

## HISTORY

### Overall grade boundaries

#### Higher Level Route 2 Americas (Peacemaking) Timezone 1

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 10	11 - 21	22 - 31	32 - 42	43 - 52	53 - 63	64 - 100

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

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 – 9	10 - 21	22 - 31	32 - 42	43 - 52	53 - 63	64 - 100

#### Standard Level Route 2 PS 1 Peacemaking (both timezones)

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 – 10	11 - 22	23 - 31	32 - 42	43 - 53	54 - 64	65 -100

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

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 – 10	11 - 23	24 - 32	33 - 43	44 - 57	58 - 68	69 -100

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

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	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

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

### Recommendations for IB procedures, instructions and forms

Most Centres successfully followed the IB procedures. A number of Centres continued to use the older 3/CS forms which then precluded them from clearly printing the instructor's name on the sample material. The new 3/CS form is a clear improvement as it requires both signature and printed version of the instructor(s) name(s) to be included with the sample.

Instructors need to be reminded that their comments on the samples are welcomed and appreciated. These comments are very helpful in understanding the rationale for the marks awarded. Instructors also need to be aware that these comments or other marks on the candidates' IAs should be in blue or black ink and not in red.

### The range and suitability of the work submitted

In most of the moderation samples the general topic areas were appropriate for the History Route 2 Internal Assessment. The range of topics covered material from a variety of time periods with many candidates utilizing some aspect of the syllabus in formulating their question. Candidates at the upper end of the mark levels crafted questions that were narrow and focused. These questions lent themselves to a thorough investigation of the material within the parameters of the assignment. Candidates at the moderate and lower mark levels often based their research on more general questions that then limited their ability to successfully address the issue within the 2000 word limitation placed on this activity.

There seemed to be an increase in candidates attempting to determine the validity of the historical depiction of works of literature, theatre and film. Although this can be a very successful research paper, candidates and centres need to use caution in developing this type of work. If candidates are not careful this activity could become a narrative where they are simply verifying that events that are discussed in the depiction really occurred. This type of work does not typically have the analytical depth to be awarded upper level marks.

### Candidate performance against each criterion

#### Criterion A – Plan of the investigation

Most candidates stated their topic as a research question in the Plan of Investigation. The scope and method of investigation were the two areas where candidates usually gave limited material. In these situations the scope was often a description, or a simple restatement of the research question, in place of a statement of the major issues that the candidate would address in the investigation. The method of investigation should not simply be a statement that "primary and secondary sources will be used" or a listing of the two sources that will be evaluated in Section C.

#### Criterion B – Summary of evidence

There seems to be some improvement in this area, particularly at the upper level of the sample. This section continues to have analysis blended with the factual material which limits the marks awarded for Section B as it should present only the factual evidence found in the candidates' research. The type of material used in the candidates' research was varied, including print, media, video, interviews and websites. This was commendable for its breadth but there continues to be concern for the academic quality of many of the sources candidates chose to use.

### **Criterion C – Evaluation of sources**

Candidates seemed to make more appropriate choices in the sources they evaluated for this section. Those that were chosen often were clearly the major works that the candidates had employed to develop their topic. The origin and purpose sections for evaluation were areas where candidates seemed to have a better understanding of the task. In addressing value and limitation there continues to be some confusion as to what is being asked. Candidates should address these with reference to the origin and purpose, with some regard for their historical reliability.

### **Criterion D - Analysis**

The upper level samples were very clear in their analysis of the evidence from Section B, with no new evidence introduced and the full research question being analyzed. They included references for this section and there was obvious discussion showing that the candidates were aware of the significance of the two evaluated sources for the topic being investigated. Where some candidates faltered was in the introduction of new evidence, often due to a lack of evidence presented in Section B, no awareness shown for the two sources being evaluated and in a number of instances, the lack of any referencing. As with Section B if there are no references utilized in this section a maximum mark of only two can be awarded.

### **Criterion E - Conclusion**

Conclusion: Most candidates presented a conclusion that was reasonably consistent with the material developed in the investigation though there were a number of samples that either were not consistent with the material developed or that presented new material in the conclusion.

### **Criterion F – Sources and word limit**

Sources and Word Count: A limited number of samples exceeded the word count which then led to a 0 for this section and, depending upon how far over the limit the candidate was, having the moderator stop reading the investigation at the point the word count has been achieved. The upper level of the candidature shows thorough and excellent selection of quality academic sources in researching their topics. Centres need to be clear about what constitutes quality academic sources and what is appropriate for the Internal Assessment assignment. General text material, encyclopaedias and material where authorship is in question are not the type of academic sources that should be relied upon for the Historical Investigation. There also continues to be concerns with the citation and referencing styles used by the candidates. These should be standard methods which exhibit the appropriate formatting used by that particular style.

## Recommendations for the teaching of future candidates

- Candidates need to have a thorough understanding of the IA process, particularly the expectations of the assessment criteria.
- Centres need to work with the students in showing how to craft an appropriate research question. The research questions need to be narrow and focused which will limit the breadth of the investigation and help to direct the candidates' research.
- Centres need to work with candidates to understand the expectations of scope and method of investigation.
- The differences between evidence (fact) and analysis need to be delineated for candidates at the beginning of the research process.
- Candidates need to develop the understanding of how to determine an appropriate and important source in their research and then to be able to apply the evaluation process using the concepts origin, purpose, value and limitation.
- Appropriate methods of citation and referencing should be presented with candidates understanding the ramifications of not referencing appropriately in their investigation.

### Further comments

When candidates are determining the sources for evaluation they should not simply pull an excerpted paragraph from a larger source and attempt to use this as their material for evaluation. Candidates should also not include an excerpt of their source in the body of the work unless they want it to be included in the word count for the investigation. Material of this nature which candidates wish to include needs to be placed in an appendix at the back of the work.

## Higher and standard level paper one

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

#### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 2	3 - 4	5 - 7	8 - 10	11 - 12	13 - 15	16 -25

#### General comments

The G2 forms sent to IBCA by the schools indicated that the May 2013 Prescribed Subject One - Peacemaking, Peacekeeping and International Relations 1918-1936 was well received. Of those centres that had responded by the time of Grade Award 89% found the level of difficulty of the paper to be appropriate - 11% found it more difficult than May 2012. Between 95% and 100% of schools found the syllabus coverage, the clarity of wording and the presentation of the paper to be satisfactory or good. Teachers' comments were very positive for PS1. "An excellent paper with appropriate sources and questions". "Fair and accurate to the syllabus guide". Two concerns were expressed however which had to do with the length of the sources - particularly for those writing in second or third languages - and the amount of time allowed for the paper - 60 minutes.

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

The candidates appeared to understand the content of the topic but often lacked development in their answers, offering only one or two points for questions that were worth several marks. The compare and contrast question was often approached superficially with only one or two points identified. Candidates also had some difficulties in producing running comparisons/contrasts with explicit linkage. This prevented them from reaching the top bands for the question. Candidates must be taught that tables are to be discouraged on Question Two as they make relevant linkage impossible. The third question on evaluation of sources is also one where candidates do not tend to achieve the maximum. Identifying the origin of a source does not automatically result in the awarding of a mark for each source. Candidates are expected to link the origin to the purpose of the source in order to assess the source's value and limitations to gain full marks. There is still far too much description of the content of the sources without any attempt being made by the candidates to analyze them. The final question is often a good discriminator among candidates as the better responses do include mention of both the sources **and** own knowledge which are directed explicitly to answering the question that has been set.

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

Most candidates understood how to approach the differing nature of each style of question, and the majority had attempted to answer all four set questions. Candidates were more succinct on questions 1(a) and 1(b) and there were fewer excessively long responses. Clear attempts were made to frame the answer in a structure appropriate to the rubrics required for

Q2 and Q3. Most candidates also attempted to use or refer to sources in their mini-essays, although own knowledge was surprisingly weak for such a mainstream topic.

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

### Question 1

- (a) Candidates had little difficulty here. Many of them found three points which related to the markscheme and received maximum marks. Responses were also appropriate in length - usually of three sentences each of which had identified a reason.
- (b) Candidates found this question more challenging. While there were many responses which identified two messages – usually French aggression and that Germany was being pushed into the welcoming arms of the Bolsheviks. Fewer responses made any mention of the conditions of Germany as portrayed in the cartoon and there were a number of candidates who believed that Germany was being pushed by Russia to attack France.

### Question 2

There were a range of responses here with many candidates receiving 3 or 4 marks. Excellent responses were more difficult to find for a number of reasons. Firstly, there was inadequate linkage between the sources and too much description of content. Secondly, candidates were content to find one comparison and one contrast without analyzing the sources in more depth.

### Question 3

The sources were analysed quite well in the majority of cases. It is important, when identifying the origin of a source, to include the date as a basal point. The main weakness was the inability to explain the purpose of the source and link this to its value and limitations. Too many candidates still write that as the source is an extract it is limited - a comment which receives no credit.

### Question 4

What was surprising here was the inability of many candidates to use their own knowledge in their responses. There were two major failings. Firstly, many candidates ignored the word “international” in the question and wrote copiously about internal issues without any linkage to international affairs. Secondly, candidates ignored the dates and either wrote about events pre 1923 (Versailles) or post 1929 (Manchuria and Abyssinia). While there were some excellent responses which synthesized both the sources and candidates’ own knowledge - they were generally few and far between.

## Recommendations and guidance for the teaching of future candidates

- Practice interpreting the message of cartoons - and not simply describing their content. Responses to Question 1b should start something like “The message in Source A...” This will force candidates to get away from merely cataloguing the

symbols/content in the cartoon (or other types of sources - statistics, photographs, posters, etc.) without identifying their message.

- Examiners are not looking for an exact balance between comparisons and contrasts of the two sources in Question Two. However, candidates need to identify several of them for a six mark question. It could be 3-3; 4-2; or 2-4. Many candidates seem to be content to identify two or three points often in an end-on manner. Some candidates spend far too long elaborating at length on the same point of comparison or contrast and often end up repeating themselves.
- Source evaluation should be practiced in class to develop an awareness of the importance of the audience, context, and dates of publication of each source. Evaluation of the origins and purpose of the sources will lead to better analysis of their values and limitations. Too many candidates are still focusing on the content of the sources.
- Teachers should help candidates develop skills to answer the mini essay making reference to both the sources and detailed outside knowledge. Candidates must be taught that only material which clearly and explicitly addresses the question that has been set (rather than leaving the examiner to make implicit inferences) should be included.
- Teachers should share markschemes and Subject Reports with their students as this will make much clearer to them what expectations examiners have in the responses to individual questions.

## Prescribed subject 2 – The Arab-Israeli conflict 1945-79

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 2	3 - 5	6 - 8	9 - 11	12 - 15	16 - 18	19 - 25

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

Many responses suggested that the candidates had difficulties in two areas - (a) in the comparative analysis that was required for Question 2, and (b) in organising their answers so as to meet the requirements of Question 4, where it was disappointing to encounter so many generalised summaries of the content of the Sources, rather than an application of the materials therein so as to address the question in a direct and explicit fashion (please see further comments below).

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

Many candidates displayed a good understanding of the relevant issues & events.

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

There were relatively few strong scripts - in many cases the candidates' performance faded from Question 2 onward.

More specifically:

#### Question 1

- (a) Many answers successfully identified 3 points made by source A. (However in some cases the answers were unnecessarily lengthy - & this possibly contributed to time problems when the students later dealt with Q4).
- (b) Responses were not always so effective. Although some students were successful in offering legitimate interpretations of the photograph, other answers lacked sufficient development e.g. it was not enough merely to describe the photograph in such terms as "it shows many tents" - the question required the candidate to go further & explain what the multitude of tents would suggest about, for example, living conditions.

#### Question 2

Unfortunately some candidates based most, or all, of their answers upon a comparative analysis of facts rather than comparing and contrasting the views expressed in Sources D & E. In many answers another frequent weakness was a reluctance to provide developed support for the similarities and differences that the candidates had identified. Also in a few cases the students misread the question & attempted a comparative analysis of the wrong sources.



### Question 3

Many candidates provided an accurate identification of the sources' origin and purpose. However they were often less effective in dealing with the question's central requirement; to evaluate the sources.

With regard to Source B (the photograph), a disappointing number of evaluations was based upon a mistaken attempt to evaluate the textbook within which the photograph was included, rather than the photograph itself. Such an evaluation could not be credited. However those candidates who did consider the photograph itself often considered its value & limitations in a satisfactory manner. When dealing with source C many candidates were reluctant to provide a sufficiently developed comment with regard to its value in terms of origin, e.g. a statement that "it is an official document" required further explanation "... and so ...". Also there was a frequent tendency to evaluate this source in terms of its content, rather than its origin & purpose.

### Question 4

Answers were often based exclusively upon the sources provided, and in many cases such responses consisted mainly or entirely of a summary of what the sources said or showed, leaving the reader to make the necessary inferences so as to relate the material directly to the question.

The effectiveness of those answers that did include own knowledge was sometimes weakened - once again - by a reluctance to "shape" the material directly to the requirements of the question. Also own knowledge sometimes went beyond 1967 (e.g. a description of the Six Day War, e.g. references to the Yom Kippur war of 1973) - the question asked candidates to consider the period "up until the 1967 conflict". In some cases one gained the impression that the candidate was determined to include information appropriate to what the student had hoped Question 4 would require (e.g. the Suez Crisis) rather than what the question did ask for.

As indicated above, some answers to this final question were disappointingly brief, suggesting timing problems.

## Recommendations and guidance for the teaching of future candidates

As the above comments would suggest, further attention to the following areas could be beneficial:

- Timing. Some students spent too long on the first question and this meant that their answers to Question 4 were disappointingly truncated.
- The planning of answers before pen is put to paper. Many responses would have benefited from an "unpacking" of each question, so as to ensure that the subsequent response addressed the question's requirements in an explicit and sustained fashion.
- An enhanced awareness of the desirability in Question 2 to support a comparative analysis of the specified sources with precise evidence.

- A recognition of the need, when dealing with Question 3, to move beyond a “straight” description of the sources’ origin and purpose so as to offer a developed evaluation of the sources, with an emphasis on their provenance and purpose (rather than their content).

## Prescribed subject 3 – Communism in crisis 1976-89

### Component grade boundaries

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

### General comments

Overall, the paper was clear, fair and the selected topic was known and understood by most students. The majority of G2 forms agreed that paper was at an appropriate level [96%] with 4% saying it was too difficult. Most thought it to be the same level of difficulty as last year – with just over 10% thinking it was either a little easier or a little more difficult.

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

Candidates demonstrated a general understanding of the topic of the paper, but often lacked development in their responses. Many responses covered only one or two points for questions that offered several marks. For example, in question 1, students often only addressed part (a) with one or two key points whilst for part (b) some students were confused by the provenance of the source (E) and many could only find one valid point with regard to the message conveyed by the photograph.

The requirement for question 2: that students compare and contrast the views expressed was often approached appropriately but the responses again identified only one or two points of linkage. There were many candidates who offered incomplete linkage for this question.

For question 3, it is clear that the evaluative element remains problematic for many students who attempt to find values from the content of the sources rather than the origin and purpose as the question requires. It should also be note that for questions 2 and 3 overall, there was a marked increase in the number of students who had discussed the wrong sources in their response.

Finally, question 4 was often poorly executed due to insufficient time to complete a coherent response. Generally, candidates had attempted to use the source material; however the synthesis of their own knowledge was very limited.

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

Most scripts seemed to reflect a sound basic understanding of the theme and topic of the paper.

The majority of candidates attempted an appropriate approach to each style of question, and most had attempted to answer all four questions. There continued to be some improvement in the structure and focus of responses for question 2 and question 3. Most candidates also attempted to use or refer to the documents in their response to question 4. 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) The majority of candidates attained 1 or 2 marks out of 3 for this question. Where students fall down is that many seem unaware that they need to make 3 separate points, and therefore only offer one or two points. Some candidates wrote considerable amounts about the background rather than answering the question.
- (b) This question did pose some issues as many responses offered only one clear point. There was some confusion generated by the provenance which some candidates took to mean that Walesa was addressing a crowd in Germany. There is still a tendency for some students to merely describe the content of the source briefly without attempting to interpret the 'message'.

There was some attempt by candidates to use the 'flag' as part of the message, i.e. 'nationalism'.

### Question 2

The majority of candidates attempted some linkage between the two sources. There were a few end-on accounts. There were many responses when writing about contrasts that gave "one source mentions... the other does not" answers. Candidates should be aware of 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.

This question seems to be difficult for students, in terms of direct comparisons and particularly in finding direct contrasts.

### Question 3

There was an increase in students answering this question in note-form as they mimic the note-form structure of the markscheme. Many candidates continue to make vague statements on the value of each source 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 source 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 continues to be some improvement in how students approach question 3.

### Question 4

The key issue for question 4 remains timing; candidates run out of time and often only manage a brief paragraph in response. Timed practice of Paper 1s helps students to improve their pacing for this paper, and some indication of how much time should be spent on each question could be given to students. Most students attempted to use the sources in their responses, although the majority did not include much detailed own knowledge. The better responses attempted a mini-essay with clear analysis of the question. Students should be advised to address the sources separately in this question as some of them attempt to use all the sources at once by saying "A,B,C &

E all agree that..." and this is not sufficient. Some answers had merely listed the material in each document.

## Recommendations and guidance for the teaching of future candidates

- Teach and review all themes in the bullet point list for the chosen prescribed subject. Prepare students for combined themes across two bullets as well as specific themes that focus on an element of a bullet. Many candidates seemed to lack detailed knowledge on the end of communism in Poland.
- For question 1 part (a), encourage students to find more than two points - this is a three mark question
- For question 1 part (b), practice interpreting the message of a variety of sources – not just cartoons. Other types of documents should be considered – statistics and graphs, photographs, speeches etc. Students should not simply describe content.
- Students should practice identifying similarities and differences between documents for question 2. They must understand that although they are not necessarily looking for balance between comparisons and contrasts - they need to identify several for a six mark question. Many seem to look for only two broad points of linkage. A key issue for some students is that they spend too long elaborating at length on the same one point, or they repeat the same comparison or contrast a number of times.
- The evaluation from the origin and purpose to find value and limitation in question 3 still needs to be better prepared and applied. Too many students are still focusing on the content of the sources. Students should also be encouraged to develop specific evaluation points for the documents they are asked to evaluate. They need to complete their explanations of why a point from the origin or purpose is a value or limitation.
- For question 4 timing is again the key issue. Whilst timed practice of past papers is important, giving those students that find managing their time difficult an idea for how long they should spend on each question is also beneficial. Most students now explicitly use or refer to sources but some do not and they need to be reminded to do so. How to use and include some detailed own knowledge, for example dates, events, historiography etc, should be taught and model answers shown.

### Further comments

There was an increase in the number of students writing bullet point responses to each of the questions, although this was more evident in question 2 than question 3. This should be discouraged.

## Higher and standard level paper two - timezone 1

### Component grade boundaries

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

### General comments

Once more, the topics receiving most attention this session were Topics 1, 3 and 5. As was the case in previous sessions, of the 30 questions available, the great majority of candidates attempted relatively few of the questions on offer. This is doubtless due to the continuing and enduring popularity of topics relating to single-party/authoritarian leaders (or aspiring leaders) and tasks allowing for the use of material relating to the causes of World War One this year (question 1) and the Cold War (in particular tasks related to the origins of this latter conflict (question 25)).

This session, the most popular questions were questions 1,3,5,13,14,16,25,26 and 28. It is worthwhile reiterating that such topics do require **more** than generalised overviews and the provision of pre-planned or pre-learned responses which are narrated regardless of the specific focus of the task. There was at times a disappointing grasp of historical knowledge relating to what could be considered mainstream topic areas and in one question in particular (question 5) a worrying lack of historical detail with far too many responses consisting of sweeping and inaccurate assertions devoid of any supporting material.

The number of G2 responses received from centres was 178 at the time of Grade Award in June 2013.

In terms of **clarity of wording and presentation of the paper**, respondents gave approval ratings (satisfactory and above) of 94.7% and 98.9% respectively.

G2 responses indicated that in the opinion of respondents, the May 2013 Paper 2 (Time Zone 1) was, **in comparison to the previous year's paper**, 'a little easier' (6.1%), 'of a similar standard' (70.3%), 'a little more difficult' (13.3%) and 'much more difficult' (1.2%). 9.5% recorded their response as 'not applicable'. Generally the great majority found the paper to be 'appropriate' (91.8%) while 7.6% believed it to be 'too difficult' and 0.6% 'too easy'.

Responses from centres as noted above, as well as specific comments regarding the nature of the tasks and candidate performance on questions, were taken into account in the setting of the Grade Award boundaries for this session.

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

Most candidates did not appear to encounter difficulty in finding relevant questions and producing two extended prose responses in the required time limit. Rubric offences (for example failing to recognize regional requirements) were rare though there still seemed to be centres which had not made it clear to their candidates in the teaching of the course that in questions such as question 13 (requiring the choice of two leaders from two different regions) Hitler and Stalin cannot be used since these are from the same region as is made clear on

the map on the cover page of the paper.

It was often the case that answers were insufficiently focused on the set task. This is however less a case of difficulty produced by the programme or examination than the failure of candidates to address the specific question being asked. The mere appearance of the term First World War or Hitler or the Cold War, etc triggers, for some candidates, a veritable avalanche of historical detail, which may fill pages of the exam booklet, but does not deal with the set task.

To repeat the comment made in relation to candidate performance in previous reports:

*'Too many candidates provided a stream of narrative in some cases without judiciously selecting and deploying historical information to address the demands of the question.'*

Question analysis deconstructing or 'unpacking' the task remains crucial in addressing the question effectively. The setting aside of time to prepare a plan is to be strongly recommended to candidates in order to help provide an essay response which is structured, focused and based on the selection and deployment of accurate and relevant historical knowledge.

In particular topic areas 'learned' or 'prepared responses' which do not focus effectively upon the **specific task** are still obvious. This is especially the case with responses dealing with the origins of the First World War and the Cold War (questions 1 and 25 this session). Answers often ignore key terms in the question and produce generalized narratives that appear to be template responses to the origins of the conflict regardless of the particular focus of the question. Whole centres presumably have equipped candidates with information sheets on these topics which are then regurgitated in the mistaken belief that such responses will be able to access the higher markbands through sheer dint of length of answers, regardless of lack of focus.

## The levels of knowledge, understanding and skill demonstrated

What has been written in past reports in relation to this sub-heading is still relevant and worth restating as well as emphasizing to candidates who should always have access to these subject reports:

*'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 a History examination and not an invitation to unleash a torrent of generalities which fail 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 'evaluate', 'analyze', '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 best responses revealed a command of historical detail and the ability to select and deploy relevant, accurate historical knowledge in well-structured essays. Some centres have prepared students well, not only in ensuring that content is mastered, but that such content is

shaped and effectively applied to the demands of the question.

Practice in essay planning and writing under timed conditions throughout the course is necessary to ensure that candidates are able to acquit themselves well in the external examination. A significant number of candidates in this session had taken time to write a plan for their essay and this helped provide a framework for a structured response. Such plans need not be incredibly detailed but the effort in setting out a structured argument/identifying the key elements for coverage, etc **before** the actual writing of the extended prose response often aids in the production of a more balanced essay.

Specific G2 responses regarding the questions varied widely; one respondent commented that 'Paper 2 was a spectacular improvement over previous exams in previous years', whereas another commented that 'Topic 1 questions are far too specific for students to answer. It seems like you have to get lucky to be able to answer a question from Paper (sic) 1'

With regards to the criticism that questions were at times 'too narrow', it has to be made clear that it is noted in the subject guide which areas may be used as the basis for specific questions (**'Material for detailed study'**). The fact that candidates from particular centres did not presumably study these areas in much detail or depth does not mean that other centres had neglected them. Question 1 was a popular question and the range of responses ranged from the excellent to the mediocre re-hashing of a pre-learned essay format on the origins of the Great War of 1914-18 which invariably ignored the three stated factors and began with the standard 'There are four reasons for the First World war...'

There was a flurry of comments from some respondents who felt that the 45 minute limit for the questions was unfair and that IB should consider extending the time available to at least one hour. This is something which may be considered in Curriculum Review but it is also an issue closely linked to allocation of assessment time for Higher and Standard Level courses in the Diploma Programme in all subject areas. Colleagues interested in making their views known and their rationale for such views are welcome to contact the Curriculum Review Committee and/or air their views on the OCC.

Instructors and candidates are reminded that the topic areas will provide **3 specific questions on material for detailed study** and teaching of the topic should take this into account. The remaining three questions offer open ended tasks which allow candidates to select their own relevant examples and a question based on social, cultural, economic and/or gender related material.

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

Somewhere there must exist a book which is being used by centres, or perhaps by instructors, which is the basis for repeated, mistaken claims made year after year by candidates. **Article 231 of the Versailles Treaty** did **not** give total blame for the First World War to Germany and Germany alone. **'All Germans'** did **not** support Hitler- and he was not **'elected'** to power. The frequency of claims such as these, and their number, is worrying, and candidates need to be pulled up in their in-class work when assertions such as these are made.

### Topic one



**Question 1**

This proved a popular question, requiring candidates to assess the role of three specific factors in causing the First World War. Some very good answers indeed were seen but while the majority of responses did show coverage of the named factors the development was often limited; for example the 'desire for revenge' was linked to France and revanchism and no consideration was given to other possible examples. Balkan nationalism was often confined to a cursory treatment of the assassination of Archduke Franz Ferdinand and his wife and the ensuing crisis, though little was known about the tensions in the Balkans preceding the murder. Economic motives were possibly the least well tackled of the three factors many candidates simply referring to the Naval Race or Imperialism in the most general terms without effectively linking the material explicitly and relevantly to the task.

As noted above, there were some well-planned and evidenced responses but also pre-learned responses which ignored the stated factors and produced a template response on factors which led to war.

**Question 2**

This was not a popular question presumably because questions 1 and 3 appealed to candidates with their emphasis on the origins of the First and Second World Wars. A few answers were seen which dealt with examples such as Spain, Vietnam and Korea. For the most part these were dealt with effectively.

**Question 3**

Again, a popular question that permitted candidates to identify and analyse a variety of factors which hindered the maintenance of international peace. Candidates' choices included The Versailles Treaty (though rarely any consideration of the Paris Peace Settlement), The Great Depression, the failure of the League of Nations, National Socialist foreign policy and appeasement. While these were appropriate, too many candidates tended to treat the question as a question on Germany and the rise of Hitler.

Relatively few candidates strayed outside of Europe (and Hitler) and while coverage of the failure of collective security was present, details were frequently highly generalised or simply inaccurate. In which textbook is it stated that the League applied sanctions against Japan in 1931-33? In which textbook is it stated that the League did nothing whatsoever to deter Italian aggression in Abyssinia?

Having said that, this question did provide the opportunity for considered and structured responses which revealed thoughtful and well argued and supported answers.

**Question 4**

There were very few takers for either of the wars which formed the basis for the question (Indo-Pakistan, 1947-71 or Iran-Iraq, 1980-88)

**Question 5**

This question produced the poorest essay responses of any question on the paper. It was a popular question, attracting far too many candidates who appeared to believe that a paucity of historical detail and much waffle would provide an effective response. Unfortunately they were wrong.

The standard response was one which basically stated that before the First and/or Second World War, **all** women, **everywhere** were restricted to the home, that the war resulted in **all** men being drafted, that women replaced them in factories and became somehow liberated, as noted by the fact that all women became '**flappers**' in the inter-war period.

This question attracted the weakest candidates (and this was reinforced usually by weak performance in the second question) who had little idea of what was necessary in terms of relevant, accurate, historical evidence to support an argument. Pseudo-sociological and sweeping assertions abounded in the majority of cases and overall it was a very poorly done question.

Having said that, it was obvious some centres had studied, in some detail, the changing status and role of women as a result of (total) war and were able to give very specific details about employment, political advances, educational opportunities, etc in selected states during and after the selected conflict(s). In such cases, answers were focused and effective though sadly in short supply.

The setting of such a question on gender issues often produces this type of highly generalised and limited answer and instructors and candidates need to be aware of the consequences of tackling such questions without historical evidence. For too many these questions seem an 'easy option'. In reality they form an 'elephants' graveyard' for weak students.

## Question 6

For the most part, candidates who chose this question relating to guerrilla warfare were able to produce effective responses which commented upon the reasons for the adoption of such warfare and how it contributed alongside consideration of 'other factors' such as weaknesses of the GMD, Japan's role in China, the adoption of the mantle of nationalism by the CCP, etc. to Red victory in 1949.

## Topic two

There were only a few questions which were tackled by candidates in this section. **Question 7** elicited responses on the problems with democracy in Germany in the period prior to 1933. In some cases, these were well done but in other cases candidates tended to write a pre-learned response on the rise and fall of Weimar often drifting into the rise of Hitler and National Socialism. In this latter case economic challenges were often marginalised or overlooked. Some candidates also used Weimar as their case study for **Question 11**, with success for the most part.

## Question 10

Concerning reasons for and success of movements for civil rights allowed some candidates to deal with the USA in the 1950s and 60s, but given the size of the candidature in the USA especially, this was very much a rarity. Perhaps candidates

who are doing the Americas as a regional paper at Higher Level should be made aware of the opportunities that may exist in Topic 2 and that during their 5 minute reading time they should explore this topic area for possible questions.

**No answers were seen for questions 8, 9 or 12**

### Topic three

In this section the most popular questions were 14 and 16 though answers were seen relating to all the questions.

#### Question 13

There were relatively few responses to this question and in some cases some rubric errors emerged as rulers were chosen from the same region. The most popular examples were Hitler, Mao and Castro. Candidates had to identify the promises made by the aspiring leader and then examine to what extent they delivered upon such promises once in power. Some sound responses were seen to this question which was a combination of rise and rule focus.

#### Question 14

The problem faced by some candidates in their treatment of the question was their focus on the period of rise to power. The question stated '**single-party leader**' and by definition this refers to the leadership of a single-party state. The period for consideration was the period of rule and hence candidates who, for example, wrote long narratives of Stalin and the succession dispute or Mao's rise to power up to 1949 were not focused on the task.

Candidates are reminded that they need to be clear at the outset as to the nature of the task in terms of the chronological focus – is it rise? rule? a mixture (as in Question 13)?

#### Question 15

This was not a particularly popular question though a few responses were seen which were well planned and organised thematically to deal with issues of similarities and differences in the social and economic policies of Peron and Castro.

#### Question 16

This was a very popular question requiring consideration of the importance of three specific factors in Stalin's rise to power. Some answers were very impressive indeed in their command of material. The issues of errors made by rivals and use of propaganda were on the whole well done. The issue of popular support was less effectively dealt with by many though as some of the most able argued, popular support amongst the general population was much less necessary in an already established single-party state than popular support of a kind within the Party as a result of the wielding of patronage since 1922 by Stalin in his position as GENSEK.

Answers which went on to deal with the Great Purge and Show Trials revealed a lack of understanding of the task focus which quite clearly said 'rise to power' in the question.

**Question 17**

This question, on reasons for and results of educational policies in either Hitler or Mao's single-party state, produced relatively few convincing responses. Actual knowledge of specific policies in the selected state was often very general and failed to go beyond generalised descriptions of the Hitler Youth and spurious claims as to how schoolchildren in Nazi Germany no longer received a 'decent education' since all that was done in school was P.E. and reading anti-Semitic literature.

For those candidates choosing Mao, it appears that for many, the Cultural Revolution was the only 'educational policy' in the PRC after 1949.

**Question 18**

Very few responses were seen to this question. Hitler's Germany and the anti-Semitic policies employed were dealt with – as were kulaks in Stalin's USSR. Regional requirements of the question meant of course that USSR and Germany should not both be chosen.

A few candidates chose women as their 'minority' for study. This was an invalid choice.

**Topic 4**

There were very few responses to questions in this section. The majority of candidates in Timezone 1 do not appear to specialise in this topic even though there were questions relating to the issue of Soviet control in Eastern Europe pre-1968 and questions allowing for the use of examples from the pre and post Cold war period in Europe. Given that centres from this timezone often do Topic 5 and possibly Prescribed Subject 3 in Paper One candidates should be encouraged to look at this section during the 5 minutes reading time to see if there are questions which are accessible to them.

**Topic 5**

The most popular questions in this section by far were **questions 25, 26 and Q.28.**

**Question 25**

This was a popular question though some G2 respondents queried the use of the term 'enmity' which, it was claimed, caused students of English as a Second (or third) Language undue problems. Such students should be equipped with a translating dictionary, but the point is taken. Having said that, Q. 25 always relates to the origins aspect of the Cold War topic and the use of 'post-war' juxtaposed with 'longer-term ideological differences' does indicate the intention of the task.

For the most part, responses were sound though identification of 'ideological differences' in some cases could have been better. 'Capitalism' is an economic system rather than an ideology. There were also far fewer 'historiographical' approaches than in the past which is a good sign for examiners who faced, year after year, descriptions of 'orthodox', 'revisionist', post-revisionist' schools of thought which were substitutes for historical knowledge about the origins of the Cold War.

**Question 26**

A popular question and satisfactorily done by most respondents. Relatively few tended to go up to 1962 and many finished their containment study in 1949 with the ending of the Berlin Blockade and NATO's formation, disregarding, China, S.E. Asia Korea, Cuba, etc. This is a fairly mainstream area of study and the differentiation was apparent when the more able candidates not only identified the reasons but were able to illustrate the answer with a variety of case studies up to the end date as well as give a balanced consideration of its success or lack thereof.

### Question 27

See Question 29.

### Question 28

Again, quite a popular choice with Truman and Castro being the most selected examples for examination. In the case of the former it appears many candidates have been totally convinced by the arguments of the revisionist school as candidates lambasted Truman for his devious and aggressive policies towards the USSR for example which exacerbated tensions in the Cold War. Interesting, but it does beg the question if candidates have been fed a diet of information which has perhaps resulted in an imbalance. Attributing responsibility for everything that happened after April 1945 to Truman and exculpating Soviet policies does seem a tad questionable.

Treatment of Castro sometimes appeared restricted to narratives of the Cuban Missile Crisis without sufficient coverage of what preceded and succeeded this event. Those candidates who were able to widen their historical coverage to include the pre- and post-1962 period were able to access the upper markbands.

### Question 29

This was done by very few and **Q. 27** on the change in Sino-Soviet relations after 1953 was also not popular though some of the answers showed a good grasp of the material and were able to outline the relationship pre-1953 and subsequently examine and comment critically on the factors which led to deterioration after Stalin's death.

### Question 30

This attracted some attention but there was little understanding of what 'cultural impact' meant and candidates often ended up writing about political policies. It seemed that this question was often paired with question 5 by weaker candidates whose lack of historical knowledge tended to be all too apparent in both answers.

## Recommendations and guidance for the teaching of future candidates

Below are repeated once more recommendations for the teaching and preparation of future candidates in Paper 2 which should be considered in combination with comments made above.

- 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.

- 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 chronological 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 – not only for the sake of examiners but in order to clarify the task at the outset for the candidate- ‘ideological differences’ for example as in the case of Q.25 deserved 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 or replacement for solid factual knowledge, accurate chronology and sequencing which must form the basis of any effective essay. It does not add to an essay when candidates throw in phrases such as ‘Intentionalists believe...’ or ‘A structuralist would say...’ or ‘Revisionists would claim...’, when it is patently obvious these terms are not really understood but merely dropped into an essay to impress.

## Higher and standard level paper two - timezone 2

### Component grade boundaries

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

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

As usual, overall, there was a rather limited body of knowledge that was known and understood by the candidates; otherwise, no real difficulties were evident. Candidates seemed familiar with the structure and the requirements of the exam.

### The levels of knowledge, understanding and skill demonstrated

There were very few rubric offences except for choosing two leaders/states from the same region.

In general, candidates seemed to have planned their time quite well. Most scripts answered two questions without seeming to be short of time. Answers were quite well structured. Almost all candidates referred to the question in their introductory paragraph and so indicated that they had read the question.

Of the candidates whose scripts I marked, the vast majority answered Q.1 and Q.25. This is not surprising, given that these are mainstream topics. Knowledge, for the most part, was plentiful and accurate although analysis was rarely very focused or thoughtful. Even so, there was opportunity for the more able candidates to shine and for weaker candidates to demonstrate their grasp of these areas of the syllabus.

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

#### Topic 1

##### Question 1

This was extremely popular, as expected. The vast majority of candidates discussed only Versailles and seemed unaware that there were any other treaties. Most discussed all three factors, although some neglected to link their arguments to the outbreak of war. A few mentioned Italy and Japan, usually with a reference to Manchuria and Abyssinia and so the relevance, to this question, was not always explained. There were some excellent answers that demonstrated understanding as well as knowledge.

##### Question 2

Most candidates discussed the Chinese and Spanish civil wars, although some chose the Algerian War of Independence, Vietnam, Korea etc. Oddly, this was not

particularly well answered, given that foreign involvement in civil wars has been a recurring theme on P2.

#### **Question 4**

Most candidates who chose this question demonstrated good knowledge. There is still a tendency for candidates to focus on the invasion of Kuwait rather than the escalation into the Gulf War, however.

#### **Question 5**

Most answers implied that women rarely left the house before the war, worked in factories during the war and then went back to the home - liberated but unhappy. This was quite disappointing.

### **Topic 2**

#### **Question 7**

This was very popular as candidates “spotted” this as the Weimar Republic question (although one candidate did attempt (not very successfully) to write about Republican Spain). There were some excellent answers that reflected knowledge and understanding of the topic. Weaker answers narrated the rise of Hitler.

### **Topic 3**

#### **Question 13**

This question was very popular. Most candidates chose Hitler and Mao and addressed all parts i.e. 2 leaders, 2 states, ideology, social and economic distress. Most candidates structured their answers appropriately and focused well on the question.

#### **Question 14**

Most candidates focused on leaders such as Hitler or Mao. In some cases, states – the USSR or China – were chosen and so more than one leader was discussed. This was quite acceptable.

#### **Question 16**

This was very popular indeed. The structure in the question helped even weaker candidates to work their way through and to come up with a reasonable analysis. For the most part, there was quite good knowledge to support arguments, although narratives of the factions seemed to overwhelm some. Some strayed into Stalin’s time in power.

#### **Question 17**

Some reasonable answers on women and how they were affected by the policies of Hitler were given with fewer responses on Mao. Again, this question did tend to attract weaker candidates so there was not a great deal of knowledge but, quite often, a general understanding.



**Topic 5****Question 25**

There were some excellent answers that focused well on the question and supported arguments with accurate knowledge and understanding. This is a familiar topic and weaker candidates were also able to contribute reasonable knowledge and a “general understanding”. Probably, less than 50% went up to 1949.

**Question 26**

A few answers were seen to this question although, for the most part, candidates rarely went beyond 1953 (or, in one case, 1947/8). The expectation would have been that this would have attracted candidates who wanted to discuss the Cuban Missile Crisis but few were seen.

**Question 27**

This was attempted by a few who knew something about the topic but the scope tended to be quite narrow and limited to Khrushchev (whom they all thought succeeded Stalin in 1953) and Mao.

**Question 28**

Mostly, candidates chose either Kennedy or Reagan. With Kennedy, the focus tended to be the Cuban Missile Crisis (with due focus on “tension” in some cases) but with Reagan, unfortunately, the focus was more on his role in ending the Cold War.

**Recommendations and guidance for the teaching of future candidates**

- Candidates still like to litter their answers with “stand alone” quotes from historians – AJP Taylor was especially popular this year although not all who referenced him understood his interpretation of appeasement.
- Simply stating that a historian said this or that does not amount to an argument. In some cases, it was very tiresome to have to plough through a memorised list of who said what, with no indication of an underlying argument. The other fall-back was to narrate what “intentionalists” and “structuralists” or “revisionists” and “post-revisionists” thought about Hitler or the Cold War – lists that added little to the answers and where candidates would have been better advised to acquire a good understanding of the topic.
- The best answers, as always, focused on the question and answered it concisely and methodically with a selection of good knowledge to support sound analysis and may have included a quote or two to embellish an argument.

**Further comments**

Questions that were structured (and specific) helped weaker candidates to focus on the demands.

Overall, candidates seem to have been well prepared for the exam. They knew what to expect and there were very few answers that showed no understanding of the task.

## Higher level paper three - Africa

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	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

Although popular, the section of the programme which seemed difficult for the students was the section on European imperialism and annexation of Africa 1850-1900 where the students did not perform well because most of them did not pay attention to the key words in the question. For example Q5 asked about the relative importance of the Berlin West Africa Conference and the activities of King Leopold II of Belgium, but instead students looked at other factors and considered them as being more important than the two aspects in the question.

In Q6, candidates gave the reasons for European annexation and not the facilitating factors which therefore meant the question was not answered.

Q13 on European settlers in Kenya and Mozambique, Q18 on independence in Uganda and Tanzania and Q22 on the military interventions proved a bit of a challenge to the candidates. Candidates tended to have knowledge on one country and not the other so comparison was difficult. Q3 was also a challenge with the candidates failing to identify the modern trading skills but only referring to them generally.

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

Question 1 on Yohannis, question 4 on Shaka especially, question 7 on Maji Maji resistance, and question 8, particularly on Menelik's resistance. These are the areas of the programme the candidates seemed well prepared for. This could be seen in the quality of detail used to answer the particular questions.

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

Candidates had good background knowledge, and this was clear from the knowledge used in answering various questions, but the weakness was that many did not look at a good set of implication to warrant high marks, some of the candidates spent a lot of time first analysing the question before actually getting down to answering the question, and in some of the questions as mentioned earlier in reference to Q5 and Q6, the key words were not taken seriously by the candidates and this cost them a lot of marks. In the comparative question for example Q18, the candidates had more information on one country and not the other and this therefore undermines the quality of the answer. Many of the candidates also failed to critically analyse the factors they were discussing.

**Question 1**

This was one of the very popular questions with many candidates showing good knowledge on Yohannis IV. Some candidates spent too much time talking about Tewodros and not linking this too well with the demand of the question. They focused on what lessons Yohannis learned from Tewodros which then made it possible for him to contribute to the reunification. The emphasis was on his contribution on the reunification and a narration of what he did without demonstrating how this contributed to the reunification would not enable a candidate to earn very high marks. It was important to note that some of the candidates clearly commented on the fact that his contributions to Ethiopian reunification, made it easier for his successor to continue with the process of unification.

**Question 2**

This was not a very popular question. The question demanded a good knowledge of both leaders without which a comparison would not be easy. This may explain why many candidates avoided this question because having knowledge on one leader and not the other would not make it easy for the question to be answered adequately. What the question demanded was a clear understanding of the role played by both leaders in the rise of their kingdoms and this required critical analysis from the candidate for them to attain high scores.

**Question 3**

This was a very popular question among the candidates with many of them showing very good knowledge of both Jaja and Nana. The question clearly asks how the modern trading skills enabled the rise of new leaders like Jaja and Nana; this did not mean just concentrating on the two, but candidates were free to address other leaders which many of them failed to do. The second problem was that many of the candidates just generally mentioned the words “modern trading skills”, without actually identifying what they were. This cost many of them marks. There were other candidates who were able to identify the skills and then demonstrate how these enabled them to rise to power. Critical analysis of the role played by these skills in the rise of the leaders was required for the candidates to score high marks.

**Question 4**

This was another popular question, with many of the candidates concentrating on Shaka Zulu and not Mosheshwe. It was very clear that candidates have very good knowledge of Shaka. There was more concentration on the social and political factors compared to the economic factors from the essays. For some of the candidates emergence and growth were treated as one and the same thing, while for others, it was very clear what factors contributed to the emergence and what others contributed to the growth of Shaka’s kingdom. This was a clear indication that many candidates were more comfortable with Shaka than with Mosheshwe.

**Question 5**

This was a one of the most popular questions during this session. Unfortunately many of the candidates who attempted this question did not answer it in its entirety and therefore lost many marks. The focus of this question is purely on the Berlin West

Africa Conference and the activities of King Leopold II of Belgium, with a focus on their relative importance. Many candidates went on to talk about the Egyptian question and other factors which were not required by the question. For some candidates what they did was talk about the two factors in the question without demonstrating which played a bigger part in the acceleration of the scramble. Again the key word here was acceleration which some of the candidates completely ignored. Many candidates, who attempted this question, therefore did not capture the actual demand of the question.

### Question 6

This was another very popular question. Many of the candidates ignored the facilitating part of the question and went on to talk about the reasons why the colonial countries came to Africa. Others mixed up the two, that is the causing and the facilitating factors. The key word here is facilitated which the candidates needed to clearly demonstrate. Many just described the factors without showing how they actually facilitated the annexation of Africa. For some of the candidates, what was discussed in question 5 was again used to answer this question thus demonstrating that clear understanding of the question was lacking. Some of the candidates address the question well, but critical analysis was required in this question for candidates to score high marks.

### Question 7

The answers to this question demonstrated that many candidates had a very good understanding of the causes of the Maji Maji rising. Some of the candidates were even able to distinguish the long term and the short term causes of the rising. On the effects, it was also clear that some candidates had a clear understanding of this, but for some, only immediate effects were discussed leaving out the long term effects. This question was handled quite well and it is quite evident that the topic is handled comfortably by many. It is important to note that many of the candidates dealt with both sides of the question which was a good thing to see.

### Question 8

This was one of those questions where candidates concentrated more on one leader than the other. Many candidates discussed Menelik II, with very few addressing Apolo Kagwa. This was a clear indication that candidates are more comfortable with Menelik II. For many of the candidates the first part which addressed the “reasons for” was usually very narrative. It was good to note that candidates had a clear understanding of the question and therefore handled the two aspects of the question. When it came to the results of the resistance, candidates were able to identify key factors like the maintenance of independence and the actual development that took place after the resistance. For a number of candidates, the part on the developments Menelik II was able to carry out was only touched on and not clearly discussed, which could have earned them a higher score.

### Question 9

This was not a popular question. Again for a candidate to be able to answer this question adequately, they needed to have had very good knowledge of both Asante and either Khama or Cetshwayo’s response to the extension of the British colonial

rule. Knowing one and not the other does not help the candidate. The essays should have been comparative in nature with a clear indication of the similarities and the differences between the Asante response and the response of any one of the two leaders given. There needs to be a reasonable balance of comparison and contrast demonstrated in the essay for the candidate to score high marks.

#### **Question 10**

This was not a popular question among the candidates. What the question required was a very good knowledge of both Mandinka and Herero resistance against French rule. A good depth of information on both groups should have been used to answer the question. It is very important for the candidate to note that despite Samori Toure putting up a prolonged resistance compared to that of the Herero, the two groups were still defeated. It is therefore important for the candidate to highlight the weaknesses of the two groups, and compare them to the strengths of the French, which would then give a clear understanding as to why both groups were unsuccessful in their resistance.

#### **Question 11**

This was another very popular question. There were some very good essays which addressed the change brought by the discoveries, both short term and long term changes were addressed in these essays. Some of candidates totally focused on the Anglo Boer wars as an outcome of the discoveries. Candidates needed to clearly identify how the discoveries of the two minerals contributed to social, economic and political changes within South Africa. Critical analysis was required for the candidate to score high marks. This was a very direct question and candidates had a lot to discuss in answering this question.

#### **Question 12**

A good number of candidates answered this question. The main focus of this question was the role played by Nelson Mandela in achieving majority rule. Some of the essays were very general and lacked very specific details of what Mandela actually did between 1940 and 1994. This question expected candidates to have very good knowledge of Mandela's activities during the period of time identified. Many of the essays were narrative, lacking the critical analysis required to score highly. In-depth knowledge of this topic was required for candidates to be able to answer this question well. It was quite evident that more work should have been done on this topic from the candidates' answers.

#### **Question 13**

This was not a very popular question among the candidates. To answer the question adequately, candidates needed to have an in-depth understanding of colonial rule in both Kenya and Mozambique. Specifically the question expects the candidate to know about the political influence of the settlers in both countries. Having good knowledge of one country and not the other makes it difficult for the candidate to fully address the demands of the question. Candidates were expected to either agree or disagree with the statement, but they had to ensure that they had critically analysed the position of the settlers to come up with a well-defended stand.

**Question 14**

This was not a popular question among the candidates. Candidates who answered this question focused on West Africa and covered mainly Senegal and Nigeria in their answers. Good answers were able to clearly explain why the British for example used an indirect system of rule with clear examples given to support arguments, while at the same time, they also explained with clear examples why the French used the more direct system of rule. Answers which were general failed to score high marks. Critical analysis of the two systems supported with examples had to be carried out for candidates to score higher marks.

**Question 15**

For this question to be adequately answered, it was important for the candidate to have a clear idea of the status of women before the colonial period in order for them to clearly demonstrate how far this improved during the colonial period. The candidate must therefore also have an in depth knowledge of the role of the women during the colonial period. It was important for the candidate to identify the region under discussion and to use concrete examples to support their argument. It was the demand of the question that the candidate then declares whether they agree or disagree with the statement. Whatever standpoint the candidate adopted had to have been clearly analysed throughout the essay. Good essays came up to challenge the idea of improvement as far as women status was concerned. The key concern here is what is considered an improvement.

**Question 16**

This question was attempted by a reasonable number of students. The focus was mainly on West Africa. The question has two parts to it; that is the revival and spread. Good essays tackled both aspects of the question very well using very specific examples. Weaker essays tended to focus on either the revival or the spread. To earn high marks, it was important for the candidate to have a clear understanding of the difference between reasons for revival and the reasons for the spread of Islam in their chosen areas. Clear in depth knowledge of this topic was therefore needed to ensure a concrete answer was given so as to earn a high score.

**Question 17**

This was not a popular question for the candidates. The question demanded in-depth knowledge of Mugabe's role in the liberation war. Candidates had to ensure that their focus was on Mugabe's role before 1980, therefore any discussion of his role after 1980 was outside the question. Critical analysis was required for candidates to score high marks in this question. Very specific examples had to be used by the candidates to support any of the assertions they made.

**Question 18**

This question was attempted by a few candidates. It emerged very clearly that candidates had more understanding of Tanganyika and their road to independence compared to Uganda. It was expected that candidates should have in-depth knowledge of ethnic and religious rivalries in Uganda, which many candidates did not handle very well. Many of the essays were therefore very one-sided. Candidates

were expected either to agree or disagree with the statement. What this meant was that they needed to have critically analysed their knowledge of the two countries to come up with a clear and convincing conclusion. It was important for candidates to look at other factors in Tanganyika which made it possible for them to attain independence faster than Uganda.

### **Question 19**

This was not a popular question. It demanded that the candidate has an in depth knowledge on Senegal's road to independence. It was important for the candidate to do two things; one was that the candidate needed to consider why Senegal did not like Guinea achieve independence earlier, and secondly they also needed to consider what happened up to 1960 which contributed to her attaining independence at that particular time. This calls for critical analysis of the situation in Senegal during that period. This was a very direct question, but would be a struggle for any candidate who does not have good knowledge of the Senegal situation.

### **Question 20**

This was another very direct question, but it was not popular with the candidates. What the question demanded was for the candidates to have an in-depth knowledge of independence struggle in both Namibia and Angola. To score high marks, it was expected of the candidates to demonstrate a good coverage of both countries in their answers. Both aspects of the question must be addressed clearly in the essay: why so late and why through armed struggle? Some candidates only focused on the aspect of armed struggle.

### **Question 21**

This question was answered by a few candidates. In most cases the candidates identified the two countries right at the beginning of the essay which was good. The second focus was on the issues of illiteracy and disease. Some of the weaker essays did not give specific policies adopted by the governments and just gave generalised discussions on the two issues in the countries chosen. Candidates needed to have in-depth knowledge of the two countries under discussion for them to be able to analyse them well. Knowledge of government policies was rather weak as demonstrated in various essays.

### **Question 22**

This question was tackled by a good number of candidates. It would have been good for the candidate to explain what they understood by military intervention. Going through the essays indicated that some candidates did not fully understand this concept. Then when it came to giving specific examples, some candidates picked situations which would not have been considered as examples of military intervention. Depending on the countries chosen, similarities and differences should have been drawn to strengthen the argument being developed by the candidate. Again very specific examples should have been used for the candidate to score high marks.

### **Question 23**



This question was handled by very few candidates. It is a comparative question demanding an in-depth knowledge of the United Nations' role in both Congo and Somalia. Some of the candidates did not have the correct information on when the United Nations intervened in the Congo and this meant that their comparison was weakened. Some of the candidates who tackled this question just offered a narrative about the UN in the two countries without actually demonstrating how it was successful in one and not the other. Clear examples to support assertions had to be given to score highly.

#### **Question 24**

This was not a popular question at all. This was a very direct question which expected candidates to have in-depth knowledge of the Economic Community of West African States, and the Southern African Development Coordination Conference with a focus on the period up to 2000. It is important for candidates to have considered the social, economic and political impact of these two regional bodies. Candidates must use very specific examples to support any assertions that they made. This was definitely an area the candidates avoided.

### **Recommendations and guidance for the teaching of future candidates**

Candidates must be reminded of the importance of identifying the key words in a question to help them focus on the particular demand of the question. Candidates should be reminded of the importance of not just writing down points, but critically analysing the points to ensure they get to a higher mark band. Candidates must be reminded of the importance of a well-structured and flowing essay. Lastly some of the candidates' discussions were not clear because of illegibility, working on handwriting is very essential especially in an essay writing paper.

#### **Further comments**

This year there were candidates who only answered two questions (one candidate only answered one question). Unfortunately, many of the candidates who answered question 5 and 6 performed poorly, generally due to poor interpretation of the question.

## Higher level paper three - Americas

### Component grade boundaries

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

### General comments

The M13 exam was based on the fourth year of the implementation of the 2010 History Syllabus and therefore adjustments by teachers and programs would be thought largely complete by this point. The number of candidates who sat the exam continued to grow, having risen by over 7% from the previous year.

G2 responses continue to be relatively few in number and thus the data collected may not represent a statistically representative sample. Responses are sincerely elicited in hopes that the data and suggestions gathered will lead to continual improvement in the quality and accuracy of the candidate's examination experience and in the ability of programs to structure an effective curriculum.

89% of the respondents thought the exam to be at the appropriate level, while 10% considered it too difficult. In comparison to M12, 58% thought the exam to be of a similar difficulty level, 20% regarded it as a little more difficult and 6% thought it a little easier. In terms of clarity, 56% assessed the exam as "Good" and 44% as "Satisfactory". Presentation was judged as "Good" by 66% and "Satisfactory" by 34%.

Accessibility of the questions to candidates with special education needs was disputed by only 1% of the respondents. 5% of the respondents thought the questions were not accessible to candidates irrespective of religion, gender or ethnicity. The complaints centred on the difficulty of the exam language for those candidates who speak English as a second language and the viewpoint that too many questions were centred on US history.

G2 suggestions included: the desire for increasing the number of questions per topic to three (from the current two); making certain that no one topic included two questions focused on the US; a desire for questions that are less specific and have a broader range of possible approaches; more questions on Canadian history.

For information and stimulation of discussion, the M13 exam had 7 questions specific to the US, 4 questions specific to Latin America and 2 specific to Canada. There were 8 questions allowing the application of any country of the region and 3 which invited a treatment of both the US and Latin America.

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

There did not appear to be any weaknesses that were specific to a geographic, chronological, or topical portion of the curriculum with perhaps the exception of Canadian history. Since very few questions on Canadian history were answered, it might be discerned that either Canadian history is not being emphasized by the curriculum choices of many programs or that the

options offered did not prove attractive to the candidates. This includes the questions which allowed the application of any country of the region.

Questions on social history were chosen in somewhat greater than normal proportion on the M13 exam, but still represented a rather weak performance, overall. In particular, the use of vague generalizations and descriptive commentary limited the awards for many of the social history essays. Candidates often were repetitive and lacked specific knowledge or analysis that would have proven depth of understanding.

There were several questions that often produced particularly irrelevant content and which suggested a limited understanding of either terminology or of major historical events. These instances will be discussed in the comments on individual questions.

Perhaps the greatest challenge for many candidates is to provide more than a descriptive or narrative response. In these cases, the narrative becomes the featured emphasis rather than a means to illustrate a point and/or provide evidence to support the analysis. Another of the continuing weaknesses is the tendency to respond to a presumed or preconceived question, rather than the question posed. While the study of past examination questions can be very beneficial, it is even more important that candidates receive practice and training in interpreting the 'demands' of a question. Additional limitations were reflected, for instance: stating rather than analyzing or contrasting historians' viewpoints; failure to structure the answer in the format required by the question (i.e. comparison and contrast); inadequate synthesis or development of historical processes; inclusion of extensive content that is outside the timeline of the question; the use of sweeping and unsupported generalizations. On the M13 paper, unfortunately, there were quite a few instances of candidates not understanding the difference between foreign and domestic policy or between social and foreign policy. The term, "Inter-American" was frequently misunderstood.

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

Over the past several years, there has been some improvement in the structure of essays with more focused introductions and conclusions. There were very few cases of candidates addressing a question with examples outside the region or of candidates answering fewer than three questions. There has been some improvement in the structure of two-part questions, with more equal attention devoted to both demands. Historical context is more frequently addressed with appropriate length and relevant remarks (avoiding lengthy background material of minor relevance).

Candidates often demonstrated commendable levels of knowledge as to the causes of the US Civil War and the issues of Reconstruction; causes of and response to the Great Depression; the Mexican Revolution; Vietnam and McCarthyism during the Cold War; Civil Rights issues for African Americans; the economic policies of the Reagan administration. In general, answers contained more depth of knowledge and analysis for political and economic history than for social history.

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

### Question 1

The extent to which Spanish versus British hostility affected independence movements was not frequently addressed and seldom produced strong answers. More than a few candidates attempted to avoid the demands of the question and instead addressed an independence movement with little to no treatment of the issue of 'hostility' between the two countries. In any question that requires analysis of 'extent', it is never adequate to deny that any 'extent' exists. The demand of any question of this type is to engage and analyze the issue, rather than deny its existence.

**Question 2**

Comparison and contrast of the contributions of two leaders to the process of independence in the Americas was not frequently chosen but led to many substantial and sound essays. Jefferson and Bolivar were the most frequently selected. Either John Adams or Samuel Adams was an appropriate choice, though neither was often chosen.

**Question 3**

The importance of the Durham Report was rarely selected, though a few responses were superlative.

**Question 4**

The question as to effects of the Mexican-American War on two countries was anticipated as a popular selection, but that was not the case. While often addressed with competence, there was usually some imbalance with the US receiving the greater attention.

**Question 5**

The impact of events from the 1850s in contribution to the outbreak of the US Civil War was a very popular choice and was among the more successfully answered questions. The stronger essays provided depth of knowledge as to specific events and analyzed those events in terms of their impact on the polarization of North – South relations. Weaker answers went into lengthy background discussions of slavery and economic differences without addressing the events of the decade preceding the outbreak of war or dealt with general Civil War causes.

**Question 6**

Political opposition to Reconstruction plans in the Post-Civil War US was fairly popular and produced a wide range of quality in the responses. Weaker responses provided a narrative of the Reconstruction era while stronger responses were specific as to why there was opposition and what results stemmed from the opposition.

**Question 7**

The impact of immigration during the late 1800s and early 1900s was not frequently chosen and mostly resulted in rather mediocre responses that were descriptive, generalized and lacked detailed, relevant knowledge. The US was the most selected example.

**Question 8**

The question as to the aims of Progressivism in one country was seldom chosen but did lead to several answers of good quality. Focus was generally on social and political reforms of the era in the US and concentrated more on legislation or reforms than on 'aims'.

**Question 9**

The question as to whether the motives and consequences of the 'Big Stick' and 'Moral Diplomacy' were similar or different was of moderate popularity and the majority attempted to support that the motives were different, but the consequences similar. Knowledge was generally sound as to T. Roosevelt and considerably less developed as to W. Wilson. Weaker efforts sometimes developed the theory of both approaches without applying specific historical examples to support the analysis.

**Question 10**

Evaluation of the arguments in the US over ratification of the Versailles Treaty was infrequently chosen but did provide numerous cases of the question's 'demands' not being understood. Those who addressed the question with relevant knowledge were more focused on the arguments of the opposition than on Wilson's justifications for ratification. There were some very knowledgeable responses that reviewed the arguments at the Versailles Conference without addressing the arguments specific to the ratification debate in the US. However, these did not focus on the question posed. There were no G2 comments indicating concern over the wording of the question, which seemed to clearly express the question's demands.

**Question 11**

The extent to which the Mexican Constitution of 1917 was radical either in theory or in practice was often selected and led to a considerable number of very good responses. Weaker efforts provided a narrative of the revolution with limited treatment of the Constitution's reform ideas. Stronger responses presented each reform and evaluated the extent of implementation across the whole of the revolutionary era.

**Question 12**

The impact of the Mexican Revolution on the arts, education or music was fairly popular and arts and education were most often the focus. The quality of knowledge was not often extensive, with descriptive material the norm and limited analysis as to how the areas were impacted by the revolution.

**Question 13**

The extent to which the Wall Street Crash was a cause of the Great Depression was one of the most frequently chosen questions. The quality of responses ranged widely from descriptions of depression conditions (thus lacking relevance) to thorough treatment of the depression's causes with focus on the role of the crash. Support was strongest for the crash as a 'trigger' or contributing factor, rather than a major cause.

**Question 14**

The extent of success in response to the Great Depression by a Latin American country was not frequently chosen, but did lead to some very sound responses, usually centred on the role of Vargas in Brazil.

**Question 15**

The social impact of the Second World War on women and ethnic minorities was selected with great frequency and yet produced many mediocre essays. Responses were too often narrow (only mentioning women and African Americans) and descriptive (broad generalizations) while describing war-time conditions rather than short and long-term impact caused by the war. Better responses were both more thorough in the minority groups included but also more analytical as to how the war affected post-war progress.

**Question 16**

The question of the Second World War's impact on inter-American diplomacy and economic interaction was seldom addressed and often misunderstood. Many candidates interpreted 'inter-American' as meaning the relation of the US and Europe, rather than the US and the Americas. While there were some complaints in the G2 as to the wording of the question, the phrase 'inter-American diplomacy' is included in the History Syllabus and it is reasonable to expect it to be understood as a part of The Second World War and the Americas 1933-1945 curriculum.

**Question 17**

Comparison and contrast of two social leaders was fairly popular and some worthy essays followed. Contrast was more accomplished than was comparison. Choice of leaders was quite varied and usually well-chosen. However, focus was not always on social policy.

**Question 18**

The reason for the Silent Revolution in Canada was very seldom chosen.

**Question 19**

Among the most frequently answered questions was the question calling for an explanation of the changing nature of the US involvement in Vietnam. Some responses spent inordinate time on the pre-1963 aspects which had limited relevance. Overall, the quality of responses was often quite strong with a blend of thorough factual knowledge and analysis as to why the changes took place. Kennedy and Ford were not given much attention with most candidates focused on Johnson and Nixon.

**Question 20**

Examination of the effects of McCarthyism was quite popular and responses were a bit stronger than on other social history questions. Impact on society was much more fully developed than the impact on culture.

**Question 21**

Few candidates examined the successes and failures of the feminist movement. Those who did almost exclusively focused on the US. Content as to successes was more fully developed than failures.

### Question 22

Perhaps the most popular question of the M13 exam was analysis of the success of US governmental institutions in the advancement of civil rights for African Americans and a full range of marks was observed. Weaker responses ignored the role of governmental institutions and described the efforts of civil rights' leaders. Stronger answers thoroughly evaluated the role of the government, often analyzing its impact in conjunction with that of other forces. Some included the role of state and local institutions as obstructing the attempts of the national government.

### Question 23

Whether or not the Reagan presidency was a "turning point" in US domestic affairs led to a limited number of responses and a wide range as to quality. Some candidates assessed Reagan's foreign, rather than domestic, policy. However, there were also a few very high quality responses with balanced analysis that supported the 'turning point' thesis.

### Question 24

Analysis as to the reasons for transition to democracy in one Latin America country produced few responses. They were often weak, addressed the wrong era or applied only generalized description of the conditions of the country before the return of democracy with no clear focus on or analysis of reasons.

## Recommendations and guidance for the teaching of future candidates

- It remains evident, both from the exam scripts and from G2 comments, that some programs are attempting a study of the History Syllabus that is too encompassing. A more restricted curriculum (addressing 3-4 of the Syllabus Sub-Topics) that covers all of the topics within that sub-division will provide candidates with the capacity to demonstrate more depth and breadth of knowledge.
- Teachers would greatly benefit their students by reviewing past exams and discussing the various 'demand words and phrases' that are typically assigned. They might also discuss the nature of the exam categories and the topics within those categories that their program has best prepared candidates to answer. This could well be incorporated into daily lesson plans through discussion and implemented into the tests or evaluation procedures. In particular, skills such as 'comparison and contrast', 'assess the extent', 'analyze the issues', 'how significant', etc are the ones that will be of the greatest benefit. In this regard, it is helpful for students to have timed essay exams within the curriculum, as opposed to 'research-essays', so that the experience of making essay choices and interpreting demands can lead to the development of more test-taking skill and sophistication. Care needs to be taken in this approach to avoid the perception that they can prepare for specific questions set in previous exams as it may lead to students not answering the question posed.

- Students should be encouraged to consider challenging all or part of a thesis position stated in a question as long as they can support the position with factual content. In the application of historiography, candidates need to evaluate and contrast historians' perspectives, rather than to simply state their views.
- Candidates need to be reminded that social history questions should not be chosen unless the student has extensive content knowledge that promotes depth of analysis. Descriptive accounts will seldom reach a high mark level on questions of any type, but are particularly limiting on social history questions.



## Higher level paper three – Asia and Oceania

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 6	7 - 12	13 - 17	18 - 23	24 - 30	31 - 36	37 - 60

### General comments

From the 22 G2 responses received, the majority, 86%, thought that the level of difficulty of the paper was appropriate. Over a third of the respondents, 36%, felt that the paper was of a similar standard to last year's whereas 27% thought that it was easier and 32% more difficult. All felt that the presentation of the paper was satisfactory or good and 95% felt the clarity of the wording 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.

A few of the comments in the G2s, however, indicated that some teachers still have not fully come to grips with the format of the examination as it relates to the syllabus. For each regional option there are 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 bullet points in the section will not necessarily have a question. The complaints about the lack of questions on the Opium Wars or Mao's domestic policies show that some teachers do not understand this. If just a selection of bullet 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 bullet points may not be examined every year, but also there is no predictable rotation of questions through the bullet points from year to year. Candidates need to study three whole sections each year.

There were again complaints about the examination being weighted in favour of those who study China and Japan. This grievance is about South Asia and Southeast Asia being combined in sections 1, 3, 5 and 9. The examination paper is set to comply with the structure of the course which is outlined in the *History Guide (First examinations 2010)* and therefore the G2 form is not the place for complaints about this structure. Any complaints and suggestions of this nature should be directed to the curriculum review.

The most serious issue for this examination paper was that many candidates did not know the terminology for the centuries or their geography. So many candidates needlessly lost marks because they chose to write about the wrong centuries for questions 2 and 3. For questions 6, 10 and 18 many candidates did not understand the geographic areas of South Asia or Southeast Asia or Oceania.

Section headings on the examination paper were introduced in attempt to combat this problem. Teachers should direct candidates to look for sections they have studied. 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 questions 22 and 23 did not really address the question and just presented material about Mao's and Deng's China. A number of candidates erroneously wrote about immigration to the USA for question 24!

Most centres seemed to concentrate on India and China or China and Japan. Not many centres answered questions about Southeast Asia, but there were a few sound responses on Indonesia, Malaysia and Vietnam. The quality of the responses was equally balanced across the countries and also between the nineteenth and twentieth century. There were 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.

It was also pleasing to note that there much less use of idiosyncratic abbreviations. Hopefully, the comments in previous examiners' reports have alerted teachers to this issue. Only commonly used standard abbreviations such as CCP and GMD (KMT) should be permitted.

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

- 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, 5, 8, 12 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 'dominant colonial power' (2); 'number of rebellions' (3); 'struggle for independence' (5); 'directed from the top' (8); 'turning point' (10); 'intellectual revolution' (11); 'Guomintang's (Kuomintang's) ideals' (12); 'democratic two-party system of government' (13); 'policies and achievements' (17); "paramount" leader' (20); 'globalisation' (22); 'social and economic development' (23); and 'immigration' (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, Southeast Asia and Oceania. Consequently these candidates lost a significant number of marks due to this mistake. This applied to questions 6, 10 and 18.
- Some candidates did not seem to understand the names of the centuries, for example late eighteenth to mid nineteenth century means late 1700s to mid 1800s, and consequently these candidates a lost significant number of marks due to this mistake. This particularly applied to questions 2 and 3.

- Some candidates ignored the timeframe given in the question and consequently did not score highly. This particularly applied to questions 3, 5, 7, 12, 19 and 20.
- Some candidates spent too long on background or biographical information in their responses particularly in questions 3, 4, 5, 7, 8, 9, 11, 12, 13, 17, 19 and 20.
- 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.

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

- Many candidates wrote introductions that were clearly focused 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.
- There were some very good responses for question 10 where the candidates used Malaysia or Indonesia to discuss the impact of the Second World War on the nationalist movement.
- The best responses were on the Tokugawa loss of power (4); the comparison between the Meiji reforms and the Self-Strengthening Movement (8); the New Culture Movement (11); Jiang's (Chiang's) rule (12); and Sino-Soviet relations (19). They displayed a mastery of historical knowledge, considerable analytical skills and the ability to structure thematic responses.

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

Comments are only provided on the most popular questions

#### Question 2

This question was chosen by a small number of candidates and it was done very poorly. Some candidates read the timeframe wrongly. Others only wrote about one country: the British in India or the Opium Wars with China. These responses were set pieces that the candidates could not really adapt to suit the question. Only a few candidates had any real understanding of the British presence across the region. Therefore, this indicates that for many candidates Section 1 had not been studied in full.

#### Question 3

This was a popular question, but most candidates misread the timeframe in the question and wrote about the late nineteenth and early twentieth centuries. These candidates could not score highly and credit was only given for their discussion of the Taiping Rebellion. Other candidates who did understand the timeframe tried to adapt set pieces about the Taiping Rebellion. Very few candidates mentioned other rebellions even though this is part of the 1st dot point of Section 2. There were, however, a few outstanding responses which answered the question thematically and used appropriate examples from the White Lotus, Taiping, Nian (Nien), Muslim (Panthay and Dungan (Tungan)), and the Miao rebellions.

#### **Question 4**

This was a popular question. Many candidates answered it very well by giving much detail about the economic and feudal system changes in Tokugawa Japan and identifying the ways in which these undermined the Shogun's authority. They also mentioned both 'Dutch Learning' and 'National Learning'; the role of the tozama clans; and the period after Perry's arrival 1853-1868. Some candidates argued that the Shogunate lost power because it had been undermined earlier whereas others argued that it was the events in the later period that led to the downfall in 1868. The weaker candidates were either very narrative or only looked at the period after Perry's arrival.

#### **Question 5**

This question was done by a reasonable number of candidates. There were many detailed responses which addressed the role of the INC quite well, except that they stopped short of the timeframe to 1939. They did not go beyond the Salt March and discuss the 1930s in depth. Consequently, these responses could not score highly. Weaker candidates wrote very narrative responses or just gave a biography of Gandhi. Better candidates looked at INC policies, the tensions within and the contributions of different leaders, including Motilal and Jawaharlal Nehru.

#### **Question 6**

Only a few candidates attempted this question. Unfortunately, some erroneously chose China as one of the countries, indicating that they had not specifically studied Section 3. Vietnam and Indonesia were the other choices. Generally the question was not well answered and most candidates gave narrative accounts about each country's history rather than a clear focus on the development of nationalism.

#### **Question 7**

This was quite a popular question and most candidates addressed both parts. The causes of the Hundred Days Reform Movement were done quite well by many candidates: they concentrated on the failure of the Self-Strengthening Movement and China's defeats in the Sino-French and the Sino-Japanese Wars. They then discussed in detail the consequences such as the return of conservative rule; the widening of the division between Han and Manchu; disillusionment amongst the middle class in the treaty ports; the Boxer Rebellion; and the growth of revolutionary sentiment. Weaker candidates spent too long on background narrative about the Opium Wars and the unequal treaties; confused the Hundred Days Reform

Movement and the Self-Strengthening Movement; or put too much emphasis on Cixi's role.

### Question 8

This was one of the most popular questions chosen. The better candidates focussed on the issue of the reforms being directed 'from the top' and defined the term. Some agreed with the quotation whilst others challenged it arguing that the reforms in both countries came from 'the top', but that there were other significant factors, such as cultural, geographic, demographic and government structure, that affected their implementation in China. The best responses were thematic with running compare and contrast. Weaker candidates wrote narratives about each country or they concentrated on Japan more than China.

### Question 9

A small number of candidates chose this question, but it was not done particularly well. Many candidates only knew superficial details about the 1942 Quit India campaign and concentrated more on the history of the independence movement and Gandhi. Very few specifically addressed the effects of the campaign. Generally, the responses were narrative rather than analytical and therefore did not score highly.

### Question 10

This question was chosen by quite a few candidates, but many misunderstood the geographic term and wrote about China or Japan, thus indicating that they had not studied Section 5. Some chose India, which is part of Section 5, but they misread the geographic term. Generally, the candidates who chose appropriate countries, such as Indonesia, Malaya or Vietnam, focussed on the issue of the war being a turning point and wrote detailed and analytical responses.

### Question 11

This was one of the most popular questions on the paper, but the quality of the responses varied markedly. Some candidates did not know much about the New Culture Movement and only discussed the May Fourth Movement. Others wrote detailed and interesting accounts of the New Culture Movement, but they did not address the issue of whether it 'changed the course of Chinese politics'. Some candidates chose to discuss instead other events like the 1911 Revolution and Northern Expedition, which they considered 'changed the course of Chinese politics', but this approach did not work convincingly because unless the New Culture Movement and May Fourth Movement were analysed in detail this discussion was irrelevant.

### Question 12

This was also one of the most popular questions on the paper. The better candidates were able to define the Guomintang's (Kuomintang's) ideals and write thematic responses that both examined Jiang's (Chiang's) actions and achievements with reference to these. Weaker candidates did not know much about this period beyond the threat of Japanese invasion and the CCP. 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 the successes and failures of the Nanjing decade without any reference to the issue raised in the quotation. Many responses were quite descriptive and weaker candidates confused this period with the late 1940s.

### Question 13

This question was chosen by a quite a number of candidates. Many treated it as a rise of militarism question and very few displayed detailed knowledge of the internal politics during the given timeframe. Too many candidates only discussed external factors, such as the Treaty of Versailles, the Washington and London Naval agreements and the Manchurian Incident. There was limited discussion about impact of the Depression.

### Question 14

This was a very popular choice of question and the responses to it were uneven. The better candidates looked at both internal and external factors that led to the breakdown of relations between Japan and the USA whilst the weaker candidates tended to be more narrative in their approach and just concentrated on external issues. Many candidates repeated some of the material they had used in Question 13. The weakest candidates just described the actual attack.

### Question 17

A number of candidates chose this question and nearly all wrote about India. Many responses were largely narrative and only a few better ones really demonstrated detailed knowledge about Nehru's and Indira Gandhi's policies and were able to analyse their achievements. Most candidates tend to focus entirely on economic policies and international relations and did not examine social changes. Weaker candidates just looked at Nehru's government and did not follow through to the first six years of Indira Gandhi's rule.

### Question 18

Only a few responses and some of those made the mistake of not choosing one country or both countries from Southeast Asia. Again, there may have been confusion because both South Asia and Southeast Asia are studied in Section 9. Vietnam, Indonesia and Malaya were the common appropriate choices, but candidates wrote narrative responses and did not really come to grips with the concepts of national identity and unity.

### Question 19

This was a popular question and the responses ranged from being weak to excellent. Weaker candidates gave too much background information about the period prior to 1949; concentrated too much on the personal animosity between Mao and Stalin and/or Khrushchev; or discussed the PRC's domestic issues. The better candidates challenged the assumption in the question and argued that Sino-Soviet relations were not particularly friendly even from the outset. These responses gave detailed and analytical accounts which discussed the original Treaty of Friendship, the Korean War; ideological differences; China's attempts to be part of the non-

aligned movement; China's initial reliance on Soviet advisers; the nuclear bomb; and conflict over China's policies towards Tibet, Taiwan, Vietnam and India.

#### Question 20

This was a very popular question, but it was not done particularly well. Most candidates ignored the timeframe in the question. They either discussed Deng's role in the 1960s and/or his rule beyond 1980 and how he put his policies into action. Very few really understood in detail the power struggle after Mao's death between the Gang of Four, Hua Guofeng and Deng Xiaoping. They were unable to discuss how Deng emerged as leader despite the fact that this is in the fifth bullet point of Section 10.

#### Question 21

This question was chosen by quite a number of candidates. The weaker responses mainly concentrated on the immediate causes, the impact during the war and the reinstatement of the division between North and South Korea. The better candidates were able to put the war into a Cold War context and examine the consequences for the Korean people and also for US policy in Japan and in South East Asia during the decades that followed.

#### Question 22

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 term 'globalisation' and some confused it with imperialism. 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 and they did not cover the later part of the century. Those who chose China concentrated on the economic reforms in China under Deng Xiaoping. All these responses indicated that these candidates may not have specifically studied Section 11 in the syllabus. There were a small number of appropriate and detailed responses on Taiwan.

#### Question 23

This question was done very poorly by the candidates who chose it. Most only looked at Mao's China and did not follow through to Deng's China. The responses contained sweeping generalisations rather than specific details. Some candidates erroneously chose the USA which is not even in the region. All these responses indicated that these candidates may not have specifically studied Section 12 in the syllabus.

#### Question 24

This question was chosen by a very small number of candidates and it was not done well. The responses contained sweeping generalisations. Candidates were confused about immigration and emigration. Some candidates erroneously chose the USA which is not even in the region. All these responses indicated that these candidates may not have specifically studied Section 12 in the syllabus.

## 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, Southeast Asia and Oceania 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 the 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 and/or 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 Tokugawa Japan and Perry's arrival; the self-strengthening movements in China and Japan; the New Culture Movement; Jiang's (Chiang's) Nanjing decade; the Japanese attack on Pearl Harbor; and Deng's emergence as leader after Mao's death.
- Evidence of wide reading can be obtained by encouraging students to use a range of academic history books 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 the 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 the candidates.
- Nevertheless, candidates should be taught to clearly and succinctly define the key terms, indicate the organization 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 the teachers may be accepting this style because they equate it with detail. Candidates should be encouraged to write comprehensive, well structured, thematic essays. They should try to include several points/facts/pieces of evidence in one sentence rather than take several sentences to explain one.
- Also candidates should use the key words of the question such as 'reasons'; 'results'; 'lose power'; 'struggle for independence'; 'directed from the top'; 'causes'; 'consequences'; 'effects'; 'turning point'; 'changed the course'; 'betrayed'; 'ideals'; 'internal'; 'external'; 'policies'; 'achievements'; 'successes'; 'failures'; 'friendly'; 'antagonistic'; 'paramount leader'; throughout the response as part of the analysis and also in the conclusion.
- 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 Identify the reasons why, and the ways in which...; For what reasons, and with what results...?; Compare and contrast...; In what ways, and to what extent...?; Discuss the reasons for, and the consequences of...; Examine the causes, and the consequences of...; In what ways, and with what consequences...?; Explain why, and with what success...; Evaluate the policies and achievements; Compare and contrast...successes and failure...; 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.

- The importance of planning each essay during the examination needs to be emphasized. Before writing a response, 5-6 minutes writing a plan 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, but also to draw a line through this plan to indicate it is not part of the final essay answer.
- 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. Given that the IB uses Pinyin with Wade-Giles in brackets teachers should be encouraged to switch to Pinyin.

## Higher level paper three – Europe and Middle East

### Component grade boundaries

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

### General comments

The quality of answers indicated a reasonable level of broad knowledge and understanding for most candidates. For more able candidates there was clear evidence of in-depth detailed knowledge which was utilized effectively in response to the questions set.

There were fewer scripts which did not contain three answers, suggesting that candidates are now managing their time more effectively.

However there were also indications that candidates were preparing their answers rather than responding to the actual question set. This was particularly true of some of the more popular questions such as questions 9, 11 and 16. It is important that candidates are able to unpick the questions and focus their answers appropriately by adapting their knowledge.

In a significant number of scripts there was clear understanding of the question with reasonable focus but answers were not supported with specific detailed knowledge. It is this detail, which provides the candidate with the tools to develop critical analysis and to therefore reach higher levels.

Candidates must also pay attention to dates when they form part of the questions, e.g. in question 3 where many of the responses went far beyond 1848 and wrote in detail of the career of Cavour and Garibaldi and the period from 1850-1870.

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

#### Question 1

This question was relatively popular, with most candidates having some broad knowledge of the causes of the revolution up to 1789, however they were less successful with the period 1789-1793. Weaker candidates tended to write more generalized answers that focused on Louis's extravagance and youth with limited detail on financial crises, problems of the *ancien régime* etc.

#### Question 2

This question was not so popular but was relatively well done with some good detail on Napoleon's domestic policies and with focus on the "impact" on France. There was some good balanced analysis pointing out the relatively authoritarian nature of the regime.

Very few were diverted to writing about Napoleon's military activities.

**Question 3**

This was a relatively popular question that was often done quite poorly. Answers tended to lack any real detailed knowledge of the period 1815-1848 with generalized statements about division, lack of leadership etc. Or there were limited comments about the period 1815-1848 and then a focus on Cavour, Garibaldi and the period 1850-1870.

Where candidates had been taught the first bullet in the guide there were some very good answers that focused well on the issue of “ineffectiveness”.

**Question 4**

There were some very good answers to this question with sound knowledge of some quite complex material. There was some good structure that linked Bismarck’s “aims” with the “success” of his policies. In this instance very few answers focused on the process of unification.

**Question 5**

There were a limited number of responses to this question and examiners reported few problems.

**Question 6**

There were very few responses to this question with no major problems reported.

**Question 7**

There were few responses to this question and those that did emerge focused on narratives of the Dreyfus Affair or other crises with limited focus on the issue of stability.

**Question 8**

There was a limited number of responses to this question and they were of variable quality. Where candidates had been thoroughly prepared there was sound knowledge of legislation throughout the period linked to the idea of social reform. In other responses knowledge was rather general with limited analysis.

**Question 9**

This was a very popular question and there were some very high level responses with good in-depth critical analysis as to the extent that Russia changed as a consequence of Alexander’s reforms.

However this is also where candidates tended to produce prepared answers that focused on his motivations, whether the reforms were successful or not without considering fully the extent of change.

All of Alexander’s reforms were broadly well known however in many cases the detail was less well known and candidates were therefore unable to develop their analysis fully.

**Question 10**

There were some very good answers to this question when candidates had been taught in depth the period 1905-1914. Many however had either little knowledge of the period or went straight to the years 1914-1917.

Weaker answers focused on the why the war was fought, the problems during the war and finished with the fact that Russia had been humiliated and Nicholas II therefore became more unpopular. The guide is quite specific that the significance of the Russo-Japanese war should be studied.

**Question 11**

There were some good answers to this question that covered the whole period and referred to the differing importance of the alliance system as a mechanism for maintaining peace and the status quo, or as a long and short term contributor to the outbreak of war in 1914. Some answers refuted the importance of alliances and kept the question focus by arguing that the alliance system was itself a consequence of broader factors such as imperialism and nationalism.

Many answers however turned this into a cause of the First World War answer which was fine to some extent but the dates were from 1871. In some cases there was discussion of the system causing the war without actually naming one alliance.

**Question 12**

This was a popular question but responses often had only a limited knowledge; many answers confine causes to the sinking of the Lusitania and consequences to the defeat of Germany.

However, really good answers were able to identify a range of causes for US entry into the war including the collapse of Tsarism, which removed the last obstacle to US entry, and also considered the consequences of US entry on peacemaking.

**Question 13**

A minority choice, most answers to this question had a broad understanding and knowledge of Atatürk's policies and actions, however there was generally an uncritical acceptance that he did fully modernize Turkey.

**Question 14**

There was a mixed set of responses to this question; in some cases there was little or no knowledge of the events of 1948-49 and candidates would describe all the major conflicts and attempts at peacemaking up to 2000 or write long narrative accounts of the Mandate period.

Where there was focus on the question there could have been much more detail on the causes of Arab disunity. There were some good detailed answers but many consisted of broad assertions with little detail.

**Question 15**

This was quite a popular question but there were many rather disappointing answers. There was frequently limited knowledge of the Italian context in the years 1918-1922 or of Mussolini's methods of gaining power which were often confined to his editorship of *Avanti* and the March on Rome. How power was retained was slightly better known with some detail on political manipulation, use of force etc. Some answers were able to effectively refer to policies such as the various 'battles' which enhanced his popularity. Weaker answers went far beyond 1926 and wrote narratives of events such as the battle for Births, or of Abyssinia with no link to the question.

#### Question 16

Very popular with some excellent answers that showed detailed knowledge of events and then linked those events to Hitler either effectively planning his actions or seizing opportunities as they were presented to him. Some extremely well and subtly argued answers were seen.

There were some weak answers with a lack of accurate knowledge of the sequence of events (the Sudetenland was not part of Germany prior to 1914) which in this case is crucial. Also some key terms such as *Lebensraum* are not fully understood so assertions that Hitler had achieved *Lebensraum* by *Anschluss* with Austria in 1938 were not convincing. The end date for this section of the Guide is 1939 so descriptions of events during the war were not relevant, although Operation Barbarossa could be made relevant.

#### Question 17

There were some very good answers to this question with good in-depth knowledge and well-balanced arguments which were able to make use of historians' views by testing their hypotheses against the facts.

A significant number of answers however had very limited knowledge and did not understand the term "wartime alliance" and made reference instead to the Nazi-Soviet Pact. Others blamed Stalin entirely

#### Question 18

There were not many answers to this question and those that did answer it for the most part ignored the dates in the question and narrated the events of the Gorbachev years. Where there was knowledge of politics in Russia after 1991, the candidate was/candidates were able to make some comments on the extent of change.

#### Question 19

This too was a very popular question with some extremely good responses supported by a wealth of detail regarding the various factors such as strategic mistakes, overstretching of supply lines etc. At times however these factors were known but analysis did not fully indicate the impact of them on the chances of the Axis powers.

Some answers focused exclusively on Germany and ignored the issue of Italy a weak ally who undermined Germany by continually needing assistance. There was also an over-emphasis on the importance of the coldness of the Russian winter when

arguably the scorched earth policy was also a key contributory factor to the failure of Barbarossa.

Materials on events in the Pacific were not relevant as the questions said very specifically “in Europe “

### Question 20

Some outstanding answers to this question were seen especially amongst the Spanish language scripts but also in the English responses. There was a good knowledge of the factors which enabled Spain to move from dictatorship to democracy with relative ease, including issues such as changes in society and economy, an unwillingness to experience civil disorder, cooperation between different groups and the importance of Juan Carlos as a unifying figure.

### Question 21

No examiner reported any responses to this question.

### Question 22

There were relatively few answers to this question but of those seen, some were very good and did cover the whole fifty year period well with a good focus on the changing circumstances and differing aims etc which undermined the Pan-Arab movement

### Question 23

Where candidates had some specific material to illustrate their answers to this question some very good answers were seen. Many chose the issue of Jewish immigration to Palestine which was perfectly legitimate but often did not fully make links to its political and social impact. Some really excellent answers were seen on the impact of immigration to specific countries such as Sweden, Norway and the UK.

Nevertheless the vast majority of answers here consisted of generalizations which were unsupported by evidence.

### Question 24

There was a limited number of responses to this question and most of those were weak with limited knowledge to support assertions. Nevertheless there were some good answers which were able to make an argument about there being significant consequences from the way media was used, such as in Russia in the period from Stalin to Gorbachev. Candidates also linked different types of media and its accessibility etc, to major consequences. However, these were in the minority.

## Recommendations and guidance for the teaching of future candidates

- When teachers choose to teach a section from the guide they must teach **all of** the bullet points in that section, and all the areas indicated in each bullet point. Otherwise their candidates are disadvantaged.

- Reiterate to candidates that they must support their ideas with accurate factual evidence. Good arguments are undermined without this.

Work with candidates to develop their critical abilities – just because something is referred to as a reform it does not always bring about change. For example Alexander II reformed education in Russia but illiteracy rates remained very high; approximately 90% by the 1890s

- Spend some time on question analysis – highlighting key words such as assess, evaluate etc. Help candidates identify where there are two parts to the question such as “gain and retain” in question 15. This will improve their focus on the question set
- Discourage prepared answers; encourage candidates to respond to the question as it appears on the examination paper.



## HISTORY ROUTE 1

### Overall grade boundaries

#### Higher Level

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 11	12 - 23	24 - 32	33 - 43	44 - 53	54 - 64	65 - 100

#### Standard Level

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 11	12 - 24	25 - 32	33 - 43	44 - 53	54 - 64	65 - 100

### Higher and standard level paper one

#### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 2	3 - 5	6 - 7	8 - 10	11 - 13	14 - 16	17 - 25

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

Question 2 in prescribed subject 1 proved difficult for many candidates who either paraphrased the two sources separately thus failing to generate similarities and differences between the two sources or generated limited or implicit points. Many candidates also faced difficulties in question 3 due to an obvious lack of understanding of source evaluation. In fact, many candidates did not determine the value and limitation of the sources in relation to their origin and purpose but tended to paraphrase the content of the source as a value or what the source failed to mention as a limitation. In addition, there were obvious difficulties faced by candidates in question 4 which requires them to utilize sources and own knowledge to answer the question. Most responses lacked own knowledge and many candidates failed to utilize source material effectively or to relate the content of the sources with the question.

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

Many candidates who responded to questions in prescribed subject 2 demonstrated excellent comprehension skills they responded with detailed, comprehensive, running compare and contrast answers and evaluated sources effectively. In addition, there was good utilization of sources and reference to own knowledge in question 4. Most candidates in both prescribed subjects seemed to have budgeted their time effectively within the one hour duration of the exam.

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

### Prescribed subject 1: The origins and rise of Islam c500-661

#### Question 1

- (a) Most candidates identified the relevant key points demonstrating good comprehension skills and achieved maximum marks.
- (b) Most candidates were able to presume the strategic location of Mecca and the several trade routes connecting the peninsula with states bordering it. Yet few candidates referred to long distance trade. Most candidates achieved one mark at least.

#### Question 2

Responses lacked a running analysis. Many candidates described the sources separately thus achieving lower marks.

#### Question 3

There was an obvious lack of understanding and application of source evaluation skills. Many candidates failed to link the origin and purpose of the source with its value and limitations.

#### Question 4

Although some candidates achieved five marks for utilizing source material and linking it with the question set, most answers lacked own knowledge and were rather unstructured and missing the argument.

### Prescribed subject 2: The Kingdom of Sicily

#### Question 5

- (a) Most candidates demonstrated excellent comprehension skills and provided relevant reasons thus achieving the maximum mark.
- (b) Most answers referred to submission, influence and power of the pope and formality of the coronation. Most answers achieved the maximum mark.

#### Question 6

Some answers demonstrated reference to both sources with consistent linkage of both comparison and contrast.

#### Question 7

Some responses achieved maximum marks by referring to the origin and purpose of both sources and discussing value and limitations accordingly.

### Question 8

Some responses utilized sources in relation to the question but lacked own knowledge. Nevertheless, some responses achieved maximum marks by demonstrating structure, argument, synthesis of source material and own knowledge in addition to references to the sources used.

## Recommendations for the teaching of future candidates

- Teachers should generally devote enough time to practice source-based exams with the students in class emphasizing techniques and stimulating students' skills.
- In Question 2, which requires a comparison of the sources, candidates should be instructed to generate possible similar or different points and to write a running comparison instead of simply describing sources separately. In addition, they should be aware that there has to be a balance between the similarities and the differences.
- In relation to question 3, students should be made aware that when evaluating the sources, the content of the source is not the focus as much as its origin and the purpose.
- With regard to question 4, candidates should concentrate on answering the actual question rather than paraphrasing each source. In addition, responses should include enough own knowledge, and should be viewed as a mini essay with a structure and an argument.

## Higher and standard level paper two

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 5	6 - 10	11 - 13	14 - 17	18 - 20	21 - 24	25 - 40

The level of historical knowledge demonstrated by candidates showed a considerable variation; a number of candidates displayed a strong mastery of the subject matter while others showed much more limited knowledge or were not able to discern what knowledge was relevant to the questions being asked.

### 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, detailed knowledge of the topics they have studied but others show a lack of both breadth and depth in historical knowledge.

Too frequently it was clear that candidates had not read the questions carefully. This meant that they did not identify the command terms and the key words that specified the focus and nature of the response required. This failure leads to irrelevant and unfocused responses that in turn led to poor results.

Some candidates try to fit prepared responses to the questions. This comes from memorization of certain material or responses, which are then reproduced without reference to the specific demands of the question. This will not yield good results.

A significant number of candidates continue to produce narrative accounts, which do not display the necessary analytical skills required for an effective response. This is a major obstacle to the achievement of better results.

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

The vast majority of responses were from Topics 1 and 3. Relatively few questions were attempted in the other sections.

#### Topic 1

##### Question 1

This two part question asked candidates to identify the problems that an individual ruler encountered in establishing their authority, and how successfully they were able to overcome these problems. The more successful responses both identified problems facing the ruler, and then assessed how successfully they had been addressed. The most common problems would have included: overcoming armed opposition or revolt; establishing a legitimate claim to rule; establishing effective administration, both legal and financial; eliminating rival claimants; external assault; and relations with the religious authorities.

Weaker responses did not always identify problems but produced a narrative account of the rule of the chosen ruler. These responses failed to produce either the required two part structure or the analysis required. In all cases, explicit, relevant and accurate content was the key to a strong response.

### Question 3

There were a number of strong responses to this question that showed excellent mastery of a range of factors and supporting detail. Some responses tended to narrate or relate the policies of the monarchs without analysing their success, while others failed to complete the answer by ignoring or paying less attention to Phillip II. These did not score as well as others that produced a comprehensive analysis of the major factors.

### Question 4

This was a fairly popular question which produced the occasional strong result, but many candidates were not particularly successful at this question.

There was a tendency to provide detailed narratives of events leading up to the foundation of the dynasty. This was not the focus of the question and led to weaker results. In addition, candidates did not specifically identify problems of the dynasty but launched into a narrative of dynastic history that did not address the demands of the question. Candidates did display some relevant knowledge but often failed to structure responses in the proper analytical framework. Candidates were not clear on the demands of the question which weakened their ability to respond effectively.

### Question 6

This question, which was selected by a number of candidates, was a “to what extent” question that required candidates to state a thesis or position as the basis for their response.

There were a number of strong responses which showed excellent knowledge and the ability to analyse the importance of military power relative to other factors that contributed to Charlemagne’s ability to rule effectively. These factors would have included economic and administrative reform, religious influences legal reforms and his personal characteristics.

Weaker response tended to recount a list of Charlemagne’s accomplishments without making the necessary link to the question or providing the appropriate analytical framework.

### Topic 2

There were very few response attempted in this section. Those that were submitted were largely focused on questions 8 and 11.

These responses often suffered from inadequate breadth and depth of knowledge as well as weak analytical skills when dealing with “to what extent” questions.

### Topic 3

This was a popular section of the paper

### **Question 15**

This "to what extent" question, for which a structured analytical response is crucial to a strong result, proved quite popular and produced a wide range of achievement in the responses. Successful candidates were able to demonstrate their knowledge of the various causes of wars and effectively assess their importance. Strong candidates could challenge the question and show a strong case for wars having largely non-material causes. However, weaker responses tended to focus on fewer causes and demonstrated a less comprehensive knowledge. Some candidates discussed the causes of a single war without clear reference to the question. These did not score well.

In all cases the combination of analytical structure and detailed relevant content was the key to success.

### **Question 16**

This question was very popular and there were some excellent responses. While many candidates were clear on the demands of the question, a number of them failed to understand that the question asked about those who joined the Crusade not those who organized it, such as the Papacy. Papal motives were not relevant to the question. This caused some candidates to achieve a lower result.

The best responses displayed a strong command of the motives that influenced Crusaders to join and were able to analyze them as to their relative importance. Important distinctions were made between the motives of common people and the nobility. Whilst successful candidates challenged beliefs about the reasons for joining with detailed knowledge, weaker candidates either did not possess the detailed knowledge and/or failed to create an analytical format which clearly addressed the demands of the question.

### **Topic 4**

There were very few responses in this section

### **Topic 5**

There were a number of responses in this section largely from questions 26 and 29

### **Question 26**

This question asked candidates to assess the influence of either Bernard of Clairvaux or Pope Gregory VII on the medieval church. This required an analysis of how their actions proved significant or influential. The best responses were able to maintain this focus but weaker responses tended to recount the major events or achievements of their lives without developing an analysis of their actual importance or significance.

### **Question 29**

This question, which asked for an analysis of the reasons for conflict between the Church and medieval rulers, was designed to identify and analyze a number of

general reasons why rulers would be in conflict with the Church. These might have included quarrels over land; taxation rights; feudal and legal obligations of clergy to the ruler; interference by the Church in secular matters and the pope's claim to be superior to secular rulers and to be able to depose them. In addition clashes occurred over the appointment of bishops and the Church's desire to remain independent of secular rulers such as the Holy Roman Emperor.

Strong responses were able to identify a number of these points of contention and illustrate them with excellent content. However, many responses fell short as they used the question to address one particular conflict such as the Investiture crisis or the Becket affair. These responses did not produce a sufficient range of causes as demanded by the question and were too often narrative rather than strongly analytical.

## Recommendations and guidance for the teaching of future candidates

- Candidates should be taught how to read questions effectively. They should be aware of all the regularly used command terms which specify the nature of the task e.g. analyze, compare and contrast. They should also understand the terms which focus the response to a specific area: words such as cause and effect, reasons for success and failure, rise to power, impact or significance. Candidates who do not read and understand questions effectively will not be able to produce sound responses.
- Candidates should be reminded that they are to pay close attention to dates when they appear in questions. They specify the time frame that the response is required to address.
- Candidates should be aware that a question that asks for causes and results, for example, is a two part question and both parts must be addressed in the response. The two parts need not always be equal in length but both parts must be addressed if a good result is to be obtained.
- Many candidates need more practice in writing well-structured responses which display the appropriate critical thinking and analytical skills. They should practice these regularly and should be actively discouraged from writing narratives or simple collections of historical information. These are often of limited relevance to the question asked and will not be rewarded on examinations. Similarly candidates that produce stock, memorized responses to certain sections of the syllabus in the hope that they will fit the question should not be rewarded. Candidates should use knowledge and ideas relevant to the question asked and not hope to succeed by producing a response from the general topic area.
- Many candidates need to expand the breadth and depth of their historical knowledge. The best candidates display not only extensive historical knowledge but the ability to employ it effectively. Limited knowledge will not produce strong results and may make it difficult for the candidate to answer many questions.
- Candidates should keep lists of historical terms and their meanings throughout the course. This will expand knowledge, provide an effective review tool and improve their ability to understand questions and respond effectively

## Higher level Paper three

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 6	7 - 13	14 - 19	20 - 25	26 - 31	32 - 37	38 - 60

### General comments

The G2 forms indicated general satisfaction with the paper in terms of level of difficulty and syllabus coverage.

The paper was about the same level of difficulty as the previous year. There were signs of improvement overall in the results, which was very pleasing to see. There are still too many candidates writing broad narrative responses, which do not demonstrate the required analytical and critical thinking skills. There were also a number of examples where the candidates had not understood the meaning or focus of the question, which caused them to write misdirected responses. All candidates would benefit from taking a few moments before they start writing to consider the meaning of the question and preparing an outline of the key themes or ideas to be analyzed in their responses.

In addition, many candidates need to improve their mastery of the historical content in the parts of the syllabus that they have studied. They should have a stronger grasp of chronology, key historical terms and concepts and the contributions of important individuals.

There were a number of very strong papers showing excellent achievement both in knowledge and analytical skills. It is hoped that schools will work to produce more papers of this calibre.

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

Many questions on the paper were not attempted by any candidate. The most commonly answered will be discussed below:

#### Question 1

This question was attempted by a number of candidates.

There were some good responses which clearly focused on both causes and results of the founding of the order that was chosen. Better responses were able to demonstrate the most important causes such as the growing disaffection with the Church, rise of heresy and the need to re-establish the credibility of the Church in the eyes of those who found it corrupt and lacking in spiritual values. In addition the Dominicans were established to respond to the challenges to Church doctrine posed by the 12<sup>th</sup> century renaissance and the influx of classical philosophy and knowledge which challenged existing beliefs and teachings.



The area of results was not always well done. Candidates should have focused on the success of the orders in restoring faith in the Church through their teachings and examples, their intellectual work which reconciled faith with new ideas and their work on the elimination of heresy through the Inquisition and preaching. In addition, note could have been taken of their role as university professors and scholars in a number of fields. Better students might have noted that their success made them wealthy which could lead to a decline in spirituality and a fresh round of criticism of the corruption in the Church.

Weaker candidates tended to recount the story of the founding of the orders without sufficient attention to analysing both causes and results.

### Question 3

This “to what extent” question, which required that students establish a thesis and a strong analytical structure to support it, was a very popular question.

The best responses demonstrated knowledge of the reasons for the weakness of the Abbasid Empire such as geography, political structure, leadership, religious schisms and economic problems. The better responses were also able to analyze the importance of these factors in the rise of the Fatimids by assessing them in terms of the strengths of the Fatimids which contributed to their rise.

Weaker responses tended to ignore the requirement to discuss Abbasid weakness or gave it little attention. Weaker responses also tended to narrate reasons for the rise of the Fatimids without addressing the demands of the question with respect to the Abbasids. The breadth of reasons for the weakness of the Abbasids and the rise of the Fatimids was often lacking in weaker responses as was good relevant content.

### Question 4

This question asked for an assessment of the significance of the Fatimid conquest of Egypt and the foundation of Cairo. Many of the responses to this question were very weak as they did not address significance in any meaningful way but merely recounted the events of the conquest by the Fatimids. Those that attempted significance often did so in a very cursory manner which showed little breadth or depth of knowledge. Candidates did not either understand or chose not to address the question. This led to many poor results.

### Question 5

This was a popular question that produced a number of very strong responses, the best of which demonstrated a sound analytical structure and excellent command of relevant content.

Strong responses were able to identify both the long-term and short-term causes of French success. Long term causes included the structural weaknesses of the Angevin Empire in the reign of Henry II a lack of administrative unity and family quarrels which weakened the dynasty and its hold on its territories. The growing power of the kings of France from the time of Louis VI could also be seen as a long term explanation.

Short-term causes would include the character, policies, and weaknesses of individual monarchs such as Richard and John, as well as Phillip II. In addition, Angevin economic and political problems in comparison to the growing strength and political skills of Phillip provided considerable material for effective response.

Weaker responses tended to focus too heavily on the character and policies of John and failed to take into account a wider range of reasons.

### Question 6

This was another popular question and the general nature of responses to it showed good skills and knowledge.

There were not many weak responses and the difference between good and excellent was based on the candidates' demonstrated knowledge of a wide range of reasons and associated detail.

Many candidates tended to overlook the role of the Church and the monarch's use of it when answering the question. Others tended to put too much focus on William's use of force without considering his other economic and political methods.

### Question 7

This was a popular question which produced both strong and weak responses. The weaker responses narrated the events of the Crusades in question without analyzing the importance of the Muslim opposition in relation to other factors as an explanation for failure. Other responses put forward some reasons but without much depth of knowledge or analysis, and such reasons were often limited in number.

Stronger responses stated a view on the importance of the Muslim opposition and provided evidence to support that view. In addition they were able to analyze the weaknesses of the two crusades and assess how important these were in their ultimate failure. These reasons might include: divided leaderships, rivalries within the movement, failure to co-operate with the Byzantines, and poor strategic decisions. The increase in Muslim opposition should have taken note of new leaders such as Salah al-Din and Nur-al-Din, the implementation of the concept of jihad as a unifying and inspiring concept, the rise of the Seljuks who provided powerful opposition in some areas and the collapse of the Fatimids which helped unify and strengthen the Muslim forces.

### Question 16

There were few strong responses to this question on the causes and results of the Wars of the Roses. Many candidates showed little knowledge of long-term causes and even their explanations of short-term causes were lacking in breadth and depth. Many failed to adequately address the issue of results and satisfied themselves with a narration of the principal events of the wars.

This failure to address the entire question and to provide effective analysis led to generally poor outcomes.

### Question 17

This was a popular question but did not yield many strong results.

There was some knowledge of the impact of the Black Death on the labour supply and the importance of that fact for feudal structure. However there was little knowledge of the importance of other factors in the decline of Feudalism and the degree to which they were important relative to the Black Death. These other factors might include rising trade and urbanization, new industries and occupation, rise of commercial agriculture and the evidence of the decline of feudalism prior to the Black Death as a result of the famines of the early 14<sup>th</sup> century.

Other responses also provided lengthy discussions of the Peasants' Revolt which was not the focus of the question. A general lack of knowledge about the nature of feudalism was evident in many responses as well as a tendency to narrate events without supporting analysis.

### Question 19

The response to this question on the reasons for the victory of the Ottomans over the Byzantine Empire and the capture of Constantinople required both a long-term view on the reasons for Ottoman victory as well as a short-term view on the specific collapse of Constantinople.

There were a number of strong responses which showed excellent knowledge of both long-term and short-term reasons. The long-term reasons took note of not only the Ottoman military system but also their leaders, economic policy and relations with conquered states as well as declining Byzantine power. The conquest of Constantinople would include Ottoman military strength, strategy and technology as well as Byzantine weakness, lack of western support and the unpopularity of the Byzantine regime with its subjects.

### Question 23

There were a number of responses of varied level to this question on the role played by the Muslim world in the rise of Western exploration. The weaker responses tended to focus on Ottoman control of the spice trade which forced the West to seek other routes to the source of these items. In addition the power of Islam was credited with inspiring Christians to seek converts elsewhere in the world.

Stronger responses would have noted that Muslim technology in navigation, ship-building geography and cartography made Western voyages more possible. In addition stories by Muslim travellers which were available in the West would have inspired some to seek out new lands.

Challenges to the question would have noted that Europeans had already started to explore before the collapse of Constantinople and were inspired by religious zeal, a quest for wealth and national rivalries which caused them to seek new lands and resources to expand their power in Europe. In addition the influence of the renaissance and the growth of intellectual curiosity and study of the natural world provided further inspiration.

## Recommendations and guidance for the teaching of future candidates

- The most crucial point is giving candidates instruction and practise in the reading of questions. They should learn to examine terms, names and instructions carefully to ensure that they understand the specific demands of the question both in terms of focus and structure. Candidates should be able to recognize and understand command terms such as “analyze” and “compare and contrast” as well as key words that give direction to the task such as “impact”, “causes” and “results”.
- These skills are of critical importance.
- Candidates should be very familiar with key historical terms, names of individuals or organizations as well as related terminology. These terms are crucial to the production of a strong response. Candidates should be encouraged to make lists of these terms and review their meaning as they progress through the course. These collections of terms will be invaluable study aids and will improve the candidates’ confidence and ability to write effective responses.
- Candidates must be encouraged at all times to write analytical essays that display critical thinking skills and the ability to use content effectively to support their arguments. Candidates must be discouraged from writing rambling, general narratives that demonstrate little in the way of analytical or critical thinking skills.
- It is crucial that teachers cover all the bullet points in those sections of the syllabus that they have chosen to study. Questions may be asked on any one of the areas discussed in the bullet points.
- Some candidates try to fit a prepared or memorized response to the examination question even though it does not correspond well to the demands of the question. This will produce a poor result. Candidates should learn how to use their knowledge to answer the specific demands of the questions rather than trying to write down a lot of material in the hope that some of it will be relevant.