

## HISTORY

### Overall grade boundaries

#### Higher level

|                    |        |         |         |         |         |         |          |
|--------------------|--------|---------|---------|---------|---------|---------|----------|
| <b>Grade:</b>      | 1      | 2       | 3       | 4       | 5       | 6       | 7        |
| <b>Mark range:</b> | 0 – 12 | 13 – 25 | 26 – 37 | 38 – 49 | 50 – 59 | 60 – 70 | 71 – 100 |

#### Standard level

|                    |        |         |         |         |         |         |          |
|--------------------|--------|---------|---------|---------|---------|---------|----------|
| <b>Grade:</b>      | 1      | 2       | 3       | 4       | 5       | 6       | 7        |
| <b>Mark range:</b> | 0 – 12 | 13 – 25 | 26 – 35 | 36 – 48 | 49 – 59 | 60 – 71 | 72 – 100 |

### Higher and standard level internal assessment

#### Component grade boundaries

|                    |       |       |       |        |         |         |         |
|--------------------|-------|-------|-------|--------|---------|---------|---------|
| <b>Grade:</b>      | 1     | 2     | 3     | 4      | 5       | 6       | 7       |
| <b>Mark range:</b> | 0 – 3 | 4 – 6 | 7 – 8 | 9 – 11 | 12 – 13 | 14 – 15 | 16 – 20 |

### The range and suitability of the work submitted

The majority of schools submitted suitable samples in the correct format, which were appropriate for Internal Assessment in history. Although many addressed topics from within the history syllabus, (favourites included; Castro, Peron, Nazis), others covered a wide range of subjects from a very large chronological spread, from Roman and Greek history, through the middle ages, to the early modern era. Many candidates, especially from Latin America, chose to investigate themes from their own countries, some very local, others more national.

Too many samples suffered from choosing a topic that was too wide for any depth of analysis. Others wrote a title/question, and failed to focus on it sufficiently in their investigation. A carefully chosen and focused question usually produced a good piece of work.

### Candidate performance against each criterion

#### Criterion A Plan of Investigation

Some candidates lost marks for an unsatisfactory question, or a vague title not worded as a question, while others lost them for failing to explain the methodology or scope (or both) of the investigation. Too many wrote ‘I will research the topic from books in the library, and evaluate two of them’, or something similar.

#### Criterion B Summary of evidence

Some candidates recorded relevant, focused points and referenced them. Others wrote down material that was only partially relevant, for example, far too much background, or quoted many lines from a

source. Too many were only able to score two marks, because this section contained no references to sources used.

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

This continues to be the weakest section for many candidates, often because they recount the content of the sources, rather than basing their evaluation on origin, purpose, value and limitation, as required. However there is a definite improvement overall here. Purpose is frequently ignored, and value and limitation is still often based on what the source contains. Bias, and primary/secondary, remain as overworked and wrongly used concepts as ever. Some candidates make this task more difficult for themselves by doing the two chosen sources together, in a kind of comparison. For clarity, do them separately.

#### **Criterion D Analysis**

For a few candidates this was the most successful criterion, with carefully structured analysis based on the information from section B, but the majority did not score very well. Many repeated B, or included more factual information, without developing any analysis.

#### **Criterion E Conclusion**

Most candidates were able to reach a conclusion, but not all scored the two available marks, as the conclusions did not always follow logically from the evidence.

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

A disappointing number of candidates exceeded the word limit. When this is so they must be given 0 for this criterion. Bibliographies were also poor, with far too many not listed correctly in alphabetical order of the author's surname: also the date of Internet access was often not recorded. Some candidates had not used appropriate sources.

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

- Teachers should study the guidelines for IA.
- More care should be taken in the selection and focus of the topic
- More guidance should be given on the wording of the investigation question
- More guidance should be given on referencing
- Warn candidates that they will lose two marks if the word limit is exceeded
- Remind candidates to include the number of words used on the front cover
- Ensure that candidates understand the meaning of analyse
- Discourage investigations based solely on Internet sources
- Practice source evaluation.

## Higher and standard level paper one

### Component grade boundaries

|                    |       |       |       |        |         |         |         |
|--------------------|-------|-------|-------|--------|---------|---------|---------|
| <b>Grade:</b>      | 1     | 2     | 3     | 4      | 5       | 6       | 7       |
| <b>Mark range:</b> | 0 – 2 | 3 – 5 | 6 – 8 | 9 – 12 | 13 – 15 | 16 – 19 | 20 – 25 |

### General comments

The majority of candidates chose to answer the set of questions on Prescribed Subject 1 (PS1). A careful scrutiny of report forms from teachers and examiners was undertaken on the first morning of the grade award meeting. Written comments from teachers and examiners concurred in adjudging the paper to be fair, accessible and with clear questions. In addition, examiners reported that there seemed to be a broadly similar range in the quality of responses across the three sets of questions. Teachers' overall judgments on the suitability of the question paper and comparability with last year's paper 1, as reported on G2 forms, were:

#### Paper 1: Comparison with last year's paper

| Exam paper much easier | A little easier | Similar standard | A little more difficult | Much more difficult |
|------------------------|-----------------|------------------|-------------------------|---------------------|
| 0                      | 2               | 36               | 9                       | 0                   |

#### Suitability of question paper

|                     | Too easy | Appropriate | Too difficult |
|---------------------|----------|-------------|---------------|
| Level of difficulty | 0        | 47          | 2             |

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

Identifying the message of the cartoons and explaining the features implying that message generally proved difficult to all but the abler candidates. Many responses showed candidates employing flawed assumptions that arose from insufficient attention to detail. (For instance, asserting that Mao was the old-fashioned Party man in the cartoon, although the attribution stated that the cartoon was published in 1957 in a Chinese Government publication and that it illustrated how some party members took unofficial action *against* Mao's intentions.)

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

A notable improvement in recent years has been the increase in candidates displaying good cross-referencing skills when answering the second question in each section. In this session far fewer candidates than hitherto offered little more than a paraphrase of the sources in attempting to answer these questions (though even more candidates could achieve top marks if they developed their analysis to cover all, or nearly all, the cross-references to be found in the relevant sources). Good preparation was also evident in the increased use by candidates of both relevant own knowledge and evidence from the sources in responding to the final question in each section. Indeed, it has become

rare to see answers based solely on either own knowledge or source material, except where poor time management has led to a very brief final answer.

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

### **Prescribed Subject 1: The USSR under Stalin, 1924 to 1941**

**Question 1**     a)     *According to Source A, why did the USSR and Germany work together on military matters?* [3 marks]

They were regarded as outcasts, USSR for its communism, Germany for allegedly causing the First World War. The USSR, which was technologically backward, wanted to learn from Germany about developing weapons; Germany wanted to develop her weapons etc., in secret. A mark was awarded for each point made and slightly developed. If candidates did not gain full marks it was usually because their answers were too brief to merit three marks.

b)     *What message is portrayed in Source B?* [2 marks]

Plausible suggestions included Soviet concern for, or warning of, the danger of the emerging Hitler and fascism, and that the western powers were blind to the danger posed by Hitler due to their hopes for financial gain. One mark was awarded for each relevant observation, up to a maximum of two marks. Relatively few candidates made reference to the knife in Hitler's hand or to the date of the cartoon in their explanations.

**Question 2**     *Compare and contrast the relations between the USSR and Germany in Source A with those in Source C.* [6 marks]

To their credit, most candidates concentrated on explaining points of comparison and contrast rather than simply summarising the content of the sources. Marks depended on the thoroughness and balance of the cross-referencing. Relatively few answers indicated that Source A concerns military matters whereas C is directed (at least on the surface) towards peace, and that the collaboration in Source A was secret and ongoing whereas that in C was published (except for the secret clause, not given here) and was "for a period of 10 years".

**Question 3**     *With reference to their origin and purpose, assess the value and limitations of Source D and Source E for historians studying Stalin's foreign policy in relation to Germany.* [6 marks]

Answers tended to be stronger on Source E, with attention to both purpose and origin leading to more effective analysis of value and limitations in the light of the origin of Stalin's radio broadcast and its purpose.

**Question 4**     *Using the sources and your own knowledge, analyse the changes in Stalin's foreign policy in relation to Germany up to 1941.* [8 marks]

There were more excellent answers than hitherto to the final question in this section, with many candidates making relevant and thorough use of own knowledge and all the sources. Most answers heeded the date in the question, but a few wasted time analysing changes in Stalin's foreign policy in relation to Germany beyond 1941 (to 1945 or later).

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

**Question 5** a) *What does Source C reveal about Mao’s views of the “Hundred Flowers Campaign”?* [3 marks]

Source C contains four main points – the campaign is not class based, the need to distinguish flowers from weeds, the basis for judgment is the constitution, and an outline of the criteria by which this should be done. Candidates were awarded a mark for each one they identified; most achieved high marks.

b) *What message is portrayed in Source B?* [2 marks]

Answers showed widespread appreciation that the flowers represented new ideas and attitudes in China that were allowed to flourish under the Hundred Flowers Campaign. Less happily, some answers argued that the old fashioned Party member in the cartoon was Mao, ignoring all the clues that suggested otherwise.

**Question 6** *To what extent are the views expressed in Source A supported by Sources B and E?* [6 marks]

The question requires candidates to identify the views expressed in Source A and to address to what extent there was support for them in Sources B and E. Generally, candidates demonstrated effective cross-referencing. However, some answers would have benefited from a fuller explanation of the views expressed in Source A.

**Question 7** *With reference to their origin and purpose, assess the value and limitations of Source C and Source D for historians studying events in China in the 1950s.* [6 marks]

In many answers the limitations of Source D could have been assessed more fully by using the information that the interviews took place almost twenty years after the event, the narrators themselves are political refugees and therefore have a particular point of view, and the narrators may be trying to minimize their own role in the Hundred Flowers Campaign.

**Question 8** *Using the sources and your own knowledge, how far do you agree with the statement, “Mao genuinely did want the intellectuals and people to think for themselves” (Source E)?* [8 marks]

Here, too, responses varied greatly in quality. Approximately a third were good or very good; almost as many were so brief as to suggest poor management of time, or possibly inadequate preparation. Generally, better use was made of source material than of own knowledge, though this was a question where candidates could have made use of the several schools of thought on the subject at the heart of the question.

**Prescribed Subject 3: The Cold War, 1960 to 1979**

**Question 9** a) *According to Source A, what were Nixon's objectives for his foreign policy?* [3 marks]

Most candidates gained three marks here. However, if candidates simply repeated the sentences in Source A the markscheme directed examiners to “only award one mark”.

b) *What political message is portrayed in Source C?* [2 marks]

Here the markscheme directed examiners to award one mark for identifying a valid message and one mark for explaining the features of the cartoon implying that message. Few responses were awarded both marks.

**Question 10** *In what ways are the views expressed in Source B supported by Sources C and D?* [6 marks]

As with question 6, many candidates could have scored a mark or two more by providing a fuller explanation of the views expressed in the pivotal source (Source B).

**Question 11** *With reference to their origin and purpose, assess the value and limitations of Source A and Source E for historians studying the period of détente.* [6 marks]

Answers varied from very good to weak. Most could have achieved a mark or two more by explaining further the origin and value of Source A. An extract from Nixon's First Inaugural Address, it is valuable as a direct statement of his intended policies and also shows a significant change in the direction of US foreign policy of cooperation and conciliation with traditional adversaries.

**Question 12** *Using these sources and your own knowledge, explain what considerations prompted the United States, China and the Soviet Union, to improve their relations.* [8 marks]

Relatively few candidates answered the set of questions on section C, and it was also noticeable that answers to question 12 tended to make use of either own knowledge or the documents. Few answers demonstrated substantial use of both.

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

The value of some practices, such as timed practice using past examination papers to encourage sound management of time and to sharpen the relevant historical skills, is confirmed session after session. For various reasons, including limitations of space, it does not seem appropriate to repeat the same recommendations session after session. So the focus here is mainly on recommendations arising from the work seen in this session. Long-standing recommendations can be found in past reports and are also disseminated through workshops.

Responses to the questions asking candidates to explain the message portrayed in particular cartoons showed the potential value of such questions and materials to expose misunderstandings which, when identified, could be used to stimulate significant advances in students' historical understanding. Indeed, there seems to be substantial evidence for claiming that more use of cartoons as part of teaching and pre-examination preparation can assist not only the achievement of greater understanding by students but also the achievement of higher marks on paper 1 and - perhaps most important of all - the development of analytical and evidential skills that are likely to prove of lasting and significant benefit to them.

Overall, both the length and quality of answers to the third question in each section has continued to increase and improve. However, it was also clear last year and again in this session that many candidates would score even higher marks if they could be encouraged to focus more carefully on *using* their knowledge of origins and purposes to make a thorough assessment of value and limitations (i.e. if they assessed the value and limitations of particular sources in the light of their origin and purpose), rather than constructing a response referring to origin, purpose, value and limitations but containing little interconnection.

Finally, more answers than hitherto gained the top marks on the final question in each section and, in doing this, demonstrated the value of beginning their answer with a relevant introduction that not only indicated the candidate's thesis or main line of argument but also provided a relevant framework for constructing a detailed and well-focused answer. By such practices and developments, the quality of responses can be raised and genuinely higher standards achieved.

## Higher and standard level paper two

### Component grade boundaries

|                    |       |        |         |         |         |         |         |
|--------------------|-------|--------|---------|---------|---------|---------|---------|
| <b>Grade:</b>      | 1     | 2      | 3       | 4       | 5       | 6       | 7       |
| <b>Mark range:</b> | 0 – 5 | 6 – 10 | 11 – 14 | 15 – 18 | 19 – 22 | 23 – 26 | 27 – 40 |

### General comments

The overall performance of candidates this session was slightly poorer than last year, although the difficulty of the paper was similar to previous years, so there appeared to be no reason for this, except the marginal weaker nature of the candidature. There were no rubric offences, although a few candidates failed to use examples from two different regions, as demanded, in, for instance, question 4. As in previous sessions, the vast majority of candidates answered questions from Topics 1, 3 and 5.

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

Social and economic questions proved difficult as the answers lacked specific details. Topic 6 was avoided; I saw no answers to this topic. It is always disappointing that more African schools, who write this session, do not answer questions in Topic 2; there were a few but not many. This continues to be either a difficult area or perhaps just an unpopular one. Some students wrote too much general narrative, especially unfocused background. As always, focus and analysis elude, at least partially, the weaker candidates.

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

It was pleasing to see answers to all the questions in the popular topics, 1, 3 and 5, and most candidates did appear to be well prepared in these areas. They were also knowledgeable about the League of Nations, and the United Nations, in Topic 4. As would be expected in a November session, there was a greater take-up for the question on South Africa.

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

### **Topic 1 Cause, practices and effects of war**

**Question 1** *Evaluate the social and economic consequences of **two** twentieth century wars.*

This question provided the opportunity for candidates to use one of their favourite topics, the World Wars. Unfortunately, their social and economic consequences were not known in sufficiently specific detail. Candidates also confused them with political consequences.

**Question 2** *How valid is the claim that in 1914 states went to war due to fear rather than for motives of gain?*

This was even more popular, and most candidates focused quite successfully on 'fear'. But rather less successfully on 'gain'. One examiner wrote: 'There was a significant number of very general pre-learnt responses.'

**Question 3** *To what extent did guerrilla warfare determine the outcome of the Vietnam War?*

Some candidates were able to give specific details about guerrilla tactics, and analyse their part in determining the outcome of the Vietnam War. Others dealt with this question in a general way. Most needed to address 'To what extent' more thoroughly.

**Question 4** *Why did foreign intervention occur so frequently in civil wars of the twentieth century and what impact did this intervention have on **two** civil wars each chosen from a different region?*

Candidates were able to find some reasons for the amount of foreign intervention in twentieth century wars, and to judge its impact on the chosen wars. The main problem was that too many chose to base their answers on the Russian and Spanish Civil Wars, which are both from the same region.

**Question 5** *Assess the role of air power in **two** twentieth century wars.*

Few candidates chose to assess the role of air power, but there were good answers. 'Not as bas as I expected' was the verdict of one examiner. Questions like this do attract candidates who are genuinely interested in the topic.

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

**Question 6** *Evaluate the claim that decolonization after 1945 was due less to the strength of nationalist movements than to the weaknesses of the colonial powers.*

This was the most popular question in Topic 2, but answers tended to generalise, rather than producing specific evidence.



**Question 7** *With reference to **either** Ghana (1957-1966) **or** Indonesia (1949-1965) identify the problems facing the newly independent state and assess the extent to which such problems were successfully resolved.*

Another question that usually produced too vague and general answers. ‘To what extent’ was largely ignored.

**Question 8** *To what extent did the colonial legacy hinder social and economic progress in newly independent states in **either** Africa **or** Asia?*

Not seen.

**Question 9** *Assess the contribution of the leader of an independence movement in either **one** African **or one** South Asian state.*

The one or two answers chose Gandhi.

**Question 10** *Analyse the importance of the two World Wars in the process of decolonization.*

The very few answers seen seemed to duplicate question 6.

**Topic 3      The rise and rule of single party states**

**Question 11** *“Fascism’s rise to power in Italy and Germany in the inter-war years largely resulted from the consequences of the First World War.” To what extent do you agree with this verdict?*

This was a popular question, and most answers showed a genuine attempt to analyse the rise of fascism in Italy and Germany in relation to the consequences of the First World War. Few however tackled ‘to what extent’ adequately.

**Question 12** *Assess the role of economic and social policies as factors explaining the consolidation and maintenance of power of **two** of the following: Castro, Mussolini, Perón, Nasser.*

Some able candidates knew the economic and social policies of their chosen rulers (all four were used), in commendable detail, and assessed them in relation to maintenance of power. Less able candidates wrote narrative accounts.

**Question 13** *For what reasons, and with what success, have single party states attempted to control **either** education **or** the arts?*

Candidates are tackling questions on education and the arts more successfully now, by using more relevant and accurate material, rather than unsupported generalisations. The regimes of Hitler, Mao and Stalin were used.

**Question 14** *To what extent was the rise to power of **one** left wing and **one** right wing single party ruler, the result of previous political problems?*

Castro and Mao – and less successfully Lenin and Stalin’s regimes, were used for the left and Hitler for the right. Some focused and analytical answers were written, as well as some basic narratives.

**Question 15** *Assess the role of terror and force in maintaining the ruler in power in **two** totalitarian states each chosen from a different region.*

Candidates used the terror and force of Hitler and Stalin successfully, and those who chose Mao as their ‘other region’ ruler, also did so. But those who used Castro or Peron failed to identify specific examples of force and terror. Some candidates were aware that they had not chosen wisely, and commented appropriately.

**Topic 4** **Peace and cooperation: international organisations and multiparty states**

**Question 16** *Why were the attempts of the League of Nations to ensure collective security more successful before rather than after 1929?*

This was quite popular; most candidates did address before and after 1929, but the latter was often done more successfully than the former.

**Question 17** *Evaluate the United Nations Organization’s peacekeeping role in the period 1945-64.*

There were fewer answers to this question than to question 16, and they were generally less well written, with inadequate specific knowledge and comment.

**Question 18** *For what reasons, and with what success, did South Africa make the transition from an apartheid state to a multiparty democracy, 1985-1995?*

There were several answers to this question, with some very satisfactory ones. It was encouraging that schools in Africa have studied this topic.

**Questions 19** *Compare and contrast the methods used by **two** multiparty states in dealing with major social and economic crises?*

**Question 20** *How far has the “selfish pursuit of national interests” been the greatest barrier to the successful working of **two** international organizations?*

No answers seen.

**Topic 5** **The Cold War**

**Question 21** *In what ways, and for what reasons, did the relationship between the wartime Allies deteriorate between 1945 and 1949?*

This was a very popular question; answers varied from satisfactory to very good. Most candidates knew the area well, and were able to support their assertions with specific details.

**Question 22** *Assess the impact of the Cold War on the economic developments of **two** states each chosen from a different region.*

There were a few answers that were all general and weak; assertions were not supported.

**Question 23** *Why, and with what success, did the USA adopt a policy of containment in the period 1947-1962?*

This was another area that was well known, although not all candidates adhered to the given dates.

**Question 24** *In what ways, and to what extent, did relations between East and West change in the period 1960-1970?*

Answers were rarely above satisfactory, with dates again being a problem.

**Question 25** *Why was Soviet control over East European satellite states successful in the period 1945-1968, and why did it collapse between 1988 and 1991?*

Few answers with little specific detail.

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

No answers seen.

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

- Teachers could emphasise that when questions contain two commands, such as ‘For what reasons and with what results’, candidates must be careful to answer both parts
- More guidance on understanding the command words of all questions would help
- Give as much practice on past questions as possible, in order to help the skill of exact focus
- More planning and evidence of planning is needed
- Ensure that candidates, especially standard level candidates, understand what the regions include, so that they are always able to give correct/valid examples from two regions when asked to do so
- Ensure that candidates have sufficient factual knowledge to use as evidence to support assertions made.

## **History of Africa**

### **Higher level paper three**

#### **Component grade boundaries**

|                    |       |        |         |         |         |         |         |
|--------------------|-------|--------|---------|---------|---------|---------|---------|
| <b>Grade:</b>      | 1     | 2      | 3       | 4       | 5       | 6       | 7       |
| <b>Mark range:</b> | 0 – 7 | 8 – 15 | 16 – 23 | 24 – 29 | 30 – 35 | 36 – 41 | 42 – 60 |

#### **General comments**

This paper was taken by 45 candidates from 4 centres. The standard of the work from one centre was generally high. From the other three centres the standard was disappointingly low with few good scripts.

As is usual on this paper, a high proportion of the questions answered were those on the pre-1900 section of the syllabus. Four-fifths of all the answers were on the six most popular questions. These were, in order of popularity, questions 2, 8, 1, 7, 3 and 4 and all were on the period before 1900.

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

The relative popularity of the question on the nineteenth century compared to the neglect of those on the twentieth century cannot be interpreted as an indication that candidates found twentieth century questions difficult. There were some good answers amongst the small number attempted to twentieth century questions. The overwhelming popularity of nineteenth century questions simply reflects the fact that the schools entering candidates for this component in history choose to concentrate in their teaching on the first half of the syllabus. Candidates' difficulties have much more to do with weaknesses in essay writing skills than with any particular areas of the programme. The most common weaknesses in candidates' work include:

- Failure to respond to all the requirements of the question
- Failure to support generalisations with specific knowledge
- Inclusion of irrelevant material in answers.

These weaknesses change little from year to year.

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

As always, in a paper taken by a significant number of candidates from several schools, the levels of achievement varied from impressive in the best candidates to very limited in the weakest.

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

Comments are made only on questions answered by 5 or more candidates. The number of answers is given, in brackets, after the title.

**Question 1**     *Assess the relative importance of economic and other factors that contributed to the abolition of the slave trade from **either** West Africa **or** East Africa. [14 candidates]*

A few candidates who did not read the question carefully answered on both West and East Africa. Two other candidates wrote about the abolition of slavery rather than the abolition of the slave trade. Most answers were written on West Africa. The commonest weakness was a failure to make any attempt to assess the relative importance of the factors identified. Several candidates seemed to believe that many slaves exported from West Africa ended up working in factories or plantations in Europe.

**Question 2**     *Compare and contrast the achievements of Tewodros II and Johannis IV as rulers of Ethiopia. [30 candidates]*

This was the best answered question as well as the most popular. A few candidates wrote two separate accounts of the work of the two rulers and left the task of comparing and contrasting their work to the examiner. Most candidates, however, compared or contrasted the two rulers, point by point, and often concluded with a brief assessment of which was the more successful. There were considerable variations in the amount of knowledge shown by the candidates e.g. in Tewodros's modernising reforms and on Johannis's successes against foreign invaders.

**Question 3** *Explain the rise and fall of the Mahdist state in the Sudan.* [10 candidates]

None of the candidates who attempted this question wrote an answer which struck a reasonable balance between the rise and fall of the Mahdist state. Few showed any specific, accurate knowledge about Khalifa Abdallahi and the extent to which his unpopularity contributed to the fall of the mahdist state before Kitchener's reconquest of the Sudan.

**Question 4** *Account for the expansion and importance of the kingdom of Buganda between circa 1750 and 1884.* [10 candidates]

Answers to this question were generally weak. None of the candidates who attempted it had sufficient detailed knowledge to produce a good answer. None mentioned the two eighteenth century Kabakas (Kyabagu and Semakokiro) who contributed most to the territorial expansion of Buganda; and none mentioned Kabaka Suna, the greatest ruler in the first half of the nineteenth century. All knew something about Mutesa I but not all of the knowledge was accurate. Several candidates wrongly attributed territorial expansion to Mutesa I. Others included irrelevant material on Mwanga who succeeded Mutesa in 1884, the terminal date of the question.

**Question 7** *Compare and contrast Mosheshwe of the Sotho and Shaka Zulu as nation builders.* [11 candidates]

As with question 2 several candidates wrote two separate accounts of the two leaders as nation builders and left the examiner to identify the similarities and differences between the two. Others, more appropriately for this type of question, used a point-by-point approach, comparing and contrasting as the answer proceeded. The amount of knowledge shown and its relevance varied. Most answers achieved a reasonable balance between the two nation builders and identified the overall contrast between Moshesh, the defensive nation builder, and Shaka, the aggressive nation builder.

**Question 8** *"Between 1876 and 1886 a chain of events in Europe and Africa led to the European "scramble" for Africa." To what extent do you agree with this assertion?* [23 candidates]

This, the second most popular question, was generally satisfactorily, and sometimes very well, answered. The best candidates were able to establish the correct chronology of the chain of events, beginning with the Brussels Conference of 1876 and the founding of the African International Association; the activities of Leopold II and De Brazza in the Congo Basin; the British occupation of Egypt in 1882, and the Berlin West Africa Conference 1884-85, the final catalyst which triggered the 'scramble'. These candidates also showed clearly how these and other events were inter-related and how the main European powers with interest in Africa reacted to them. This question produced the most outstanding answers this year.

**Question 10** *Why, and with what results, did Lobengula resist the British, and Lewanika seek their protection?* [6 candidates]

All the answers to this question were satisfactory or better. The main strength of the answers was that candidates avoided an approach which crudely contrasted Lobengula, the 'resister', with Lewanika, the 'collaborator'. Every candidate made it clear that, initially, Lobengula tried hard to avoid any armed confrontation with the British and other concession seekers. He resorted to armed resistance reluctantly and only when nothing else could prevent loss of sovereignty. Most answers included a

brief summary of the main treaties which each African ruler signed with the British. All were agreed that ultimately both the Ndebele and the Lozi came under British rule but this came sooner, and with greater loss of life and destruction to their country, in the case of the Ndebele than it did for the Lozi.

**Question 25** *“It is unrealistic to blame the post-independence problems of African states entirely on the legacy of colonial rule.” How far do you agree with this view?*

*[10 candidates]*

This was the only question on the twentieth century section of the syllabus which was answered by more than 4 candidates. Few candidates who attempted it wrote satisfactory answers. Good answers depended on a candidate’s ability to analyse comprehensively both the main post-independence problems of African states and the nature of the colonial legacy and its impact. No candidate was able to do this satisfactorily.

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

It has already been pointed out that the weaknesses and shortcomings of candidates change little from year to year. The following suggestions, therefore, contain nothing that has not already appeared in previous reports:

- Urge candidates to read all the questions carefully, and preferably more than once, before deciding which three to answer. It is worth spending several minutes on this decision **before** starting to write
- Give candidates practice in identifying key words and phrases in the titles of questions and emphasise that answers must respond to all of these ‘command’ words/phrases to be complete
- Warn candidates to try and avoid wasting time by including irrelevant material in answers. Several candidates wasted time this year by including material which applied to the period after 1884 in answers to question 4 where 1884 was the terminal date given clearly in the title.

## **History of the Americas**

### **Higher level paper three**

#### **Component grade boundaries**

|                    |       |        |         |         |         |         |         |
|--------------------|-------|--------|---------|---------|---------|---------|---------|
| <b>Grade:</b>      | 1     | 2      | 3       | 4       | 5       | 6       | 7       |
| <b>Mark range:</b> | 0 – 7 | 8 – 15 | 16 – 23 | 24 – 29 | 30 – 35 | 36 – 41 | 42 – 60 |

#### **General comments**

The paper seemed to work very well, leading to a wide choice of questions and a good spread of marks. It was very encouraging that there were many good quality answers in this session. There was a strong concentration of answers on both Latin American and US history. The most popular questions were 6, 19, 14, 11, 16 5 and 1. No questions about Canada were answered. Within the

questions there was a variation of performances, from very good to very poor although the general performance was good. All the students answered the required three questions, thus time was not a factor.

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

Questions from the early part of the syllabus generally produced poor answers, as is often the case. Questions 2, 3, 4, and 6 showed limited understanding of the topic, and a significant lack of basic facts.

Questions on social and cultural history were also generally poorly managed.

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

A positive feature in many answers was that candidates showed relevant knowledge about some of the topics. This was particularly evident in questions 5, 9, 10, 11, 15, 18, 19. Some candidates made excellent use of both Spanish and English historical evidence, and there were some interesting attempts at analytical approaches to answers such as 5, 10, 11, 15, and 19. Overall many of the responses to some demanding questions showed well-prepared candidates displaying impressive levels of knowledge, skills and understanding.

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

**Question 1** *Compare and contrast the treatment of Native Americans by English and Spanish settlers in the colonial period.*

Some responses displayed high quality comparative analysis.

**Question 2** *Analyse the external and internal factors which contributed to the growth of independence movements in either British or Spanish colonies.*

Several takers, although the results were not very satisfactory. Candidates were not able to differentiate between internal and external causes, particularly with regard to the British colonies.

**Question 3** *Why did political parties develop in the United States during the 1790s?*

Not very popular but some impressive knowledge in the few that answered it.

**Question 4** *Assess the economic and social conditions of free African Americans in one country of the region during the nineteenth century.*

This question attracted several students but with very limited knowledge of the topic. While the question asked about free African Americans, most of the answers only discussed the conditions of the slaves.

**Question 5** *To what extent, and for what reasons, did the election of Abraham Lincoln contribute to the onset of the Civil War in the United States?*

Very popular, with some impressive analyses. The main limitation was that some candidates did not concentrate enough on Lincoln and the critical years from 1854-61.

**Question 6** *Evaluate the impact of immigration on one country of the region from the mid-nineteenth century to 1919.*

Some barely satisfactory answers. It is clear that his topic is not taught in depth at the schools.

**Question 7** *Analyse the ideas which influenced Latin American economic development during the nineteenth century and assess the results of this development.*

This was a rather popular question which was satisfactorily answered. The major problem was the lack of historical evidence to back up arguments.

**Question 8** *What arguments and strategies did Booker T Washington and W E B Dubois offer for dealing with the problems faced by African Americans at the end of the nineteenth and beginning of the twentieth centuries?*

This question attracted several candidates with very good results. However some students were side tracked by concentrating on the arguments and ideas of the African American leaders and therefore produced little development of the problems faced by the African Americans.

**Question 9** *What were the immediate and underlying causes of United States involvement in the Spanish-American War?*

Rather popular and well answered in English.

**Question 10** *“The Roosevelt Corollary turned the Monroe Doctrine on its head.” To what extent, and for what reasons, do you agree with this statement?*

Some takers although not very good answers. There was very limited knowledge of the Monroe Doctrine.

**Question 11** *Explain why Mexico, after a period of “unprecedented prosperity” from 1876 to 1910, experienced a revolution in 1911.*

Very popular with some excellent answers which balanced the external image of the “Porfiriato” with the internal inequalities and repression.

**Question 12** *How did Canada’s participation in the First World War affect its economic and social development?*

No answers to this question

**Question 13** *Examine the literary trends that emerged between 1850 and 1914 in one of the following: the United States; Canada; Latin America.*

No answers to this question



**Question 14** *Analyse the political and economic changes caused by the Depression to one country of the region.*

Probably the most popular question with excellent answers. The countries more often selected as examples were the United States and Argentina.

**Question 15** *Explain why Populist movements emerged in Latin America in the first half of the twentieth century. Illustrate your answer with specific examples from one country of the region.*

Some answers but with very limited knowledge of the topic. Candidates selected good examples, usually Peron or Vargas, but there was no evidence of knowledge of why the movements emerged.

**Question 16** *Assess the impact of the Second World War on the economy of one country of the region.*

Answers that selected a country in Latin America were rather good. However, those who chose the United States were not very knowledgeable.

**Question 17** *How did the Cold War change relations between the United States and either Latin America or Canada between 1945-1953?*

Very few answers with limited knowledge about the topic. Candidates selected mostly Cuba and ignoring the dates, discussed the revolution and the Missiles Crisis!

**Question 18** *Compare and contrast John F Kennedy and Lyndon B Johnson with respect to their aims and their style of leadership.*

Few takers for this question. Most candidates were able to tackle contrasting “aims” more effectively than “style of leadership”.

**Question 19** *For what reasons, and with what results, did the United States become involved in Vietnam?*

Very popular but there was too much emphasis on the consequences and too little on the motives.

**Question 20** *“The Watergate Scandal confirmed that in the United States the democratic process worked.” To what extent do you agree with this statement?*

Although several candidates answered this question, the answers were rather poor. Candidates tended to interpret “the democratic process” as the rise to power of the Democratic party.

**Question 21** *Compare and contrast the causes of two revolutionary movements in Latin America after 1945.*

Some very good answers. The best treated examples were Cuba and Guatemala and interesting contrasts were developed in the case of Chile.

**Question 22** *How successful were the governments of Canada in solving the country’s domestic problems in the 1960s?*

No answers to this question were reported.

**Question 23** *Explain why and how the Civil Rights movement became more radical as the 1960s progressed.*

Another popular question. Some candidates showed considerable knowledge of why and how the movement became more radical, placing emphasis in the continuity of racism and segregation and thus the emergence of Malcolm X etc.

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

Answers (very few) to this question were rather unsatisfactory. Candidates did not reflect a clear understanding or knowledge of the theme.

**Question 25** *Evaluate the successes and failures of one regional trade agreement in the region since 1945.*

No answers to this question were reported

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

The recommendations for teachers are:

- Candidates should choose questions on topics they have studied, not simply ones that seem interesting
- When choosing questions candidates should also examine the key words, consider what the question is asking, and then decide whether they know enough to answer it effectively
- Candidates should strive to provide well-supported answers to the questions asked and avoid use of sweeping generalizations and 'pre-prepared' answers. This is clearly a problem since the students “believe” that they had been prepared for the topic without taking into consideration the demand of the question
- Advise average and weak candidates to answer and plan answers carefully.

## **History of East and South East Asia and Oceania**

### **Higher level paper three**

#### **Component grade boundaries**

|                    |       |        |         |         |         |         |         |
|--------------------|-------|--------|---------|---------|---------|---------|---------|
| <b>Grade:</b>      | 1     | 2      | 3       | 4       | 5       | 6       | 7       |
| <b>Mark range:</b> | 0 – 7 | 8 – 15 | 16 – 23 | 24 – 29 | 30 – 35 | 36 – 41 | 42 – 60 |

#### **General comments**

The G2 Forms returned by the schools, indicate that the November 2004 East Asia, Southeast Asia and Oceania Paper was considered to be well balanced and to have an appropriate level of difficulty. With few exceptions candidates answered questions on China and Japan only, although it was

pleasing to see that some candidates had attempted questions on other topics. There were relatively few poor papers and overall candidates addressed the questions well. Within the narrow range of topics selected, there is evidence of very sound teaching. There were some commendable answers revealing sound knowledge, clear understanding and good analytical skills. There were few errors of a geographical nature. It was unfortunate that the question paper went onto the third page as some candidates did not find questions 24 and 25 until after the examination. Teachers should ensure that their students are aware of the nature of the question paper.

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

While many candidates possessed adequate knowledge there is still the tendency for this knowledge to be utilised in an irrelevant way. There were occasions when candidates misunderstood the requirements of the question or could not successfully adapt a prepared topic to the requirements of the question. This was certainly the case in the answers on the questions relating to Mao Zedong (see below).

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

Generally speaking mainstream questions on Chinese and Japanese history, which have a clearly political theme, are the questions with which the candidates are most comfortable and on which they perform best.

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

The most commonly answered questions were nos. 2, 3, 7, 8, 15, 16, 17 and 25 which accounted for some 95% of the responses.

**Question 2**     *"Apparently so wealthy and powerful: in reality so weak and corrupt." Is this a fair assessment of China in the first half of the nineteenth century?*

There were some very strong responses which focused on the key words in the question. Weaker candidates wrote a descriptive narrative of events without considering the key terms. This question proved to be a good discriminator among the candidates.

**Question 3**     *To what extent did "Dutch Learning" (rangaku) and "National Learning" (kokugaku) contribute to the fall of the Tokugawa Shogunate in 1868?*

There were a considerable number of balanced answers here which weighed the reasons and came to a rational judgement. There were few weak answers and this was the second most popular question on the paper.

**Question 7**     *"Greedy, self-seeking and corrupt, she had learned nothing and forgotten nothing". To what extent is this a fair assessment of the Empress Dowager Cixi (Tz'u-hsi) and her policies for China between 1870 and 1908.*

Questions on Cixi are not usually handled very well by the candidates, and this was the case in November 2004. While there were some excellent responses with detailed knowledge, there were also many superficial, anecdotal accounts of her importance.

Some candidates ignored the dates and wrote on the 1911 Revolution. Other candidates could not identify any of her policies!

**Question 8** *To what extent was the reign of the Emperor Meiji of Japan (1868-1912) a period of 'conservative revolution'?*

This was by some considerable extent the most popular question on the exam. Hardly surprisingly therefore it brought a wide variety of responses. There were many excellent answers but the weaker candidates merely listed events in the time period without considering the key words 'conservative revolution'.

**Question 15** *Assess the importance for China of the triumph in the 1930's of Mao Zedong's (Mao Tse-tung's) policy of rural revolution.*

For those candidates who had some knowledge of the early period of Mao after 1927 this question was extremely well answered. Unfortunately, for many other candidates, it was totally misunderstood. Weaker answers mentioned the Long March and then jumped to 1950 and 1958 and wrote about Mao's policies between these dates – often including the Hundred Flowers campaign as well. This is a classic case of candidates seeing a question and twisting it to fit their knowledge with catastrophic effects.

**Question 16** *Analyse the reasons for Japan's decision to attack Pearl Harbor and South East Asia in December 1941.*

An interesting gamut of answers which handled the question quite well. There was a tendency for candidates to ignore the alternative option of striking North in their answers. The majority of responses focused on the need for resources and the classic rationale for the attack.

**Question 17** *"Concentrating upon the role of Mao Zedong (Mao Tse-tung) has overshadowed the contributions of other Chinese leaders to China's development between 1949 and 1976". How far do you agree with this statement?*

Here again candidates were expecting a question on Mao between 1949 and 1976. Weaker candidates simply disagreed with the quotation and wrote an essay on Mao's achievements. Even the leadership question in the Cultural Revolution was ignored. Everything was down to Mao. Better candidates made running judgements about the role of Zhou, Liu, Deng, Lin Biao and the Gang of Four among others. This question was also an excellent discriminator among candidates.

**Question 25** *Assess the role of Jiang Jieshi (Chiang K'ai shek) in the history of modern China.*

There were some very good, wide-ranging responses to this question which indicated both a breadth and depth of knowledge. Weaker candidates argued that, because of Jiang's failures Mao came to power which is why Jiang was important to modern China.

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

Teachers should encourage candidates to read questions carefully and to think about what is required before beginning an answer. Candidates do not seem to write outlines or, if they do, they write outlines which are poor. Teachers should practice 'mind-mapping' or 'brainstorming' in their classes so as to get the candidates to think more carefully before they put pen to paper. Dates are important in history and candidates should include some dates to give the essays a sense of chronology. Analysis,

comparison and assessment are possible only when students have sufficient exposure to a range of materials and are involved in reading, viewing, listening to, discussing and writing about themes and problems from different points of view. Teachers can assist by providing access to resources, posing questions and problems, and providing time for discussion in class.

## History of Europe

### Higher level paper three

#### Component grade boundaries

|                    |       |        |         |         |         |         |         |
|--------------------|-------|--------|---------|---------|---------|---------|---------|
| <b>Grade:</b>      | 1     | 2      | 3       | 4       | 5       | 6       | 7       |
| <b>Mark range:</b> | 0 – 7 | 8 – 15 | 16 – 23 | 24 – 29 | 30 – 35 | 36 – 41 | 42 – 60 |

#### General comments

The reports from the examiners, and the G2 Forms returned by the schools, indicate that the November 2004 European Paper was considered to be sound, covering the syllabus well and having an appropriate level of difficulty. One centre was concerned about the question on Robespierre (bullet point 5 in the first topic on page 34 of the History guide 2001) but there were very few negative comments from the schools. All schools commented that the syllabus coverage was ‘satisfactory’ or ‘good’ and all schools thought that the paper was of a similar standard or easier than November 2003. The majority of candidates chose questions from the 20<sup>th</sup> Century and the vast majority of these dealt with the 1900 to 1939 period.

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

Too frequently accurate, but irrelevant, knowledge, was included as candidates found it difficult to stay focused on the question that was set. Many candidates did not address all the aspects of a question, particularly when these involved examination of multiple components. The construction of historical arguments needs to include more critical judgment and more supporting material.

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

Politically focused questions which are specific to a country or a leader are the questions which candidates are best equipped to handle and in which they do best.

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

Comments are made on the most commonly answered questions

**Question 3**     *How successful were the members of the Congress of Vienna in achieving their aims by 1830?*

This was a fairly straight-forward question and, once the candidate had identified the aims of the Congress or of the individual countries which were in attendance, the answers were generally of a high standard.

**Question 6**     *“The resolution of the question of Rome was the key to Italian unification”. To what extent do you agree with this statement?*

The focus on Rome disconcerted some candidates who turned this into a Mazzini, Cavour and Garibaldi question, with little mention of Rome. Somewhat surprisingly there was some inaccuracy in candidates' responses as to the chronology of Italian unification. There were, however, some excellent essays which indicated both breadth and depth of knowledge.

**Question 7**     *Assess the importance of the role of Bismarck in the unification of Germany.*

Somewhat surprisingly (perhaps due to the nature of the 20th Century questions) this question was not as popular as one would expect. Some weaker candidates described the events without making much assessment of Bismarck and other weak candidates ignored the existence of factors other than Bismarck.

**Question 8**     *How consistent were the domestic policies of Alexander II?*

Here again many candidates described Alexander's policies in a lengthy narrative without any focus on the word 'consistent'. It was only the better candidates who could define what they understood by 'consistent' and then analyzed Alexander's policies in light of their definition.

**Question 12**    *“Although Germany was blamed for the outbreak of First World War other countries were equally responsible”. How far do you agree with this statement?*

This was the most popular question on the paper and one which elicited a wide variety of responses. Weaker candidates identified the classic causes of the First World War without focusing on the role of other countries. Some candidates argued that the quotation was nonsensical as it was obviously Germany's fault that WW 1 started. The best candidates weighed the evidence carefully and made a balanced judgment based on sound evidence. This question was an excellent discriminator.

**Question 14**    *Compare and contrast the contributions of Lenin and Trotsky to the establishment and development of a communist state in Russia between 1917 and 1924.*

This was another very popular question which was, in general, dealt with well by the vast majority of candidates.

**Question 16**    *“Unwanted and unloved”. How far do agree with this assessment of the Weimar Republic in Germany between 1918 and 1933?*

This question was not handled well by the vast majority of candidates. The major weakness was the inability to identify on what grounds the Weimar Republic could be deemed to be 'unwanted and unloved'. Weaker candidates saw this as a question on Hitler's rise to power and ignored the dates in the question. Other candidates simply mentioned Versailles and the Great Depression of the 1930s. There were very few well balanced, analytical essays which went into any depth on the issues involved.

**Question 17**    *Compare and contrast the foreign policies of Hitler and Mussolini.*

This was very popular. Generally speaking candidates handled this quite well although the level of analysis was often very simplistic. It was interesting to see how many candidates found the policies of the two men essentially similar.

**Question 18** *“He brought his country and his people nothing but harm”. To what extent do you agree with this assessment of Stalin's domestic policies in the USSR between 1929 and 1953?*

Another very popular question which defeated some candidates by requiring knowledge beyond 1945. Many responses stopped in 1939 or 1941. It was somewhat surprising to see how many candidates agreed blindly with the statement citing the purges, dekulakisation and terror. The date 1953 was important as it made candidates realize that, post 1945, the USSR had become a superpower.

**Question 19** *For what reasons, and with what results, did Britain and France pursue a policy of appeasement in the 1930s?*

This was very popular although very few candidates could actually define what they understood by the term ‘appeasement’. There was also a surprising amount of confusion here as the League of Nations was brought in as a ground for the adoption of the policy and the essay then tended to shift in direction. Only the better candidates had an understanding of the internal issues within France and Britain which contributed to them adopting appeasement as a policy. Many candidates ignored the second part of the question completely.

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

Schools need to give guidance to the candidates as to how to select the questions they choose. Far too many candidates are achieving lower grades than they deserve as they simply choose the ‘wrong’ question under examination conditions. Correct question selection and the linkage of the candidates’ knowledge to what the question is actually asking are the keys to success. Getting candidates to focus on key words or key terms is a skill that can be taught. This can be assisted by ensuring that candidates make an outline before they start writing their answer. This will help them realize whether or not they can answer a question before writing any essay. ‘Mind-mapping’ or ‘brainstorming’ as a class activity can develop this skill in candidates. Teachers also need to ensure that candidates read the questions carefully and avoid writing unbalanced answers to what are sometimes multiple-part questions.