

HISTORY

Overall grade boundaries

Higher Level Route 2 Americas (Peacemaking) Timezone 1

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 10	11 - 22	23 - 32	33 - 42	43 - 53	54 - 64	65 - 100

Higher Level Route 2 Europe/Middle East (Peacemaking) Timezone 2

Grade:	1	2	3	4	5	6	7
Mark range:	0 – 9	10 - 22	23 - 32	33 - 42	43 - 53	54 - 64	65 - 100

Standard Level Route 2 PS 1 Peacemaking (both timezones)

Grade:	1	2	3	4	5	6	7
Mark range:	0 – 10	11 - 23	24 - 32	33 - 43	44 - 54	55 - 65	66 -100

Standard Level Route 2 PS 2 Arab-Israeli conflict (both timezones)

Grade:	1	2	3	4	5	6	7
Mark range:	0 – 10	11 - 23	24 - 32	33 - 43	44 - 55	56 - 67	68 -100

Standard Level Route 2 PS 3 Communism in crisis (both timezones)

Grade:	1	2	3	4	5	6	7
Mark range:	0 – 10	11 - 23	24 - 32	33 - 43	44 - 55	56 - 67	68 -100

NB: The whole of this report should be of interest to centres regardless of what options have been selected. Much of the advice found within separate components is of relevance to all teachers and candidates.

Higher and standard level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 7	8 - 9	10 - 12	13 - 15	16 - 18	19 - 25

The range and suitability of the work submitted

At the upper end of the mark range a wide degree of suitable and interesting topics were included. At the lower end of the mark range topics were too broad or bordered on questionable, with research lacking depth and limited to non-academic internet sources. Very few samples this year failed to use the required format for the IA with most showing a clear understanding of the format structure. Where candidates deviated was in the application of the format and the understanding of what was required to successfully satisfy the assessment criteria.

Candidate performance against each criterion

Criterion A – Plan of the investigation

Most candidates were able to clearly express the research question and their approach or method to investigate it. As with past years a number of candidates did not state the research question in the plan of investigation while many outlined the scope and method. Some candidates used this section to provide a lengthy introduction instead of developing the scope and method for the investigation. Too often the research question was too broad with limited focus. There continues to be a group of candidates that simply state the two sources that they will evaluate for section C and believe that this qualifies as “method”. The belief that it is necessary to state what will not be addressed in the investigation also continues to be held by some centres. Although this does not include “incorrect” information it does not add marks and takes words away from the candidate that could be used more appropriately in other sections of the investigation.

Criterion B – Summary of evidence

Work ranged from excellent to inadequate. Many of the historical investigations were well researched and the evidence clearly presented and referenced, though not always thoroughly or consistently. Referencing seemed to be improved slightly but there continues to be concerns due to a lack of referencing which limits the amount that can be awarded for this section to a maximum of two marks. Candidates continued to blend sections B and D, with analysis demonstrated in the summary of evidence, section B, and new evidence being used in section D, analysis.

Criterion C – Evaluation of sources

In this session strong candidates evaluated two sources adequately, explicitly developing origin, purpose, value and limitations. A number of candidates clearly identified their sources' origin and purpose yet their actual evaluation was often limited to a consideration of the sources' content and consequent utility, with little or no assessment of the sources' possible reliability in terms of their origin and purpose. Many candidates lacked detailed knowledge of the sources and included assertions and speculative points which they do not successfully support. Allegations of bias were seldom supported by evidence. Many candidates also made a poor choice of the sources to evaluate. There seems to be an increase in selecting small excerpts from a larger source and then evaluating the excerpt and not the actual source. Positively, most candidates evaluated only two appropriate sources.

Criterion D - Analysis

At the upper mark level candidates successfully utilized critical analysis of the evidence presented in section B with explicit references to the significance of the sources evaluated in section C. At the lower mark levels critical analysis was often limited with many candidates not fully analyzing the evidence presented in section B or demonstrating explicit awareness of the significance of the sources evaluated in section C. There seems to be an increase in new evidence being placed in this section which attempts to compensate for a lack of evidence in section B. The candidate would improve the quality of the summary of evidence as well as receiving credit for the material if it was correctly placed. In samples where research questions were not clearly stated, the resulting analysis was unfocused and lacked depth. There continues to be a lack of understanding by some candidates and centres that it is necessary to include references to be awarded a mark above two.

Criterion E - Conclusion

The majority did have a consistent conclusion, supported by the evidence presented. Even though the majority were consistent there seemed to be an increase in inconsistent conclusions.

Criterion F – Sources and word limit

Many candidates produced a list of sources using a standard citation and referencing method consistently yet there was some variation in the presentation of bibliographies with a number of candidates needing more guidance concerning the necessary conventions. A few candidates exceeded the word limit when a small amount of editing would have allowed the sample to stay within the limits of the investigation. There seemed to be fewer candidates this year that did not place the word count on the title page. There also was more consistency exhibited by teachers this year in awarding the appropriate level of marks to candidates who did not place the word count on the title page.

Recommendations for the teaching of future candidates

- Candidates should be given detailed guidance in the process of crafting a narrow and focused question.

- More detailed instruction on what constitutes method of investigation and how it should be developed would benefit most candidates.
- Centres need to train candidates on the differences between evidence and analysis and how they are to be applied in the internal assessment.
- Practice in the evaluation of sources using the origin, purpose, value and limitation model is desirable. It is particularly necessary to convey to candidates that the evaluation of the value and limitation is related to the origin and purpose and not simply based on the utility of the source.
- The selection of sources for evaluation is also an area that centres need to review with their candidates. An understanding of what is an appropriate source for evaluation, with reference to the quality and type of source selected needs to be conveyed to candidates.
- In teaching the development of the analysis section candidates need to understand that it should include an **analysis of the question** and not simply an analysis of its separate parts.
- Correct referencing and citation styles need to be developed and modelled for the candidates. The requirement for referencing to be included in Sections B and D should be promoted within this instruction.
- Candidates and centres need to review the assessment description for Section F as it differentiates between appropriate list of sources, list of sources and a limited list of sources. This should be clearly addressed for the candidates during the preparation for completing the internal assessment.
- Internet sources that are used need to be used critically.

Further comments

There was some concern over the need to revise the assessment criteria for the IA to address common conditions that, due to the present wording of the criteria, are marked somewhat ambiguously.

Higher and standard level paper one

Prescribed subject 1 – Peacemaking, peacekeeping – international relations 1918-36

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 2	3 - 5	6 - 8	9 - 11	12 - 13	14 - 16	17 - 25

General Comments

The G2 forms sent to IBCA by the schools indicated that the May 2012 Paper One was well received. About 55% of the candidature chose PS1 and the other 45% was equally divided between PS2 and PS3. Of those centres that had responded by the time of Grade Award for PS1 98.4% found the level of difficulty of the paper to be appropriate. Between 96 and 99% of schools found the syllabus coverage, the clarity of wording and the presentation of the paper to be satisfactory or good. For PS2 the similar percentages were 85%, 91% and 85%. Finally, for PS3 the figures were 93%, 98% and 99%. Teachers' comments were very positive for PS1 - "This is the kind of paper that we expect and prepare the students for"; "This paper was appropriate and accessible to all students who prepared for this Prescribed Subject"; "This topic was directly related to the curriculum and provided a good basis to test the students". The cartoon caused some concerns - "EAL/ESL students had difficulty understanding what the expression 'looking a gift horse in the mouth' meant"; "The definition of the cartoon was unclear". There was one G2 comment which is reproduced here to avoid any confusion. One teacher wrote - "I felt the topic strayed a bit from the European focus on Paper 1, but it is hard to talk about the League without dealing with President Wilson and the U.S.'s absence".

Prescribed subject 1 has a global focus not a regional focus.

On PS2 the major concern had to do with the cartoon and the fact that the figures were not identified - causing confusion as some candidates identified Nixon as Sadat. Teachers commented that - "The sources were clearly labelled, understandable and an appropriate range. The cartoon I found may have been difficult to interpret for some candidates and may have benefitted from more context"; or "The 2011 paper succinctly described the characters in the cartoon. This paper failed to do this. This information should have been included". These concerns help to explain the G2 percentages for presentation on PS2 being lower than for the other two Prescribed Subjects.

On PS3 there were two recurring issues. The first was the clarity of the cartoon – "The political cartoon is unclear and was difficult for the students to interpret". The second was to do with Question 3. "Sources A and B are similar types of sources; I think it is better to have two different types of sources represented in evaluation". Despite the concerns expressed above the Principal Examiners reported that performance on all three Prescribed Subjects was comparable.

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

Candidates appeared to have some sound understanding of the topics on the paper, but often lacked development in their responses, offering only one or two points for questions that offered several marks. The compare and contrast question was often approached superficially with only one or two points identified. Candidates showed difficulties in producing running comparisons/contrasts with explicit linkage. This prevented them from reaching the top bands for the question. Candidates must be made aware that tables are to be discouraged as they do not promote linkage. The third question on evaluation of sources is also one where candidates do not tend to achieve the maximum. It is expected that candidates explore the origins and purposes of the given sources in more depth and produce a thorough evaluation of their value and limitations to gain full marks. The evaluation question remains problematic for many candidates who attempt to find values from the content of the sources rather than their origin and purpose. There is far too much description of the content of the sources without any attempt being made to analyze them. The final mini-essay question is difficult as

many candidates do not combine the sources with their own knowledge. The better responses wrote a well argued answer using the sources - but generally the synthesis of own knowledge was limited.

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

In general, responses showed appropriate knowledge of the Prescribed Subjects. On the whole, candidates followed the order of questions, and this resulted in a better understanding of the topics. The majority of candidates understood how to approach each style of question, and had attempted to answer all four set questions. Candidates were being more succinct on questions 1(a) and 1(b) which gave them more time to adequately address the other more discursive questions. There was some improvement in the structure and focus of responses for Q2 and Q3. Most candidates also attempted to use or refer to sources in their mini-essays. Overall, most candidates seemed to have a satisfactory understanding of what was required for the different types of question.

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

Question 1

(a) It was pleasing to see that the majority of candidates focused on the source and did not spend their time offering unnecessary background information on the creation of the League. Most candidates had no difficulty at all in identifying three problems affecting the League.

(b) The message of the source was usually identified by candidates although there needed to be a more explicit use of the elements in the cartoon to support the claims. Weaker candidates limited themselves to describing the source. The phrase "looking a gift horse in the mouth" seemed to cause the candidates little difficulty as it was clearly explained in the attribution. The same expression also exists in other languages. It was also easy to obtain the two marks on offer by analyzing the other aspects of the cartoon.

Question 2

Weaker candidates offered separate end-on descriptions of the sources without making any linkage between them. Comparisons and contrasts should be explicitly made and should focus on specific elements. Too many contrasts were based on issues that were discussed in one source and not mentioned in the other. This shows a limited understanding of the requirement to analyze differing "views".

Question 3

Candidates are by now familiar with the rubric of the question and most of them referred to all elements in both sources, but effective links between the origins and purpose of a source and its value and limitations were not always clearly made. A significant number of candidates either did not state the date or purpose of the sources or did not elaborate on how these could contribute to an analysis of their values or limitations.

Question 4

Most candidates based their answers on the sources and missed gaining marks because, somewhat surprisingly on such a mainstream topic, they did not use any outside knowledge. Some answers listed points made in the sources but did not then relate this to the focus of the question – the impact of the absence of major powers. The use of all five sources does not automatically guarantee the maximum award of five marks unless there is an explicit focus on the specific question which has been set. There were many candidates who merely summarised what each source said in separate paragraphs and believed that this had responded to the demands of the question.

Prescribes subject 2 – The Arab-Israeli conflict 1945-79**Component grade boundaries**

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 2	3 - 5	6 - 8	9 - 11	12 - 14	15 - 17	18 - 25

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

There were two main areas of difficulty:

- (a) Many candidates appeared to be insufficiently aware of the issues & procedures required in source evaluation.
- (b) Interpretation of Source B (please see below).

Also, though to a lesser extent, some candidates' responses to the final question were disappointingly brief - presumably because of timing problems.

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

Many candidates displayed a sound understanding of the subject matter.

The strengths and weaknesses of the candidates in the treatment of individual questions**Question 1**

- (a) Many candidates readily identified two or three relevant reasons for Sadat's decision to attack Israel in October 1973.
- (b) Source B created particular difficulties for many students, & this often due to a misidentification of the left hand figure in the cartoon (Sadat was frequently suggested). Some answers to question 1(a) & (b) were unnecessarily lengthy, & this possibly contributed to timing problems when dealing with the final question.

Question 2

Most candidates were more successful in identifying similarities between Sources C & D. However the suggested differences were often derived from matters of detail (e.g. "C refers to Syria attacking the Golan Heights, but D says that the Syrians occupied parts of the Jawlan"). Some answers would have benefited from clearer & developed linkage between the sources.

Question 3

Answers were often disappointing. For Source A most answers accurately identified origin, but not so purpose. The actual evaluation of this source's likely value & limitation was often in terms of its content, rather than being derived from the source's origin & purpose. With regard to Source E, it was evidently easier for the candidates to identify both origin & purpose, but many answers tended to struggle when attempting an evaluation of this source - for the same reasons as mentioned in the comments on Source A above. It was also dispiriting to encounter many instances of a belief that primary sources are intrinsically superior to secondary, so that Source A was, per se, inferior to Source E.

Question 4

This question presented some difficulties regarding "Did Sadat achieve his aims?" insofar as most of the material in the Sources was not directed towards this issue. The weaker answers tended to spend too long summarising the sources, rather than "shaping" the material directly to the question. Stronger responses often "unpacked" Source A so as to identify Sadat's aims, using this source to provide the structure for an examination of the extent of Sadat's success - though, as mentioned above, this required support largely from own knowledge rather than from the sources. Such own knowledge was generally limited to a brief reference to Camp David, & one rarely encountered answers that addressed the "To what extent?" aspect of the question. For example few candidates commented upon the transformation of Sadat's reputation in the Arab world from a prestigious defender of the Arab cause (as suggested by Source D) to a betrayer of the same cause after Sadat's visit to Jerusalem, & Camp David etc.

Recommendations and guidance for the teaching of future candidates

As the above comments would suggest, future candidates would benefit from further attention to the following aspects:

- An understanding that the comparative analysis required in Question 2 should be based upon matters of substance rather than detail.
- An understanding of the procedures that should be applied & of the issues that should be considered when seeking to establish the value of historical sources. (In view of Question 3's request that the sources should be evaluated "with reference to their origin & purpose" students are ill-advised to concentrate on the sources' content).

- Recognition of the need to ensure that material included in Question 4 clearly & explicitly addresses the question (rather than leaving the reader to make the necessary inferences). It would also be beneficial for students to be more attuned to the wording of the question, so that a “To what extent?” style of question elicits a balanced assessment.

Prescribed subject 3 – Communism in crisis 1976-89

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 2	3 - 5	6 - 8	9 - 11	12 - 14	15 - 17	18 - 25

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

The students appeared to have some sound understanding of the topic of the paper, but often lacked development in their responses, offering only one or two points for questions that offered several marks.

The compare and contrast question was often approached superficially with only one or two points identified. The evaluation question remains problematic for many students who attempt to find values from the content of the sources rather than the origin and purpose. For many, the final mini-essay question is difficult as many students do not have sufficient time to complete a coherent response. The better responses wrote a well argued answer using the documents - but generally the synthesis of own knowledge was limited. From the G2 forms some teachers felt that the topic was a little too broad i.e. the fall of the Gang of Four in addition to the rise of Deng, which meant the final essay question was too complicated.

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

Most scripts seemed to reflect a sound understanding of the theme/topic of the paper. Indeed, this was reflected in the G2 forms that were overall pleased with the paper, the topic and the sources.

The vast majority of candidates understood how to approach each style of question, and had attempted to answer all four set questions. There was some improvement in the structure and focus of responses for question 2 and question 3. Most candidates also attempted to use or refer to documents in their mini essays. Overall, most candidates seemed to have a basic understanding of what was required for each question.

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

Question 1

- (a) On the whole most candidates answered this question adequately. Where students fall down is that many seem unaware that they need to make three separate points, and therefore only offer one or two points
- (b) This question did not pose too many issues - there is still a tendency of some students to merely describe the content of the document briefly without attempting to interpret the 'message'. There was a fair amount of concern on the G2 forms regarding the cartoon being too difficult - which I agree was a challenging source. This was maybe compensated in the revision of the markscheme at standardisation.

Question 2

The majority of candidates attempted some linkage between the two sources. There were a few end on accounts. Responses could be improved by highlighting to students the need to identify more than one or two points of similarity and difference for this question. Note-form or bullet point answers should be discouraged.

Question 3

A key limitation for many students answering this question is that they mimic [or have been taught to] the note-form structure of the markscheme. Thus, many students waste time copying out the entire provenance the source, do not properly interpret the purpose of the document and only make vague statements on the value of each document as 'primary' or 'from the time' without going on to explain why this makes it valuable. This is also the case with limitations of the document - where students often simply comment that it is 'biased' or 'lacks hindsight'. While these evaluation comments might be valid - they should be made as specific to the document they are looking at as possible. There were some good, thorough evaluations - and there has been some improvement overall in how students approach question 3. G2 forms highlighted the fact that the two sources chosen for evaluation had very similar provenances and this may have inhibited students fully evaluating the sources in fear of 'repetition'.

Question 4

For some the issue remains timing - running out of time so that only a brief paragraph in response could be attempted. Timed practice of Paper 1's helps students improve their pacing for this paper, and some indication of how much time should be spent on each question should be given to students. Most students attempted to use the documents in their responses, although many did not include much detailed own knowledge. The better responses set up clear lines of argument, used the documents [not merely referring to them] and added in some own knowledge to support their points. Students should be advised to address the documents separately in this question, some students attempt to 'use all documents' by saying A, B, C, & E all agree that... This is not sufficient. As mentioned earlier in this report - some G2 forms reflected concern that the question was more complicated than usual.

Recommendations and guidance for the teaching of future candidates:

- Teach and review all themes in the bullet point list for the chosen PS. Prepare students for combined themes across two bullets as well as specific themes that focus on an element of a bullet.
- Encourage students to find more than two points - this is a three mark question **Practice interpreting the message of cartoons** - and not simply describing content. Other types of documents should be looked at - statistics, photos, speeches etc...
- The importance of identifying several points is key and should be taught. Although students are not looking for balance between compares and contrasts - they need to identify several for a 6 mark question. Many seem to be 'done' after two or three points. Some students spend too long elaborating at length on the same point of compare or contrast.
- Evaluation from the origin and purpose to find value and limitation still needs to be better prepared. Too many students are still focusing on the content of the sources. Students should also be encouraged to develop specific evaluation points for the document they are given - and not simply rely on generic comments.
- Timing is again an issue. Practice of timed papers is important - but also giving those students that find managing their time difficult an idea for how long they should spend on each question. Although most students now explicitly use or refer to documents there is a very limited amount of own knowledge being included.

Further comments

A concern was raised about the inconsistencies in the use of the Pinyin and Wade Giles spelling in Paper 3 Communism. We had noted this at standardisation - and had not seen any negative impact on student performance in the scripts we marked. It was thought that this may confuse some candidates. Indeed, it should also be noted that on the G2 forms - it was noted that the translations may be distracting as they broke up the text.

Higher and standard level paper two - timezone 1

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 4	5 - 9	10 - 12	13 - 16	17 - 21	22 - 25	26 - 40

General comments

The number of G2 (Teacher Comments on Examinations) responses received by the time of Grade Award was 202- significantly less than last year. Examination of comments revealed that 1.6% of respondents found the paper 'much easier' than that of the previous year, 8.6% found it 'a little easier', 71.7% found it 'of a similar standard', 7% found it 'a little more difficult' and 1.1% found it 'much more difficult'. 10.2% did not comment on this particular section relating to comparison with last year's paper.

With regards to the suitability of the question paper in terms of 'clarity of wording' 1.5% regarded the paper as 'poor', 35.9% as 'satisfactory' and 62.6% as 'good'. The presentation of the paper was judged to be 'satisfactory' by 30.8% and 'good' by 69.2% of the G2 respondents

In comparison to last year's paper therefore, there appeared to be a more positive reaction by teachers towards the paper in terms of accessibility of tasks and availability of questions.

Topics 1, 3 and 5 continued to be the favoured areas for most candidates. Indeed the remarkable thing about a paper offering 30 questions in the 5 topic areas is how few questions were actually tackled by this year's candidature.

As noted in a previous report written in connection with a November examination and echoed again in last year's subject report for P2 Time Zone 1, there remains a 'continuing and enduring popularity of topics involving... Hitler, World War One (or Two) and the Cold War (in particular anything related to the origins of this latter conflict- or its ending)'. Yet to reiterate the comment made in the May 2011 report:

'The concentration on these perennial favourites of centres and candidates is perfectly understandable and a study of them is important to the understanding of some of the most momentous historical developments of the 20th century. It is necessary though to go beyond overview/template treatments of topics, which often lack sufficient focus on the task'.

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

Individual comments by teachers emphasised that they believed that this paper was 'a fair paper that included a good number of open-ended options' though some teachers lamented the fact that 'with so many very specific questions, it was hard for some students (even very capable and informed ones) to find questions with which they were comfortable.' In reading such comments it became obvious that in some cases teachers/instructors were not familiar with the structure of the questions in the topic areas- the 3 specific, 2 open-ended/ 1 social, cultural, economic, gender related focus of the questions. The material for detailed study under each topic area in the Guide is what forms the basis for the specific questions.

In reply to one respondent who commented upon his/her perplexity at quotations without an author and whether it was 'that difficult to find an apt quotation from a historical figure or an actual historian' the answer is actually yes, it is difficult to find academics whose quotations are accessible to candidates and which can be accurately translated into the working languages of the IB candidature without problems.

Whether asking candidates 'to make regional comparisons' is 'hard' could very well be true, depending on the question stated and the candidate's ability, but the claim that such regional requirements should be dropped betrays a lack of understanding about the nature of Paper 2 which is a world history paper and thus requires candidates to answer tasks in relation to more than one narrow region at times.

Some instructors were pleased that the paper "omitted the antiquated terms 'left wing and right wing' " in Topic 3. Whether the terms are 'antiquated' is debateable, but due to difficulties encountered in the past by candidates it was felt the terms would be less likely to be used in future.

While, as one respondent stated, the term 'Assess' 'is not listed as a command term in the current IB History Syllabus' the Guide does state quite clearly (page 90, Glossary of command terms) that 'Although these terms will be used frequently in examination questions, other terms may be used to direct students to present an argument in a specific way'

Most candidates answered two questions within the time limit. Rubric offences (e.g. both questions selected from the same topic area or regional/chronological requirements being ignored) were rare. As was noted last year (especially in relation to mainstream areas of study) answers to the most popular questions were frequently characterized by prepared/pre-learned responses which were applied without enough attention to the specific task. This again was most obviously the case in relation to answers relating to causation of the Great War/Second World War or the origins and development of the Cold War. Some candidates produced responses which provided a regurgitation of prepared notes on the topic but which failed to focus effectively on the specific themes or areas noted in the task.

There is still a strong need for candidates to exhibit a grasp of chronology: in many essays not one date is noted. History is obviously about more than the chronicling of events and listing of dates - but an awareness of chronology allows for a sounder grasp of sequence and a basis for comments on cause/effect and continuity/contrast which is often lacking in essays where chronology is simply omitted.

These subject reports constantly mention the need for candidates to be trained in essay writing technique - question analysis/task identification and the subsequent selection and deployment of historical knowledge to address the demands of the question. The provision of a wealth of detail, indiscriminately applied, is not to be encouraged. The selection of relevant detail and the structuring of a response (sequentially or thematically) are what are required.

Training in essay technique and practice under timed exam conditions during the course is to be encouraged- as is the familiarization of candidates with basic historical vocabulary. They need to know what is meant, for example, by 'guerrilla warfare', 'proportional representation', 'totalitarian', 'sovietisation' to mention a few of the terms that appeared in questions this session and which appeared to be poorly understood by some candidates.

The levels of knowledge, understanding and skill demonstrated

The May 2010 Report for Paper 2 (TZ1) made the following comments upon levels of knowledge, understanding and skill demonstrated. These points continue to remain generally applicable to responses in essay writing in relation to Paper 2 (TZ1) for the May 2012 session. Indeed the reports on the performance in Paper 2 over the years have repeatedly emphasized common themes which some centres have picked up upon but which, rather worryingly, seem to be ignored by others.

'The best responses revealed command of chronology, task identification, structure and above all the provision of relevant historical detail. It cannot be emphasized enough that answers must be supported by reference to historical knowledge. This is an History examination and not an invitation to unleash a torrent of generalities which fails to provide a convincing response to the task.

Awareness of historiography was often evident and integrated into the answer in order to supplement the historical detail rather than as a substitute for it. Thematic responses and attention to the command terms' invitation to 'assess', 'analyse', 'compare and contrast' etc.

were evident in these higher award levels. Planning of responses was also evident as focused argument was maintained throughout the essay, with frequent reference to the demands of the question being stated.'

The May 2012 session revealed responses work indicating that some centres were preparing candidates in effective essay writing: identifying the task at the outset, defining key terms, planning a response and structuring it by theme or in a sequential/end-on treatment fashion depending on the question.

Such approaches were often a welcome change from answers which described historiographical views (as opposed to candidates providing their own argumentation based on historical detail), learned responses, and generalized commentary with a paucity of accurate historical detail. There is however a great necessity for more centres to work on these areas and for new centres to provide professional development opportunities to train teachers to train the candidates in effective techniques of exam preparation and performance.

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

Topic One: Causes, practices and effects of wars

Of the six questions on offer by far the most popular were questions 5 and 6. Teachers and candidates have come to expect questions relating to causation, practice and effect of the two world wars of the 20th century. This explains the popularity of Q.6 which covered causation and also gave a choice of either war.

Question 1

The question required candidates to assess factors helping and hindering the practice of 'successful guerrilla warfare.' There was also a regional requirement which meant that some candidates who chose to do China and Vietnam were only able to be marked on one valid example. It is important that candidates are aware of what constitutes 'the world according to IB'. The question paper cover does provide a world map indicating regions - **but candidates should be made well aware of the regions long before being presented with the examination paper.**

Answers which chose two appropriate examples from different regions- e.g. Greece, China, Cuba etc. tended to be better on the 'helped' rather than 'hindered' aspects. The weaker answers tended to largely narrate/describe techniques of guerrilla warfare without really focusing on the political as well as the military factors that played significant roles in the selected examples. Better responses were able to point out the necessity for the guerrilla not only to pursue a military campaign of attrition – 'a war of the flea' but also the necessity of mobilizing the population through programmes which offered the masses material as well as political advances.

Question 2

This was not a popular question and the relatively few responses often failed to distinguish what constituted social as opposed to economic effects. Some candidates did not address the requirement to deal with two wars 'in the second half of the

twentieth century' and thus were unable to gain credit for their response.

Question 3

Answers to this question were not seen- presumably due to the fact that other options in this section appeared much more attractive to candidates.

Question 4

The question offered three possible options though the great majority of candidates chose the Chinese Civil War or the Spanish Civil War in order to analyse reasons for/importance of foreign intervention. Weaker candidates narrated the origins of either war without effectively considering the variety of motives (economic, political/ideological, and strategic) which led to outside interest and intervention. The importance of such intervention in relation to 'other factors' such as internal factors was addressed in the better responses.

Question 5

This was a popular question but too often candidates tended to describe rather than critically comment on the technological advances and the way in which they affected the nature and outcome of the selected conflicts. Narratives of trench warfare in the First World War were common- often with limited understanding of what exactly constituted 'technological advances' in this particular war. The belief that before 1914 wars were still fought by cavalry and that machine guns were an innovation was common. Better candidates however identified the technological developments in the selected wars in the first half of the twentieth century and were able to assess the manner in which such advances (aerial warfare, submarine use, atomic weaponry etc.) were important in deciding the way such wars were fought and the extent to which technological and scientific developments led to victory as well as a huge and damaging impact on civilians as well as combatants.

Question 6

This question was by far the most popular on the paper. For many candidates however, it appeared an opportunity to produce a narrative of the causes of the First and /or Second World Wars which neglected the specific areas noted in the task. Pre-learned responses were common and focus on nationalism, alliances and economic factors tended to be incidental rather than the main areas of consideration. In the upper levels candidates were able to define the key terms and identify examples to illustrate their answers. The study of both world wars (origins, practice and effects) is probably the most popular area of study for most centres, which is completely understandable given their importance, but surveys of these areas seem to predominate in too many cases and candidates often lack the necessary depth and historical detail to do justice to the task.

Topic 2: Democratic states- challenges and responses

Of the questions available in this topic area, questions 7 and 8 received most attention. Question 10 was addressed by a few candidates with limited success.

Question 7

Candidates choosing this question invariably selected as their example the travails of the Weimar Republic – which was also the popular choice for Q.8. Indeed it appears that Weimar is a popular area of study for a significant number of centres.

In relation to this question and to the following question (Q.8) one point needs to be made - the history of the Republic and the problems faced by the democratic system need to be studied in their own right rather than as simply a cursory survey or simplistic prelude to 'the rise of Hitler'.

Weaker students tended to dwell on the rise of the NSDAP and showed insufficient understanding of the complexity of the period 1918/19-1933 and the variety of problems or challenges which faced the Republic both internally and externally during its brief existence. Better responses though were apparent and were able to identify a range of challenges and comment upon the manner in which such challenges were effectively addressed (or not) in the period up to 1933.

Question 8

As noted above, Weimar was by far the most obvious and popular choice for most respondents but there was little evidence in a majority of cases as to whether there was a sound grasp of what 'proportional representation' actually meant. A learned response on the weaknesses of Weimar was frequently provided but the majority of answers tended to focus on the NSDAP rather than show real understanding of the structural/constitutional, political and economic problems faced by Weimar governments. Knowledge of the constitution, the working of the electoral system and the multitude of coalition governments during the period of existence was limited in many cases. For some candidates the only political parties which existed were the National Socialists and the KPD and the lack of depth/detail led to answers which failed to reach the higher awards.

Topic 3: Origins and development of authoritarian and single-party states

Of the six questions in this topic area questions 14 and 15 were rare in terms of candidate choice. The absence of 'right' and 'left' in the tasks eliminated the problem faced by previous candidates who were confused by the terms - though as noted before, given their inclusion in the Guide, teachers preparing candidates for such a topic area should be expected to cover these terms and the extent to which they remain useful and/or valid in historical study.

Question 13

The most popular choices were Hitler, Lenin, Stalin, Mao and Mussolini but there was a regional requirement to be met. A few candidates still appeared to think the USSR constituted a non-European/Middle East example and as noted above, the regions according to IB have to be understood by centres and candidates in order to prevent erroneous choices being made.

Answers tended to be better in relation to 'economic instability' especially in relation to Hitler and Mussolini and 'lack of a united opposition' in the case of Stalin. The focus of the question was rise, not rule, and candidates needed to focus on this rather than describing the measures taken after the establishment of the single-party state. Better candidates indicated in their answers what they understood to be the specific chronology of the period of rise.

Question 16

A popular question requiring consideration of the methods used to 'establish totalitarian control' by a 'single party ruler'. In other words the focus here was on the period of rule and not the rise to power of the selected leader. In too many cases candidates saw this as a question in which a narration of the rise of a particular leader was to be narrated. Some candidates covered both rise and rule but the higher awards were reserved for answers which focused on the period of rule - and were able to clearly identify what was meant by 'totalitarian control': those areas of society, economic and political life which the leader and the regime sought to dominate to the exclusion of all other alternative views and their adherents.

Question 17

The question required coverage of both rise and rule of one specified leader and in particular how (or not) 'ideological appeal' aided in both cases. Peron was the most popular choice in this question by far and answers varied from the very well supported arguments which commented upon ideological appeal (with a definition of its components in the best responses) to descriptive narratives of the rise and fall of the leader.

Question 18

Again, a popular question with candidates given the choice of using Mao or Castro. Candidates on the whole were able to identify the nature and extent of economic and social policies as well as 'other factors' which may explain the reasons for the chosen leader's maintenance of power.

Topic 4: Nationalist and independence movements in Africa and Asia and post-1945 Central and Eastern European states

There were relatively few answers seen relating to this topic area. Only question 20 attracted significant attention from candidates.

Question 20

Last year's subject report stated the following in relation to the question set which also, coincidentally, focused on Gandhi and nationalism in the sub-continent:

'... essays dealing with the role or contribution of Gandhi to the independence movement ... tend to fall into two main categories: hagiographical narratives of the career of Gandhi which tend to ignore other factors which influenced the decline of imperialism in South Asia; or well constructed answers which seek to place Gandhi in a wider context of decolonization in the subcontinent, the political and economic decline of the metropolitan power and the role of other personalities in the independence movement. The former type of response invariably shows little critical awareness of the process of decolonization and the rise of (rival) nationalism(s) in the subcontinent.'

The same comment applies to answers provided by candidates in the May 2012 examination. There were sound responses which were able to place Gandhi's contribution to the achievement of independence in a wider context- noting not only his personal contribution to the mobilization of the masses behind the INC but also

showing awareness of the factors which weakened the colonial power in its ability to maintain control of the subcontinent. The best answers also focused on the term 'much exaggerated', critically assessing Gandhi's role and comparing it to that of others in the freedom struggle.

Topic 5: The Cold War

Topic 5 produced, as always, a considerable amount of responses. The most popular questions were Questions 25, 26, 28 and 29. There were a few responses to Q 27 (on the reasons for/consequences of the breakdown of Sino-Soviet relations in the 1950s and 1960s) by candidates whose centres had obviously done this in some depth and this was reflected in the level of depth and detail provided to support the answers. Question 30 on Cold War tensions and why and how they proved a hindrance to the work of the UN was done by very few candidates

Question 25

The role of Truman and Stalin in the origins and development of the Cold War formed the basis of the task and candidates who were prepared for the perennial question on this area of origins/development were able to produce fluent and well-supported responses. There was less of a tendency towards narrating 'schools of thought' /historiography in relation to this question and more emphasis by candidates on providing historical detail to support their assessment of the roles of both leaders.

Weaker students still seem to be confused by what exactly happened at Yalta and Potsdam (or indeed when these meetings occurred). Many answers did not go beyond the period 1948/9 though the opportunity to expand this up to 1953 was available for those who were aware of the period of rule of the stated leaders. Hence, 'development' arguments were curtailed in some answers.

Question 26

This proved a very popular question but it also proved to be a question, which was not particularly well answered by many candidates. In too many cases there was a lack of geographical knowledge as to where, far less when, sovietisation occurred. In some essays not one reference was made to any Eastern or Central European state which fell under Moscow's control in the period up to 1948. While candidates often knew something about the spread of Soviet control, relatively few seemed to have a firm grasp of what sovietisation consisted of, and why it might have been undertaken by the Soviet Union. Whether the motive was indeed 'defensive' needed to be examined (in other words was there a justified fear of Moscow based on prior or existing conditions?) as well as the argument that it formed part of a planned programme of territorial aggrandizement in keeping with ideological and geo-political/economic necessity.

Question 28

Of the three options available, Cuba was by far the most popular option regarding the task requiring candidates to 'assess the economic and social impact of superpower involvement'. The very mention of Cuba in this Cold War section attracted weaker candidates to produce narratives of the Missile Crisis to the exclusion of all else. Better responses were able to comment critically on the relationship (economic) between Washington and Cuba in the years 1959-61 and how it changed due to policies of

Castro which were interpreted by the USA as being inimical to its interests. The withdrawal of trade, application of embargos and the involvement of Moscow in replacing the US could all have been investigated. Better responses also focused on the period after 1962 and the impact upon Cuban social (for example educational, employment, welfare programmes) and economic development.

Question 29

Candidates who chose Kennedy in this task needed to go beyond a description of the Missile Crisis of 1962 and to show an awareness that in his brief presidential career he was also involved in events in Europe (Berlin for example) and in South East Asia. Space race expenditure and arms build-up could also be seen as important in relation to a consideration of how he influenced the development of the Cold War. Higher awards therefore went to those who were able to identify and comment on more than one (albeit very important) incident in Cuba in 1962.

Those candidates who chose Reagan tended to be on the whole rather more successful in that they were able to offer consideration of a variety of areas associated with his presidency ranging from SDI, rejection of détente, sponsoring of anti-communist movements and regimes in Afghanistan and the Americas and his purported importance in accelerating (among other factors) the demise of the Soviet Union.

Recommendations and guidance for the teaching of future candidates

Below are recommendations for improving candidate performance made in relation to previous examination sessions. No apologies are made for repeating them as they do form the basis for guiding candidates towards a (hopefully) more effective handling of the demands of the written examination. It is important that these suggestions be shared by teachers of the course and also with 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. Making these comments available to candidates is a good idea.
- Every essay provides a specific task for the candidate. Candidates 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 candidates 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 - candidates 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 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 often 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. This is not only for the sake of examiners but in order to clarify the task at the outset for the candidate. Terms such as 'Peaceful coexistence', 'ideology', 'totalitarian', 'collective security', 'brinkmanship', 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.
- Reiteration of these points over the years has, in some cases produced a significant improvement in the way in which candidates approach question types- especially notable here being the improvement in the structuring of Compare/Contrast questions.
- Candidates must learn to focus on the specific task, must learn to read the question and answer that question and not another! Many candidates do indeed have a mastery of historical information. **It is a pity to see this being squandered by a failure to think about the question and plan accordingly at the outset.**

Higher and standard level paper two - timezone 2

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 4	5 - 9	10 - 12	13 - 16	17 - 21	22 - 25	26 - 40

General comments

The standard of the responses to the questions on Paper 2, TZ2 indicated that candidates were able to address the demands quite effectively. There was little evidence of difficulty at finding two questions to answer and candidates seemed to have revised appropriate and relevant material.

As usual, out of the 30 questions available, most responses were to questions in Topics 1, 3 and 5, indicating that Hitler and Stalin continue to be at the core of curricula, along with the origins of the Cold War and the First and Second World War. As will be noted later, the breadth of knowledge was sometimes rather Eurocentric, although this particular component is meant to offer candidates the opportunity to demonstrate knowledge of global, rather than purely European, history.

There were 297 G2 forms returned and of these 93.7% rated the level of difficulty of the questions as “appropriate” with 5.9% as “too difficult” and 0.3% as “too easy”. The clarity of wording was rated at 64.5% and the presentation of the paper rated by 75.8% of respondents as “good”. The comments, on the whole, were positive with the paper considered to be “very fair”; “offering a good range of questions”; “better than last year” and several respondents noting that concerns about “left wing” and “right wing” leaders had been taken into consideration.

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

There were very few rubric offences this session with the vast majority of candidates choosing two questions from different topics. Only rarely did candidates, when asked to do so, fail to choose leaders from different regions or wars from either the first or second half of the twentieth century. It was pleasing that such errors, possibly from reading the questions rather too quickly, were the exception rather than the rule. It would seem that many candidates do tend to enter the exam hoping for a task that will echo one they have done earlier and many responses were better suited, perhaps, to questions from the May 2011 exam paper. Indeed, from session to session, the questions on Paper 2 will often address the same themes and use similar terminology, as indicated in the History Guide. It is, therefore, all the more important that candidates read the questions very carefully to make sure that they answer the question before them, rather than similar ones from previous sessions. Candidates are not encouraged to write out the question before answering it but, certainly, planning answers is strongly advised. This should offer an opportunity for candidates to think through their approach and to marshal relevant facts and arguments and to stay focused on the task.

The levels of knowledge, understanding and skill demonstrated

In general, candidates were well prepared for the exam and most seemed able to complete two responses within the time allocated. Indeed, an increasing number had planned answers, although too often, this was a case of brain storming rather than thinking through the demands of the question. Many referred to the question in their introduction, setting out the structure that they would follow. The level of knowledge was often quite good, with most candidates offering detailed support for their arguments. Analysis could be more fully developed however and attempts made to avoid assertions (perhaps, exam-nerve-prompted) such as Germany being crippled by the Treaty of Versailles; the Great Depression bringing hyper-inflation in its wake; Weimar being “doomed” etc.

Candidates, who offer thoughtful assessments, using more measured language, often do best.

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

Topic 1

Question 1

It is likely that the requirement here to refer to leaders of guerrilla movements was an obstacle to many candidates as not many responses were seen. In general, there was some assessment of “discipline” and “support” but only rarely was leadership assessed.

Question 2

Very few good responses were seen to this question and most responses were very general. The majority of candidates who attempted this question did distinguish between economic and social effects, but detailed knowledge was, mostly, rather limited. World War One was the most common example chosen and candidates tended to look at post-war effects, although it would have been quite acceptable to have focused on the social and economic impact as the war was being fought during the period 1914 -18. There was a tendency to give an account of the Treaty of Versailles and the impact of reparations on Germany as economic effects and the return of women to the home as the social impact. It may be advisable to warn candidates that a good deal of detailed knowledge is needed to address questions on social and economic history effectively and unsupported assertions do not score well.

Question 3

Very few responses seen.

Question 4

This was a very popular question, with the vast majority of candidates choosing the Spanish Civil War. The level of knowledge was often very good indeed and focus was placed on “reasons for” and “results” in almost every response seen. References were, almost always, made to assistance received from Italy and Germany to the Nationalists and from the USSR to the Republicans. Mention was also made of the Non-Intervention Agreement as well as the contribution of the International Brigades.

Question 5

Although the level of knowledge concerning the ways in which wars are fought is often impressive, few responses to this question demonstrated more than rather basic detail on the kind of technology used in the wars chosen. Most candidates chose a war where technology won out (such as the Gulf War) or where it was no match for the resilience of guerrilla fighters (such as Vietnam) but, more often than not, failed to support arguments with good detailed knowledge.

Question 6

Quite possibly, this was the most popular question on the paper with the majority of candidates choosing to assess the causes of the Second World War. Most attempted

to determine the importance of all three factors mentioned in the question, although too many responses resorted to a recounting of the terms of the Treaty of Versailles, the impact of the Great Depression and made do with rather vague references to Lebensraum. It was a pity that so few candidates considered events outside of Europe or, indeed, outside of Germany seeing this, instead, as an opportunity to narrate the rise to power of Hitler. Much could have been said about the impact of treaties other than Versailles, and more focus placed upon agreements made in the 1930s that had a more immediate impact upon the outbreak of war. Similarly, the Great Depression had consequences beyond causing (it could be argued) the end of Weimar Germany and it was good to see some responses mention how economic problems also gave rise to Japanese expansionism. Some candidates linked ideology not only to Nazism/Fascism but also to Communism, demonstrating how the fears this raised contributed to the support for more extreme nationalism. The best answers did make explicit links to the outbreak of war in 1939.

Some candidates chose to address the causes of the First World War. However these responses were all too often quite limited in scope with probably the majority not even approaching 1914 but becoming embroiled in alliances and imperialism. Again, specific knowledge linking treaties (alliances would do), economic circumstances and ideology (especially nationalism) to the outbreak of war, was well rewarded.

Topic 2

Very few responses were seen to questions in this topic, with the exception of Q. 8.

Question 8

Clearly, many candidates were looking for a question on Weimar and were, mostly, well prepared with quite good knowledge of the events of 1919 -33. Some candidates could not resist turning this into the “rise of Hitler” but a commendable number did try to stay focused on the question of democracy and how it manifested itself in this short-lived republic. Better responses avoided the temptation to blame it all on proportional representation and the weakness of coalitions and several very good answers contained good analysis of circumstances and the difficulties that confronted the governments who had the challenge of dealing with post-war crises.

Topic 3

Question 13

This was a very popular question with most candidates choosing Mao and Hitler as examples of leaders from two different regions. A few chose Castro, rather than Mao, although these responses, on the whole, were not as good with candidates being less knowledgeable about the former. There was a requirement to address both “weak government” and “internal conflict” as factors that led to the rise of the leaders and most candidates selected relevant detail to support arguments. For the most part, responses were quite well structured.

Question 14

This was another very popular question with most candidates choosing Stalin and demonstrating good knowledge of the events of 1924 -29. Indeed, for the most part, candidates fell into a narrative mode here and began with the failure of Stalin to inform Trotsky about the date of the funeral and continued through the defeat of the “Right Deviationists”. Better responses included some analysis of the context of the USSR in the 1920s, linking the adoption of new policies by Stalin to changing economic circumstances. Only a few candidates chose Nasser and these responses, on the whole, were not supported with good, accurate detail.

Question 15

There was confusion among candidates who attempted this question, with many reading “establishment” to mean “rise to power”, rather than the expansion of control by a leader attempting to garner more authority over every aspect of the state. Examiners were, therefore, instructed to credit answers that focused upon aspiring leaders as well as those in power. There was no limit placed upon the number of examples chosen and, whereas some candidates focused upon one state or leader, others chose two or more. Few candidates attempted to define “totalitarian control” and responses suggested that the majority saw it as a synonym for “single party state”. The term “totalitarian” is included in the History Guide and so candidates ought to be familiar with its implications.

For the most part, candidates did address “force” and better answers estimated its importance, alongside other factors such as propaganda, education, populist policies and so on.

Question 16

Few responses were seen to this question with most candidates choosing Mao. Some good answers linked the cult of personality to the loss of power by Mao after the failure of the Great Leap Forward and the attempt to recover this by way of the Cultural Revolution. It is noteworthy that candidates appear to be rather less knowledgeable about Mao than when he was featured in the Prescribed Subject options for Paper 1.

Question 17

Very few responses were seen to this question.

Question 18

Overwhelmingly, it was Hitler’s implementation of social and economic policies that was chosen by candidates. Almost all answers reflected some knowledge of his policies but good, analytical, and well supported, answers were a rarity. Detailed knowledge of the New Plan or the Four Year Plan, for example, was not so much in evidence. Similarly, social policies were often lumped together with Anti-Semitism along with rather general comments on the employment of women and the Hitler Youth. It was interesting to note that candidates were far more likely to choose Q. 13 in order to write about Hitler than this, relatively straightforward, opportunity to assess the success of his policies.

Topic 4

There were very few responses seen to any of the question in this section of the paper. Certainly, there were far fewer than in previous years.

Topic 5

Question 25

As expected, this was a very popular question with candidates clearly having anticipated an opportunity to write about the origins of the Cold War. Some very good answers were seen, written by candidates who had read widely and were able to demonstrate a sound understanding of the role of Germany in the growing tension between the superpowers. It is expected that a question, such as this, would require candidates to address the role of Germany, whether or not they considered it to be central to the origins of the Cold War. Responses that gave Germany scant attention and moved on to focus on more familiar factors did not usually score well. Weaker answers, for the most part, also narrated the historiography of the Cold War, although a few better answers did use it effectively and judiciously. As always, a little historiography goes a long way.

Question 26

Rather surprisingly for a straightforward question, this did not prove to be very popular and the few responses seen tended to stop at 1949, despite the explicit instruction to continue to 1956. Quite a lot of attention was paid to “salami tactics” although not all candidates understood the meaning of this term with rather too many assuming it meant encroaching upon the territory of a country in small sections, rather than the infiltration of government and high office. Better answers did refer to the show trials of the late 1940s; the Berlin Riots of 1953; the establishment of the Warsaw Pact; the attempted revolutions in Poland and Hungary in 1956.

Question 27

Only very few candidates attempted this question and most were quite knowledgeable about the context for this significant shift in Cold War politics.

Question 28

This was not a popular question and the few examples seen chose to discuss the USA and the USSR. Both proved rather unwieldy examples with too much to discuss in the allotted time.

Question 29

This was a very popular question with most candidates choosing to write about Gorbachev. It was heartening that many were well informed about his policies and to see that the end years of the twentieth century are now being taught as part of the syllabus in many centres. Some weaker answers tended to narrate policies without explicit linkage to the course of the Cold War but better answers were able to connect both domestic and foreign policies to the waning of the USSR and the de-fusing of the Cold War. A few ended in 1989 whereas other answers went up to 1991, either end point was quite acceptable.

Question 30

Very few responses seen and candidates did not seem to understand the meaning of non-aligned and so, all too often, inappropriate examples were chosen.

Recommendations and guidance for the teaching of future candidates

- Overall, the level of knowledge demonstrated by the majority of candidates was quite good and **accurate, detailed knowledge is, of course, the basis for a good answer**. Ideally, candidates would use their **knowledge to underpin arguments** and avoid the temptation to narrate the terms of the Treaty of Versailles, for example, or to list, in isolation, the orthodox, revisionist and post-revisionist interpretations of the origins of the Cold War. It is understandable that, in an exam environment, candidates will be anxious to work within the time limit and so err on the side of writing everything they know about a topic rather than taking the time to be selective, but the downside of this is that time has run out before the relevant analysis has been completed or, in some cases, even attempted. This is why candidates are encouraged to set aside five or even ten minutes to plan an answer. It is well worth the investment.
- Clearly, candidates are very familiar with the structure of the exam paper and anticipate the kinds of question that are likely to be asked. This is very heartening. It is also noticeable that, increasingly, candidates refer to the question in their opening paragraph and, for the most part, attempt to focus upon its demands. In some cases, however, it is almost as if similar question, from previous exam papers, get in the way and become the default answer. One way to help students to avoid this pitfall is to use past papers to show how questions on the same topic **may seem similar but, in fact, require a quite different approach**. Hopefully, this will encourage them to pay closer attention to the exact wording of exam questions. It was noticeable this session that many of the answers ended in long, repetitive concluding paragraphs. Conclusions are necessary for a well-structured response but these needn't be a recounting of all the arguments presented in the main body. Candidates could, perhaps, be encouraged to write shorter, more focused conclusions and so put the time saved to better use.

Higher level paper three - Africa

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 6	7 - 12	13 - 18	19 - 24	25 - 30	31 - 36	37 - 60

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

One area which appeared difficult for students who handled it was 'Africa, international organizations and international community'. Students did not seem to have specific detailed examples to support the arguments they were putting across. The second area was the 'Post-

Independence politics to 2000'. Students did not seem to have good points on reasons for the formation of one party states and the consequences of their formation. Regarding the topic on the development of South Africa students did not seem to have adequate information on the economic consequences of the discovery of diamonds and gold. On the topic on the 'Pre-colonial African States (Eastern and Central Africa)', students appear to have general information about Buganda, but not very specific information on the two kings who were the focus of the question. They seemed to have knowledge on European imperialism and annexation of Africa 1850-1900 but did not read through exactly what the questions demanded.

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

Students seemed well prepared for the topics on 'Pre-colonial African states (Southern and West Africa)', 'response to European imperialism (Eastern and Central Africa)' and 'Social and economic developments in the nineteenth and twentieth centuries 1800-1960'.

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

Pre – colonial African states (eastern and central Africa) 1840 - 1900

Question 1

This question was quite popular. Many of the candidates do not seem to have specific details on the two Kabakas, so the information given was general relating to the rise of the Buganda Kingdom during the reign of the two Kabakas. Details that would have strengthened responses were often lacking. Candidates were expected to analyse their political and economic roles in the rise of the Buganda Kingdom.

Question 2

Those candidates who attempted this question seemed to have had very good background knowledge on the role played by Lewanika in the rise of the Lozi Kingdom. What was commonly left out was what happened after 1885 when the missionaries came into Buluzi and 1889 when Lewanika sought a British Protectorate over his kingdom. Many students focused only on the earlier period of Lewanika's rule.

Pre – colonial African states (southern and west Africa) 1800 - 1900

Question 3

This was a very popular question and candidates seemed to have very good knowledge on the political methods used by Shaka Zulu to organise his kingdom. Many responses lacked discussion of his economic methods. Many essays were rather unbalanced.

Question 4

This was also a very popular question with the candidates having good knowledge on both Osei Tutu and Mosheshwe. The main issue with this question was that some

candidates failed to bring out the comparison well by writing about one leader first and then the second leader. In most cases this meant that not all issues that needed to be compared were adequately done.

European imperialism and annexation of Africa 1850 - 1900

Question 5

This was a very popular question. Many candidates were only able to argue that explorers were agents of European imperialism. They often failed to identify who the other agents of imperialism were (for example missionaries). Many candidates ended up talking about other factors for imperialism in Africa instead.

Question 6

This was another very popular question. Many candidates failed to identify the fact that European rivalry had existed even before they came to Africa. On rivalry in Africa, some of the candidates were able to identify key areas where rivalry leading to the partition occurred and clearly analysed the situations given, while others only mentioned the events without properly explaining how they contributed to the partitioning of Africa. A major area left out by a good number of candidates was African political and military weaknesses which also contributed to the partitioning of Africa.

Response to European imperialism (eastern and central Africa) 1880 - 1915

Question 7

Candidates seemed to have had very good knowledge of both the Ethiopian and the Nandi resistances. The main problem as with other compare and contrast questions is that a good number of candidates preferred writing about the two separately without clearly bringing in the comparison and contrast. This made many of the essays rather weak. This also meant that critical analysis was not handled well.

Question 8

This was not a very popular question, but many of those who tackled it seemed to have had some knowledge on the topic. Many of the candidates focused more on the reasons for the rising and yet very little was said on the results of the rising. Some key points on the reasons for the rising were also not dealt with thus compromising the answers. In such questions students must realise that it is important to discuss both the reasons and the results as demanded by the question.

Response to European imperialism (southern and west Africa) 1870 - 1920

Question 9

This question was not popular. Candidates were expected to compare and contrast the relationship of Cetshwayo and Khama with the British. It would be expected of the

candidates to identify who these two leaders were. It is therefore important that the similarities and differences in the relationship of the two leaders with the British should be addressed.

Question 10

Those who answered this question failed to bring out the changing relations clearly. This is a question which would have been handled well in chronological order, which many candidates failed to do. Many candidates simply talked of the relationship without explaining how and why it was changing which would have strengthened their essays. Some candidates even failed to mention who the Asantehene was during the period they were considering and did not even identify the period they were referring to clearly.

Development in South Africa 1880 - 1994

Question 11

The candidates who answered this question did not give a balanced discussion of the political and economic effects. Many of them focused on the economic effects (where some key factors e.g. the increase in migrant workers was not discussed). The political effect, especially on the Uitlanders was also not handled well. Generally many key issues were omitted thus weakening many of the responses.

Question 12

Candidates had general ideas of the ways in which Verwoerd developed the apartheid policies of Malan, but some failed to name the various Acts that were passed during the reign of Verwoerd. A number of candidates also failed to give the results of the policies implemented thus making the answers one sided. Many of the answers failed to handle the necessary implications. Very specific examples of policies were required for the candidate to score high marks.

Africa under colonialism 1890 - 1980

Question 13

This was not a very popular question. Candidates must be very clear on the comparison. Similarities and differences must be discussed if high marks are to be attained. Both nature and impact must be dealt with otherwise as an unbalanced answer is not capable of scoring high marks.

Question 14

This was not a popular question. Candidates were expected to highlight the economic developments which took place in Kenya in specific during the colonial period. Focus should have been on agricultural developments, foreign trade, transport and communication and industrial development. Specific examples were needed if the essay was to score high marks. The negative impact of this economic development should have also been analysed in the answer.

Social and economic development in the nineteenth and twentieth centuries 1800 - 1960**Question 15**

This was a popular question in this section with most of the candidates answering both sides of the question. Some of the answers were very balanced with factors helping and factors hindering being argued out in a very balanced way. In others, candidates focused more on one aspect than the other. Some key factors, like actual steps taken by the British, were also not considered well enough especially when it came to the hindering aspect.

Question 16

This was not a very popular question. Some candidates who attempted this question failed to give specific reasons for the spread of Christianity in the region they had chosen. Use of very specific examples would have also made the essays more focused on the demands of the question. Many answers were rather general. It is important to note that some candidates identified the area they were going to focus on right from the beginning and this was commendable.

Nationalist and independence movements (eastern and central Africa)**Question 17**

This was another popular question with candidates having knowledge of the Rhodesia/Zimbabwe liberation war and the Mau Mau rising. The problem came in trying to explain why one was more prolonged than the other. More needed to have been said on why the Mau Mau rising took a much shorter period of time. The comparison again became a challenge here for most of the candidates. Many wrote about the liberation war separately and then the Mau Mau rising thus failing to bring out a clear comparison between the two.

Question 18

This question was attempted by a good number of candidates who had good knowledge of TANU, but when it came to comparing it with other parties in Eastern Africa, this proved to be difficult for a number of candidates some of whom even considered the Mau Mau as a political party. The argument on this question was therefore not balanced because the information on other political parties was not adequate enough to generate a good comparison in answering the question.

Nationalist and independence movements (southern and west Africa)**Question 19**

This was not a very popular question. Again the comparative approach proved to be difficult for a number of the candidates. Points were brought out but no clear comparisons were brought out to demonstrate why Gold Coast achieved independence before Nigeria. This is a question that needs to bring out very clear

and specific comparison if the candidate is to score high marks. The weaknesses of Nigeria and the strengths of Gold Coast which led her to gain independence first must be analysed.

Question 20

This question was not at all popular. The candidates were required to identify clearly the areas of consideration. A comparative question calls for clear comparison and not just a write up on the two areas to be considered. Clear reasons must be given and critically analysed to bring out the reason why, for example, Angola achieved independence much later and less peacefully than either a British or a French colony. The comparison must be very clear for the candidate to score high marks.

Post – independence politics to 2000

Question 21

This was not a very popular question. Many candidates identified the two countries they were going to tackle at the beginning of the essay and this was commendable. The first part of the question was not well tackled because many candidates just narrated how the countries became one party states without clearly showing what factors actually led to their formation. The results were dealt with, but not all implications were considered thus weakening the essays further. Congo was chosen by a good number of the students who answered this question.

Question 22

This was not a popular question and some candidates who handled it failed to focus on the economic developments and dealt with developments in general. Countries being dealt with were identified which was good, but more developments with specific examples needed to have been discussed for high marks. The specific economic problems should be identified, the solutions by the countries should also be considered and, lastly, the impact of these solutions should be discussed.

Africa, international organizations and the international community

Question 23

This question was attempted by very few candidates. Although some were able to clearly demonstrate the role of the United Nations Peacekeeping Operations in the two areas, some candidates failed to do so. Many seemed to have more knowledge on Rwanda than they did on Mozambique. To strengthen the essay further the students could have analysed the role of the Peacekeepers in other areas (e.g. Somalia). This means that a lot of the conclusions drawn lacked the necessary detail required.

Question 24

This question was attempted by a few candidates many of whom were very clear on the aims of OAU/AU. Many of the answers were very general and failed to give very specific examples of the successes and failures of the organisation in question. Some of the candidates focused more on the reasons for the failure without actually

showing **how** it was a failure. In such a question, very specific examples must be used to support any argument given by the candidate.

Recommendations and guidance for the teaching of future candidates

- Teachers should work more with the students on the skills of compare and contrasting and how to do this in a structured way in an essay. They should work on the students identifying the two sides of the argument they are expected to deal with in questions that demand these skills. The skill of analysing information also needs to be worked on because students seem very comfortable just giving the points without looking at different ways of discussing that issue. Students should also be made aware of the fact that each point discussed must be backed up with actual examples from the topic.

Further comments

As compared to the past examinations students were able to answer a wide variety of questions in most topics set and this is commendable. There are still some very popular topics but the students' being able to handle variety was pleasing.

Higher level paper three - Americas

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 6	7 - 12	13 - 18	19 - 24	25 - 30	31 - 36	37 - 60

General comments

This was the third year for the implementation of the 'new' History syllabus as stipulated in the History Guide. The G2 responses indicated that 78% regarded the exam as appropriate in difficulty while 22% of the respondents regarded the exam as too difficult. In comparison to the M11 exam, 44% thought it was of a similar standard, 25% believed it to be a little more difficult and 10% judged it to be easier. Overall, the G2 data would suggest the M12 exam to be at the same level or marginally more difficult than the M11 exam (since the percentages cited are within a few statistical points of those generated by last year's G2 comments). 96% thought the clarity or wording of the exam was good or satisfactory and 90% regarded the presentation as good or satisfactory. Complaints were focused on:

- 1) The grouping of questions into the 12 topic areas without adequate notice or emphasis which might have caused candidates to be confused as to their choices. (However, most liked the new format including nearly all who complained as to an inadequate notice)
- 2) The allegation that Canadian history was neglected.

3) Particular questions that either lacked clarity or were considered too narrow. In spite of these complaints, there were also many comments which regarded the exam as offering a fair opportunity for candidates to demonstrate knowledge.

It is my observation that candidates concentrated their choice of questions more so than in recent years, perhaps due to the popularity of questions on The US Civil War, Vietnam and Martin Luther King Jr. It is also worth noting the geographic breakdown of the questions: 9 were specific to the United States, 8 specific to Latin America, 1 question was specific to Canada and 5 required two countries of the Region. While the lack of emphasis on Canadian history was noted in the criticism, there was also recognition that Latin America received more focus than on some of the previous exams.

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

No one area of the curriculum appeared to pose extraordinary difficulty; however, particular questions did and will be addressed in the section which follows. There was a notable absence of responses to questions 23 and 24. All other chronological categories of the exam produced a reasonable range of responses. The most obvious weaknesses were often seen in how the candidates of particular programs misunderstood the requirements of a question or questions.

In respect to skills demonstrated, the conduct of comparison and contrast is often weak. Tendencies to narrate, rather than analyze are common, especially for questions that have broad descriptive potential. Also, the desire to define a question in terms of a predetermined topic is frequently attempted. It often appears that candidates are not well-trained in application of the 'command' instructions, thus their ability to 'analyze' or 'examine', determine 'extent', or distinguish between 'reasons' and 'ways' is limited.

The application of historiography is infrequent and often misapplied. **Rather than simply stating the names of historians and summarizing their arguments, it would be more helpful to specify the alternative interpretations that exist within the topic.**

There appeared to be a decline of instances in which candidates applied content from outside the Region of the Americas and fewer cases of only two questions having been answered.

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

There were comments from examiners reporting that most candidates demonstrated the ability to properly structure an essay, including an opening paragraph that provided historical context and demonstrated understanding of the question. Conclusions which provide synthesis for the arguments in the body of the essay were also widely noted. Awareness of historical processes, (i.e. cause and effect, etc.), were also regarded as prevalent.

The Articles of Confederation and the 1787 US Constitution, the US Civil War and Reconstruction, the causes of the Mexican Revolution, the response of Canada, Brazil and Argentina to the Great Depression, the reasons for US entry into the Vietnam War and the role of Dr. King in the Civil Rights movement were topics that demonstrated both popularity and excellent candidate preparation. Knowledge of the history of the Cold War era seems to be improved.

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

Question 1

The contribution of political factors to the outbreak of wars of independence was not a very popular response. Content on the US Revolution was generally sound, but Latin American wars of independence were less thoroughly developed. The Mexican Revolution was frequently applied as an inappropriate example, which has been a tendency in previous exams. Candidates exhibited some difficulty in maintaining focus on political factors and in differentiating these from economic or social contributions.

Question 2

The question as to whether military and civilians joined or opposed Latin American wars of independence was seldom answered. Perhaps the requirement of three variables, (military-civilian; join-oppose; two countries), made this question unusually difficult and confusing.

Question 3

The reasons for, and ways of change from the Articles of Confederation to the 1787 US Constitution was a popular choice and often led to essays of some depth in both content and analysis. Limitations were most often caused by a narrative approach that emphasized the structural content of the 1787 Constitution rather than a specific analysis as to historical factors or events that necessitated the changes and how the particular features of the new constitution solved existing problems.

Question 4

Socio-political conditions that caused the rise of caudillo rule in Latin America during and after the wars of independence was an infrequent choice. Responses were generally weak without clear focus on the characteristics of caudillos and their socio-political conditions.

Question 5

The discussion as to whether the US Civil War was caused by sectionalism or slavery was one of the most popular questions and led to some of the better essays of the session. Certainly some narrative was necessary, but the focus needed to clearly engage the issues of slavery and sectionalism. What often occurred, in the weaker cases, was a description of the economic and social differences between the North and South without an attempt to link those differences to the origin of the war. There were also some attempts to apply irrelevant content, (i.e. Conduct of the war and events such as the Emancipation Proclamation), as evidence.

Question 6

The extent to which Reconstruction fulfilled its aims was a common choice and led to a wide range in quality of response. Unfortunately, the focus was often too narrow and dealt only with the status of African-Americans, omitting the discussion of

economic and political aims for Reconstruction. The chronology of many essays extended beyond 1877.

Question 7

Rather surprisingly and in spite of the wide range of possibilities, the effects of industrial growth and economic modernization was seldom chosen. Responses were often quite vague and too narrowly focused, addressing only a limited span of this era. There were also more than a few essays addressing issues or events outside the specified range of years, (i.e. post 1929, US after the Great Depression, Cuba under Castro).

Question 8

The role of “positivism” or “indigenismo” in the development and consolidation of modern states in Latin America was rarely chosen. When selected, the topic was usually “indigenismo” for Mexico and produced some essays of good depth.

Question 9

Comparison and contrast of US foreign policy in Latin America was a rather popular choice. Panama and Cuba were the two most likely applications, but Mexico, Venezuela and Nicaragua were also used as examples. Description of US policy was often accurate, but the application of comparison and contrast was not often of good quality. The question appeared to be more frequently chosen and more capably answered by Spanish-language candidates.

Question 10

The social impact of the First World War in two countries was a frequent choice; the US and Canada were, by far, the most common examples. Candidates had great difficulty in defining and providing commentary on “social” impact, too often applying economic, political and even foreign policy issues and events. Even when social aspects were the focus, essays tended to be descriptive with little explanation as to how World War I caused the social impact.

Question 11

The extent to which social factors were the main cause of the outbreak of the 1910 Mexican Revolution was a frequently chosen question and produced essays with considerable knowledge. Social causes were typically defined within the context of land reform needs, class structure and repression of human rights. Some candidates contested the thesis and asserted that Madero’s demands for political change were the main cause. Weaker essays provided a narrative of the revolution or dealt with events well beyond the origin period. There was also a tendency to not address, “to what extent.”

Question 12

The reasons for and ways in which Mexican revolutionary leaders were supported by foreign powers was usually addressed in terms of the role of the US. Content was

seldom extensive, specific or particularly accurate. Spanish-language candidates found the question more appealing and responded more fully.

Question 13

Canada's methods of addressing the Great Depression and the extent of success was the only question exclusive to Canada and often led to worthy responses. Even the better answers emphasized "ways" in contrast to "results." Weaker candidates generalized Canada's response as similar to the US. While there was G2 criticism regarding the lack of a question emphasizing the role of the US in the Great Depression, bullet points three and four of section seven in the syllabus provide an emphasis on Canada's response and that of Vargas in Brazil or the Concordancia in Argentina, respectively. **This helps to illustrate that instruction, within any section of the syllabus, must be in-depth and that the whole section should be covered.**

Question 14

Assessment of the response of either Brazil or Argentina to the Great Depression was a common choice, but more so for Brazil than Argentina. Content was generally thorough as to what measures were applied, but less complete as to analysis. In general, the essays demonstrated a good degree of knowledge.

Question 15

Analysis as to the success of "hemispheric cooperation" was a seldom chosen question and one which demonstrated considerable confusion by the candidates. Too frequently, the responses represented historical knowledge outside the Region of the Americas. While some G2 comments were critical of the phrase "hemispheric cooperation", the syllabus references both "hemispheric reactions to the events in Europe" and "cooperation and neutrality".

Question 16

Analysis of the measures taken by two countries in reaction to the Holocaust was not frequently chosen and few essays were particularly strong. The common choices were the US and Canada, though Argentina was also applied. The response of the US was often detailed rather thoroughly and the focus was almost entirely on the wartime era. Stronger essays moved beyond the end of the war and addressed the Nuremberg trials, post-WW II immigration policy, the creation of Israel, etc.

Question 17

The successes and failures of Nixon's domestic policies led to few essays, but a wide range in terms of quality. Weaker candidates confused foreign and domestic policy or attempted to define Watergate as a "domestic" policy with substantial description. However, there were also essays representing considerable knowledge and analysis.

Question 18

The question as to whether domestic dissent and disorder became a rationale for Latin American military interventions was not a very popular choice and candidates

exhibited considerable confusion as to what constituted a legitimate example. There were quite a few attempts to define Castro as heading a “military regime” that intervened in Cuba.

Question 19

Eisenhower’s “New Look” policy was a rather popular question and the “New Look” was typically well-defined. However, its impact on the Americas was too often either ignored or the response was too generalized to meet the demands of the question. Stronger candidates applied Eisenhower’s use of covert operations in Guatemala against Arbenz along with the policies in response to Castro’s takeover in Cuba as effective treatment to the second part of the question.

Question 20

Analysis of the reasons for US intervention in Vietnam was a very popular choice and led to some essays of considerable knowledge and analytical quality. Weaker candidates limited themselves to general aspects of the Cold War as a basis for the US intervention. Stronger candidates developed both the ideological elements along with the gradual escalation of US intervention.

Question 21

The question as to what extent Martin Luther King Jr. achieved his goals, was perhaps the most popular question of the session. It produced a wide range of essays in terms of quality. Stronger essays cited his aims, applied historical events that both illustrated his aims and helped assess the extent to which they were achieved and then concluded with commentary as to the limitations of his aims or the current status of the aims he sought. Weaker candidates usually specified the aims but exhibited little, if any, historical knowledge as to Dr. King’s actions on behalf of those aims. They generally concluded with unsupported generalizations as to the current status of race relations in the US.

Question 22

Comparison and contrast of the impact of feminism in two countries was rarely chosen and produced very few strong essays. Besides the United States, Canada, Argentina and Cuba were the most common examples. There was difficulty in defining ‘feminism’ as a movement in Cuba due to the government providing the impetus for change. Perhaps the better phrase for the question would have been “women’s rights” or the “status of women in society.”

Question 23

Very few candidates attempted to assess the extent to which President George H W Bush had a failed domestic policy. Again, there was difficulty in distinguishing between foreign and domestic policy.

Question 24

The question of economic challenges, and whether they have helped restore democracy in Latin America, was not selected by many and, when chosen, was often confusing to the candidate. Unfortunately, there were attempts to apply Castro as an example in response to the economic difficulties of the Batista regime. The most common choice, of those who were more successful, was the discussion of Argentina.

Recommendations and guidance for the teaching of future candidates

- Programs and teachers need to provide more training for candidates by reviewing past exams and discussing the various “demand words and phrases” that are typically applied. This could be incorporated into daily lesson plans for classroom discussion as well as implemented into the evaluation procedures used thorough the year. In particular, skills such as ‘comparison and contrast’, ‘assess the extent’, ‘analyze the issues’, ‘how significant’, etc. are ones that would be of great benefit to the candidates. In this regard, it is critical for candidates to experience timed essay exams within the curriculum, as opposed to ‘research’ essays, so that the experience of making choices and interpreting demands can lead to the development of improved test-taking skill and sophistication.
- It is essential that teachers and programs place more emphasis upon understanding the ‘new’ History syllabus and the choice of three sections to cover in detail. In this respect, it is also helpful to review the markband descriptors so that candidates will be more aware of incorporating the required elements into their essays.
- Candidates rarely benefit from practicing questions perceived as commonly set from previous versions of the exam. If this type of preparation is perceived as useful, there should also be appropriate caution as to the danger of not responding to the question posed. Another approach is to engage candidates in discussion of multiple questions which address the same topic, but which have slightly different command words or require the application of somewhat different content.
- Several issues continue to produce very low marks and could be avoided with proper training. Differentiation between ‘foreign’ and ‘domestic’ policy should be emphasized. The differences between ‘wars of independence’, ‘civil wars’, and ‘revolutions’ that are internal should be thoroughly reviewed. While there appeared to be fewer instances of content applied from outside the Region of the Americas, this error continues to jeopardize the marks of some candidates.

Higher level paper three – Asia and Oceania

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 6	7 - 12	13 - 18	19 - 24	25 - 30	31 - 36	37 - 60

A. General comments

From the G2s received, the majority, 95%, thought that the level of difficulty of the paper was appropriate. Over half the respondents, 60% felt that the paper was of a similar standard to last year's whereas 15% felt that it was more difficult. All felt that the clarity of the wording was satisfactory or good and 95% felt the presentation was satisfactory or good. Many of the written comments indicated that the respondents were pleased with the balance of the questions and the coverage of the syllabus.

The introduction of the section headings was considered to be a positive move by most of the respondents, but many felt that the lack of information beforehand about this change may have affected some candidates.

Over time, the introduction of section headings will be beneficial to both teachers and candidates because it will mean that teachers can direct the candidates to look for the appropriate sections in the paper. If candidates know which sections, and therefore which questions, to look for it should help them to avoid making the costly mistake of writing about the wrong time period, geographic area or person. Questions 21, 22, 23 and 24 are **not general or generic questions** and students should avoid them unless they have studied sections 11 and 12 or developed a particular case study with reference to these sections. Quite often the candidates who answered question 24 did not really address the question and just presented material about the immediate post-war period in Japan or about Deng's economic reforms in China.

A number of comments in the G2 form identified a problem with question 22. They felt that religion came under the case study option in Section 11 and therefore 22 was not a fair question. The examining team were sympathetic to this point and any responses that were heavily based on one country were still rewarded well. The problem lies in clarity of the instructions in the subject guide because the question actually followed the words of the dot point.

Some of the comments in the G2s, however, indicated that a few teachers have still not fully come to grips with the format of the examination as it relates to the new syllabus. For each regional option there are now 12 sections and there will be two questions per section on the examination. **The syllabus recommends that three sections are covered completely.** This should give students at least six questions from which to choose. Only two questions are asked per section so inevitably each year some dot points in the section will not necessarily have a question. The complaints about the lack of questions on the Meiji period in Japan or the US Occupation of Japan show that some teachers do not understand this. One G2 form complained there was a heavier emphasis on China over Japan. In actual fact, there was the maximum number of questions that could be asked on Japan, though the questions relating to sections 2 and 4 (questions 4 and 8), admittedly, were quite specific. Similarly, for section 7, the US Occupation is only two dot point out of seven. If just a selection of dot points from a range of sections is studied it is conceivable that the candidates could end up with a very limited choice or at worst no questions at all that they could answer in the examination. The same dot points may not be examined every year, but also there is no predictable rotation of questions through the dot points from year to year. **Candidates need to study the whole section each year.**

This year there appeared to be less of a spread of countries written about than last year. Not many centres answered questions about Southeast Asia; most centres seemed to concentrate on India and/or China and/or Japan. The quality of the responses was equally balanced across the countries and also between the nineteenth and twentieth century. There were a great many answers where the candidates wrote fluently and well, but they did not include enough specific factual evidence to support their analyses. Where this applied to whole schools it seems that the teachers may not be expecting enough precise detail from their students. Yet, there were also schools where the all the candidates learnt much detail for the same prepared response. This, too, is not ideal because these candidates tend not address the actual question on the paper.

Candidates should avoid using idiosyncratic abbreviations such as TON (Treaty of Nanjing); BP (Boxer Protocol); S-J War (Sino-Japanese War); SYS (Sun Yatsen); LON (League of Nations); CKS (Chiang Kaishek); EIC (East India Company); CCW (Chinese Civil War); LM (Long March); UL (United League); SEA (Southeast Asia); CPS (Co-Prosperity Sphere) and FYP (Five Year Plan) etc! Only commonly used standard abbreviations such as CCP and GMD (KMT) should be permitted.

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

- As mentioned above many candidates appeared to have prepared answers to set questions and they found it difficult to adapt their material in response to the specific question asked. This was particularly evident for questions 2, 3, 4, 8, 12, 19 and 20.
- Often candidates tried to impose a rigid political, economic and social analysis when the question did not ask for this. This was particularly evident for questions 12 and 20.
- On the other hand, where candidates did attempt to respond to the actual question many of them did not include enough specific detailed factual information to illustrate and support their comments.
- Candidates who did not clearly define in the introduction what was meant by the terms 'administration' (2); 'authority undermined' (4); 'achievement of independence' (9); 'Co-Prosperity Sphere' (14); 'policies and achievements' (17); 'ideology' and 'nationalism' (18); 'inconsistent' and 'nation builder' (19); 'political developments' (20) 'economic development' (21); and 'technology' and 'social structures and the economy' (24) struggled to come to grips with those questions.
- Many candidates did not have a strong sense of chronology and context.
- Some candidates did not seem to understand the distinction between South Asia, East Asia and Southeast Asia and consequently these candidates a lost significant number of marks due to this mistake. This applied to question 9.
- Some candidates spent too long on background or biographical information in their responses particularly in questions 2, 3, 4, 7, 8, 9, 12, 13, 14 and 17.
- Many candidates referred to historians by name but in a forced and unnatural manner. Some just referred to school textbook authors. Most of the time historians' opinions were not integrated within a flowing argument or in a discussion of the historiography relating to the topic.

Bii. The areas of the programme and examination in which candidates seemed well prepared.

- Many candidates wrote introductions that were clearly focussed on the question.
- Many candidates were able to structure thematic responses.
- Many candidates displayed a comprehensive knowledge of a range of topics.
- Many candidates wrote detailed, relevant and well constructed essays. They were a pleasure to mark.
- The best responses were on the Great Revolt (2); Tokugawa Japan (4); the Boxer Rebellion (7); the First United front (11); Chinese Civil War (12); and the Vietnam War (18). They displayed a mastery of historical knowledge and considerable analytical skills.

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

Comments are only provided on the most popular questions

2. “The Great Revolt (Indian Mutiny) of 1857 was a turning point in the British administration of India.” To what extent do you agree with this statement?

This question was chosen by quite a number of candidates, but some tried to adapt a set piece on the causes of the Great Revolt. Most candidates understood the question clearly, but often the responses were fairly narrative. These described the British presence in India before the Great Revolt and then identified some of the changes afterwards. Only the better candidates were able to analyse the extent to which it was a “turning point”.

3. To what extent did the outcome of the First Opium War contribute to the causes of the Second Opium War?

A reasonable number of candidates chose this question, but very few really came to grips with it. Most responses dealt with the causes of the First Opium War and did not discuss the specific circumstances leading to the Second Opium War. They assumed that similar issues led to its outbreak. Only the better candidates were able to discuss the impact of the treaties after the first war; the growing desire of the Western powers to revise them in order to further trade and their presence in China; the coolie trade; and the impact of the Arrow Incident.

4. In what ways, and to what extent, was the Tokugawa Shogunate’s authority undermined by forces from within Japan before the arrival of Commodore Perry in 1853?

Many candidates answered this question very well by giving quite a lot of detail about the economic and feudal system changes in Tokugawa Japan and identified the ways in which these undermined the Shogun’s authority. Many also mentioned both ‘Dutch Learning’ and ‘National Learning’ and discussed the role of the tozama clans. Other candidates who answered this question appeared to be adapting a set piece on the period after Perry’s arrival 1853-1868: some argued that because the Shogunate fell it had been undermined earlier whereas others argued that it was the events in the later period that led to the downfall in 1868. Much of the material presented in these responses ignored the timeframe given in the question and therefore they were awarded fewer marks.

7. *Analyse the reasons for, and the consequences of, the Boxer Rebellion (1900–1901) in China.*

This was quite a popular question and most candidates addressed both parts clearly. The causes of the Boxer Rebellion tended to be rather generalised by many candidates and they concentrated on the unequal treaties, Western influence and the presence of missionaries. There were some fine responses that discussed in detail the causes and the consequences beyond the Boxer Protocol.

8. *Examine the causes, and the consequences for Korea and the region, of the Sino-Japanese War (1894–1895).*

Only a small number of candidates chose this question. Very few candidates could discuss the causes of the war in detail. Most candidates concentrated on the consequences for the region with reference to China and Japan and knowledge about Korea was limited.

9. *Evaluate the contribution of **one** leader to the achievement of independence for **one** country in South Asia between the end of the First World War and the mid twentieth century.*

This question was chosen by quite a few candidates, but many misread it and wrote about Ho Chi Minh or Sukarno. This problem may have been exacerbated by having the heading of the section, which included Southeast Asia in the title, above Question 9, even though the actual wording of this question only referred to South Asia. This was a costly mistake and candidates must be alert and read the question carefully. Almost all the candidates, who wrote about a leader from South Asia, chose Gandhi. Many responses were largely narrative and only the better ones really evaluated Gandhi's role in the achievement of independence in India.

11. *Why did the First United Front (1924–1927) between the Chinese Communist Party and the Guomintang (Kuomintang) fail?*

This was one of the most popular questions on the paper and it was done well by the majority of candidates. There were many excellent responses, because these candidates displayed detailed knowledge about the First United Front. They were able to tackle thematically the reasons why the First United Front failed by looking at the membership of each party, initial agreements, ideology, leadership and support base. The weaker candidates ignored Sun Yixian's (Sun Yat-sen's) initial involvement and just discussed Jiang Jieshi's (Chiang Kai-shek's) attitudes and actions. They also tended to be descriptive about events and concentrated heavily on the final stages of the Front rather than examine it from the outset.

12. *“The main reason why the Guomintang (Kuomintang) lost the Chinese Civil War (1946–1949) to the Communists was that they were exhausted after fighting the Japanese in the Sino-Japanese War (1937–1945).” To what extent do you agree with this statement?*

This was also one of the most popular questions on the paper. The better candidates were able to provide detailed knowledge about the Sino-Japanese War and the Civil War and either agree with the quotation or challenge the assumption in it. The best of the latter showed that other factors such as failures of Jiang Jieshi (Chiang Kai-shek) and the GMD; the withdrawal of US aid; the military tactics of the CCP; the appeal of CCP ideology to the peasants; and the

cohesion of the CCP were also significant. Too many candidates used this question to write set pieces: these were either about the Long March and the CCP support amongst the peasants in the 1930s or why the CCP won the Civil War. Many responses were quite descriptive and weaker candidates did not know much about the actual Civil War.

13. *Evaluate the influence of the army on Japanese politics in the period 1927–1937.*

Many candidates treated this as a rise of militarism question. Not many displayed detailed knowledge of the domestic politics during the given timeframe and too many candidates only discussed the Manchurian Incident and external factors.

14. *Explain why, and with what success, Japan established the Co-Prosperity Sphere in the region between 1940 and 1945.*

This question was not done particularly well. Many candidates wrote about the timeframe before the one in the question and repeated the material they had used in Question 13. Only a few better candidates were able to explain the Co-Prosperity Sphere, analyse the effectiveness of it and discuss its decline when Japan over extended and was defeated during the Second World War.

17. *Analyse the policies and achievements of **either** Rajiv Gandhi (1984–1991) in India **or** Zia (1977–1988) in Pakistan.*

A number of candidates chose this question and nearly all wrote about Rajiv Gandhi. Many responses were largely narrative and only a few better ones really demonstrated detailed knowledge about Rajiv Gandhi's policies and were able to analyse his achievements.

18. *“The war in Vietnam (1955–1975) was a conflict about ideology not nationalism.” To what extent do you agree with this assessment of the Vietnam War?*

This question was quite a popular one and many candidates handled it really well. They were able to define both ‘ideology’ and ‘nationalism’ clearly and discuss both in relation to the Vietnam War. Most candidates were able to place the war in the context of the Cold War, but many challenged the assumption in the question. They argued that it was a war about nationalism for the Vietnamese, but about ideology for the Americans and their supporters.

19. *“Mao Zedong (Mao Tse-tung) was disappointingly inconsistent as a nation builder.” Is this a fair appraisal of Mao’s leadership between 1949 and 1976?*

This was the most popular question on the paper. Many candidates wrote detailed and interesting chronological accounts of the policies and events in Mao's China. There were also some good thematic responses. The main problem was that most candidates did not fully address the question and assess whether Mao was ‘inconsistent as a nation builder’ and come to a conclusion about this. They needed to define these terms in the introduction. Many candidates wrote about Mao's successes and failures and their assessment of Mao in the light of the question was implicit or only a token acknowledgement by using the words from the quotation in the conclusion. Some of the candidates challenged the assumption in the question and argued that Mao was consistent in applying his Maoist principles, but unless they addressed the ‘nation builder’ aspect they could not score highly. The best responses looked at both foreign and domestic policies.

20. *Assess the political developments in China under Deng Xiaoping (Teng Hsiao-p'ing) (1976–1997).*

This was a popular question. Many candidates wrote well structured responses which discussed the political developments during Deng's rule and identified changes in policy. Weaker candidates tended to be descriptive about only a few aspects of Deng's political policies and concentrated solely on the Tiananmen Square massacre or they went beyond the political to discuss the economic reforms in detail. Some candidates appeared to be adapting a set piece which compared and contrasted the policies of Mao and Deng and therefore included material that was irrelevant to this question.

21. *Compare and contrast the economic development between 1945 and 2000 in **two** of the following countries: Japan; Taiwan; Hong Kong; South Korea; Singapore; Malaysia; Thailand.*

Only done by a few candidates, but generally the answers were relevant and comprehensive. The most popular countries chosen were Japan, South Korea, Taiwan and Singapore. The main problem was that some responses did not follow through to the end of the century.

24. *In what ways, and with what consequences, did technology change the social structures and the economy of **one** country of the region in the second half of the twentieth century?*

This question was chosen by a surprising number of candidates, but many appeared to have chosen it as a last resort because it was done very poorly. Most responses contained sweeping generalisations. Candidates failed to define the terms 'technology', 'social structures' and 'the economy'. Most who answered this question used it as a way of writing set pieces. Many wrote about the US Occupation of Japan after the Second World War. They concentrated heavily on the economy and did not cover the second half of the century. Likewise, those who chose China concentrated on the economic reforms in China under Deng Xiaoping. All these responses indicate that these candidates may not have specifically studied section 12 in the syllabus.

Biv. Recommendations and guidance for the teaching of future candidates.

- Teachers should make sure that their students know the geography of the region and therefore the difference between South Asia, East Asia and Southeast Asia so that candidates do not make the wrong choice of question or include a country outside the region. **The geographic areas must be impressed upon candidates:**

South Asia – India, Pakistan, Sri Lanka, Bangladesh;

East Asia – China, Japan, Korea, Taiwan, Hong Kong;

Southeast Asia – Burma, Thailand, Malaysia, Singapore, Vietnam, Cambodia, Laos, the Philippines, Indonesia, Brunei, East Timor;

Oceania – Australia, New Zealand, the Pacific Islands

- Teachers should make sure that their students know the correct names for the centuries so that candidates do not write about the wrong timeframe.
- Teachers should stress the importance of reading the question properly and thus avoid costly mistakes.
- Teachers could encourage their better students to include quite a lot of precise evidence in their responses. Helping candidates to learn this level of detail can be done by getting students to create their own timelines rather than just photocopy one from a text book; to construct charts that identify all events/factors including compare and contrast; to draw detailed concept maps. Setting research tasks as part of the coursework also helps students to gain in-depth knowledge.
- Similarly, the better students should also be encouraged to show evidence of wide reading and an understanding of historiography, particularly with regard to the British in India; Tokugawa Japan and Perry's arrival; the role of Cixi; the First United Front; the Long March; the GMD and the Chinese Civil War; Mao's leadership; the Vietnam War; and Mao's China.
- Evidence of wide reading can be obtained by encouraging students to use a range of history books like Hsu, Spence, Gray, and Fairbank for China; Beasley, Reichschauer and Lehmann for Japan; and by using relevant articles from magazines such as *History Today*, *History Review* and *Twentieth Century History Review*.
- Teachers and students should be wary of misunderstanding what is meant by historiography. Name dropping and referring to school text book authors does not constitute a discussion of historiography. Also, the analysis of different interpretations is not a substitute for evidence, but it should complement the factual details.
- Teachers should avoid preparing candidates with set pieces on a particular topic using exactly the same examples and information. Candidates who have this type of prepared answer struggle to adapt the material to the actual question asked in the examination.
- Teachers should stress that candidates must respond to the actual question asked. Many candidates did not do this and included irrelevant material.
- Clear essay writing guidelines should be taught.
- Candidates from some schools wrote introductions that were far too long and which included too much detailed information. Some teachers appear to expect their students to write 'In this essay I will examine.....' or 'This essay will.....'. These techniques were rather cumbersome and it meant that the introductions tended to be very long. Candidates later repeated this information in the body of the essay which meant that the essays were very repetitive. This often led to time management problems for candidates.
- Nevertheless, candidates should be taught to clearly and succinctly define the key terms, indicate the organisation of the paragraphs and state the argument in the introduction. One way of helping students to remember is to use the four Cs: context, clarification, controversies and contention.
- Proper paragraphing is essential in a good history essay.
- Candidates should also avoid long, repetitive conclusions.
- Some candidates tended to overwrite and included far too much irrelevant narrative or descriptive material. Where this applied to whole schools it seems that teachers may be accepting this style because they equate it with detail. Candidates should be encouraged to write comprehensive, well structured, thematic essays.
- Also candidates should also use the key words of the question such as 'turning point'; 'authority'; 'undermined'; 'causes'; 'consequences'; 'fail'; 'exhausted'; 'inconsistent'; 'nation builder'; 'political developments'; 'technology'; 'social structures'; 'economic development' throughout the response **and** as part of the analysis.

- Teachers could use model answers and exemplar scripts to help students improve their essay writing. They need to encourage quality writing and could refer to good practice in, for example, *The Concord Review*.
- Candidates should be familiar with the meanings of command terms listed on page 90 of the subject guide.
- Candidates should be trained in answering questions that have two parts such as *Compare and contrast...; In what ways, and to what extent...?; Analyse the reasons for, and the consequences of...; Examine the causes, and the consequences of...; For what reasons, and with what results...?; In what ways, and with what consequences...?; Explain why, and with what success...; Analyse the policies and achievements; Identify and explain...; Evaluate ...changes in.....to social and economic development...etc.*
- Teachers should make sure that their students do many practice timed essays in 50 minutes which is the time students should allow for each question in the examination.
- Teachers should also make sure that students are familiar with the markbands shown in the subject guide on pages 77-81.

Further comments

- Consistency in the spelling of the Chinese words is needed. Some candidates used a mixture of Pinyin and Wade-Giles. A candidate should only use one system.

Higher level paper three – Europe and Middle East

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 5	6 - 11	12 - 18	19 - 24	25 - 30	31 - 36	37 - 60

General comments

Paper 3 Europe/Middle East presented no real problems. There was a general consensus that it was accessible and allowed for candidates to really show what they know and understand. There were 88 new schools taking this option in May 2012. The favourite questions tended to be in the 20th century part of the paper, although questions 4 and 9 were extremely popular. Over the whole paper the most popular questions were 9, 10, 11, 12, 15, 16, 17 and 19. Coverage of the paper was reasonably good and even question 7 elicited a reasonable number of responses.

There were some excellent scripts where candidates showed both depth of knowledge and clear understanding of the questions and were able to formulate analytical, well-focused arguments in response to the question. However there were also a significant number of scripts where the questions were clearly understood, but where there was limited supporting historical knowledge. This point was made by a significant number of examiners in their reports on the session

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

Social and economic questions tend to be an area where candidates have limited knowledge. Answers to questions 20, 23 and 24 were not on the whole well done consisting of general assertions with little supporting detail.

Essay structure is an area where candidates would benefit from clearer organization to ensure that they cover all major factors relevant to a particular topic. In some questions using a clear chronological (i.e. the correct sequence of events) framework would have led to more coherent answers. This was particularly the case for question 16 where the sequence of events is a key focus.

The focus of the questions was also an area where candidates were weak. Whilst it was clear that candidates knew the material they did not deploy it effectively in response to the question. This was particularly the case with some of the very popular questions such as questions 9 and 15.

Levels of knowledge, understanding and skill demonstrated

The vast majority of candidates demonstrated a reasonable knowledge of events/people for their chosen questions. It was mostly accurate knowledge but there was not always the in-depth detailed knowledge which will support well developed analysis. The popular questions such as 9, 11, 12, 15, 16, 17 and 19 usually contained the best level of knowledge.

Questions on major events or people such as Lenin and Stalin and Italian unification tended to be answered more effectively than ones which were perhaps a little more specific to an issue within a major topic or relating to a major personality, such as question 16 on appeasement.

Comparative questions still seem to pose a problem despite the fact that they are a standard feature of the paper, comparative comments are often 'bolt on' to a narrative rather than being used to as a framework.

Many candidates are choosing to write a brief plan which does help the structure of their answers.

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

Question 1

This question was reasonably popular but not well done as many candidates turned their answers into a "causes" of the revolution answer. However there were some good answers which linked events in France to the conflicts between 1792 and 1796 and which also made clear and articulate comments on the response of the major powers to the revolution.

Question 2

There were a number of responses to this. Many had a good understanding of the main aims of the Congress but were not always successful in linking the terms of the

Treaty of Vienna to these aims. There was reasonable comment on the success of the treaty but very few saw any limitations.

Question 3

Quite a few responses to this and where the candidates had good knowledge the answers kept a tight focus on both causes and consequences. Other answers tended to make general comments about nationalism as a cause and then to identify the main consequence as the unification of Germany.

Question 4

This was [a](#) popular question and on the whole quite well done. Candidates resisted the temptation to narrate events and focus solely on Cavour. However the main focus was on France with limited comment on the role of Prussia or indeed of Great Britain. Very good answers often commented that hostility to Austria was a unifying and motivating factor in the drive for unification.

Question 5

Answered by very few, in general terms the interests of the major powers were understood but there was limited supporting detail.

Question 6

Not a popular question and examiners have offered no comment on it in their reports.

Question 7

There were some answers to this and they indicated reasonable knowledge of Gladstone's Irish policies although analysis was rather blunt stating that because he had not gained Home Rule they were a complete failure.

Question 8

There were a reasonable number of responses to this many of which focused on Germany and, in particular, German unification which was fine. Some then began to discuss Bismarck's foreign policy which was not the focus of the question. However there were some answers which did consider political events within the empire post-1871 with reasonable supporting detail on the Kulturkampf, the power of the Reichstag etc.

Question 9

This question was very popular with some very good answers which had structure and knowledge and which made some very insightful comments that the policies of the two Czars were not radically different and that they had the same aims. However a disappointingly large number were often descriptive of the policies of Alexander II, and focused on successes and failures. There was very limited knowledge of

Alexander III and often comparison was limited to one being the Czar Liberator and the other the Reactionary Czar.

Question 10

This was popular but answered with varying degrees of success. Some of the popular policies were well known although a surprising number of answers failed to refer to the Decree on Land. Repressive policies were often limited to reference to the Cheka, with little comment on political repression in the form of the establishment of the one party state, closing constituent assembly, Kronstadt etc. Answers did need better links to the question.

Question 11

This was a very popular choice. Many answers had excellent knowledge of events (Bosnia and two wars) and tensions in the Balkans. They were able to make convincing links as to how these contributed to the outbreak of war but, also, that other tensions made it into a world war rather than a regional conflict. However, a significant number lacked any depth of knowledge. (For example asserting that Serbia wanted independence from Austria! Or that the assassination of Franz Ferdinand started the war without making links to Balkan nationalism.)

Question 12

This was also very popular and many candidates were able to successfully identify a range of factors. However, very few were able to expand on the problem of weak allies or the issue of internal problems for Germany. Some answers were very good and considered ALL of the Central powers not just Germany.

Question 13

Candidates who attempted this question often did not have sufficient supporting detail and were unable to comment on economic disparity. They also accepted unquestioningly that religious differences caused tensions. Where the candidates had in depth knowledge they were able to make some excellent comments on the interrelated causes of tension such as immigration, broken promises etc.

Question 14

Not many responses to this but they tended to have good detailed knowledge and to keep a good focus on the question.

Question 15

This was popular. Unfortunately many answers focused on methods and not reasons. There were often generalized statements about both being good orators with little real

focus on the conditions in Italy and Germany which made it possible for the extreme right to gain power. This was disappointing as both men should be well known.

Question 16

Very popular – the vast majority of candidates attempted this with varying degrees of success. Many focused on Versailles and the weakness of the League without making clear links as to how this might have led to war and often there were narrative accounts of Manchuria and Abyssinia which were not made relevant. With regard to appeasement itself knowledge of this key period was sometimes limited. Analysis was limited to stating that Hitler became more confident. Some answers did make the point that his foreign policy success as a consequence of appeasement enabled him to remain in power and this made war almost inevitable. These were from stronger candidates who chose to challenge the question and argue that appeasement merely delayed but did not cause the war and were able to support their ideas with detailed knowledge.

Question 17

Very popular and there were some very good answers which ranged across a number of factors. Answers were often stronger on Stalin's strengths than his opponent's weaknesses: Trotsky missing Lenin's Funeral was often considered his main weakness. There was at times limited material on the policy debate within the party and a significant numbers of answers believed that the population as a whole were involved in choosing Lenin's successor – indicating a lack of understanding of the Soviet State.

Question 18

This was quite a popular question. There was good knowledge of Brezhnev's actions with regard to the satellite states and détente. Some, but not all, answers had some detail on domestic policies but very few made any comment on the harsh treatment of dissidents within the Soviet Union despite the Helsinki agreements.

Question 19

Popular, however many turned this into a "causes of the Cold war" answer which was fine up to a point but links had to be made to detailed events in Germany to show how Cold War tensions led to the official division of Germany into two separate states by 1949.

Question 20

There were very few answers to this question. There was limited detailed knowledge of economic aspects in most cases. Some answers knew details of the various organisations but there was limited analysis of any problems.

Question 21

Answers to this question had reasonable knowledge of the immediate causes of the 1979 Revolution but often struggled to link causes to the policies of the White Revolution.

Question 22

There were very few answers to this question. Some chose to discuss Israel and the various conflicts which was not the focus of the question. Where there was a focus on political developments answers were often rather general.

Question 23

Answers to this question were generally lacking in specific detail or did not meet the demands of the question. Quite a few focused on Nazi educational policy but were unable to offer any knowledge on policies in the post war period, thus failing to cover 50 years. Some used material from Mao's China.

Question 24

Again, most answers consisted of weak generalised assertions. However, there were also some good answers which had excellent detail for example focusing on Nasser's attempts to make Egypt a more secular state.

Recommendations and guidance for the teaching of future candidates

- **Teachers should cover all the bullets in their entirety for each of the chosen topics from the History guide.** It is insufficient, for example, to teach only the causes of the French revolution and little on Napoleon etc.
- Teachers should work with students so they are familiar with the command terms and are able to clearly identify the focus of a question. They will then be able to use their knowledge in response to the question set.
- There should be an emphasis on being able to support points with **clear, detailed and accurate knowledge.**
- Candidates should be familiar with the new divisions of the paper so they can identify which sections they have been prepared for. **There will always be two questions from each section on the paper.**

HISTORY ROUTE 1

Overall grade boundaries

Higher Level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 9	10 - 21	22 - 32	33 - 42	43 - 53	54 - 64	65 - 100

Standard Level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 10	11 - 22	23 - 32	33 - 43	44 - 54	55 - 65	66 - 100

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 - 14	15 - 17	18 - 25

General Comments

87% noted that the exam's level of difficulty was appropriate while 13% noted it was too difficult. Almost 44% noted that it was of a similar standard in comparison to last year's exam.

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

In general, candidates who responded to questions in Section B (Kingdom of Sicily) performed better than those candidates who responded to questions in Section A (the Origins and Rise of Islam). Candidates who responded to Section A's questions on the origins and rise of Islam often lacked the basic skills and therefore the practice needed to respond to source-based exam questions. Mostly, these candidates found difficulties in responding to question 2 (compare and contrast) as well as lacked the skills to evaluate the sources in question 3.

Nevertheless, it seems that both the sources and the questions set for Section A were not as well constructed and specific as Section B's sources and questions. The sources and questions were supposed to be set on the battle of Siffin and negotiations between Ali, the 4th Rightly Guided Caliph and Muawiya, the governor of Syria then. However, question 1 (a) and question 4 were vague in terms of how they related to the specific prescribed topic mentioned.

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

Prescribed subject 1: Question 1

Very few candidates achieved 3 marks on this question. Although candidates are expected to generate THREE key points, the source actually refers to one direct key point which is “political and financial autonomy” and another indirect key point which is “restricting the power of the caliph” which is also political in itself. Although the markscheme referred to another 2 points, they are not however sources of dispute. If a candidate mentioned political and financial autonomy, he/she should have achieved 2 marks of 3 while if a candidate elaborated more noting “restricting the power of the caliph”, three marks should have been awarded.

Prescribed subject 1: Question 4

This question was not only poorly worded but also the style of the question was unusual and confused many candidates, especially weak candidates. As opposed to the usual style where candidates are asked to use the sources and their own knowledge to address a historical question, the question asked candidates to assess the importance of the sources themselves. In any case, those candidates who overcame the confusion and used the sources and their own knowledge to address the sources of conflict between Ali and Muawiya were not able to do so because the sources chosen by the exam setter did not exactly talk about the causes of conflict. Thus candidates failed to utilize the sources effectively and extract relevant details in relation to the question.

Higher and standard level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 4	5 - 8	9 - 12	13 - 16	17 - 20	21 - 24	25 - 40

The level of historical knowledge possessed by candidates once again showed a wide variation – a number of candidates displayed considerable mastery of the subject matter while others showed limited knowledge or were not able to discern what knowledge was relevant to the questions asked.

There was also a wide variety in analytical skills, the ability to form and develop clear thematic essays and the critical thinking skills displayed by candidates. Some were exceptionally strong while others showed less understanding of how to construct an effective historical essay. It should be noted that there were again signs of improvement from a number of centres in this area and it is hoped that this trend will continue.

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

There continues to be a considerable difference in the level of historical knowledge possessed by candidates. Some have excellent knowledge and command of the material they

have studied while others seem to lack both breadth and depth. This lack of knowledge proved to be a serious impediment to the success of some candidates.

Too many candidates produced narrative responses and not the analytical essays that were required by the questions.

Often candidates did not read the question carefully in order to identify both the command terms **and** the key words that focus the task such as impact, effect, and challenges. As a result, many unfocused and irrelevant responses were produced as candidates did not identify the task.

Candidates produced responses that they had learned and which they tried to fit to the question rather than responding to the actual demands of the question.

In some cases candidates produced near identical answers – the result, probably, of rote memorization of responses relating to certain syllabus points. Candidates were not reading questions and using their knowledge to respond to the specific demands of the question.

The above problems led to some candidates enjoying very limited success as a result of these problems.

There are several strategies that would help in producing better responses:

1. A careful reading of the question in order to understand the exact nature of the task required is essential. A word-by-word analysis of the question would be an excellent approach. Candidates must be aware not only of command terms but also terms, dates, and concepts which are designed to specify and focus the response.
2. Candidates should take time to identify and consider the major themes or ideas that they are going to employ in their responses. This may involve creating an outline or plan before beginning the essay. This helps the student to organize their thoughts, keeps their writing focused and will be noted by the examiner. In any event a better response which will score higher will likely be produced.
3. Candidates must focus on producing organized, structured analytical essays and avoiding broad general narratives of limited application or relevance to the question.
4. The best responses demonstrated excellent essay structure which included introductory paragraphs which established the thesis and outlined the themes which would be used to develop the response. These themes should focus on the specific demands of the question and be supported by accurate, relevant historical information.

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

Questions were largely chosen from topics 1 and 3. Very few candidates attempted questions in the other topics.

Topic 1

Question 1

This question dealt with the ways in which either a medieval or Islamic ruler established his authority.

This is not a question which requires a description of their accomplishments when in power but how they obtained and consolidated that power. Strong responses made this distinction and produced well-structured essays which identified and explained a range of methods or strategies used by the chosen ruler. These would involve military power, elimination of rival groups or persons, support from religious authorities, personal charisma and support from powerful groups and institutions.

The weaker responses failed to identify a sufficient range of reasons or lapsed into narrative accounts of the events of his rule or the period leading up to it. These accounts lacked the necessary analysis to demonstrate how events or individuals assisted in the establishment of the ruler's authority.

Question 3

This was a popular question and produced a number of strong responses. Successful candidates selected four or five key categories upon which to base their comparison and developed them with excellent analysis and detail. Weaker responses tended to narrate the careers of the two leaders rather than analyze their strengths and weaknesses explicitly. Some responses fell short in the number and range of categories chosen to compare the two rulers.

Question 4

This question called for an assessment of both the successes and failures of Harun al – Rashid.

Too many candidates produced descriptive accounts of his career without establishing a strong analysis of these events as successes or failures. Candidates did not establish clear categories by which to analyze the policies and actions undertaken during his reign. This was the major cause of weak responses as it led to purely descriptive or narrative accounts which lacked the necessary analytical structure.

Topic 2

There were very few questions attempted in this topic.

Where questions were attempted such as questions 11 or 12, candidates' responses most often suffered from inadequate breadth and depth of knowledge. Another issue was poorly developed analytical structure when dealing with "to what extent questions"

Topic 3

This was a very popular topic area. The following questions were attempted by a large number of candidates:

Question 15

This question on the causes and results of the Ridda wars was undertaken by a large number of candidates. The best answers analyzed both causes and results. Weaker

responses often failed to give adequate attention to the results part of the question. Strong response produced a good range of reasons for the wars which involved economic, political, religious, and cultural issues.

Strong responses also noted the economic, political, territorial, religious and dynastic implications of the wars.

Strong answers demonstrated excellent essay structure and depth of knowledge.

Weaker candidates produced narrative accounts which lacked good analytical structure. They often focussed on a single cause or at best two and ignored many key elements of the response. Their coverage of results was also very thin and not well organized or explained.

Too many accounts involved descriptions of historical figures and their actions rather than an analysis focussed on the question.

Question 16

This question on the long and short term effects of Manzikert was undertaken by a number of candidates.

Good responses dealt with both parts of the question and remained focussed on effects and did not launch into descriptions of the battle itself. Strong candidates were able to identify and analyze the effects in both the Muslim and Christian worlds and how the battle influenced events in western Europe as well as the Middle East.

Weaker responses failed to see the long-term implications of the battle or concentrated on a narrow area of impact such as Western Europe.

Question 17

This was a popular question which proved difficult for a number of candidates.

The question asked candidates to analyze the impact of warfare on the power and authority of a number of medieval rulers. Candidates tended to discuss the careers of those rulers without adequate attention to the demands of the question. They did not analyze on a consistent basis the impact of warfare on the power of their chosen rulers. This failure to maintain a clear idea of the demands of the question led to weaker responses. In addition a number of candidates failed to develop a good analytical structure and entered into narrative and descriptive accounts of the career of the chosen rulers with little reference to the demands of the question.

Question 18

This question on Saladin was extremely popular and produced a wide range of results. This is a “to what extent question” and requires that candidates analyze and comment from that perspective.

Strong responses required the necessary good essay structure but also a sound range and depth of knowledge. Candidates too often focussed on his military career versus the Crusaders and long narratives of the battle at Hattin were too common. Candidates were required to deal with Saladin as a Muslim leader which required an

analysis of his military and political career as well as his role in the establishment of the Sunni orthodoxy. Many failed to give adequate attention to his career within the Muslim world.

In addition responses were required to assess how successful he was as a leader and some comment on his failures or the criticisms directed at him were required.

There were some very strong responses but too many fell into the mediocre category as they failed to demonstrate an awareness of his influence beyond his struggles with the Crusaders.

Topic 4

Very few candidates attempted questions in this section

Topic 5

Question 27

This question on conflict between secular and religious rulers in medieval Europe was attempted by a number of candidates.

Many of the responses tended to focus on a single example - that of Thomas Becket and Henry II. Instead of a broader analysis of the issues dividing religious and secular rulers, candidates gave detailed descriptions of this particular controversy. This was not the intent of the question as it asked that a broader analysis of the major issues be undertaken. Becket could be an example but should not be the sole focus. Many fell into narrative rather than analysis as a result and this produced mediocre results.

Recommendations and guidance for the teaching of future candidates

- Candidates should be taught how to read questions accurately. They should not only be aware of the command terms which describe the nature of the task e.g. analyse, compare and contrast, but also the words which focus the response to a specific area such as effect, consolidation, reasons for success or failure. Only when candidates are able to read and understand the question will they be able to produce effective responses.
- Candidates should also pay attention to dates when they appear in questions as well as references to specific historical periods or events.
- Candidates should understand that questions with two parts such as cause and effect require a response to both parts. The length of responses does not have to be equal, but there must be reasonable attention paid to both elements. If this is not done, results will be lower.
- Candidates should practice writing analytical responses which are properly structured and supported. They should be actively discouraged from producing rambling narratives, or responses which merely put down a collection of historical information

of limited relevance to the question. Well structured, analytical, thematic responses should be practiced and rewarded when mastered.

- The memorization and uncritical repetition of historical material in an attempt to respond to a question must be avoided if candidates hope to be successful and improve their skill level.
- Candidates need to expand their historical knowledge in both breadth and depth. The best candidates display not only extensive knowledge but also the ability to employ it effectively. Limited knowledge will not produce strong results and makes it impossible for the candidate to answer different types of questions.

Higher level Paper three

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 5	6 - 11	12 - 18	19 - 24	25 - 30	31 - 36	37 - 60

General comments

The number of G2 forms received was small but there was general satisfaction with the level of difficulty and syllabus coverage.

This was not seen as a difficult paper although some candidates did not perform as well as they might have. As last year, there was a tendency from weaker candidates to produce broad, general narrative responses which did not address the question clearly or demonstrate any of the required analytical or critical thinking skills. All candidates can benefit from taking a few minutes to consider the meaning of the question and determining how they will approach it. Creating a plan or outline of the key points or themes to be analysed will produce stronger results.

There was again some improvement in the standard of responses as candidates showed improvement in their ability to produce effective analytical essays

The majority of responses were found to be from a very limited number of questions. A number of questions on the paper were not attempted

In general, candidates need to focus on mastering the historical content, developing a stronger grasp of key terms, chronology, and the significance of critical events and the contributions of important individuals.

There were a number of very strong papers which showed excellent knowledge and analytical skill. These are to be applauded and it is hoped that schools can work to producing more papers of this calibre through a strong emphasis on both skills and knowledge

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

The most commonly answered questions will be discussed below:

Question 3

This question on the importance of religious doctrine in the rise of the Fatimid Empire produced some strong results. These responses demonstrated a grasp of a wide range of reasons for the rise of the Fatimids apart from their religious doctrine. These responses were able to analyze effectively the importance of religious doctrine relative to these other factors. Excellent essay structure and mastery of relevant content produced some excellent response. Weaker response tended to describe Fatimid religious doctrine and how it was spread without providing an analysis its importance in the rise to power of the Fatimid Empire. Weaker students did not have the breadth of knowledge or essay skills necessary to produce effective insightful and analytical responses.

Question 5

This question on the increased power of Henry I or Louis VII was very popular. Many good responses were produced which demonstrated extensive knowledge and strong essay structure. Successful candidates commented effectively on both the methods used to increase royal power and the degree of success that they achieved. Weaker responses may have failed to demonstrate a sufficient breadth of knowledge about the methods used or failed to comment clearly on the success of these methods. Overall, however, responses to this question were of a high standard.

Question 6

This question on the decline of Angevin power was very popular and there were some very strong responses. There was a tendency to focus on the weaknesses of King John and the errors that he made as the basis for the fall of Angevin power. These responses tended sometimes to the narrative and focussed excessively on a couple of events such as Bouvines and his confrontation with Phillip II. These responses did not achieve the best results. The best results took a broader view and commented on the role of Richard I in the collapse as well as the skills of Phillip II as well as a number of actions by John such as the murder of Arthur of Brittany. In addition unpopular English taxation polices made Angevin rule less popular and the distaste of English nobles for John caused them to desert to Phillip and support the overthrow of John.

Question 7

This question on the motives for the First Crusade was very popular. It was a two part question in that it asked for an analysis of the motives of both the papacy and the individual crusaders.

Candidates were reasonably successful in discussing the motives of the individual Crusaders but less so on the subject of the papacy. They did not understand or were not aware of the non-religious motives that may have been present. They occasionally failed to discuss both groups and this led to poor results. The best results showed strong knowledge of a range of religious and non-religious motives and commented on their relative importance. Awareness that the papacy had both a religious and political agenda was crucial for the best responses.

Successful candidates were also able to comment on the relative importance of the causes that they discussed.

Question 8

This was also a popular question. Many candidates produced good responses showing knowledge of the different reasons for the failure of the Crusading movement. The best responses went beyond the usual such as the revival of Muslim power, effective Muslim leaders and the lack of unity of the Crusading states. Better responses showed an awareness of the lack of support from Europe, the failure of the papacy and powerful monarchs to support the movement as well as the lack of emigration to the Crusading states. The diversion of European interest to internal wars and Crusades in Europe such as the Reconquista further weakened support for the Crusading movement in the Middle East. Weaker candidates tended to focus on single events such as the defeat at Hattin as the largest part of their response. This provided an overly narrow treatment of the question.

Strong candidates were able to demonstrate both breadth in their awareness of a number of issues and depth of knowledge and detail relevant to these points. In addition, they were able to comment on the relative importance of the causes in a well-structured response.

Question 9

This question on the success of Genghis Khan provided some good responses although many lacked sufficient breadth and depth. Successful candidates were able to comment on both the strengths of the Mongols as well as the problems and weaknesses of the Islamic Empire.

Weaker responses were narrative or descriptive in nature.

Question 17

This question on causes and results of early 14th century famines was attempted by a significant number of candidates. Better candidates dealt with both causes and results. The best responses were well-structured and showed both range and depth of knowledge.

Considerable attention was given to descriptions of changes in weather and statistics of population decline. These did not produce the best response as the causes went beyond environmental causes and included wars, poor transportation systems, weak governments and taxation. Better candidates were able to develop a number of these causes in addition to the environmental changes.

The results section again often concentrated on the decline in population, hunger and general suffering of the rural population. Better responses also discussed political unrest caused by the famines, decline of the manorial system due to a lack of labour and loss of respect for institutions that had failed to alleviate the crisis. Emigration to urban areas and decline in trade might also be considered.

Question 18

This question on the changes caused by the Black Death was quite popular.

Many candidates discussed population changes, wage inflation and the political response to it. The Peasants' Revolt was discussed as a result of the Black Death although stronger responses might point out that the Black Death was not the sole cause or perhaps the most crucial. Better candidates went further in noting the decline of the feudal system, changes in agriculture from crops to livestock and changes in urban populations. Impact on the Church and levels of religious belief was an important topic discussed effectively by better candidates. The wealth and status of survivors could also be discussed as creating changes in society. Psychological changes such as self-indulgence, hedonism, fatalism and a loss of respect for traditions might also be noted in strong responses. The best responses were well-structured and showed a good range of topics not just the standard effects.

Recommendations and guidance for the teaching of future candidates

- The most crucial area is giving candidates instruction in the careful reading of the questions. They must examine each term, reference and instruction carefully and ensure that they understand the demands of the question. **The command words such as analyse and compare and contrast must be clearly understood.** In addition the key words that focus the task such as impact, effects and causes must be seen and understood to be of critical importance.
- Key historical terms, names of individuals or institutions and dates that appear in questions must be identified and recognized as important to the production of a properly focused and precise response.
- Candidates must be discouraged from producing rambling, general narratives which demonstrate little or no analytical or critical thinking skills.
- In addition, where a question asks candidates for two aspects (such as causes and results) they must be aware of the need to address both parts of the question. An exact balance between the two is not essential but both must be addressed in a meaningful way.
- It is essential that teachers cover **all** the bullet points in the three sections they have decided to teach.
- Trying to fit a prepared response to an examination question is a cause for poor results. Candidates may have prepared a response with respect to a particular individual or event and then produce that response in the examination even though it does not correspond well to the demands of the question.