

May 2018 subject reports

HISTORY

Overall grade boundaries

Higher level history

Grade:	1	2	3	4	5	6	7
Mark range:	0–10	11–23	24–35	36–48	49–61	62–73	74–100

Standard level history

Grade:	1	2	3	4	5	6	7
Mark range:	0–10	11–23	24–34	35–48	49–62	63–76	77–100

Please remember that teaching from September 2018 (May sessions) and January 2019 (November sessions) will be based on the revised History Guide that was published on 1 June 2018. The first examinations based on this refreshed Guide will be May 2020 and November 2020. The revised Guide must not be taught to candidates sitting their examinations in 2019.

Higher and standard level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0–2	3–5	6–8	9–12	13–15	16–19	20–25

The range and suitability of the work submitted

This was the second May session to utilize the new History IA framework. Most schools complied with the format and requirements of the Internal Assessment this session. Overall, candidates offered an interesting range of topics suitable to be treated within the word limit. Many research questions could have benefitted from a narrower focus (Criterion A – see below). Some candidates discussed events taking place in the last ten years. These are unsuitable topics of investigation.

Candidates who exceeded the word limit of 2,200 words lost marks for section C. Examiners do not reward material beyond the word limit.

There were investigations that did not reference their sources and/or did not include a list of sources. It is a requirement of any work produced for the IB Diploma that candidates fully acknowledge all the sources used or referred to in their investigations.

Candidate performance against each section

In this section candidates are expected to:

- clearly state an appropriate research question
- identify and select appropriate relevant sources
- explain why the sources are relevant to the investigation
- analyse and evaluate two sources with explicit reference to their origins, purpose and content.

Some candidates did not state the research question as a question (see History Guide page 86) on either the title page or within Section 1 and lost marks. Other candidates produced broad questions or questions that led to narrative approaches. Research questions of the type of “What were the effects of...?” or “Why did x take place?” should be avoided.

As mentioned in previous reports, candidates should provide specific information about each of the sources used in the section. Although it is permissible for candidates to refer to “Source A” or “Source 1” in their evaluation, the full details of each source must be offered within the Section. This can be done either by using a heading for each evaluation, the use of footnotes or by including the full title, author and date of publication explicitly when discussing the origins of each source.

Some candidates lacked detailed knowledge of the sources, particularly with reference to the authors, and made unsupported assertions. Encourage candidates to research the authors and the context in which each of the selected sources was produced.

When choosing to evaluate a visual source (for example, cartoons, photographs, artwork), it is more effective to include a copy of the source within Section A than as an appendix. Some candidates did not include the image at all and made it difficult for examiners to follow the evaluation.

In this section, most candidates evaluated two sources but were not always explicit about their relevance to the investigation. To reach the top band (5–6 marks), candidates must clearly explain the relevance of each of the selected sources to their investigation. This is different from discussing the value of the sources and involves explaining why they were selected to answer the research question.

It would be advisable to structure the section into values and limitations for each source and use their origins, purpose and content as supporting evidence.

Section 2—Criterion B:

In this section, candidates are expected to:

- show clear, coherent and effective organization of their investigation
- offer well-developed critical analysis that is focused clearly on the research question
- offer evidence from a wide range of sources in support of the arguments
- evaluate perspectives
- arrive at a reasoned and consistent conclusion.

Sections were generally clear and well organized. In the case of candidates with unfocused research questions (see Section 1), the investigations tended toward narrative. It is unnecessary to offer lengthy background that does not focus on the specific research question and does not allow for the development of critical analysis or encourage consideration of different perspectives.

As mentioned in previous reports, some candidates made efficient use of several sources, offering different perspectives on their investigation, but others only summarized the two sources evaluated in Section 1 and included a few citations from other sources. It is important for candidates to effectively use the sources included in this section in support of the arguments offered.

Many candidates offered their conclusion within this section but some included it in Section 3, where it is not relevant. The lack of referencing was noted on some samples. Although there is no separate mark for referencing, to comply with the academic honesty policy, it is expected that candidates credit all sources used in their investigation.

Section 3—Criterion C:

The purpose of this section is to offer candidates an opportunity to reflect on what their investigation highlighted to them about the methods used by, and challenges facing, the historian. Candidates are expected to focus on three principal areas:

- what they learned about the methods used by the historian
- the limitations of such methods and the challenges faced by historians
- the connections between the investigation and the reflection.

Many candidates focused on what the investigation highlighted to them about the methods of and challenges to historians and offered clear connections between the section and the rest of the investigation.

As mentioned in earlier reports, candidates' personal experiences, the reasons for their interest in the topics or what they learnt about themselves by conducting their investigations are all inappropriate approaches to the section. Candidates using this section to offer a conclusion lost marks for both Section 2 (lack of a conclusion) and Section 3 (misunderstanding of the demands of the section).

Recommendations for the teaching of future candidates

- Please offer candidates guidance in the process of formulating focused research questions and avoiding narrative approaches. If questions are broad, it may become difficult for candidates to effectively address the issue within the word limit.
- Please ensure that candidates phrase the research question as a question in Section 1.
- Please make sure candidates explicitly discuss the relevance to the investigation of the two sources evaluated.
- In section 3, please encourage candidates to focus on the ways in which their investigation helped them understand the methods of and challenges faced by historians offering explicit relations between the reflection and the investigation.
- Please encourage candidates to number their pages to help examiners follow their internal assessment.
- Please remind candidates that footnotes should be used to reference the sources used. They must not include factual material that has been inserted in an effort to circumvent the word count.
- Please do not include candidates' names, their school name or their candidate number on the title page if used or anywhere else within the IA.
- Please include comments explaining how marks were awarded as they are a useful tool to the moderation process.

Higher and standard level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0–3	4–6	7–9	10–12	13–15	16–18	19–24

Please remember that teaching from September 2018 (May sessions) and January 2019 (November sessions) will be based on the revised History Guide that was published on 1 June 2018. The first examinations based on this refreshed Guide will be May 2020 and November 2020. The revised Guide must not be taught to candidates sitting their examinations in 2019.

General comments

This paper was attempted by candidates who responded in English, French, German, and Spanish. Of the nearly 400 responses that were received from teachers on the G2 forms 85.34% of respondents argued that the paper was appropriate. Further, 60.73% of respondents argued that the paper was of a similar standard to last year with 21.47% suggesting that it was a little more difficult.

There were some criticisms of Prescribed Topic 3, which some respondents felt was overly focused on China; however, all the questions that emphasized China were based on the source material and the final question, which was the only question that required the inclusion of the candidates' own knowledge, was very much focused on Japan as an actor in enhancing political instability in China. Some concern was also raised regarding the use of Jiang Jieshi instead of Chiang Kai-shek. The decision to switch to Pinyin was made several years ago because of feedback that the use of Pinyin followed by Wade-Giles in parentheses was unnecessarily confusing for candidates. While we communicated this change in several subject reports, we were concerned that the variance in this one transliteration may have been an issue. As such, we deliberately included a source by Jiang Jieshi so that we could explain who he was in the source's provenance. Nonetheless, based on the concerns teachers expressed in the G2s, we monitored candidates' responses to these questions carefully and were pleased to note that no candidates were adversely affected by this issue. We may use the name Chiang Kai-shek in the future, but only when he is referred to by that name in a contemporaneous source. With regards to names in all the prescribed subjects teachers are advised to ensure that candidates—especially those with reading difficulties—are aware that sometimes names are spelled in different ways. When it is felt that a spelling will cause any difficulties we will ensure that the person, place or event referred to is made clear to candidates either via the provenance/preamble to the source or through the use of parentheses.

Further, several responses on the G2s queried that some of this May's prescribed subjects used the same case studies that were used in May 2017 and, in some cases, November 2017. Please be aware that the topics are randomly allocated and as such, use of the same case study session on session is possible. Consequently, "question spotting" is strongly advised against. While some teachers have argued that it is somehow unfair to use the same case study in successive sessions as candidates are only tested on half of the material they have learned for Paper 1, this would be the case for candidates in any given year. Further, it is hoped that the wider knowledge gained is not wasted and has helped candidates to understand how factors have affected different regions in similar and/or different ways.

Finally, another issue raised by the teacher comments related to the order of the sources. Some argued that not all the sources are in chronological order. While we endeavour to achieve this wherever possible, there is a somewhat prosaic reason for this not always being the case: we want to ensure that all the sources fit on facing pages so that candidates do not have to flip back and forth. While the English language papers are less affected by this issue, the translated papers often push the final source onto a third page and so the sources are reordered to ensure that all versions in all languages are in the same order and that they fit on facing pages.

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

Several candidates attempted more than one prescribed subject. This was an issue noted in the November 2017 report. It is important for candidates to be familiar with the new question and source booklets and to be able to identify the prescribed subject that they have been taught from the outset of the examination.

In addition, a notable number of candidates approached the second question by describing the origin, purpose and/or content. Candidates must be aware that the question requires them to offer points of value and limitation derived from the origin, purpose and content.

There were some excellent responses to the third question; however, some candidates only offered one point of comparison and/or contrast. Candidates must attempt to find several links between the sources to achieve the top markband, for example, identifying and developing two comparisons and two contrasts.

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

As was evident in the November 2017 session, there was an improvement in time management and most candidates responded to all four questions in the chosen prescribed subject. Overall, candidates seemed to have a sound understanding of the topics and understood what was required for each style of question. In addition, an encouraging number of candidates offered a focused response with reference to the sources for the final question.

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

Question 1a

There were 2,435 responses to this question. Most candidates identified two points regarding what happened to the populations of Merv and Nishapur; however, many did not offer a third, or conflated different points. Three separate points are required for full marks.

Question 1b

There were 2,364 responses to this question. Some candidates identified two clear points from the source regarding Genghis Khan's relations with other leaders; however, there was a tendency to offer only one developed point, usually that Genghis Khan was feared or respected.

Question 2

There were 2,305 responses to this question. Although responses tended to be descriptive of origin, purpose and content, some candidates approached the question appropriately and offered at least one clear point of value and/or limitation.

Question 3

There were 2,294 responses to this question. This question required candidates to compare and contrast Sources B and D. Candidates approached this question effectively, in that they made a valid and developed point of comparison and contrast. However, responses were often limited as only one point of on each was made (and in some case, one point in total was made).

Question 4

There were 2,227 responses to this question. Most candidates had attempted to develop a focused response, with some reference to the sources. Nevertheless, many responses lacked development and an effective use of the sources as evidence to support the arguments. In many responses, little [or no] relevant and accurate own knowledge was demonstrated.

Question 5a

There were 1,556 responses to this question. Most candidates could describe the customs that enabled the Inquisition to identify Jews and gave two or three clear and distinct points. However, several candidates either offered only one or two points, or conflated different points, which prevented them from attaining three marks.

Question 5b

There were 1,539 responses to this question. Most candidates identified one point here, that Jews faced hostility from the Catholic Church. To achieve two marks, they must offer a second developed point.

Question 6

There were 1,508 responses to this question. As per Question 2, responses tended to be descriptive of origin, purpose and content. However, some candidates approached the question appropriately and offered clear points of value and/or limitation. Candidates were more able to make valid comments regarding the origin of the source rather than purpose and content.

Question 7

There were 1,489 responses to this question. Candidates were required to compare and contrast Sources G and H. As per Question 3—which was approached effectively in terms of candidates making valid and developed points of comparison and/or contrast—responses were often limited, as only one point of comparison and/or one point of contrast was developed.

Question 8

There were 1,464 responses to this question. There was usually an attempt to focus on the extent to which the Inquisition restricted the freedom and prosperity of Jews and conversos in late-medieval Spain, and there was often some reference to one or more sources. However, many responses lacked development and the effective use of sources as evidence to support the arguments. In many responses, little [or no] relevant and accurate own knowledge was demonstrated.

Question 9a

There were 28,675 responses to this question. Most candidates offered three clear points regarding the challenges faced by the Nationalist government of China because of war with Japan in 1937. Some candidates offered just two distinct points, with a few outlining only one developed point.

Question 9b

There were 28,635 responses to this question. Most candidates identified two points, the majority stating that both parties were prepared to cooperate and that the alliance was in response to Japanese aggression or would “close the door” on Japanese invasion. A (small) minority misinterpreted the cartoon as an alliance between China and Japan.

Question 10

There were 28,617 responses to this question, where the trend seen in Questions 2 and 6 was also evident. That is, some candidates are describing the origin, purpose and content of the source, rather than fulfilling the intention of the question, which is to encourage an analysis of the value and limitations of the source with reference to their origin, purpose and content. Nonetheless, most candidates offered at least one clear point of value and limitation.

Question 11

There were 28,568 responses to this question, which required the comparison and contrast of Sources I and J. Most candidates identified at least one comparison. Indeed, most candidates offered more than one comparison and/or contrast. However, to reach the top markband for this question, candidates must identify more links, for example, two comparisons and two contrasts, although there need not be an equal number of each.

Question 12

There were 28,288 responses to this question. Most responses were focused on the question. Candidates usually attempted to refer to the sources as evidence to support their analysis and include some relevant own knowledge. Many effectively used the sources to argue that, on balance, although Japanese aggression had indeed furthered political instability in China, it had also led to some unity. However, some responses lacked development and there were a few cases of candidates not referring to the sources in their responses.

Question 13a

There were 17,896 responses to this question. Most responses provided three clear effects of the Selma March. However, there were candidates who offered only one or two points, which meant the response could not achieve the full three marks.

Question 13b

There were 17,822 responses to this question. Most candidates identified from the statistics that the percentage of registered black voters was lower than that of white voters before the Voting Rights Act of 1965. However, some candidates only developed this one point which meant only one mark was achieved. Most candidates achieving two marks went on to state that black disenfranchisement was especially acute in Mississippi and/or black voter registration was highest in North Carolina.

Question 14

There were 17,786 responses to this question. There were some very good responses that offered values and limitations of Source O from its origin, purpose and content. However, as seen in the other prescribed subjects, responses often offered tended to be descriptive of origin, purpose and content and offered little engagement with the issue of value and limitations. Nonetheless, many candidates offered at least one clear value and one clear limitation.

Question 15

There were 17,756 responses to this question. Candidates were required to compare and contrast Sources O and P, and the majority identified at least one point of comparison and contrast. However, many candidates did not go beyond this, which meant that the response could not reach the top markband. To attain the marks in this top level, candidates must offer a range of links between the sources, for example two comparisons and two contrasts, although there need not be an equal number of each.

Question 16

There were 17,541 responses to this question. Most responses were focused on the reasons why legislation had not been effective in helping African–Americans gain full voting rights, although a few responses tended to drift away from the question. Candidates usually attempted to refer to the sources as evidence to support their analysis and include some own knowledge. However, some responses lacked development and, in many cases, lacked relevant knowledge.

Question 17a

There were 2,564 responses to this question. Most candidates offered three distinct reasons why so many people took part in the violence in Rwanda. However, some candidates repeated the same point, or conflated points in a way that made it difficult for the response to achieve three marks.

Question 17b

There were 2,541 responses to this question. Most candidates identified that Source T suggested that substantial numbers were killed. In addition, many candidates identified that places of worship were not exempt from the violence. Still, some candidates offered only one developed point and therefore could not attain the two available marks.

Question 18

There were 2,530 responses to this question. Many candidates performed well on this question and there were some very good responses that identified the value and limitations of Source Q based on its origin, purpose and content. Many candidates offered at least one clear value and one clear limitation. However, some responses tended to describe origin, purpose and content.

Question 19

There were 2,525 responses to this question. Candidates were required to compare and contrast Sources R and S, and the clear majority identified at least one comparison, usually the point that the massacres were organized and/or the importance of identity cards. Indeed, most candidates offered more than one comparison and/or contrast that provided a link between the two sources.

Question 20

There were 2,508 responses to this question, most of which focused on the question, with candidates agreeing with the assertion in Source Q that “it was not random violence that engulfed” Rwanda in 1994. Candidates usually attempted to refer to the sources as evidence to support their analysis and many included some relevant and accurate own knowledge. Some candidates also used the source content and/or own knowledge to challenge the statement. Nevertheless, a minority of candidates tended to describe the violence instead of addressing the question, and there were several responses that lacked development.

Recommendations and guidance for the teaching of future candidates

- Familiarize candidates with the examination source and question booklets. Ensure that candidates understand that they must answer one prescribed topic. This must be the one they have studied in class if they are to excel in the final question. The order of the prescribed subjects will always mirror the History Guide and so candidates can be told, prior to the examination, to which questions they must respond.
- Candidates should be familiar with the markschemes from past papers as these offer insights into the types of ideas that may be relevant in future examinations. However, as highlighted in the November 2017 subject report, candidates should be cautioned against responding in note-form and should write in continuous prose to demonstrate clear and thorough evaluative and analytical skills.
- It is recommended that candidates practice Paper 1 assessments under timed conditions to improve their time management of this paper. For the source-only questions, all the prescribed subjects can be used for practice to ensure that candidates don't bring in own knowledge where none is required. This, of course, does not apply to the final question of each prescribed subject.
- Questions 1a, 5a, 9a, 13a, 17a. Candidates should be advised to find three separate points and avoid repetition or rolling points together.
- Questions 1b, 5b, 9b, 13b, 17b. Encourage candidates to identify two distinct points rather than summarizing the source in one developed point. Again, repeating the same point twice must be avoided.
- Questions 2, 6, 10, 14, 18. Candidates should be made aware that marks are not awarded for the description of a source's origin, purpose and content. Responses must focus on evaluating the value and limitation of the source based on its origin, purpose and content.
- Questions 3, 7, 11, 15, 19. As suggested in the question-specific comments above, candidates should attempt to find more than one comparison and contrast for the top markbands. This could be two comparisons and two contrasts, although the number of similarities and differences need not be equal.
- Questions 4, 8, 12, 16, 20. As recommended in the third bullet point above, candidates must be given some guidance regarding how to distribute their time for each of the questions on Paper 1. Indeed, candidates need to have sufficient time to develop an extended response to the final question, which is worth nine marks. Candidates should continue to be made aware of the new rubric markbands for this final question. They must ensure that they write a response that is focused on the set question, make clear and explicit references to the sources as evidence to support their analysis, and include accurate and relevant own knowledge.

Higher and standard level paper 2

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0–3	4–7	8–10	11–14	15–19	20–23	24–30

Please remember that teaching from September 2018 (May sessions) and January 2019 (November sessions) will be based on the revised History Guide that was published on 1 June 2018. The first examinations based on this refreshed Guide will be May 2020 and November 2020. The revised Guide must not be taught to candidates sitting their examinations in 2019.

General comments

This paper was attempted by candidates who responded in English, French, German, and Spanish. The G2 forms reveal that of the more than 600 respondents who responded (across the two time zones for paper 2), 88.61% of them felt that the paper was of an appropriate standard. Further, 67.84% were of the view that it was of a similar standard to last year with the remainder being evenly split between it being less or more difficult than last year.

While there were fewer problems with and comments on the following issue than there were in November and May 2017, it is worth reiterating some comments that were made in the November 2017 subject report:

Across all world history topics, it is strongly recommended that candidates are reminded of the dates relating to that topic. In several instances, candidates responded to questions that they had not prepared for and used examples that were not suitable to the timeframe of that question. It has been suggested by a few teachers on the G2 forms that this could be clarified by the addition of dates to the questions themselves. While these dates are included where possible, in several cases the addition of dates makes the question syntax unnecessarily complex and this can make the French, German, Japanese and Spanish translations excessively difficult. Further, this complexity may add a degree of difficulty for candidates with additional learning needs as well as for candidates who are sitting the papers in a language that is not their mother tongue. However, this factor does not affect all questions, and where a date is necessary to clarify a question or to make the scope of a question manageable, these have been included.

In a similar vein, several respondents have queried the use of the phrases “up to”, “by” and “between” in some of the questions, for example “up to 1945”, “by the 1520s” or “between 1815 and 1848.” While this is standard historical terminology and is used widely, it seems that a minority of candidates are interpreting these terms as a period ending immediately before the

named date (using the above examples, 31 December 1944 or 31 December 1519) or a period commencing the day after—and the day before—the date range (using the final example above, from 1 January 1816 to 31 December 1847). Candidates who are interpreting the dates in this way are doing so incorrectly as the dates used in the question have been chosen for one of a number of specific reasons, including:

- The Topic heading indicates a cut-off date but the response could spill into the following years.
- Without a timeframe, candidates may spread their responses too thinly over an extended period.

Much discussion has been had about how to frame the questions most clearly and consistently and it was agreed that, given the relatively small number of candidates who are confused by this, it was best to leave the questions as they are and to encourage teachers to clarify this in the classroom. Nevertheless, we will continue to monitor responses and will address this issue once again should it be necessary.

Many of the comments—and constructive criticisms—regarding this paper that were made by teachers on the G2 forms were helpful to examiners in gaining an understanding of how the questions are being interpreted and this material is always considered when setting future examination papers. Thank you to all respondents for taking the time to put forward your views.

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

Many responses were primarily descriptive/narrative with little analysis and so effective links to the question were often limited. This was especially so where the command term was “compare and contrast” with many candidates outlining one example and then the other with some bolted-on analysis in the conclusion. Historical context was sometimes neglected and many responses were devoid of dates. Others demonstrated a confusion over chronology and so arguments lacked coherence.

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

There were very few responses seen this session where candidates had difficulty selecting appropriate examples from different regions. Similarly, only a few scripts included responses to two questions from the same Topic. Most candidates can follow the rubric accurately. Responses were, for the most part, quite well structured with a clear introduction, main body and conclusion.

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

Topic 1

Question 1 (TZ1)

There were 212 responses to this question. Candidates needed to consider to what extent societies changed significantly in relation to “social structures and systems”. It was evident that few candidates understood the terminology used in the question. Consequently, in many responses, much of the content was irrelevant. Additionally, many responses included material selected from outside of the timeframe of the World History Topic.

Question 1 (TZ2)

There were 169 responses to this question. Candidates needed to consider the assertions that travel and transportation between 750 and 1400 experienced significant change. Overall, responses were rather vague, lacking specific examples. Candidates tended to provide a narrative of events rather than a strong focus on determining the extent to which change took place.

Question 2 (common question)

There were fewer than 100 responses in TZ1 and there were 165 responses in TZ2 to this cross-regional question. Candidates needed to identify two relevant societies and then engage in a debate on the importance of rulers in facilitating the spread of religion. Specific examples of societies and the role of rulers was expected; however specific examples were few and far between in either time zone, instead candidates relied on generalizations and, in some cases, examples that were out of the timeframe of the World History Topic.

Topic 2

Question 3 (TZ1)

There were 127 responses to this question. Candidates needed to use a comparative structure to consider the causes of two medieval wars. Unfortunately, several candidates chose 20th century wars as examples in their responses but there were also some very good responses that were well-structured, demonstrating sound knowledge and a running comparison/contrast supported by relevant material.

Question 4 (TZ1)

There were fewer than 100 responses to this question. Candidates needed to evaluate the importance of women in two medieval wars. Although there was plenty of scope here for candidates to consider women who fought as soldiers or remained at home to run estates, few responses demonstrated the knowledge required to address the demands of the question effectively.

Topic 3

Question 5 (common question)

There were 134 responses in TZ1 and 199 responses in TZ2. Candidates needed to choose two medieval rulers and to use a comparative structure to analyse methods used to expand their power. Many candidates chose examples from within the timeframe of the World History Topic and demonstrated relevant knowledge with some candidates exploring relevant themes. More descriptive responses tended to make general assertions that required better use of accurate supporting evidence.

Question 3 (TZ2)

There were 184 responses to this question. Candidates needed to consider the extent to which tactics were the most significant factor determining the course of two medieval wars. Unfortunately, several candidates chose 20th century wars as examples. For the most part, responses were narrative and lacked specific detailed knowledge with which to support arguments. Few candidates considered the importance of other factors and so did not fully respond to the demands of the question.

Question 4 (TZ2)

There were 169 responses to this question. Candidates needed to discuss the results of treaties and/or truces that ended two medieval wars. Where responses included relevant examples, candidates tended to neglect discussing “results” and wrote predominantly descriptive narratives of the course of the chosen wars.

Question 6 (common question)

There were fewer than 100 responses in TZ1 and 132 responses in TZ2. Candidates needed to choose two medieval rulers and discuss the assertion that they were mostly successful in overcoming specific challenges to their rule. Responses, for the most part, were rather descriptive, containing limited knowledge of the topic and neglecting the opportunity to demonstrate critical thinking by challenging the assertion in the question. Several, however, indicated a clear grasp of the demands of the question.

Topic 4

Question 7 (TZ1)

There were 462 responses to this question. Candidates needed to discuss the assertion that the treatment of minorities in early modern society was severe. Many responses demonstrated very good understanding of the demands of the question supporting analysis with detailed, relevant material. Unfortunately, many candidates selected examples from outside the timeframe of the World History Topic.

Question 7 (TZ2)

There were 271 responses to this question. Candidates need to examine the influence of population movement on social and economic change in one early modern society. Many responses consisted of rather vague narratives and some responses used examples from outside the timeframe of the World History Topic.

Question 8 (common question)

There were 136 responses in TZ1 and 198 responses in TZ2. Candidates needed to choose two intellectual movements from within the timeframe of the World History Topic and to discuss their impact upon society and culture. Few responses, however, demonstrated sound knowledge of the examples chosen and rarely went beyond a descriptive approach with only limited focus on the actual impact of the movements.

Topic 5

Question 9 (common question)

There were 101 responses in TZ1 and 204 responses in TZ2. Candidates needed to use a comparative structure to consider the nature of power and rule in two early modern states, one in ascendancy and one in decline. There was scope here to choose from a timeframe of over 300 years and several responses demonstrated accurate knowledge that utilized appropriate factors to illustrate the nature of power and rule.

Question 10 (TZ1)

There were 152 responses to this question. Candidates needed to consider the extent to which two colonial empires expanded mainly due to political reasons. Many candidates

Question 10 (TZ2)

There were 147 responses to this question. Candidates needed to consider the extent to which issues of succession were the main cause of conflict in two early modern states.

chose appropriate examples from the Spanish and British empires in the Americas and demonstrated a cogent understanding of the demands of the question. In many cases, however, candidates chose examples from outside of the timeframe of the World History Topic. Where examples were appropriate, many responses did not focus effectively on the relative importance of political reasons.

There were some good responses that dealt effectively with the demands of the question including some consideration of other factors such as religious division or competition for territory. For the most part, however, candidates responded with narratives of the chosen wars.

Topic 6

Question 11 (common question)

There were 225 responses in TZ1 and 170 responses in TZ2. Candidates needed to identify two early modern wars and to evaluate the importance of foreign involvement and/or involvement to their respective outcomes. There were some good responses, where candidates chose relevant examples and demonstrated some analytical skills by weighing the importance of several factors on determining the outcome of the wars. For the most part, however, responses were descriptive with limited reference to the question. Some candidates chose modern wars, having neglected to observe the timeframe of the World History Topic.

Question 12 (TZ1)

There were fewer than 100 responses to this question. Candidates needed to discuss the assertion that in the aftermath of two early modern wars, the effects of peacemaking were more positive than negative. Many responses were descriptive rather than analytical and examples chosen were not, for the most part, selected from within the timeframe of the World History Topic.

Question 12 (TZ2)

There were 192 responses to this question. Candidates needed to evaluate the importance of foreign influence and/or involvement in the outcome of two early modern wars. Unfortunately, several candidates used inappropriate examples for this question, choosing two 20th-century rather than early modern wars. Many responses, where the examples were relevant, were rather narrative with limited focus on the outcome of the wars.

Topic 7

Question 13 (common question)

There were 1,354 responses in TZ1 and 260 responses in TZ2. This was a popular question and most responses demonstrated some relevant knowledge of the significance of mass production in two countries, each chosen from a different region. Many candidates referred to the impact, both positive and negative, upon working conditions and on consumption of goods. Even so, responses were rather vague, often relying on general knowledge with little indication of historical context.

Question 14 (TZ1)

There were 1,741 responses to this question. Candidates needed to discuss the impact of industrialization on labour conditions in two countries. Many of the responses were rather descriptive but did, for the most part, contain some relevant knowledge in a broad narrative. Popular choices were the US, the United Kingdom and China. For many candidates, it was a challenge to effectively utilize material on both examples chosen and this frequently resulted in an unbalanced/partially addressed response.

Question 14 (TZ2)

There were 522 responses to this question. Candidates needed to use a comparative structure to consider the impact of industrialization on the standards of living in two countries. Many responses demonstrated a sound understanding of the demands of the question but only rarely was there explicit linkage to the effects on the standard of living in the respective countries. Popular examples included the United Kingdom, US, China, and Germany.

Topic 8

Question 15 (common question)

There were 1,102 responses in TZ1 and 632 responses in TZ2. As required, many candidates chose appropriate examples from different regions using a comparative structure to measure the importance of nationalism to two independence movements. Responses were rather descriptive with only an implicit focus on how nationalist ideas were publicized and on their impact on diverse groups in society. In many instances, candidates chose inappropriate examples discussing revolutionary or civil rights protests in countries that were already independent.

Question 16 (TZ1)

There were 1,781 responses to this question. Candidates needed to discuss the assertion that successful independence movements were dependent on skilful and persuasive leaders. In many responses, candidates had difficulty selecting appropriate examples, incorrectly choosing Nelson Mandela and Dr Martin Luther King Jr as leaders of independence movements. Popular choices were Ho Chi Minh, Ben Bella and Gandhi with good knowledge and understanding shown of the relevant period.

Question 16 (TZ2)

There were 483 responses to this question. Candidates needed to consider the extent to which states were successful in meeting both economic and social challenges in the first ten years after independence. Many candidates had some difficulty in selecting appropriate examples of states. For example, the Cuban Revolution led by Castro was selected by many candidates, along with the countries of Eastern Europe after the end of the Cold War. There were some good responses, however, where candidates addressed social and economic challenges effectively using accurate and relevant supporting evidence.

Topic 9

Question 17 (common question)

There were 796 responses in TZ1 and 213 responses in TZ2. Candidates needed to consider the assertion that greater equality in democratic states was the result of greater pressure from suffrage movements. There were some good responses with candidates referring to the impact of civil rights movements, for example, and/or the campaigns to extend the suffrage to women or to minorities. Even so, many answers were overly descriptive and only a few challenged the assertion by considering alternative ways in which states became more democratic or where suffrage movements failed to achieve their goal.

Question 18 (common question)

There were 837 responses in TZ1 and 392 responses in TZ2. Candidates needed to evaluate the impact of democracy on changes in the social policies of two democratic states. Most candidates included some discussion of developments in education or social welfare and the impact they had upon, for example, women or minorities. Responses were rather descriptive, however, with some knowledge indicated but only a limited analysis of whether such changes could be attributed only to the democratic system.

Topic 10

Question 19 (common question)

There were 16,459 responses in TZ1 and 4,620 responses in TZ2. Candidates needed to use a comparative structure to weigh the importance of propaganda in the emergence of two authoritarian states. Most responses referred, specifically, to the rise to power of authoritarian rulers, rather than the emergence of the authoritarian state. This was accepted as, in most instances, the emergence of the state was implicitly indicated. It should be stressed however that World History Topic 10 in the current History Guide is entitled Authoritarian States and candidates ought by now to be familiar with the new terminology. Indeed, a clear understanding of the content of the Guide may have assisted candidates who selected Stalin as he did not oversee the emergence of the Soviet Union as an authoritarian state and so was an inappropriate example. Hitler was a very popular choice, as was Mao Zedong. There were some very good, knowledgeable responses but even so, many candidates included content on the maintenance of power although this was irrelevant to the demands of the question.

Question 20 (TZ1)

There were 6,105 responses to this question. Choosing two examples of authoritarian states, candidates needed to discuss the assertion that domestic policies rarely benefitted women. This was a popular question with most candidates using the examples of China under Mao, Germany under Hitler or Cuba under Castro. Many responses demonstrated detailed knowledge of policies directly related to women. The level of analysis was often good with some nuanced assessment of policies that did not fulfil the promises made of equality or improved status for women.

Question 20 (TZ2)

There were 5,530 responses to this question. Candidates needed to consider to what extent authoritarian control was achieved in two 20th century states. While, for the most part, appropriate examples were chosen, many responses focused on describing the methods used to establish authoritarian control. Even so, many responses included some analysis of how far authoritarian control was achieved by assessing the effectiveness of propaganda, terror and domestic policies and the extent to which these deterred opposition and consolidated the authority of the state.

Topic 11

Question 21 (TZ1)

There 6,442 responses to this question. Candidates needed to evaluate the importance of guerrilla warfare to the outcome of two wars. Popular examples included Vietnam, China and Algeria. "Outcome" was a key word in the question however and many responses neglected to evaluate how far guerrilla tactics contributed to victory or defeat. In some instances, candidates chose examples such as the First World War and Korea and so were unable to structure convincing arguments. It is worth mentioning that if a question requires consideration of a specific factor such as, in this case, "guerrilla warfare", it is expected that appropriate examples will be chosen that will allow for its explicit discussion.

Question 21 (TZ2)

There 7,254 responses to this question. Candidates needed to examine the long-term and short-term causes of one 20th century war. The First and Second World Wars were popular examples as was the Spanish Civil War. Many responses demonstrated a sound knowledge of the chosen war and included a good analysis of both long- and short-term causes. On the other hand, several candidates resorted to more narrative structures neglecting to link the events outlined to the outbreak of the war.

Question 22 (common question)

There were 13,562 responses in TZ1 and 1,027 responses in TZ2. Candidates needed to consider the impact of one war on the political landscape of two countries. There were some good responses with accurate knowledge used to support an analysis of the impact of the First World War upon Germany and Russia, for example. Many responses, however, indicated some uncertainty about "political repercussions" outlining instead the content of treaties or economic consequences of the war without sufficient links to the question.

Topic 12

Question 23 (TZ1)

There were 12,343 responses to this question. Candidates needed to discuss the assertion that ideology was the main factor in the emergence of superpower rivalry between 1943 and 1949. Many responses demonstrated very good knowledge and understanding of the period, linking ideology to superpower rivalry by examining selected events of the period. Even so, there were many responses that included material beyond the timeframe of the question and, at times, there was confusion between The Berlin Blockade, Berlin Wall and the status of Berlin and Germany up to 1949.

Question 24 (TZ1)

There were 10,850 responses to this question. Candidates needed to use a comparative structure to consider the causes of two Cold War crises. The most popular examples were the Cuban Missile Crisis and the Berlin Blockade or the 1958 crisis resulting in the building of the Wall in 1961. Many candidates included some well-focused analysis of the causes of the crises and structured their responses appropriately.

Question 23 (TZ2)

There were 2,825 responses to this question. Candidates needed to consider the assertion that economic problems between 1980 and 1991 were the most significant contribution to the end of the Cold War. There were some good responses where candidates focused upon events the question, staying within the timeframe stated and including explicit links to the end of the Cold War. In many instances, candidates fulfilled the demands of the question by analysing other factors that may have been more—or less—significant. Some responses, however, tended to describe all issues in the Soviet bloc throughout the Cold War rather than focusing on the period from 1980 to 1991. Others conflated the end of the Cold War with the fall of the Soviet Union, focusing almost exclusively on domestic events that led to the dissolution of the state in 1991.

Question 24 (TZ2)

There were 4,754 responses to this question. Candidates needed to use a comparative structure to consider the impact of two leaders upon the development of the Cold War. Most chose appropriate examples with Stalin and Truman among the most popular. Many responses included effective links to the development of the Cold War. Nevertheless, many candidates resorted to narratives on the origins of the Cold War with only limited reference to leaders. Also, where mention was made of post-war Germany, there was confusion between the Berlin Blockade and the Berlin Wall. Also, there were descriptions of historiographical debates at the cost of in-depth examination of the impact of the actions taken by the respective leaders.

This question Recommendations and guidance for the teaching of future candidates

- It is very important that candidates are familiar with the terminology in the History Guide. Candidates should be directed to both the preamble and the content of the World History Topics studied. This will allow them to acquire a clear understanding of phrases, such as “political repercussions”, as listed in the Prescribed Content linked to each sub-topic.
- Candidates need to be familiar with the structure of the exam paper so that they can easily find the World History Topics for which they have been prepared. This may dissuade them from using 20th century examples to answer questions set on medieval or early modern history.
- Command terms are important and candidates need to be familiar with the different approaches required depending on whether, for example, they are asked to “Discuss” or “Evaluate”. Also, it is expected that a running comparison will be used in response to the command term, “compare and contrast”.
- Dates provide historical context and a sure knowledge of when events took place, thus enabling candidates to structure coherent and convincing arguments.
- For Topics 10 and 11, many candidates appear to prepare for the examination by limiting their revision to two authoritarian states and two wars. This is risky strategy and may result in candidates struggling to use examples that are inappropriate to the demands of the question.

Higher and standard level paper three

Component grade boundaries (for all regions)

Grade:	1	2	3	4	5	6	7
Mark range:	0–5	6–11	12–16	17–21	22–26	27–31	32–45

Please remember that teaching from September 2018 (May sessions) and January 2019 (November sessions) will be based on the revised History Guide that was published on 1 June 2018. The first examinations based on this refreshed Guide will be May 2020 and November 2020. The revised Guide must not be taught to candidates sitting their examinations in 2019.

General comments (for all regions)

This Africa and the Middle East paper was attempted by candidates who responded in English and French. The Americas was attempted by English, French and Spanish-language candidates. The Asia and Oceania paper was also attempted by candidates who responded in English, French and Spanish, while Europe was attempted by candidates in English, French, German and Spanish.

The teachers' responses on the G2 forms indicated that for Africa and the Middle East, for which there were 24 responses, 91.3% of respondents felt that the paper was of an appropriate level of difficulty. 60.87% of the respondents also argued that the paper was of a similar standard to last year. For the Americas, there were over 250 G2 responses with 94.86% suggesting that the paper was of an appropriate level of difficulty. 68.78% argued that it was of a similar standard to last year with a little over half the remainder suggesting that it was easier than last May's equivalent paper. For Asia and Oceania, the data (which consists of data from over 30 respondents) argued that the paper was largely appropriate (68.57%); however, 31.43% suggested that it was too difficult. In addition to this, only 48.57% of respondents argued that it was of a similar standard to last year, with 40% suggesting that it was either a little more or much more difficult. Finally, the history of Europe paper, which received nearly 160 responses, suggests that 92.5% of respondents found the paper appropriate with 72.44% stating that the paper was of a similar standard to last year. Over half of the remaining responses suggest that teachers felt the paper was either a little or much easier than last year.

For all regional papers, the qualitative feedback that was returned provided a range of issues, in support of, although mainly critical of the papers. One of the most common criticisms that was seen across the regional papers was in relation to the choice of bullet points that was made. For the Europe paper, there were several comments regarding the questions in *Section 12: Imperial Russia, revolution and the establishment of the Soviet Union (1855–1924)*, which,

it was argued, focused only on the later period. Similarly, for Asia and Oceania there were concerns that there was a pro-Korea bias and too little emphasis on Mao. Again, we cannot stress enough how important it is that all bullet points are covered in each section in order to give candidates the best chance in this examination. Some sections cannot have “guaranteed topics” while others do not.

Nevertheless, the vast majority of the comments, especially those relating to parity and balance, are of significant use (not least in terms of their value to future paper setting) and we thank teachers for taking the time to provide their thoughts and feedback. Of course, we recognize that the number of responses does not reflect the number of schools, so we can only assume that the silence of these schools indicates their approval of the papers and questions. We suspect that this is not always the case, so it is imperative that teachers make their voices heard using official IB channels so that we are able to respond to issues, be they positive or negative.

As per Paper 2 (see above), while there were fewer problems with and comments on the following issues than there were in November and May 2017, it is worth reiterating some comments that were made in the November 2017 subject report.

Across all the regional higher level papers, it is strongly recommended that candidates are reminded of the date ranges of certain sections, such as 1281–1566 (rather than the specific dates of certain events as listed in the History Guide). In several instances, candidates responded to questions that they had not prepared for and used examples that were not suitable to the timeframe of that question. For example, Question 6 of the Americas paper required candidates to Evaluate the reasons for resistance to governmental authority in the New World. The section indicates that this should be between 1500 and 1800; however, not all candidates used information relevant to this period. It has been suggested by several teachers on the G2 forms that this could be clarified by the addition of dates to the questions themselves. While these dates are included where possible, in several cases the addition of dates makes the question syntax unnecessarily complex and this can make the French, German, Japanese and Spanish translations excessively difficult. Further, this complexity may add a degree of difficulty for candidates with additional learning needs as well as for candidates who are sitting the papers in a language that is not their mother tongue, as many of them assume that they must cover the whole period when it is mentioned in the question. Nevertheless, this factor does not affect all the questions, and where a date is necessary to clarify a question or to make the scope of a question manageable (for example, Question 29 of the [November 2017] Europe paper, “Italian foreign policy was inconsistent in the period between 1922 and 1940.” To what extent do you agree with this statement?) these have been included. We will continue to strive to make the questions as consistent as possible and, therefore, all feedback is welcomed.

As for Paper Two, several respondents queried the use of the phrases “up to”, “by” and “between” in some of the questions, for example “up to 1945”, “by the 1520s” or “between 1815 and 1848.” While this is standard historical terminology and is used widely, it seems that a minority of candidates are interpreting these terms as a period ending immediately before the named date (using the above examples, 31 December 1944 or 31 December 1519) or a period commencing the day after—and the day before—the date range (using the final example above, from 1 January 1816 to 31 December 1847). Candidates who are interpreting the dates in this way are doing so incorrectly as the dates used in the question have been chosen for one of a number of specific reasons, including:

- The Topic heading indicates a cut-off date but the response could spill into the following years.
- Without a timeframe, candidates may spread their responses too thinly over an extended period.

Much discussion has been had about how to frame the questions most clearly and consistently and it was agreed that, given the relatively small number of candidates who are confused by this, it was best to leave the questions as they are and to encourage teachers to clarify this in the classroom. Nevertheless, we will continue to monitor responses and will address this issue once again should it be necessary.

In all four regional options the Principal Examiners have identified similar issues with candidates' responses. In some instances, candidates used material that is not appropriate to the regions (for example, when discussing minorities in the Americas paper, many candidates discussed the Nazi treatment of Jews). There were also problems with factual knowledge when candidates were not sufficiently sure of the timeframe of the section or cited, irrelevantly, material outside the dates set in the question.

While, in all four regional examinations, there were many candidates who demonstrated a clear understanding of the question set and offered arguments that were directly linked to the set question, all principal examiners noted that limited in-depth factual detail knowledge was drawn upon to support arguments. To reach higher markbands, knowledge must be detailed, accurate and relevant to the question. Paper 3 is the in-depth section of the history course and candidates are required by the History Guide to have an in-depth knowledge of the sections that they have studied. This in-depth knowledge will also help to foster an understanding of chronology and context, which is so important to candidates as they attempt to critically assess the issues presented to them in the examination papers.

In terms of the evaluation of different perspectives, there is a tendency to cite historians' names or different schools of historical debate without any attempt to evaluate the validity of the perspectives in relation to the question. Candidates need not cite names or schools in this superficial manner—it is perfectly acceptable to recognize that there are different perspectives so long as those views are evaluated.

Finally, while there were some issues with legibility, far fewer candidates attempted less than the requisite three questions, which was very pleasing to see.

Higher level paper three – history of Africa and the Middle East

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

Candidates appeared to have difficulty understanding the timeframe of certain topics. The responses in many cases were completely outside the timeframe specified by the syllabus. This was particularly the case in questions relating to the Ottoman Empire and to the Middle East. In addition, there was an apparent lack of knowledge with respect to some questions and confusion over names and historical terminology, which led candidates to misdirect their responses. Some candidates did not appear to be prepared for all the bullet points in their chosen topics and were left unable to provide effective responses. This lack of preparation caused some candidates to resort to very general responses that could not be credited with more than a few marks.

A notable number of candidates attempted fewer than the three required questions, which was not a matter of great concern in this component until this session. Further, a sizeable number of candidates are tending to offer descriptions or narratives instead of providing the analysis or assessment that the question requires.

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

Some candidates performed very well in certain areas of the examination, showing a sound grasp of the material and indications that they had read widely and relevantly. Further, most candidates generally understood the requirement to present their responses in a structured essay format. This aspect has shown improvement over the years.

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

Section 1

Question 1

There were fewer than 100 responses to this question on political and economic developments during the first century of 'Abbasid rule. Some responses were very good; however, there was a tendency among the candidature to narrate political history and to overlook the economic requirement of the question. Both of these issues limited the marks that could be awarded. A lack of detailed knowledge was also evident in several responses.

Question 2

There were fewer than 100 responses to this question on the effectiveness of al-Ma'mun's rule. Unfortunately, and with few exceptions, it was not well answered. This was mainly due to candidates' limited relevant knowledge and little in the way of breadth of analysis.

Section 2

Question 3

There were fewer than 100 responses to this question on the Fatimid's impact on the development of trade. Nonetheless, when it was seen, candidates produced some good detailed responses that could be well rewarded. Weaker responses tended to narrate Fatimid history rather than focus on the requirements of the question. They also tended to lack sufficient relevant knowledge.

Question 4

There were fewer than 100 responses to this question. Candidates were expected to address the decline of the Fatimids; however, many of the responses that were seen lacked relevant content and could only offer a few reasons.

Section 3

Question 5

There were 110 responses to this question on the importance of religion to the foundation of the crusader states. By and large, the responses seen were rather poor as candidates did not consider the question carefully. The impression gained was that candidates had either not prepared thoroughly enough, or that they had rote-learned an essay on another aspect of the Crusades and had attempted to manipulate it to fit the set question.

Question 6

There were fewer than 100 responses to this question on Salah al-Din's contribution during the Crusades. Many candidates reached the middle markbands in this question as they had knowledge of the career of Salah al-Din, however, few candidates made it the higher markbands. The reason, for this was largely due to their failure to analyse his efforts in comparison to other leaders and to provide other reasons for Muslim success. There was too much narration and inadequate analysis in the case of many responses.

Section 4

Question 7

There were fewer than 100 responses to this question on administrative efficiency in the Ottoman Empire and the majority of those seen were rather weak. A considerable number wrote answers for the wrong period, while others simply lacked the knowledge required to answer the question.

Question 8

There were fewer than 100 responses to this question on the impact on the Ottoman Empire of the fall of Constantinople. Again, it was not done well, with candidates seeming confused by the history of the period (rather too many thought that the Christians had conquered Constantinople in 1453). For those candidates who were able to offer some accurate support, the extent of the material offered was limited and there was too little analysis.

Section 5

Question 9

There were fewer than 100 responses to this question on the role of trade in the Islamization of East and West Africa. While the responses to this question attempted to focus on the demands of the question, too often they lacked adequate knowledge and understanding of the topic to produce effective results. Another recurrent issue was that in many cases, only one of East or West Africa was considered.

Question 10

There were fewer than 100 responses to this question. Candidates were required to address the reasons for the rise and expansion of the Kingdom of the Kongo, but few did with any great success, offering answers with scarce detail and, at best, limited understanding.

Section 6

Question 11

There were fewer than 100 responses to this question on the rise of the Sokoto Caliphate. There were some strong responses for this question, with several candidates showing a pleasing understanding of the demands of the question. The best responses discussed a range of reasons for the rise of the Caliphate and did not limit themselves to the contributions of Usman Dan Fodio.

Question 12

There were fewer than 100 responses to this question. Candidates were required to select two options from the range offered and address the role of political organization in their chosen examples. While it was not an especially popular question, some very strong responses were seen, with candidates using a variety of examples to demonstrate their understanding and add context to their evaluation.

Section 7

Question 13

There were fewer than 100 responses to this question on the reasons for the expansion of the East African slave trade. Overall, it was not done well with candidates seemingly lacking the necessary knowledge and understanding required.

Question 14

There were fewer than 100 responses to this question on the impact of the abolitionist movement on the Atlantic slave trade. While not as weak as the responses for Question 13, the answers seen here were also largely poor. Too many candidates lacked understanding of the nature and impact of the abolitionist movement. To compensate, some candidates attempted to provide other factors for the decline of the slave trade but these were generally not relevant or not well explained and supported. Several candidates discussed the decline of slavery in Europe and, as such, found it difficult to escape the lower markbands.

Section 8

Question 15

There were fewer than 100 responses to this question on the relationship between the decline of the Ottoman Empire and the growth of European Activity in Africa. The responses seen were not always as effective as they could have been with too many candidates using the question as a means to address the reasons for European expansion while paying scant regard to the importance of the decline of Ottoman influence. Several responses failed to mention Ottoman decline at all.

Question 16

There were 142 responses to this question on the economic causes of the partition of Africa. A popular question, it offered some sound responses that focused clearly on the demands of the question. Weaker Responses tended to focus on a wider range of generic reasons for European expansion and failed to concentrate on the economic arguments.

Section 9

Question 17

There were fewer than 100 responses to this question on Mandinka resistance to French rule. Stronger responses offered some analysis of the importance of economic factors in relation to other causes while weaker responses failed to develop and support the economic argument adequately.

Question 18

There were fewer than 100 responses to this question. Candidates were required to address the reasons for the failure of Herero and Nama resistance in Namibia. Those who offered stronger responses provided a range of reasons for the failure of both resistance movements with some drawing parallels between the two movements. Other candidates only responded to half of the question (that is, either the Herero or the Nama) and were thus self-limiting.

Section 10

Question 19

There were fewer than 100 responses to this question on the economic and social impact of British rule in Kenya. Strong responses focused clearly on the question and addressed both aspects using a selection of supporting points. Weaker responses tended to include extensive political detail or failed to address the issue of impact, instead offering a narration of events.

Question 20

There were fewer than 100 responses to this question, which required an appraisal of the colonial administration of Senegal. By and large, the responses offered were sound and candidates offered an analysis of a range of strengths and weaknesses.

Section 11

Question 21

There were fewer than 100 responses to this question. Candidates were rather successful in their evaluations of the role of nationalist movements in the achievement of independence in Angola. Candidates identified the nationalist movements accurately and provided a cogent analysis of their various contributions. Some of the strongest responses evaluated the importance of these organizations in terms of other factors and commented on both their strengths and weaknesses. Weaker answers tended not to introduce other factors nor to critically analyse the importance of the nationalist groups.

Question 22

There were fewer than 100 responses to this question on TANU's contribution to Tanganyikan independence. The stronger responses provided well-balanced analysis of the factors that contributed to independence and demonstrated coverage of a range of factors.

Section 12

Question 23

There were 114 responses to this question and many of those seen tended to be rather weak. Many candidates demonstrated only limited knowledge of the impact of the Crimean War on the Ottoman Empire. Some candidates tried to complete the response by discussing causes while others fell back on generic and vague statements about the impact of the war. There was a widespread lack of relevant content and structured analysis.

Question 24

There were 176 responses to this question on the reasons why the Ottoman Empire joined the First World War. While it was a relatively popular question it was, by and large, usually poorly done. Candidates lacked detailed and accurate knowledge on the set question and tended to rely on vague, general statements about power and influence.

Section 13

Question 25

There were 317 responses to this question. Candidates were required to discuss the impact of the Arab Revolt on the territorial settlement in the Middle East after the First World War; however, many of them failed to identify the Arab Revolt and ended up discussing the Arab–Jewish conflict in Palestine prior to the Second World War. This led to poor results for the affected candidates. While many candidates were able to identify the Arab Revolt correctly, their responses tended to describe events from 1916 to 1921 without analysing why the Revolt had negligible impact. Other candidates spent time discussing Turkey, which was irrelevant to the question. Overall responses were not strong through lack of analytical approaches and weak content.

Question 26

There were 307 responses to this question, which asked candidates to evaluate attempts at modernization in Iran, Saudi Arabia or a North African state during the timeframe indicated by the section heading. Strong responses were seen; however, many of the candidates who chose Iran, identified the wrong leader in the wrong period. This led to poor results for. Others who chose Egypt discussed Nasser, which was clearly inappropriate. Failure to recognize the timeframe of this section led to quite a few weak responses.

Section 14

Question 27

There were fewer than 100 responses to this question on the formation and collapse of the East African Community. Most of the responses that were seen were adequate, but again, candidates are reminded to read the question carefully. Where a question explicitly demands that two or more aspects or issues are addressed, candidates must address both (or all) of them.

Question 28

There were fewer than 100 responses to this question on the impact of the Cold War on two African countries. While candidates (unlike those mentioned above) did address the dual nature of the question (that is, candidates largely identified two African countries as requested), many of them had more difficulty dealing with the term “impact”. Too many responses were little more than accounts of relations between those countries and the superpowers.

Section 15

Question 29

There were fewer than 100 responses to this question on the significance of economic factors to the outbreak of the South African War. Candidates who answered this question showed awareness of certain economic factors such as gold and diamonds. However, they often failed to place these factors in relation to other causes and develop an effective analysis in response to the question. Some candidates were also careless in the use of terminology and geographical statements, which affected the quality of the responses. A broader range of issues on which to base the analysis would have helped many responses as would greater depth of knowledge.

Question 30

There were fewer than 100 responses to this question on the shift from segregation to apartheid in South Africa in 1948. Once again, description was the order of the day as many candidates focused on offering narratives on apartheid rather than analyse the reasons for its development. Ergo, results were generally not strong. Candidates needed to demonstrate an understanding of the importance of 1948, the National Party and the other other racial, political and economic factors that led to the establishment of apartheid.

Section 16

Question 31

There were fewer than 100 responses to this question on the factors that promoted and inhibited the spread of Islam in Africa during the timeframe of the section. Once again, many candidates failed to address both aspects of the question effectively (if at all) and could not reach the higher markbands because of this omission.

Question 32

There were fewer than 100 responses to this question on the social and cultural impact of technological developments up to 2000. Those responses that were seen gave the impression that candidates, having been unable to offer an answer elsewhere, seized on the words “cultural” and “technological” and tried to weave something together from their general knowledge. These questions, like the others in the paper, require a detailed knowledge and understanding, and are targeted at candidates who have been taught this section in depth.

Section 17

Question 33

There were 408 responses to this question on the successes of Nasser’s political and economic policies. It was the most popular question on the paper and it produced a wide range of results. The best answers focused on the demands of the question, addressed both political and economic policies and offered a commentary on the degree to which they were successful. Other, less proficient, responses spent too much time engaging with the ins and outs of Egyptian foreign policy.

Question 34

There were 275 responses to this question on the 1979 revolution in Iran. Overall, the responses were reasonably good, with the best providing a broad range of reasons, with effective analysis that utilized accurate and relevant knowledge.

Question 35

There were fewer than 100 responses to this question on poverty and disease as significant social and economic challenges facing two African countries. Responses in this section were generally on the weaker side with candidates simply describing a range of issues in rather an unfocused manner (that did not pay heed to the demands of the question).

Question 36

There were fewer than 100 responses to this question on the need for effective government as a rationale for the establishment of single-party states. Once again, responses tended toward description with many (but not all) candidates seemingly unable to sustain their responses with sufficient knowledge and understanding.

Higher level paper three – Americas

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

Some candidates appeared to have difficulty with the terminology used questions, even though the questions used terminology specified in the History Guide.

Responses on questions from Sections 1 through 5 were infrequently chosen and seldom led to responses of very thorough historical knowledge, suggesting that either programmes are not including these sections in their curriculum or the candidates are not well prepared in these topic areas. With some frequency, candidates are not observing the timeframe that applies to sections. These approaches led to responses that included irrelevant content or, in some cases, to responses in which the entire essay failed to address the prescribed era.

The most challenging task for candidates continues to be the ability to apply in-depth knowledge, thus avoiding vague and generalized descriptive responses. Even in cases where the demands of the question are clearly understood, there are too many instances of a narrative approach that lacks the critical analysis required to reach the more desirable markbands. Also, in far too many cases, candidates chose questions where they clearly lacked the extent of knowledge to produce a full essay, leading to responses of a few brief paragraphs which, though having some relevance to the topic, did not illustrate a sufficient depth of historical knowledge.

There is agreement by both the English-language and Spanish-language Principal Examiners that the greatest area for improvement is the capacity of candidates to clearly understand and focus on the demands of the question, providing knowledge that is relevant and in-depth, with sufficient supporting evidence and critical commentary.

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

The application of effectively structured introductions that present a thesis position continued a trend of improvement witnessed over the past few examination sessions. Paragraph structure and distinct conclusions also showed some improvement, thus essay structure appears to be receiving effective instruction from programmes and teachers.

There has been a clear trend toward candidates choosing questions based on 20th century history and the trend continued this session. Depth of knowledge was exhibited on the New Deal, the motives for US entry into Vietnam and the Civil Rights movement. From the 19th century, higher levels of knowledge were most often present in respect to the Mexican Revolution and the Spanish–American War.

Political history and economic history were categories that exhibited stronger evidence of in-depth knowledge (as compared to social history, which remains a weakness).

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

Section 1

Question 1

There were 451 responses to this question. Candidates were required to discuss the importance of landholding and agricultural production in two indigenous societies. While there were a few superior efforts, the question was mostly ignored or treated with broad, unsupported generalizations.

Question 2

There were 349 responses to this question in which candidates were required to discuss the role of polytheistic beliefs in two pre-Columbian societies. Responses were mostly generalized and lacked detailed knowledge with relevance to specific societies. Several candidates misunderstood “polytheism”.

Section 2

Question 3

There were 209 responses to this question that required candidates to discuss the effects of the Treaty of Tordesillas on the Americas. Responses were mostly descriptive and lacked specific knowledge that addressed the effects of the treaty.

Question 4

There were 825 responses to this question. Candidates were required to evaluate the impact of the use of indigenous labour by the colonial powers on societies in the Americas. Most responses described the treatment of indigenous people rather than focusing on the impact on societies. While there were occasional responses of considerable knowledge, most were lacking in analytical depth.

Section 3

Question 5

There were fewer than 100 responses to this question that required candidates to consider the extent to which Hapsburg and early Bourbon rule were successful in addressing the problems of Spanish America up to 1759. Most responses were very generalized and descriptive as to the existing problems and provided only cursory treatment regarding the extent of success. Many lacked specific reference as to the examples from the era.

Question 6

There were 763 responses to this question. Candidates were required to evaluate the role of gold, silver and sugar in the economic development of colonial America. Responses were

often descriptive of the impact of these elements on the colonizing nations, rather than on colonial America. Other responses frequently lacked specific knowledge to support the broad generalizations applied.

Section 4

Question 7

There were 141 responses to this question. Candidates were required to discuss the statement that, “Religious orders in Spanish and Portuguese America were a challenge to government authority.” While a few exceptional responses were observed, most were vague as to the religious order and its specific challenge to a government. Generalizations often lacked specific evidence to support the claims.

Question 8

There were 252 responses to the question as to the extent of religious tolerance in British North America during the period of 1500–1800. While rarely selected, the question produced a few responses of very good quality. However, some candidates did not apply knowledge from the required time span or considered only a very narrow aspect of the issue, such as the Salem witch trials.

Section 5

Question 9

There were 6,005 responses to the question as to whether slavery was introduced for economic rather than political reasons. Almost all the candidates who responded stated an economic thesis. Most were focused on the US with some responses moving beyond the 1800 time limit. While there were many responses with a limited narrative approach, a few candidates demonstrated an excellent grasp of the demands. However, political aspects were not well understood.

Question 10

There were 433 responses to this question. Candidates were required to compare and contrast the role of two colonial powers in the expansion of slavery in the Americas. While infrequently selected, the question led to essays representing a wide range of quality. Comparison and contrast continued to be a very difficult task for most candidates. Comparative skills were often lacking, while contrast was more effectively applied.

Section 6

Question 11

There were 2,216 responses to this question. Candidates were required to take a position as to whether foreign intervention was the main reason for success of independence movements in the Americas. Most candidates chose to apply the role of French assistance to the US. Better examples often developed the French role as an important, but not decisive,

contributor and then presented a counter thesis as to other, more important, factors. Very few candidates possessed an extensive knowledge of French assistance or could specify its impact on the success of US independence.

Question 12

There were 1,013 responses to the question requiring candidates to discuss the reasons for, and nature of, the Monroe Doctrine. Some respondents exhibited confusion as to the chronological placement of this doctrine but most could identify a few specific motives and elements. There was also confusion as to whether the doctrine applied to existing European colonial holdings as well as the capacity of the US to enforce the doctrine.

Section 7

Question 13

There were 1,627 responses to the question requiring candidates to evaluate the changes in the US political system brought about by the 1787 Constitution. Many of the responses were effective in contrasting the nature of the political system under the Articles to that created by the 1787 Constitution and provided clear, explicit and detailed examples. However, the question was not chosen as frequently as expected.

Question 14

There were 158 responses to this question. It required candidates to evaluate the impact of *caudillo* rule in one country. Mexico was the country most often selected. Many candidates did not adhere to the required time span of c1780–c1870. Responses were mostly descriptive and vague as to historical examples.

Section 8

Question 15

There were 2,523 responses to this question. Candidates were required to determine the extent to which the Nullification Crisis contributed to the outbreak of the US Civil War. Many candidates had difficulty accurately relating the crisis both as to its place in time and the reason for it emerging as a crisis event. There was a tendency to dismiss the crisis and to develop other factors leading to the Civil War. However, there were a few candidates who provided a thorough explanation connecting the crisis to the issue of states' rights and addressing how this led to secession as the ultimate expression of that "right". These candidates usually saw the crisis as a limited factor of causation due largely to the nearly three-decade interval between the two events.

Question 16

There were 3,430 responses to this question. Candidates were required to evaluate the effectiveness of Southern resistance to Reconstruction. Most candidates had a reasonably

good grasp of methods applied by the South and could support the fact that resistance was relatively effective. Many candidates experienced some difficulty separating factors of resistance between Reconstruction and post-Reconstruction eras. Candidates were more knowledgeable as to political resistance than social and economic resistance. A few candidates offered a balanced assessment, citing some of the limited accomplishments achieved during Reconstruction as well as the many failures.

Section 9

Question 17

There were 253 responses to this question, which required candidates to evaluate the impact of international and inter-American trade on the development of two countries. Too often, candidates were unable to properly define “inter-American” trade and were vague as to its impact, emphasizing description of economic development, instead.

Question 18

There were 255 responses to this question. Candidates were required to discuss the proposition that, “Liberalism and Positivism were the most important influences on the modernization of the Americas”. Unfortunately, many candidates were unable to properly define or provide evidence of the two concepts thus the responses were among the least successful of the session.

Section 10

Question 19

There were 2,745 responses to the question requiring candidates to evaluate the causes of the Spanish American War. In general, candidates provided rather sound responses that had some depth and breadth of knowledge. The tendency was to provide a good narrative that would have benefitted from more critical analysis.

Question 20

There were 1,498 responses to this question. Candidates were required to take a position as to whether Wilson’s policy of moral diplomacy was a failure. Most candidates supported the stated position, emphasizing the moral rhetoric of Wilson, but contrasting it with the frequent departures from his idealistic intentions. Some applied examples only from the history of Wilson’s actions in respect to Latin America while others wrote predominantly about the issues of the First World War.

Section 11

Question 21

There were 3,467 responses to this question. Candidates were required to take a position on the theory that, “Social factors were more important than political factors in the outbreak of the Mexican Revolution”. Most candidates agreed with the statement and provided an appropriate

level of support. The better responses also developed political factors as a contributing element. Some ignored the demand as to “outbreak” and provided a narrative of the Mexican Revolution.

Question 22

There were 788 responses to the question requiring candidates to discuss the achievements and failures of Carranza. While there were a good proportion of sound responses, unfortunately some candidates provided a chronology of the Mexican Revolution with only limited content inserted as to Carranza’s administration.

Section 12

Question 23

There were 8,180 responses to the question requiring candidates to discuss the nature and efficacy of the New Deal. Thus, the question was one of the most popular choices of this session and candidates produced a wide range of responses. Some essays addressed largely irrelevant issues by describing the causes of the depression or the failures of the Hoover administration. There was considerable confusion in the description of programmes as well as the analysis as to which programmes were effective or ineffective. Most candidates saw the New Deal as having contributed to an improved economy or having lifted public morale but recognized that the Second World War was the driving force for full recovery.

Question 24

There were 849 responses to this question. Candidates were required to evaluate the extent of popular mobilization and repression in one Latin American country between 1929 and 1939. The terms, “popular mobilization and repression” were often misunderstood leading to responses that did not meet the demands of the question. There were quite a few examples applied outside the required timeframe.

Section 13

Question 25

There were 12,687 responses to this question, in which candidates were required to discuss the social impact of the Second World War on women and minorities, up to 1945. The question was one of the most popular choices and produced a full range of quality in the responses. While there were more than a few thorough assessments, many were unable to apply more than broad, mostly unsupported, generalizations. Frequently, only African Americans were cited as the example for minorities. Most of content was descriptive of war time conditions or experiences and provided little analysis as to “impact”.

Question 26

There were 1,834 responses to the question requiring candidates to evaluate the diplomatic effects of the Second World War in two countries of the Americas. The question was sometimes misunderstood with the application of effects being discussed in relation to European countries rather than countries of the Americas. Many responses applied examples well past 1945.

Section 14

Question 27

There were 7,865 responses to this question. Candidates were required to determine the extent to which the Cuban Revolution and the rule of Fidel Castro brought political and economic change in Cuba. There were many who focused either on foreign policy or on social impact (though either or both could be shown as having some relevance). There were also frequent narratives of the revolutionary events. However, there were also quite a few responses that maintained a good focus on the demands and provided an extensive, balanced assessment.

Question 28

There were 4,397 responses to the question requiring candidates to discuss the reasons for the rise to power of a military dictatorship in one country. Castro and Cuba were the most frequently applied example. While it might be argued that Castro *became* a military dictator, (thus meeting the demand of the question), most candidates made no attempt to define Castro as a military dictator. Instead, they provided a narrative of his revolution. There were quite many very good essays applying Pinochet as the case study.

Section 15

Question 29

There were 535 responses to the question requiring candidates to discuss the impact of Watergate on Nixon's domestic policy programme. The question did not lead to many sound responses. There was some knowledge of Watergate but little as to its impact on domestic affairs. Some mistakenly discussed the effect on foreign policy.

Question 30

There were 128 responses to this question, which required candidates to determine the extent to which the domestic policies of St Laurent were successful. While infrequently selected, the quality of the responses was rather favourable with many reflecting a good balance between the achievements and failures of St Laurent's administration.

Section 16

Question 31

There were 15,565 responses to this question, making it the most popular of the session. Candidates were required to take a position on the theory that, “Fear of communist expansion was the main reason for US involvement in Vietnam”. Many of the responses showed a good depth of knowledge regarding factors contributing to intervention, beginning as early as the Truman administration. Weaker responses often provided a narrative of the war with little focus on “reasons for involvement.”

Question 32

There were 558 responses to this question. Candidates were required to take a position on the theory that, “President Carter was successful in his attempt to advance human rights in the Americas”. The question, while not frequently chosen, did produce some answers with substantial knowledge and analysis, often with an awareness that Carter’s efforts, while sincere, were seldom achieved with consistency.

Section 17

Question 33

There were 10,564 responses to this question. Candidates were required to evaluate the success of civil rights organizations in advancing the interests of African Americans during the period from 1945 to 1980. While there were some brief, descriptive responses, most candidates had a good grasp of the Civil Rights Movement. However, even some of the most knowledgeable candidates tended to ignore the required focus on organizations, instead focusing on individuals, events or presidential administrations. Stronger responses discussed both achievements and limitations and assessed the role of less well-known organizations such as the Black Panther Party or the Nation of Islam.

Question 34

There were 4,476 candidates who chose to discuss the impact and significance of feminist movements in the Americas. Unfortunately, many provided lengthy discussion of pre-1945 issues and events, thus not focusing their assessment on the required post-1945 era. There were essays of very high quality but the majority applied vague and descriptive narratives that largely ignored ‘impact and significance.’

Section 18

Question 35

There were fewer than 100 responses to this question that required candidates to evaluate the reasons for the collapse of the Progressive Conservative Party in Canada. There were few responses of substantial quality with many candidates providing a brief narrative of events.

Question 36

There were 214 responses to this question. Candidates were required to discuss the factors that led to the rise of violent and/or non-violent movements in two countries of Latin America. Unfortunately, many respondents applied vague and generalized narratives of the movements rather than discussion of the factors that led to the movements.

Higher level paper three – Asia and Oceania

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

Consistency in the spelling of the Chinese words is needed. Some candidates used a mixture of Pinyin and Wade-Giles. While a candidate is free to use Wade-Giles should they chose to do so, they must familiarize themselves with Pinyin transliterations, as these are the ones used in both the History Guide and in the examination papers. While notable than previous sessions, idiosyncratic abbreviations are to be avoided. Only commonly used standard abbreviations such as CCP and GMD should be permitted.

Many candidates appeared to employ rote learning in response to a generic question as a learning tool. They had learned a prepared response which they found it difficult to adapt to cater to the demands of a specific question. Often, candidates tried to impose a rigid political, economic and social analysis when the question did not ask for this. On the other hand, where candidates did attempt to respond to the question, many of them did not include enough specific detailed information to illustrate and support their comments. Evidence is required to support analysis and factual recall is necessary to be able to do this.

There remains an issue with candidates selecting the wrong countries for those questions with a focus on one area within the region. All candidates need to be aware of which countries are in South Asia, in South-East Asia, in East Asia or in the Pacific area even if candidates are not being taught these sections for the examination.

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

There was a much greater variety in the choice of questions attempted. This indicates that many centres have chosen to study new material in the guide. Candidates attempted questions on the earlier periods as well as the 19th and 20th centuries. The range of countries studied has widened and the quality of these responses was equally balanced across the countries. There were some detailed responses on Malaysia, Vietnam, Indonesia and Korea as well as China, Japan and India.

Many candidates could structure thematic responses and many displayed a comprehensive knowledge across three questions. Many candidates wrote detailed, relevant and well-constructed essays. Most essays demonstrated a clear and coherent approach and were effectively organized.

Finally, it was clear that candidates had been prepared very effectively for Sections 9 and 12 and there were many outstanding essays showing an in-depth understanding of those topics. The questions that led to some of the highest calibre responses were in Sections 4, 7, 9, 12 and 15. It was clear that candidates had been prepared very effectively for these.

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

Section 1

Question 1

There were fewer than 100 responses to this question. Candidates needed to make an appraisal of the influence of the Tang dynasty on the operation of the Silk Road by weighing up the strengths and limitations of Tang policies about the route. Most candidates wrote responses that were very general and they did not give specific examples to support their assertions. There were some stronger responses that evaluated the Tang dynasty's influence by demonstrating a detailed knowledge of areas such as trade, travel, religion, cultural exchange and political developments. These areas were not necessarily all covered or covered equally by candidates.

Question 2

There were no responses to this question. Candidates were required to offer a considered and balanced review of the statement that “the city of Samarkand was economically and culturally significant, but had little political importance”. Had candidates attempted this question they may have tackled it by taking a thematic approach and referring to the role of Timur (Tamerlane), the influence of the Silk Road, trade, religious diversity, intellectual exchanges, architecture, arts and crafts and tribal rivalries.

Section 2

Question 3

There were fewer than 100 responses to this question. Candidates needed to offer a considered and balanced review of the statement that “the struggles between samurai clans were primarily motivated by economic factors”. In the responses seen there was a general understanding shown of the samurai and their way of life, but the responses lacked detailed knowledge and did not effectively identify the struggles between the clans and the issue of economic factors in the timeframe for this section. Most candidates erroneously wrote about the Tokugawa era.

Question 4

There were fewer than 100 responses to this question. Candidates needed to make an appraisal of the influence of Buddhism on samurai culture by weighing up its importance or otherwise. In the responses seen there was a general understanding shown of the samurai and their way of life, but the responses lacked detailed knowledge. Candidates did not demonstrate much understanding of Buddhism and therefore could not effectively answer the question.

Section 3

Question 5

There were fewer than 100 responses to this question. Candidates needed to offer a considered and balanced review of the reasons why Japan decided to establish trade links with the West and the consequences of that decision for Japan. Most candidates wrote responses that were very general and they did not give specific examples to support their assertions. Many candidates started with Tokugawa Ieyasu and explained why he closed Japan to outside contact. This approach only addressed the consequences of, not the reasons for, the trade links with the West in the timeframe of the question. Many responses went beyond the timeframe to Perry's arrival and erroneously wrote about the 19th century Tokugawa period.

Question 6

There were fewer than 100 responses to this question. Candidates needed to offer a considered and balanced review of the statement that "Chinese isolationism in the 16th century damaged its economic and political development". Most candidates wrote responses that were very general and they did not give specific examples to support their assertions. Many responses went beyond the timeframe for this section and discussed isolationism up to the 19th century. This approach did not effectively address the question. The better responses adopted a thematic approach that referred to aspects such as China's xenophobia, Confucian philosophy, the stagnation in the development of ideas and technology, military weakness, and internal trade. These were not necessarily all covered or covered equally by candidates.

Section 4

Question 7

There were fewer than 100 responses to this question. Candidates needed to make an appraisal of the religious and cultural developments that took place during the reign of Akbar by weighing up the strengths and limitations of each. Many candidates answered this question well by demonstrating specific knowledge about religious tolerance, taxation practices, appointments to civil and military positions, the abolition of some religious practices, the encouragement of the arts, literature, architecture, and technological change. Although, these were not necessarily all covered or covered equally by candidates. There was a tendency for weaker candidates to concentrate mainly on the religious developments.

Question 8

There were fewer than 100 responses to this question. Candidates were required to offer a considered and balanced review of the role of internal and external forces in the decline of the Mughal Empire up to 1712. Most candidates concentrated on the reign of Aurangzeb and discussed his religious intolerance and the internal conflicts. There was a lack of specific knowledge about the events following his death. The stronger responses adopted a thematic approach that addressed both parts of the question and referred to aspects such as

administrative weaknesses, lavish spending, religious intolerance, internal rebellions, the Maratha Wars, the wars of succession, and threats from the French and British traders. Although, these were not necessarily all covered or covered equally by candidates.

Section 5

Question 9

There were fewer than 100 responses to this question. Candidates needed to make an appraisal impact of US colonial rule on the Philippines by weighing up the strengths and limitations of US policies and actions. Most candidates wrote responses that were very general and they did not give specific examples to support their assertions. There were some stronger responses that evaluated US policies against the needs of Filipinos by demonstrating detailed knowledge. They referred to the effectiveness of political institutions set up by the US, the disestablishment of the Catholic Church, educational reforms, healthcare, the economy and trade with the US, racism, and violence against the Filipinos. Although, these were not necessarily all covered or covered equally by candidates.

Question 10

There were fewer than 100 responses to this question. Candidates were required to make an appraisal of the internal and external factors that enabled the Siamese monarchy to maintain independence during the reign of Rama V (Chulalongkorn's) by weighing up their importance or otherwise of each. Overall, this question was done well because candidates demonstrated specific knowledge about areas such as the modernization initiated by his father, Rama IV (Mongkut), the centralization of the bureaucracy and the judiciary, the financial changes, the role of the military, the control of social unrest, cultural westernization, and the territorial rivalries between the European powers.

Section 6

Question 11

There were fewer than 100 responses to this question. Candidates needed to consider the merits or otherwise of the suggestion that the partition of Bengal in 1905 and the Morley–Minto reforms of 1909 affected political developments in India up to 1919. The stronger responses could link the two events clearly and discuss the issues of Muslim separatism and the British “divide and rule” policies. They demonstrated specific knowledge about the role of Indian political organizations, Hindu and Muslim fears, the growth of Indian nationalism, the demands for self-government, and the 1919 Government of India Act. Weaker responses did not have a keen sense of context or chronology and many did not go up to 1919.

Question 12

There were fewer than 100 responses to this question. Candidates were required to offer a considered and balanced review of the statement that “the loss of Burmese independence was the result of King Thibaw’s failure to continue the policies of King Mindon”. Overall, this question was done well because candidates demonstrated specific knowledge about

Burmese attempts at modernization, the role of the military, the administration and the bureaucracy, the economy, relations with the British and the French, and the Anglo-Burmese Wars. Although, these were not necessarily all covered or covered equally by candidates.

Section 7

Question 13

There were fewer than 100 responses to this question. Candidates needed to make an appraisal of the causes and effects of White Lotus Rebellion. The responses that were seen varied in quality, but there were many strong responses that demonstrated a good understanding of both parts of the question. They demonstrated specific knowledge about anti-Qing secret societies, corruption in the court and administration, economic problems, population increase and famine, high taxation, social unrest, the influence on further rebellions in the 19th century, the weakening of Qing power, and the vulnerability of China to Western demands for trade. Although, these were not necessarily all covered or covered equally by candidates. Weaker responses tended to be very descriptive and they were often brief about the effects. Some candidates erroneously confused the White Lotus Rebellion with the Taiping Rebellion.

Question 14

There were 314 responses to this question. Candidates were required to consider the merits or otherwise of the suggestion that social and economic change contributed to the fall of the Tokugawa Shogunate. The responses that were seen varied in quality, but there were many strong responses that demonstrated a good understanding of the social and economic changes both before and after Perry's arrival. Many candidates included specific details about the economic problems, the decline of the feudal system, the tozama clans, and foreign demands for trade.

Section 8

Question 15

There were fewer than 100 responses to this question. Candidates were required to offer a considered balanced review of the impact of the emergence of the labour movement in their chosen country in the given timeframe. The aspects discussed could have included the changing nature of unionism, depressions and the country's economy, the demands for wage regulation and better working conditions, the rise of labour political parties and legislative reforms, and the changes in social conditions.

Question 16

There were fewer than 100 responses to this question. Candidates needed to make an appraisal of the nature and impact of the British administration in the Pacific Islands by weighing up the strengths and limitations of the British presence and policies. Candidates erroneously chose Asian and South-East Asian countries and they did not understand that the British Western Pacific Territories was a colonial entity, which included Fiji and the Union

Islands, Gilbert and Ellice Islands, Solomon Islands and Cook Islands, Pitcairn Islands, Tonga and Savage Islands, New Hebrides and Nauru. Had candidates understood this question they may have approached it by taking a thematic approach and referring to political, economic, social, religious and cultural factors across a range of Pacific islands or used specific case studies.

Section 9

Question 17

There were 422 responses to this question. Candidates were required to make an appraisal of the impact on China of its defeat in the Sino-Japanese War. The responses that were seen varied in quality, but there were many strong responses that demonstrated detailed knowledge about further attempts at reform, the intellectual debate, the rise of revolutionary groups, and subsequent internal and external conflicts. Although, these were not necessarily all covered or covered equally by candidates. Stronger responses argued that the war was a catalyst in the decline of the Qing dynasty. Worryingly, there were many weaker responses that did not know the difference between the Self-Strengthening Movement, the 100 Days Reforms or the Late Qing Reforms. Also, many weaker responses just concentrated on the conditions of the Treaty of Shimonoseki.

Question 18

There were fewer than 100 responses to this question. Candidates were required to offer a considered and balanced review of the causes and effects of the opening of Korea in 1876. Most responses were very general and they did not contain specific examples to support the assertions. There was not much detailed knowledge demonstrated about Korea in the timeframe of the question. Stronger responses referred to aspects such as Korea's seclusion, internal conflict between conservative and progressive factions, external pressure from Western commercial interests, the Treaty of Kanghwa, Japanese control of the economy, further unequal treaties, and the Tonghak Rebellion. Although, these were not necessarily all covered or covered equally by candidates.

Section 10

Question 19

There were fewer than 100 responses to this question. Candidates needed to make an appraisal of the reasons why the 1935 Government of India Act was a disappointment to Indian nationalists by weighing up its importance or otherwise within the context of the political situation in India. Many responses just gave a narrative account of the struggle for independence prior to 1935 without really relating it to the question. Stronger responses discussed the issue of why the 1935 Government of India Act was a disappointment by adopting a thematic approach. They referred to aspects such as resentment about the 1919 Government of India Act, the Simon Commission, the Round Table Conferences, the demands of the Indian National Congress and the All India Muslim League, the roles of Gandhi, Nehru, Bose and Jinnah, the actual provisions of the 1935 Act and the reactions of

different Indian nationalist groups to it. Although, these were not necessarily all covered or covered equally by candidates.

Question 20

There were fewer than 100 responses to this question. Candidates needed to make an appraisal of the importance of Subhas Chandra Bose in weakening British power in India by weighing up the strengths and limitations of his actions. Weaker responses just gave a narrative account of Bose's life or dismissed him as unimportant and subsequently discussed other challenges to British power. Stronger responses understood that Bose was central to the question and put him clearly into the context of the independence struggle and his actions were balanced against other events and the contributions of other nationalist leaders such as Nehru, Gandhi and Jinnah.

Section 11

Question 21

There were 598 responses to this question. Candidates needed to make an appraisal of the impact of the invasions of Manchuria (1931) and China (1937) on Japan's relations with the West (Britain, European nations and the US) by weighing up their importance or otherwise. The responses that were seen varied in quality, but there were many strong responses that demonstrated detailed knowledge about the tensions prior to the invasions, the Lytton Report, Japan leaving the League of Nations, the cancellation of trade agreements, the deterioration of relations with the US and the Tripartite Pact.

Question 22

There were 150 responses to this question. Candidates needed to offer a considered and balanced review of the reasons for, and the consequences of, the adoption of the reverse course in Japan to 1952. There was not much detailed knowledge demonstrated about "the reverse course" because many weaker responses did not understand the term. Some candidates just discussed the immediate SCAP changes under the US occupation while others wrote outside the timeframe for this question and described the modernization under the Meiji Restoration. There were some stronger responses that identified the initial SCAP economic, social and political reforms and then discussed the changes after 1948 due to the US desire to create stability and the external Cold War pressures.

Section 12

Question 23

There were 439 responses to this question. Candidates were required to consider the merits or otherwise of the statement that "Jiang Jieshi's domestic policies during the Nanjing decade (1927–1937) were largely successful". There was a wide range in the quality of the responses seen. Many responses were general and they did not contain specific examples to support their assertions. Weaker responses just concentrated on the GMD conflict with the CCP and the Japanese threat. Middle range responses did discuss some aspects of Jiang's domestic

policies that related to the divide between rural and urban areas. Stronger responses considered a range of domestic policies that included banking, finance, infrastructure, industry, agriculture, the New Life Movement, education, the Blue Shirts, public health and welfare. Many also identified the corruption and nepotism in Jiang's government. Others balanced Jiang's domestic policies against Sun Yixian's Three Principles. Although, these aspects were not necessarily all covered or covered equally by candidates.

Question 24

There were 164 responses to this question. Candidates were required to make an appraisal of the impact of the Sino-Japanese War (1937–1945) on Korea in the period up to 1950 by weighing up its impact on political, economic, social or cultural aspects of Korean society. There was a wide range in the quality of the responses seen. Weaker responses were very general and they did not give specific examples to support their assertions. Most candidates understood the impact of the war on Korea and demonstrated knowledge of aspects of the Japanese occupation such as industrialization, the destruction of Korean culture, forced labour schemes and social unrest. Stronger responses also covered the full period up to 1950 and evaluated the division of Korea and the Cold War politics that led to the outbreak of the Korean War.

Section 13

Question 25

There were 138 responses to this question. Candidates needed to consider the interrelationship between reasons for, and the effects of, the initial Japanese victories in South-East Asia. There was a wide range in the quality of the responses seen. Weaker responses were general and they did not give specific examples to support their assertions. Most candidates addressed the reasons, but identified the effects relating to Japan and the US rather than to what happened in South-East Asia. Stronger responses adopted a thematic approach and demonstrated specific knowledge about Japanese military superiority, the weakness of the colonial powers, the nature of the Japanese occupation, and the growth of independence movements in the occupied countries. Although, these were not necessarily all covered or covered equally by candidates. Unfortunately, some responses seen were not appropriate as candidates chose Korea and China as examples and these countries are not in South-East Asia.

Question 26

There were fewer than 100 responses to this question. Candidates needed to make an appraisal of the reasons for Indonesian independence (1949) by weighing up their importance or otherwise in the context of the political situation in Indonesia. Overall, this question was done well by candidates. Many responses demonstrated specific knowledge about the growth of the nationalist movement prior to the Second World War, the impact of the Japanese occupation, the roles of Sukarno and other leaders, the declaration of independence in 1945, and the Dutch attempts to re-establish colonial rule. Although, these were not necessarily all covered or covered equally by candidates.

Section 14

Question 27

There were 375 responses to this question. Candidates were required to make an appraisal of the role of the Gang of Four in the Great Proletarian Cultural Revolution between 1966 and 1976. Many weaker responses acknowledged the existence of the Gang of Four, but then proceeded to discuss Mao and describe his role in the Cultural Revolution. Most rote responses were very general and they did not give specific examples to support their assertions. There were some stronger responses that demonstrated an understanding of the role of the Gang of Four such as the promotion of Mao's ideology of continuous revolution, the control of propaganda and Jiang Qing's cultural activities. They balanced the Gang of Four's role against other aspects such as the Red Guard Movement, the significance of other leaders, and the role of the People's Liberation Army (PLA).

Question 28

There were 346 responses to this question. Candidates needed to offer a considered and balanced review of the successes and failures of Deng Xiaoping's implementation of the Four Modernizations. Overall, this question was done quite well by candidates and most attempted both parts of the question. They could identify the Four Modernizations, but many weaker responses concentrated on agriculture and the economy with only passing references to science and technology, and defence. Appropriately, the democracy movement was not the focus of most of the responses. Many responses demonstrated specific knowledge about the Four Modernizations.

Question 29

There were 109 responses to this question. Candidates needed to make an appraisal of the impact of the British/Commonwealth response to the Malayan Emergency (1948–1960) on Malaya by weighing up its importance or otherwise regarding political, economic, social or cultural aspects of Malayan society. Overall, this question was done quite well by candidates and many responses that included relevant and detailed knowledge about the British colonial rule, the Communist insurgency, the Briggs Plan and the forced resettlement of Chinese Malays, security measures, the military response, continued ethnic tensions, and the establishment of an independent Malayan state. Although, these points were not necessarily all covered or covered equally by candidates. Weaker responses were mainly descriptive.

Question 30

There were 242 responses to this question. Candidates were required to consider the merits or otherwise of the statement that "the Viet Minh won the French-Indo-China War (1946–1954) because the French were weak". The responses seen varied from weaker responses that were mainly descriptions of the French defeat at Dien Bien Phu to stronger responses that analysed the Viet Minh independence movement, the role of Ho Chi Minh and the problems facing the French after the Second World War.

Section 16

Question 31

There were fewer than 100 responses to this question. Candidates needed to consider the merits or otherwise of the suggestion that Nehru's economic policies were successful. Weaker responses tended to describe everything Nehru did rather than demonstrate specific knowledge about his economic policies. Stronger responses adopted a thematic approach and referred to aspects such as the Five Year Plans, agricultural improvements, industrialization, government sponsored projects, government regulation, taxation, and the limitations on foreign investment and imports. Although, these were not necessarily all covered or covered equally by candidates.

Question 32

There were fewer than 100 responses to this question. Candidates were required to offer a considered and balanced review of the statement that "political factors were the main cause of friction between East and West Pakistan." Overall, this question was not done well by candidates. Most responses were general and they did not give specific examples to support their assertions. A few stronger responses discussed a range of issues such as demographic factors, political representation, internal political rivalries and upheavals, military leaders, and discrimination against East Pakistanis in the bureaucracy and the military. Although, these were not necessarily all covered or covered equally by candidates.

Section 17

Question 33

There were no responses to this question. Candidates were required to give an account of the similarities and differences between attitudes towards indigenous peoples in Australia and New Zealand in the given timeframe. Had candidates attempted this question they may have considered a thematic approach and referred to both countries in areas such as assimilation and integration policies, citizenship, demands for land rights, education, employment opportunities, the problems posed by migration from rural areas to the cities, racism and discrimination, the effectiveness of indigenous advisory councils, and political representation.

Question 34

There were no responses to this question. Candidates were required to make an appraisal of the policies and achievements of the Muldoon government by weighing up their strengths and limitations. Had candidates attempted this question they may have considered a thematic approach and referred to the domestic policies and achievements in areas such as unemployment, inflation, the welfare state, agriculture, industrial projects, indigenous affairs and immigration. Foreign policies and achievements such as the 1981 Springbok tour and trade agreements may also have been considered.

Section 18

Question 35

There were fewer than 100 responses to this question. Candidates were required to give an account of the similarities and differences between two countries in the region (excluding China, Japan and India) in terms of the role of religion in society by referring to both throughout the response. Overall this question was not handled well by the candidates. Most responses contained a lack of historical information and were general. It was apparent that many of the candidates had not studied this section. Had candidates prepared for this question they could have adopted a thematic approach and considered both countries in areas such as the existence of cultural and geographic divisions created by religion; the role religion had in education, healthcare and social welfare; the influence that religious groups have on government policies and legislation; and the impact of religion on cultural activities and public celebrations.

Question 36

There were fewer than 100 responses to this question. Candidates needed to consider the merits or otherwise of the suggestion that globalization did have a positive influence on two Asian countries (excluding China, Japan and India). Stronger responses understood the concept of “globalization” and defined it clearly at the beginning of the response. They also contained relevant material that included specific examples of economic growth and trade, industrialization, technological advancement, employment opportunities, demographic change, health and welfare provisions, social unrest, the increased presence of expatriate communities, and the foreign cultural impact. Although, these were not necessarily all covered or covered equally by candidates. Most of responses to this question, however, were very general and lacked specific examples to support their assertions. This indicated that many of the candidates had not studied this section.

Higher level paper three – Europe

As set out below, candidates seemed to lack the required knowledge base for some questions. Among the more popular questions, this was especially the case for questions 27 and 28.

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

Among the more popular questions, candidates seemed well prepared for questions 21, 25 and 30.

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

Section 1

Question 1

There were fewer than 100 responses to this question. Candidates were required to offer a considered and balanced review of the significance of the Domesday Book in the consolidation of Norman authority. Good responses could have looked at the role of the Domesday Book and that of other factors.

Question 2

There were fewer than 100 responses to this question. Candidates were required to consider the merits or otherwise of the assessment that Philip II was a more effective ruler than Louis VII. Good responses could have adopted a comparative approach or treated each monarch sequentially.

Section 2

Question 3

There were fewer than 100 responses to this question. Candidates were required to offer a considered and balanced review of the reasons for and results of religious coexistence in Spain and/or Sicily. Spanish languages candidates answered this question with some success.

Question 4

There were fewer than 100 responses to this question. Candidates were required to offer a considered and balanced review of the consequences for the Jews of their persecution. Unfortunately, several candidates chose to write about persecution of the Jews in Nazi Germany, which was not relevant to the question.

Section 3

Question 5

There were fewer than 100 responses to this question. Candidates were required to make an appraisal of the reasons for Richard II being deposed in 1399. Good responses could have examined longer-term reasons as well as short-term factors

Question 6

There were fewer than 100 responses to this question. Candidates were required to offer a considered and balanced review of the statement that the Wars of the Roses were the most significant challenge to royal authority in 15th century England. Some responses tended to a descriptive narrative of the course of the Wars of the Roses rather than answering the question.

Section 4

Question 7

There were fewer than 100 responses to this question. Candidates were required to make an appraisal of the role and significance that the patronage of both Lorenzo de Medici and Ludovico Sforza had on the Renaissance. There was a tendency for some candidates to answer with mostly descriptive material.

Question 8

There were fewer than 100 responses to this question. Candidates were required to make an appraisal of the impact of the Renaissance on one country and focused on many areas for their exemplar country.

Section 5

Question 9

There were fewer than 100 responses to this question. Candidates were required to offer a considered and balanced review of the importance of religion for the Portuguese voyages of discovery. Some good responses were seen which assessed religion and other factors as motivations for the voyages.

Question 10

There were fewer than 100 responses to this question. Candidates were required to make an appraisal of the economic impact of the voyages of exploration on Europe up to c1550. Some Spanish-language responses showed good knowledge of the impact on Spain.

Section 6

Question 11

There were 122 responses to this question. Candidates were required to offer a considered and balanced review of the statement that the religious ideas of Luther did not have a long-lasting impact on Europe. Candidates often seemed to have a limited knowledge base for this question and tended to focus largely on his opposition to the sale of indulgences.

Question 12

There were fewer than 100 responses to this question. Candidates were required to make an appraisal of the reasons for the outbreak of the German Peasants' War in Germany. Responses could have looked at social, economic and political/religious reasons.

Section 7

Question 13

There were fewer than 100 responses to this question. Candidates were required to give an account of the similarities and differences of the impact of policies of any two Enlightened Despots. Among those answering the question, Catherine II of Russia seemed to be a relatively popular choice.

Question 14

There were fewer than 100 responses to this question. Candidates were required to make an appraisal of the impact of the Baroque movement on the arts from 1650 to 1800. The arts could include a wide variety of areas and candidates could range widely over European territory to provide examples.

Section 8

Question 15

There were 1,178 responses to this question. Candidates were required to consider the merits or otherwise of the argument that it was financial and economic problems that caused the French Revolution. This was a popular question and many candidates answered it successfully with knowledge of financial/economic problems and of other potential causes of the Revolution. Weaker candidates' knowledge was largely confined to the profligacy of Louis XVI and Marie Antoinette.

Question 16

There were 155 responses to this question. Candidates were required to make an appraisal of how successful the Directory was in bringing stability to France 1795–1799. Some candidates had exceptional in-depth knowledge and provided very strong answers. However, weaker candidates only had knowledge about Napoleon in power which was not relevant to the question.

Section 9

Question 17

There were fewer than 100 responses to this question. Candidates were required to make a considered and balanced review of why the Bourbons were restored in France. Responses could have looked at the role of the Allies and that of domestic factors within France that paved the way for the Restoration.

Question 18

There were fewer than 100 responses to this question. Candidates were required to consider the statement that the foreign policy of Napoleon III was overall successful. Good responses could argue in support of or against the statement if there was appropriate relevant historical knowledge provided in support.

Section 10

Question 19

There were fewer than 100 responses to this question. Candidates were required to offer a considered and balanced review of the reasons for and consequences of the Repeal of the Corn Laws. Both reasons and consequences must have been addressed for responses to score highly.

Question 20

There were fewer than 100 responses to this question. Candidates were required to make an appraisal of the reasons for Gladstone's failure to resolve the Irish Question. They could have adopted a chronological or a thematic approach.

Section 11

Question 21

There were 817 responses to this question. Candidates were required to appraise the contribution of foreign powers to the Unification of Italy. There were some very successful responses to this question which weighed the role of foreign powers and that of other factors, for example the policies of Cavour, in the Unification of Italy.

Question 22

There were 588 responses to this question. Candidates were required to appraise the contribution of economic and military factors to the rise of Prussia from 1815 to 1866. There were some very successful responses with excellent knowledge. Some responses also looked at other factors and arrived at a considered conclusion as to the importance of each type of factor.

Section 12

Question 23

There were 2,657 responses to this question. Candidates were required to consider the merits of the statement that it was Russia's participation in the First World War that was the main cause of the February/March 1917 Revolution. There were some good responses with excellent knowledge shown and a discussion of the role of other factors in causing the Revolution as well as that of Russia's participation in the war. Weaker candidates tended to confuse the February/March 1917 Revolution with that of October/November 1917.

Question 24

There were 315 responses to this question. Candidates were required to offer a considered and balanced review of the statement that Lenin's foreign relations were motivated by practical concerns and not ideology. Some candidates did not appear to have the knowledge base to answer this question; for example, the Treaties of Brest-Litovsk, Riga and Rapallo.

Section 13

Question 25

There were 2,364 responses to this question. Candidates were required to offer a considered and balanced review of whether Balkan nationalism was a significant cause of the First World War. Many good answers were seen with impressive in-depth knowledge and an ability to discuss the importance of Balkan nationalism as well as that of other causes of the war. Some candidates were also able to discuss how the interplay of numerous factors in the causation of the war.

Question 26

There were 1,632 responses to this question. Candidates were required to offer a considered and balanced review of the reasons for and the impact of US entry in the First World War. Candidates demonstrated more knowledge about "reasons for". Discussions of US impact tended towards generalizations at times.

Section 14

Question 27

There were 3,015 responses to this question. Candidates were required to consider the statement that Hitler's consolidation between January 1933 and August 1934 was a political revolution. There were some good responses seen. However, in other cases, candidates did not seem to have the knowledge base to answer the question. They sometimes had very little knowledge of events between January 1933 and August 1934; instead relying on generalizations about Nazi rule that really concerned the later 1930s or even the war period and thus were not relevant to the question.

Question 28

There were 1,730 responses to this question. Candidates were required to appraise the relative importance of economic and political problems in Mussolini gaining power in 1922. There were some good responses; however, some candidates did not seem well prepared for the question. They seemed to lack the knowledge base about Italy in the period up to Mussolini gaining power. Instead they tended to produce material about Mussolini's domestic or foreign policies once he was in power which was not relevant to the question.

Section 15

Question 29

There were 5,327 responses to this question. Candidates were required to consider the statement that the Treaty of Versailles was a harsh and unfair peace. Some good in-depth knowledge was shown by many responses. However, weaker candidates tended to focus solely on the rise to power of Hitler in 1933 with little reference to the question.

Question 30

There were 4,279 responses to this question. Candidates were required to offer a considered and balanced review of the reasons for the League of Nations' failure by 1938. There was some good in-depth knowledge. However, weaker candidates tended to list the failures of the League, (Manchuria, Abyssinia), without explaining the reasons for failure. Others tried to answer the question as if it was on the successes and failures of the League which was not the question being asked.

Section 16

Question 31

There were 1,505 responses to this question. Candidates were required to offer a considered and balanced review of the causes and consequences of Stalin's purges. There was some good knowledge demonstrated. However, weaker candidates tended to focus on Stalin's rise to power rather than the purges.

Question 32

There were 424 responses to this question. Candidates were required to compare and contrast the domestic policies of Khrushchev and Brezhnev. While there was some good knowledge shown, weaker candidates seemed to have a limited knowledge base, especially in the case of Brezhnev.

Section 17

Question 33

There were 446 responses to this question. Candidates were required to offer, (for the period up to 1949), an appraisal of the relative significance of economic as opposed to other factors

in the division of Germany. While there were some good responses, weaker ones tended to stray way beyond 1949 to give a general narrative of the Cold War.

Question 34

There were fewer than 100 responses to this question. Candidates were required to offer a considered and balanced review of post-war political changes in one country. Political change could be defined in various ways.

Section 18

Question 35

There were 328 responses to this question. Candidates were required to consider the statement that protests against Soviet domination were unsuccessful up to 1980 in central/eastern Europe with reference either to East Germany and Poland **or** Hungary and Czechoslovakia. Some good knowledge was shown especially for Hungary and Czechoslovakia. Weaker candidates tended to stray beyond 1980 to Gorbachev and the end of Soviet control of central/eastern Europe.

Question 36

There were fewer than 100 responses to this question. Candidates were required to compare and contrast the roles of Walesa in Poland and Havel in Czechoslovakia. Some in depth knowledge was shown; responses on Walesa tended to be fuller than those on Havel.

Recommendations and guidance for the teaching of future candidates (all regions)

- Teach all the bullets in each of the sections chosen for the individual schools' teaching programme. Within each bullet, teach all the sub sections of the bullet and take into consideration the broad indications given in the introductory paragraph for each section of the guide. These can all be used as the basis of questions.
- Ensure that candidates have strategies for learning material accurately and in detail, frequent short answer testing during the programme should assist in this. Similarly encouraging candidates to write their own timelines will lead to essays that are more clearly structured and coherent.
- Candidates should know the sections of the guide that form their programme and be clearly aware of the command terms and markbands used to assess their work. This should increase their understanding of the need to support their ideas with factual evidence.
- Candidates should be discouraged from attempting to question spot or to identify patterns in the setting of examination papers. For example, where a section spans both the 19th and 20th centuries there is no guarantee that there will a question on each century. Similarly, the same topic areas may not appear every year (for example Alexander II of Russia or the causes of the Civil War in the US). Therefore, it is essential that all bullets are taught in detail.
- Candidates should have practice at identifying the focus of each question this will enable them to utilize their knowledge more effectively and therefore access the higher markbands.
- Please focus on candidates being able to back up their arguments with specific historical knowledge. There was a tendency for some candidates to have quite good understanding but a very limited knowledge base on which they could draw to make their arguments more supported.
- It is vital for teachers to identify candidates who have difficulty in writing legible responses and to work with those students to ensure that their knowledge can be effectively transferred in a testing environment. Various coping strategies that might be useful include, but are not limited to, printing responses (rather than use of cursive), greater spacing between words, skipping lines.
- Throughout the academic year, it is very useful for candidates to frequently review past exam questions so that they might discuss with their teachers the topics that best mesh with the programme's curriculum and the content that would provide the most relevant response to these practice questions. The conduct of these exercises will help to ensure that candidates make sound choices as to the section from which they choose questions as well as the determination of the topic representing their greatest extent of knowledge. As a corollary, teachers should spend adequate time instructing candidates as to the command terms used in questions and the expected demands associated with each term.
- Lastly, the greatest gains may be attained by placing emphasis on the need to provide supporting evidence that is relevant to the demands posed by the question, rather than a narrative of events alone. Candidates achieve their best results when this is accompanied by well-developed critical analysis. Acknowledgment and evaluation of different perspectives are an important adjunct to the response, rather than an indication of weakness or lack of certainty.

