area. Several of these appear on each paper as do ‘how far’ or to ‘what extent’ questions. These should always include discussion of other factors.

Candidates should be encouraged to challenge, at least partially, the assumptions in questions including quotations, several of these appear on each paper. This year, many candidates successfully did so in the questions on Mandela.

Teachers should continue to discuss with students what is expected in answer to questions with key words such as 'analyse' or 'assess', and help them understand the difference between narrative answers and those with explicit analysis. Candidates need regular practise in answering questions within a 50 minute time limit, and ensuring that they have balanced answers to questions which have several parts. Questions beginning 'why and with what results', for example, require equal treatment of both causes and consequences. Nineteenth century topics remain the most popular and best answered but teachers could consider teaching more twentieth century topics, many of which overlap with Topics 1 to 4 in paper 2. Nyerere, for example is in striking contrast to Hitler or Stalin as leader of a one party state. Candidates for this paper should also be encouraged to use their knowledge of African history in answer to open-ended questions in paper 2. Maji Maji and the Nandi resistance are valid examples of guerrilla war. There are many relevant examples of civil war including the liberation wars in Algeria, Mozambique and Zimbabwe and Museveni's NRA.

Higher level paper three - Americas

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 7	8 - 15	16 - 22	23 - 28	29 - 33	34 - 39	40 - 60

General comments

The paper seemed to work well, leading to a wide choice of questions and a good spread of marks. The great majority of the Examiners Reports indicated that the paper was of a similar standard to previous years. There was a strong concentration of answers on both Latin American and US history, although questions about Canada were also answered, mostly by Canadian centres. The most popular answers were 3, 6, 8, 12, 16, 17, 18 and 20. Within the questions there was a variation of performances, from excellent to very poor although the general performance was good. Most of the students answered the required three questions.

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

Some individual questions were badly handled but these specific points are considered below:

- Understanding and answering the command directives in the questions. Candidates failed to recognize terms such as "to what extent", "analyze", and "effects". They did not seem to read the questions thoroughly, often using answers that have been practiced to fit what seemed to be similar questions.
- Candidates appeared also to have trouble discerning between vague generalizations and critical analysis. Often personal assertions were offered up as analysis

- Questions on social, cultural, intellectual history and women's history were poorly answered
- Knowledge and understanding of Latin American and Canadian history appeared to be rather limited. In particular, relations between the U.S. and Latin America/Canada is an area where most candidates are poorly informed. Most examiners expressed concerns with regard to the use of Cuba as the only country used in questions that requested examples from "Latin America" (Q16, Q 21).

The Levels of Knowledge, Understanding and Skill Demonstrated by candidates

The full range of answers was demonstrated: from excellent understanding and the ability to write a well organized essay to almost no knowledge at all and very simplistic comments. Some of the better candidates had in depth knowledge and were able to show there were different interpretations of issues or events. Relevant and appropriate knowledge was observed in some topics. This was particularly evident in questions 3, 6, 14 and 20. And some interesting attempts at analytical approaches to answers such as 3, and 20, were also noted.

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

Comments are only provided on the most popular questions.

Question 1 *Assess the role of Christianity in **one** of the following colonial areas: British; Spanish; French.*

This question achieved largely mediocre marks and typically addressed North America. Sometimes the approach was to evaluate the motives of Christians in their migration, rather than the role of religion in the life of the colony. The better essays differentiated between regions and different denominations and considered a wide variety of social, political and economic aspects of colonial lifestyle.

Question 3 *For what reasons, and in what ways, was the United States Constitution of 1787 a "bundle of compromises"?*

Perhaps the most "popular" question of the exam, this resulted in a wide range of scores, many of them at the higher end of the markband. There were many "innovative" approaches to the definition of "compromise". In spite of the attempt to maintain a strict interpretation of the question, there were some convincing arguments outside the norm as to what constituted a constitutional compromise. While these did not produce the highest marks, they may have also negated the lower marks in that they demonstrated analytical capacity and were often convincingly argued. This question also tended to produce essays with extensive background statements of limited relevance.

Question 5 *Evaluate the economic and social conditions of free African Americans in **one** country of the region during the nineteenth century.*

The candidates chose to answer about the United States and in most cases considered post emancipation. Answers varied in quality according to how much specific information was presented. There was some comparison of conditions in the south and north.

Question 6 *Why, in spite of the advantages of the North over the South, did the Civil War in the United States last so long?*

This question was very popular and nearly every candidate focused on the length of the war. Most candidates did a very good job of describing the Confederate strengths and Union weaknesses that helped to increase the length of the war. Most candidates did not, however, analyze these reasons to any great degree. In most assessments, the reasons provided were all given equal weight. For example, the “Union’s bad generals” the “defensive position of the Confederacy” and the “large land area of the South” were all given equal treatment. Candidates rarely assessed their own reasons, which prevented them from moving into the higher markbands.

Question 7 *Assess the impact of immigration on **one** country of the region from the mid nineteenth to the early twentieth century.*

Some answers, almost all on the U.S. Those that answered often used unsubstantiated generalities. Lack of skills and historical knowledge were the rule.

Question 8 *“It was the U-boat campaign of 1917 which brought the United States into the First World War.” To what extent would you agree with this statement?*

The majority of candidates took an opposing thesis and cited a variety of other factors that caused the U.S. to enter the First World War. Most often noted were the Zimmerman Note, cultural ties with Great Britain, economic motives, as supplementary information to the freedom of the seas issues. A common assumption displayed in the answer was that “the U-boat campaign” meant the sinking of the Lusitania (1915). This highlights a general tendency amongst candidates to be unclear about dates. Some of the better answers, however, understood the difficult decisions Wilson was having to make and also knew that he was negotiating with both sides.

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

Very few answers and a very wide range of skills were shown.

Question 10 *Compare and contrast the policies towards Latin America of **two** United States presidents between 1900 and 1945.*

This question produced some of the stronger results with sharp analysis in both comparison and contrast. The question also seemed to elicit strong opinions and the application of critical analysis. The most frequent comparisons were of T. Roosevelt and W. Wilson, T. Roosevelt and Taft, or T. Roosevelt and F. D. Roosevelt.

Question 11 *Analyse the political causes of the Mexican Revolution of 1910.*

A fairly popular question, mainly answered by individual schools but not across the board. Candidate strengths included descriptions of Diaz's rule and at times comparisons between Diaz and Madero. Yet candidates certainly had difficulties with the "political" aspect of the question. Most candidates went beyond the scope of the question and continued describing the entire Mexican Revolution (Carranza, Constitution of 1917, Cardenas). Also, most candidates used large numbers of generalizations in describing Diaz and Madero. Diaz was "always bad and oppressive and hurt the Mexican people," while Madero "was democratic and spoke for the poor and unprivileged." These types of statements were very common.

Question 12 *To what extent was the Wall Street Crash a cause of the Great Depression of 1929? Support your argument with specific examples from **one** country of the region.*

Very few students asserted that the Great Depression was caused solely by the Wall Street Crash and provided supplemental or alternative theories. Nearly all considered the United States as the case study. Only a few attempted to do Canada with very limited knowledge of the topic. The quality of answers ranged from elemental to very sophisticated.

Question 14 *Assess the nature and effectiveness of opposition to either Juan Domingo Perón (1946–55) **or** Getulio Vargas (1930–45).*

Not a very popular question and mostly about Peron. Candidates nearly all ignored the requirement to assess the nature and effectiveness of opposition and in both cases asserted that they were populist dictators and had no opposition. A few candidates were aware that Peron faced increasing opposition and were able to explain it.

Question 15 *For what reasons, and with what results, were Japanese citizens of Canada and the United States interned during the Second World War?*

The reasons for and results of Japanese internment were considered almost exclusively for the Japanese-Americans in the United States. Reasons were given much more emphasis than was results. Most were able to effectively explain the reasons for the internment and often brought the topic as far forward as the Congressional compensation plan. The main failing was that students mostly ignored Canada in their answer, at most providing lip service to the Canadian experience in the intro and/or conclusion.

Question 16 *How did the Cold War change relations between the United States and **either** Latin America **or** Canada between 1953–1979?*

A very popular question, Latin America was almost exclusively chosen. All students correctly identified Cuba as a central front, but most students used this question in order to write everything they knew about the Bay of Pigs and the Cuban Missile Crisis, to the exclusion of analysis. Oftentimes, the "Latin America" in the question was entirely replaced with "Cuba". Those that applied another country or cited specific instances from the Cold War era were the exception and achieved the highest marks.

Question 17 *Analyse the effects of the Vietnam War on the United States.*

This was a very popular question and produced a wide range of marks. The better candidates dealt broadly with the long-term political, social, economic and foreign policy implications of the question and often produced some of the best marks on their scripts. There were also cases where the essay focused only on the causes of the war or provided a narrative account of the war. Furthermore, this question produced massive numbers of generalizations. Many students argued that “everyone was against the war,” and that the American people “hated Johnson.” These types of statements were very common.

Question 18 *Why, and with what consequences, did the United States get involved in Korea?*

The causes and consequences of the Korean War produced quite a few responses with the causes for U.S. entry being handled quite well with historical background, references to the theories of containment and the “loss” of China, etc. Only the most capable candidates spoke with clarity as to the consequences.

Question 19 *“The presidency of Ronald Reagan marked a turning point in domestic affairs.” To what extent do you agree with this view?*

The domestic affairs of the Reagan administration were not frequently addressed and seldom in a fully informed manner. In fact, there were quite a few instances of candidates referencing only foreign policy events.

Question 20 *To what extent had African Americans in the United States gained their civil and political rights by 1968?*

This question was quite popular and attracted the full range of responses. Some began with emancipation but most focused on 1950’s and 60’s. There was a lot of narration of incidents. “By 1968” was usually considered by describing (or sometimes even discussing) the radical movement.

The very common tendency was to provide a chronology of the Civil Rights movement from the Second World War to 1968 or beyond. Better essays integrated a running analysis into their chronology or spoke of the reasons for a transition in the Civil Rights movement by 1968 due to the disappointments over the slow pace of change.

Question 21 *For what reasons, and with what results, did the military intervene in **one** country in Latin America between 1960 and 1980?*

A popular question, the overwhelming majority of students used this question to write about the United States and Cuba, the Bay of Pigs and the Cuban Missile Crisis. Some answers to this question were often almost indistinguishable from answers to question 16. In general, the “reasons” were answered adequately, and the “results” were not. Marks were given according to how well candidates considered reasons and results.

Question 24 *Examine the contribution of women to political developments in **one** country of the region in the twentieth century.*

While not frequently attempted, this question produced few adequate essays but none of a superlative nature. Very few limited their comments to political contributions and, instead, discussed the changing political and economic status of women in the 20th century.

Some candidates, however, focused their answers on the contributions of African-American women to the Civil Rights movement in the United States, demonstrating solid knowledge and preparation of the topic.

Recommendations and guidance for the teaching of future candidates

- Consistent recommendation: think before writing. Read the questions carefully and avoid jumping to answer the question the candidate wishes to answer or wishes had been asked. [e.g. Cuba and Castro]
- Candidates must be aware of what the prompts are asking the writer to do – ‘compare and contrast’, ‘assess’, ‘evaluate’, ‘to what extent’ etc.
- Focus on what the question is asking – attention to dates, time periods, areas is essential.
- Clear understanding and ability to recognize the differences between wide sweeping assertions and analytical conclusions is essential to an effective treatment of the questions.
- Avoidance of all encompassing conclusions and parallels without development, without evidence and without understanding.
- Avoid a narrow focus as reflected by choices of questions made – encourage wider reading, awareness of specific historians and their views and theories.

Higher level paper three – East and south East Asia and Oceania

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 G2s received from the schools it was evident that the centres found this paper to be more difficult than that of last year. Having said that, the vast majority of G2s considered the

level of difficulty to be appropriate and only one centre found the syllabus coverage to be poor. There was a pleasing trend for candidates to move away from the traditional Chinese and Japanese focus of this regional option. There are still too many candidates who do not know the geography of the region, which leads to appalling errors in question selection.

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

When questions move away from the traditional successes and failures of leaders' policies, candidates have difficulty in focusing their knowledge on the question that was actually set. It is surprising how few centres study China post-Mao.

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

The questions that were set on the 19th century were better handled by the candidates than those on the 20th century. There were some extremely well-written scripts, which received over 50 marks (out of 60).

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

Comments are only provided on the most popular questions.

Question 1 *Why had European and American merchants become dissatisfied with the "Canton System of Trade" by the 1830s?*

This was a very popular question and one that was well handled by most candidates. There were some excellent responses here.

Question 2 *Why did the Taiping Rebellion (1851-1864) in China fail?*

An old chestnut and one that was greeted with joy by most candidates. The weaker responses were merely descriptive/narrative without focusing on the reasons for failure. The best candidates were outstanding!

Question 3 *"Commodore Perry knocked on an open door." To what extent do you agree with this assessment of the Japanese response to Commodore Perry's arrival in Japan in 1853?*

This was an interesting way of examining a traditional question. The better candidates were very sound, but there were too many candidates who focused on Japan post 1853 (up to World War One in some cases) when the focus of the question is clearly on the earlier period.

Question 7 *Analyze the influence of Christian missions and missionaries in China between 1860 and 1912.*

This was reasonably popular with the candidates but was, in general, poorly answered. The major problem here was a lack of specific detail.

Question 8 *Assess the role of the genro in Meiji Japan, 1868 to 1912.*

Another popular question, which was dealt with better by the candidates than the fears expressed by the teachers in the G2 forms seemed to indicate. The term 'genro' was understood by the candidates who focused on the dates which were given to guide their responses. A very soundly answered question.

Question 10 *"A turning point in China's history." To what extent do you agree with this judgment of the Boxer Rebellion?*

This was probably the second most popular question on the paper and proved to be an excellent discriminator. Weaker candidates simply wrote pages of narrative without focusing on the key phrase 'turning point'. The stronger candidates argued that it was or was not a 'turning point', depending on their evidence and produced some very elegant responses, which argued either way.

Question 15 *To what extent was "warlordism" in China defeated by Jiang Jieshi (Chiang Kai-shek) in the period 1926 to 1937?*

Weaker candidates turned this into a CCP v GMD essay. Average candidates ignored the whole chronology and stopped in 1927. Better candidates included the whole range of dates and argued their cases in a quite sophisticated way.

Question 16 *Analyze the impact of the Manchurian Incident of 1931 on the balance of power in East Asia by 1937.*

There were some excellent answers here-but surprisingly many candidates stopped in 1932 or 1933 and did not carry through until 1937. There was some terrible confusion about when events actually happened in terms of chronology. Stronger candidates wrote elegant and sophisticated analyzes of the situation in East Asia.

Question 17 *How far do you agree that concentration upon Mao Zedong (Mao Tse-tung) has overshadowed the contributions of other Chinese leaders to China's development between 1949 and 1976?*

This question discriminated between those candidates who knew about Mao and those who simply learned his policies. It was amazing how many candidates could not mention a single leader of China other than Mao in the time period between 1949 and 1976. Zhou, Deng, Liu, Lin, Peng, etc. etc. were never mentioned in any answer. To many candidates there were no other leaders in China.

Only the better candidates could make evaluations based on evidence. The foreign policy of Zhou was best handled, but there were also sound evaluations about the contributions of other leaders.

Recommendations and guidance for the teaching of future candidates

The weaknesses and shortcomings of candidates change little from year to year. Much of what is written here has appeared in previous subject reports.

- Candidates must learn the geography of the region.
- Give candidates practice in identifying key words and phrases in the questions and emphasize that answers must respond to these 'command terms'.
- Urge candidates to read the questions carefully and ask themselves-"Do I know enough to answer this question?" BEFORE starting an answer.
- Candidates must support assertions with specific historical detail and avoid sweeping generalizations or pre-prepared answers. Some candidates seem to believe that they have been prepared for a topic without looking at the demands of the question. Responses to Paper 3 questions require depth of knowledge. Candidates must avoid superficial or simplistic essays if they are to score highly.
- Advise candidates to plan answers before they start to write.
- Practice timed essays under exam conditions

Higher level paper three – Europe (including Russia/USSR)

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 7	8 - 15	16 - 22	23 - 28	29 - 33	34 - 39	40 - 60

General comments

The history programme is now in its fifth examination session so in order to avoid overlap and repetition of past questions, some new approaches had to be found. This paper was probably slightly more difficult than some previous ones. This was especially true of the twentieth century part of the paper because here the overlap with paper 2 has to be considered and avoided. Some questions combined well known and studied areas with more unpopular ones, for example, Bismarck's and Wilhelm II's domestic policies, and Hitler and Stalin's foreign policies. Too many candidates - and they were not all second languages candidates - appeared not to know the difference between domestic, foreign, economic and social policies,

and as in previous years, general questions such as 11, 12 and 25 invariably led to general answers.

As in previous sessions, focus proved difficult for many candidates. The temptation to write all they know about the person or event named in the question, still proves to be too great. However the two major problems this May appeared to be, first a lack of chronology, and secondly an understanding of the demands of the question but a failure to substantiate the mainly valid arguments made, with sufficient specific accurate knowledge. The former problem led to a failure to understand the time frame for the question, the correct sequence of events, and failure to give any dates. Thematic rather than chronological answers are usually better, but a grasp of the timing is essential. The second problem showed that the majority of candidates did understand what they had studied in the form of a wide interpretation of events, but had failed to study the topic in the depth expected for a Higher Level history paper. This is especially true of the twentieth century, which suggests that too many students rely on material covered for paper 2.

The levels of knowledge, understanding and skill demonstrated

This of course varied widely, but generally few examiners reported widespread lack of knowledge and understanding, with very few candidates in the two lower grades. As noted above, most had a general understanding and knowledge of the syllabus material that they had covered. The weakness was more in applying the knowledge to answering the specific questions. Too many answers lacked focus; some answered the question that they had written previously, or that they had hoped for. The skills that could be developed revolve around interpreting key command words accurately, taking note of dates in the question, and structuring the answer carefully. It is perhaps appropriate to mention here that many candidates either are not taught some topics in full, or choose not to concentrate on the areas that are more difficult or do not interest them. Examples of this were evident in the questions on Prussian economic superiority (Qu6), Lenin and Trotsky (Qu15), and Hitler and Stalin (Qu19). If a section is being studied, all of it should be covered.

We are still surprised at the lack of accurate detail that candidates can produce/recall for well known events, topics and persons. For example no doubt candidates think they know about the Russian Revolution, Weimar Republic, rise and rule of Hitler, Lenin, Stalin and Mussolini well, but there is a lack of detailed knowledge and too much repetitive generalisation, in answers concerning these popular topics. It is probably fair to say that characters and events in the nineteenth century are known in greater detail. Also candidates continue to repeat the same clichés or hackneyed phrases, such as Europe being 'in shambles' after the First World War. The incorrect use of 'create' – there were eight instances of the use of create on one page – and superpower, suggests a lazy approach to an appropriate historical style.

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

Comments are only provided on the most popular questions.

Question 1 *Assess the importance of two causes of the French Revolution of 1789.*

Few candidates clearly stated which two causes of the French Revolution they had chosen to assess, thus answers tended to be general causes essay, but knowledge was better than in many previous French Revolution responses.

Question 2 *Why, and with what results for France, did Napoleon I become emperor in 1804, and Louis XVIII king in 1814?*

Napoleon was not a very popular choice, but quite well known by those who did do this question; narrative rather than analysis predominated.

Question 3 *Analyse the impact of the Vienna Settlement (1814–1815) on Europe until 1848.*

The Vienna Settlement was quite popular, and generally well done, especially in relation to France and other territorial aspects.

Question 5 *Explain and evaluate the view that the unification of Italy was helped not hindered by the disputes, differences and suspicions between leading Italian patriots.*

Very popular, able candidates understood the implications and either argued for or against the view expressed in the question. Less able ones revealed good knowledge of the principal participants, especially Cavour and Garibaldi, and provided comments on the unification of Italy. There are still those who do not know that Cavour died in 1861.

Question 6 *To what extent was German unification under Prussia due to Prussian economic superiority between 1814 and 1866?*

Very popular, and answered with varying success. I saw very few answers that were not able to analyse the economic strength of Prussia, and tried to turn it into a question on Bismarck, but some examiners had different experiences.

Question 8 *“Considering the difficulties he inherited, Alexander II of Russia should be praised not criticised for his reforms.” To what extent do you agree with this judgment?*

Very popular, knowledge was detailed and most tried to turn it into a quotation on Alexander II, but few analysed his inherited difficulties in any depth.

Question 9 *In what ways, and to what extent, did the internal and external policies of Austria-Hungary after 1867 lead to the First World War?*

Not a wise choice for most who attempted it, as it turned into a general causes of the First World War essay.

Question 10 *Analyse the political changes in France between 1848 and 1871.*

A few unsatisfactory answers seen by examiners; candidates could not select specific examples and did not understand 'social and economic change'.

Question 13 *Evaluate the successes and failures of German domestic policy between 1871 and 1914.*

Most answers covered Bismarck, with a few general references to the period after 1890, but few concentrated solely on domestic policies. Bismarck is the exception that proves the rule, as it is his foreign policy that attracts candidates.

Question 15 *Compare and contrast the roles of Lenin and Trotsky in the 1917 Bolshevik Revolution in Russia, and in the foundation of the new Soviet State until 1924.*

A popular question with Lenin generally portrayed as the idealist, Trotsky the military leader, with more known about Lenin than Trotsky. As is so often the case in questions about this period in Russia/USSR, there was a lack of specific details and differences, e.g. on Brest Litovsk, and NEP, and little accurate dating for main events.

Question 16 *Analyse the effects on **two** European states (excluding Germany), of the Paris Peace Settlements, 1919–20.*

Most candidates struggled with producing accurate details on the countries they had chosen, as few study any other country than Germany, which was excluded.

Question 17 *Why was the Weimar Republic so short-lived?*

The most popular and probably the most variable in standard on the paper. Again there were many misconceptions as to the time frame. Some asserted that Nazism was the only alternative from 1919, many failed to mention Stresemann, some were able to explain the Constitution, others were not, some analysed the effect of the Depression, others implied that Weimar was 'doomed' (another cliché to be avoided).

Question 18 *"Mussolini's greatest skill lay in projecting himself through propaganda as a great leader." How far do you agree with this assertion?*

Also popular, and varied; some concentrated solely on propaganda, whilst others scarcely mentioned it. Few were able to focus their knowledge of Mussolini's policies at home or abroad on the quotation.

Question 19 *Compare and contrast the foreign policies of Hitler and Stalin in Europe, up to the invasion of Russia in 1941.*

It was clearly easier for candidates to produce material on Hitler than on Stalin. Many asserted that Hitler had an active foreign policy, but Stalin concentrated on home affairs—that is except those who ignored the specified date ending, and went on to the invasion of Germany and Eastern Europe, and the Cold War. What was really surprising was how few – from the many I have seen - about 10 % - mentioned the Spanish Civil War.

Question 20 *Analyse the causes and results of the Spanish Civil War.*

Sound answers on the whole, better on causes than results of the Spanish Civil War.

Question 21 *In what ways, and with what results for Europe between 1939 and 1949, was the Second World War a “total war”?*

Whether it is in paper 2, for a world perspective, or in Europe in this paper, most candidates still cannot define and produce many examples of ‘total war’. Also they failed to understand the differences in terms of results between a war and total war.

Question 23 *To what extent did Gorbachev overcome the internal problems he faced as leader of the USSR between 1985 and 1991?*

The few that answered this question were well informed about Gorbachev.

Question 24 *Explain and account for the decline and fall of **two** communist regimes excluding USSR.*

Question 25 *In what ways, and for what reasons, did **either** gender issues **or** terrorism affect life in twentieth-century Europe?*

24 and 25 were not popular and the few answers seen were too vague and general.

Recommendations and guidance for the teaching of future candidates

- Read the question carefully, note its commands, demands and dates, and focus on it. General questions must be tackled using selected examples and details. Learning Historians’ names by rote does not mean true understanding of the question and will not be credited. The trend of naming historians seems to be increasing, but should be discouraged for weaker candidates, especially when the candidate writes ‘historian XYZ says’. If a writer is mentioned, one assumes that he/she is an historian. Genuine historiography means providing the evidence that an historian has based his/her views upon.
- Cover all aspects of a section that is studied, not just the easiest or most interesting parts. An understanding of timing, ie. sequence of events, is essential.
- Encourage candidates to read recent historical works and try to get more recent views on topics, such as Treaty of Versailles, Mao, Stalin, etc rather than repeating

out of date material and opinions, (but it is refreshing to find that recent books have been read, and quite rightly in some cases, criticised).

Higher level paper three – South Asia and the Middle East (including North Africa)

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 7	8 - 15	16 - 22	23 - 28	29 - 33	34 - 39	40 - 60

General comments

165 candidates sat the paper. Of the 25 questions set ten had no answers or *very few*. Some-centers focused *very much* on their national history whilst others obviously taught a programme that is geographically regional and covered both 19th and 20th centuries.

Many scripts demonstrated evidence of thorough detailed knowledge of the sections of the programme that were studied. However there was a tendency to use this knowledge in response to questions they hoped to see rather than the ones that were actually set.

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

Comments are only provided on the most popular questions

Question 1 *To what extent was the decline of the Ottoman Empire 1750 to 1800 a consequence of external rather than internal factors?*

Few answers, however those that were written were reasonably well balanced and were able to consider both internal and external factors and make a judgement.

Question 2 *In what ways, and with what results, did the British extend their influence in India between 1800 and 1857?*

Quite popular, 29 responses slightly unbalanced and lacking in detail at times. Dalhousie and Bentinck's policies were well known but other Governor Generals were less well known. Most avoided merely reiterating the causes on the 1857 Revolt.

Question 3 *"The Tanzimat Reforms made little real impact on the Ottoman Empire." To what extent do you agree with this statement?*

Limited number of responses, most of which made a good attempt to consider the impact of the reforms.

Question 4 *With reference to specific examples, analyse the reasons for the growth of Islamic reform movements in the nineteenth century.*

Only 2 responses which focused on India and which were rather generalised narrative rather than focusing on reasons.

Question 5 *To what extent was Lebanese autonomy achieved as a consequence of the 1861 settlement?*

9 responses - which analysed reasonably well the actual level of autonomy post 1861 and were very well versed in the government structure that was established.

Question 6 *“Indian nationalism was both a result of and a reaction to British policies between 1858 and 1919.” How far do you agree with this view?*

Popular: 35 responses- however a significant number had limited knowledge of policies/trends in the 19th century which may have contributed to the growth of Indian nationalism. Better answers dealt well with the whole period.

Question 7 *Evaluate the extent to which the aims of the Committee of Union and Progress in Turkey were achieved by 1914.*

10 responses - generally well tackled with a clear focus on aims and achievements, although detail on some of the achievements or lack of achievement was a bit general.

Question 9 *For what reasons, and with what results, was the Government of India Act passed in 1919?*

12 responses- well focused on reasons and results. Linking the issues /shortcomings of the Act to the growth of Indian nationalism, candidates were also well aware of other policies/events which were significant in shaping the response to the Act.

Question 10 *Assess the importance of oil in the economic development of the Gulf States between 1918 and 1939.*

Limited number of responses, very generalised.

Question 11 *Analyse the extent to which Egypt could be described as an independent state between 1922 and 1952.*

7 responses which were both knowledgeable and able to consider analytically the extent of independence.

Question 13 *Evaluate the effects of Allied diplomacy on the Ottoman lands 1915–1923.*

Limited number of responses - most of which focused on Allied diplomacy without linking it to specific territory/lands

Question 14 *In what ways, and to what extent, was Zionism responsible for tensions in the Palestine mandate up to 1948?*

By far the most popular question with 57 responses. Very few dealt with tensions after World War Two. For the most part issues which caused tensions were well known although not always fully analysed, Some very good answers defined Zionism and demonstrated how it led to political/economic and social tensions in the mandate as well as considering British policies religious tensions etc.

Question 15 *What factors were responsible for the emergence of a Tamil nationalist movement in Sri Lanka after 1948?*

A limited number of answers which showed a good basis of knowledge and which used that knowledge to clearly identify factors which caused the emergence of Tamil nationalism.

Question 16 *Compare and contrast the contribution of Gandhi and Nehru to the Indian Nationalist movement up to 1947.*

A popular question, 33 responses, many of which were unbalanced. The main focus was on Gandhi and his various campaigns and their contribution to transforming the INC into a mass movement. Little was made of Nehru's more pragmatic political contributions as Congress leader. Answers tended to focus briefly on his role post 1947 which was not required as the end date was 1947.

Question 17 *Assess the effects of social and political developments on **one** Arab state in the years 1945–1990.*

Reasonably popular - 17 responses - most of which chose Egypt as their Arab state. There was significant knowledge of Nasser and his policies both domestic and foreign, unfortunately very few were able to go beyond Nasser and consider developments under Sadat and Mubarak.

Question 18 *Analyse the economic and political reasons for Indira Gandhi's proclamation of a state of emergency in 1975.*

18 responses with details of events well known and at times some good analysis, making valid points about the extent of the economic crisis and resultant unrest. The majority took the view that the political reasons were very much about the retention of Indira's personal power.

Question 19 *Why, and with what results, were there frequent changes of government in Pakistan between 1947 and 1971?*

11 answers which were knowledgeable about the reasons "why" there was government instability but confined the "results" to the outbreak of war in 1971.

Question 20 *To what extent were the policies of the White Revolution responsible for the overthrow of the government of Iran in 1979?*

24 responses - this was generally answered well in that candidates avoided the temptation to focus on the events of 1979. However more detailed consideration of the policies of the White Revolution and their impact/ links to 1979 was needed.

Question 21 *Analyse the impact of foreign influences on the stability of Lebanon between 1975 and 1990.*

10 responses which showed excellent knowledge of a complex situation and which examined both foreign influence and domestic issues before reaching a judgment.

Question 22 *"Tension between Israel and her neighbours was caused by the failure to resolve the Palestinian question." To what extent do you agree with this statement?*

41 responses - one of the most popular questions. The vast majority of answers used the various conflicts as staging posts and linked them critically to the issue of the 'Palestinians'. Very few examined tensions after 1973 and it should be remembered that the regional paper does extend to 1995.

Question 23 *Assess the impact of the Cold War on **two** countries in the region.*

17 answers - Cold War relationships were well known and considered. However very few considered the impact in domestic terms - foreign aid etc, dislike of foreign influence contributing to political instability.

Question 25 *Examine the changing role and status of women in any **one** country in the region between 1945 and 1995.*

A minority choice, however there were much better answers than have been seen in the past to these open ended questions They were specifically linked to one country with detailed well focused knowledge on the changing role and status of women over the whole period.

Recommendations and guidance for the teaching of future candidates

- Candidates should focus clearly on the questions set and not write answers to questions they hope to find. They will then be more successful in responding to all aspects of the questions set e.g. comparing and contrasting, addressing both "why and "results ".
- It would also be beneficial if candidates made case studies of one state in the region covering a longish period to use in some of the more open-ended questions