

HISTORY

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0-12	13-26	27-37	38-49	50-59	60-70	71-100

Standard level

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

Higher and standard level internal assessment

Component grade boundaries

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

The range and suitability of the work submitted

This is a component that keeps improving each year: the appropriate format was followed by most schools, suitable topics were selected and teachers assessments were satisfactory. The internal assessments chosen in history demonstrated that many schools are making use of the requirement to satisfy regional programs and other academic programmes. Several centres presented many investigations related to the history of their country.

Although many candidates are including a research question, this was not very focused for an in depth analysis. Those who selected a topic instead of a question suffered from the same limitation: there was a lack of focus and thus the depth of the investigation was limited.

Candidate performance against each criterion

Criterion A. Plan of the investigation

Some students lost marks because of an unsatisfactory question/topic or because their methodology or scope was not clearly explained.

Criterion B. Summary of evidence

In this section some students lost marks because of a lack of references, others wrote material that was only partially relevant including too much background, or quoting too much from a particular source.

Criterion C. Evaluation of sources

Although there was some improvement here, a weakness in this criterion was the “formula” approach that some candidates used with regard to the origin, purpose, value and limitation of their sources. Students used all the headings but the actual development to these aspects of this section was limited.

Criterion D. Analysis

Very few candidates reached top marks here. The main problem seems to be distinguishing between B and D. Many repeated the information without any analysis. Teachers should work with candidates to distinguish between summary of evidence and analysis.

Criterion E. Conclusion

No significant problems in this area, although a few rather weak conclusions. The main concern with regard to this criterion is that the conclusions did not follow the evidence presented.

Criterion F. Sources and word limit

The main issue in this criterion was the limited use of sources used by the candidates and the lack of attention to the word limit. Some candidates lost marks also because they did not list the bibliography correctly in alphabetical order. Again, the use of Internet sources has become excessive.

Recommendations for the teaching of future candidates

- It would be useful if teachers review the guidelines for the IA in the history guide (publ. Feb 2001).
- Teachers should suggest the use of appropriate sources and skills, such as the use of end/footnotes within the summary of evidence and analytical approaches for D.
- The teaching of historical analysis and evaluation of sources should be encouraged and practiced.

Higher and standard level paper one

Component grade boundaries

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

General comments

Out of the 49 schools that returned the G2 forms, 24 found the examination of a similar standard to that of last year. Eight found it more difficult or much more difficult and three found it easier. In relation to the suitability of the question paper as regards level of difficulty one centre found it too easy, two found it too difficult and the rest thought that it was appropriate. Syllabus coverage was deemed satisfactory or good by 46 centres while one school found it poor. Clarity of wording was satisfactory or good in all cases although presentation of the paper was found to be poor by five schools while 41 found it to be satisfactory or better. There is a discrepancy in these totals, as the centres did not always answer all of the questions on the G2 form. There was some disparity in the clarity of the non-textual items and this has been discussed with the printers. Comments from the schools were generally positive although some centres rather surprisingly found the focus of Prescribed Subject 1 (Stalin’s cult of personality) and Prescribed Subject 3 (Soviet-Cuban relations) as marginal. Most candidates chose the Stalin topic, followed by Mao and the Cold War.

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

In general terms, questions that required a synthesis of the sources and a candidate's own knowledge posed the greatest challenge for the candidates. What was surprising in this exam session was the fact that candidates found Source D in Prescribed Subject 1 difficult when attempting to assess its purpose, value and limitations. As the source is a standard history book on the history of twentieth century Russia, and is the type of material used by all centres, this seemed unusual to the examiners.

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

Most candidates met the challenges posed by a source-based paper well. There were some excellent responses which received full marks. The second question on each prescribed subject, which asks candidates to compare and contrast sources, was especially well handled.

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 D why was Tsaritsyn renamed Stalingrad but the name of Moscow was not changed?*

The candidates found this to be straightforward with many of them attaining full marks. Schools should bear in mind that when three marks are allocated to a question such as this, the examiners are expecting three reasons to be given. Some candidates missed an easy mark by only giving two reasons.

(b) What message was conveyed by Source E?

Most candidates found two messages in the cartoon. Some candidates wrote inordinately long answers here-some stretching to almost a page in length.

Question 2 *Compare and contrast the views expressed about (a) Stalin and (b) Lenin in Sources A and C.*

Candidates answered this in two basic ways. They either separated their response into two clearly identifiable sections, one dealing with Stalin and one dealing with Lenin or they interfaced the two leaders in a running compare and contrast. Weaker candidates included outside knowledge or did not identify the views expressed in the two sources.

Question 3 *With reference to their origin and purpose, assess the values and limitations for historians studying Stalin's cult of personality, of Source B and Source D.*

As mentioned above, many examiners commented on the candidates' inability to deal satisfactorily with Source D. Too many candidates find it difficult to determine the purpose of a source. If this is not clearly stated it becomes difficult for candidates to determine the values and limitations of a source. Candidates should not include comments about the problems of translation, or that a source is an extract from a book as affecting the values and limitations of sources as these are unlikely to be awarded credit.

Question 4 *Using these sources and your own knowledge, analyse the results of Stalin's cult of personality.*

Despite some concerns from centres about the direction of this question, candidates generally were able to deal with the demands of the question quite well. Having said this, there are still too many candidates who only use the sources or ignore the sources and write a response only from their own knowledge. To receive top marks both sources and own knowledge must be synthesised.

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

Question 5 (a) *Why according to Source B was there labour unrest in Spring 1957?*

As with question 1 many candidates were able to find three clear reasons and received full credit.

(b) *What message is conveyed by Source E?*

Here again candidates commented on the success of socialisation, that it was propaganda for promoting cooperation, or made reference to the three generations working harmoniously together.

Question 6 *Compare and contrast the nature of change from a capitalist to a socialist economy as expressed in Sources A and D.*

This question was very well answered by many candidates who were able to find many points of comparison and contrast. Weaker candidates only compared or contrasted the sources or did not go into enough detail. Some very weak candidates described the content of the two sources without making any attempt at comparison or contrast.

Question 7 *With reference to their origin and purpose, assess the values and limitations for historians studying industrial developments in the Five Year Plan, of Source C and Source E.*

Candidates found this question challenging, having to use a pictorial source with a source containing statistical material. Too many candidates described the content of the two sources rather than assessing their values and limitations. The limitations of the two sources were better handled than their values.

Question 8 *Using these sources and your own knowledge, analyse in what ways and with what success Chinese industry was transformed into a socialist economy.*

There were some very wide ranging responses to this question. Some candidates started in 1920! Others went up to Mao's death in 1976. This is despite the clear dates in the title 1946-1964. There was also some confusion about what should be included in this answer with frequent reference to the Hundred Flowers Campaign and the Great Proletarian Cultural Revolution despite the clear guidance that responses should focus on industry and the economy. Better candidates demonstrated their clear understanding of the demands of the question and were impressive in their use of outside knowledge.

Prescribed subject 3: The Cold War, 1960 to 1979

Question 9 (a) *According to Source C, what gave Castro the confidence to stand up to the Soviets in the mid-1960s?*

As with questions 1 and 5 many candidates found it easy to find three reasons and receive full credit.

(b) What message is conveyed by Source A?

Although many candidates could find two points in the cartoon there were some amazing misinterpretations as well. One candidate commented on how jubilant Khrushchev was to be finally attacking the USA! This was despite the clear commentary at the bottom of the cartoon.

Question 10 *Compare and contrast the views of Soviet-Cuban relations expressed in Sources C and D.*

Most candidates had little difficulty in finding points of comparison and contrast. Again weaker candidates described the content of the sources rather than making any attempt at linking them.

Question 11 *With reference to their origin and purpose, assess the values and limitations for historians studying Soviet-Cuban relations in the 1960s, of Source B and Source E.*

Source E was handled better by most candidates than Source B as the importance of the retrospective nature of Source B was not understood. This relates back to the point that was made earlier about identifying the purpose of a source.

Question 12 *Using these sources and your own knowledge, explain the changing nature of Soviet-Cuban relations between 1962 and 1968.*

While candidates were able to use the sources well to explain how the relationship changed, their own knowledge was often very limited. It seems that the vast majority of candidates know little about Castro's Cuba other than the Bay of Pigs and the Cuban Missile Crisis. Source E gave a clear indication of how the relations had changed and this could be extrapolated back to events in 1962.

Recommendations and guidance for the teaching of future candidates

Suggestions for future guidance of candidates are as follows:

- timed practice, using the exam paper rubric and followed by an analysis of candidates' answers, is an important element in preparing for Paper 1.
- candidates should ensure, that, after an initial identification of precisely what the question is asking them to do, they organize and deploy their material in order to address the question in a focused, explicit manner.
- more specifically, when answering questions involving comparison of sources, candidates should seek to identify issues that can be compared and then write a running comparison rather than a separate explanation of the arguments of each document.
- for the source evaluation question, candidates should check the provenance of the relevant sources and make thorough use of both that and the purpose of each source when discussing their values and limitations.
- for the synthesis question, candidates should ensure that their answer makes use of both own knowledge and evidence from some if not all of the sources, if possible within the framework of an integrated analysis. Arguments should be developed too, as this question is worth the highest number of marks.

Higher and standard level paper two

Component grade boundaries

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

General comments

Based upon the G2 forms submitted by centres it would appear that the majority of respondents regarded the paper as ‘appropriate’ in relation to the level of difficulty and, overwhelmingly, respondents found the levels of syllabus coverage, clarity of wording and presentation of the paper to be ‘satisfactory’ to ‘good’.

In relation to the November 2004 Paper 2, the majority of centres considered the paper to be of a similar standard or slightly easier. Two out of the 30 returned G2 forms did, however, consider the paper ‘much more difficult’.

Overall it was heartening to read that teachers considered that the paper did offer a good balance of question types, sufficient scope to allow students to demonstrate in-depth knowledge and skills, accessible questions and ‘excellent syllabus coverage’. Examiners of Paper 2 once again noted that although six topic areas are offered there was a heavy concentration on Topics 1, 3 and 5. Topic 4 received attention largely due to the question about the League of Nations (Q. 20) which attracted a significant number of responses though many of these lacked focus. Topic areas 2 and 6 produced a few responses; some of which- in topic 2 at least- were quite well done. The erroneous use of the People’s Republic of China and Castro’s Cuba as examples of ‘non-European new states’ in responses to questions in Topic 2 still occurs, but not to the extent that it has in the past.

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

For a considerable number of candidates there remains a need to identify exactly what is being asked. Every question/essay sets a task- and the task can usually be broken into constituent parts in terms of planning a suitable response. Question analysis- a precise understanding of the task- is vital for success. Often candidates seem to have a sufficient knowledge base but rely on an indiscriminate ‘saturation bombing technique’ in their answers in which a key word or phrase sets loose an avalanche of information which is often accurate- but irrelevant. Even fairly straightforward terms in questions seem to be ignored at times- question 1 for example asked about reasons for defeat of the Central Powers /Axis powers yet a surprising number answered this as ‘causes’ of the First /Second World War. In questions which ask about ‘social’ aspects, then the emphasis should be on such aspects and not on everything but! Similarly, in questions about single-party states and their leaders candidates must be clear as to whether the emphasis is on ‘rise’ or ‘rule’ or a mixture of the two. Marks are quite simply thrown away by a failure to identify the task at the outset.

Candidate performance could be improved by taking time to plan the response and where possible to break the response into suitable themes rather than producing narrative /descriptive accounts which lack sufficient focus.

Examiners pointed out that there is, for a significant number of candidates, a lack of sense of chronology which leads to confusion over the sequence of historical events. This is nothing new, but lack of dates—or lack of accurate dating—often produces answers which are muddled and where linkage between cause and effect is unclear.

‘Historiography’ continues to play a large (often much too large) role in candidate responses. Students and teachers need to be aware that historiography is meant to supplement or complement the historical evidence being provided as the basis for a reasoned answer and not to be a substitute for such evidence. Mere parroting of historians’ views is not effective – and is not well rewarded.

Levels of knowledge, understanding and skill demonstrated

Rubric errors were rare and few candidates were unable to provide the necessary two essays in the allocated time span. Time management thus seems to be quite well developed and this may be due to in-class practice at writing within time constraints. This is something which is most beneficial in terms of exam preparation.

Examiners did comment upon the work of a significant number of candidates whose responses displayed high levels of historical ability- work which was clearly structured, coherently expressed and which focused on the demands of the question. Such responses seem to reinforce the point that the better awards were given to responses which did reveal evidence of planning as well as relevant and accurate historical knowledge.

Those responses which provided little more than unsupported opinion and a string of generalizations were present and, as always, the award given was less than satisfactory. If, as G2 responses from centres suggested, the paper was quite accessible there should have been far fewer weak responses than there were. Candidates have to be made aware of the necessity of providing convincing substantiation in their historical writing.

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

Topic 1 Causes, practices and effects of war

Question 1 *Account for **either** the defeat of the Central Powers in the First World War **or** the Axis powers in the Second World War.*

A popular choice- but though there were some well structured, thematically based responses for both wars, many candidates failed to go beyond (an often) superficial coverage of only Germany in either war. This necessarily limited the response which did require consideration of the other vanquished powers. Curiously, a small but significant number of candidates chose to write on the causes of the wars-showing either a complete misunderstanding of the question or, more worryingly, a determination to write what little they knew about any aspect of the First or Second World Wars.

Question 2 *To what extent do you agree with the view that war accelerates social change?*

Candidates who chose to deal with the issue of the extent to which war accelerates social change often found themselves writing about everything but social change- i.e. political, territorial, diplomatic changes. The inclusion of economic change was made relevant by some candidates through linkage to the social consequences. For too many respondents this question proved to be a poor choice due to failure to concentrate on social change due largely, one suspects, to a failure to understand what ‘social’ refers to in this context.

Question 3 *Evaluate the contribution made towards the war effort by civilians on both the home front and the battle front in **two** wars, each chosen from a different region.*

Very few responses were seen. They were generally either terribly weak or alternatively thoughtful and well-informed answers which suggested the centre(s) had made a special study of such a theme.

Question 4 *Compare and contrast the reasons for, and impact of, foreign involvement in **two** of the following: Russian Civil War; Spanish Civil War; Chinese Civil War.*

Quite a popular choice. The more popular choice was a comparison of reasons for /impact of foreign involvement in the Russian and Chinese Civil Wars. Usually much more was known about China and often a rather unbalanced narrative, descriptive treatment tended to take over, producing sequential treatment of the two wars with a concluding paragraph. There were however some excellent structured responses which revealed not only a detailed knowledge of the foreign participants and their motives/impact but set out the work in a thematic manner with themes such as ideology, strategy, economics etc.

Question 5 *“Peace settlements create conditions for new conflicts.” With reference to at least **two** settlements explain to what extent you agree with this statement.*

A fairly popular choice with the Paris Peace Settlement -and the Treaty of Versailles in particular being selected by candidates. Brest-Litovsk too proved a relatively popular choice. Terms of the actual settlements were not always well known, though Versailles in this respect was probably better known than other settlements. The quality of responses varied from mediocre to the highly perceptive. Claims that Versailles led to the Great Depression, the rise of National Socialism/Hitler and World War II really need to be substantiated clearly and more convincingly in many cases.

Topic 2: Nationalist and independence movements, decolonization and challenges facing new states

Relatively few candidates attempted questions from this topic area. It appears to be the case that for some candidates this section is a last resort (along with essay choices in Topic 6). It is obvious that a few centres do however concentrate on this Topic area and candidates appeared well prepared. The use of Castro’s Cuba or the PRC under Mao still tends to be a problem – though not as much as was the case in the past. Neither can be considered a ‘non-European new state’ for the purposes of responses in Topic 2, Questions 6, 8, 9.

Topic 3 The rise and rule of single-party states

Question 11 *Account for the ineffectiveness of internal opposition to **two** rulers of single-party states.*

A very popular choice which was unfortunately not clearly understood by a minority who saw this as a question with a ‘rise to power’ focus. The emphasis is on ‘rulers’. Most popular choices were Hitler, Stalin, Lenin, Mao and Castro. Some very well supported and knowledgeable responses were apparent. Some candidates never got beyond the use of force/purge/repression techniques. Better responses tended to indicate a wider set of reasons ranging from social/economic programmes, propaganda, education etc.

Question 12 *Assess the successes and failures of the domestic policies of **one** of the following: Nasser; Nyerere; Perón.*

Quite popular in relation to Peron. Such responses were often well focused, soundly substantiated and quite analytical in treatment.

Question 13 *With reference to **two** examples each chosen from a different region, to what extent do you agree with the claim that “ideology was the most important factor in the rise to power of single-party leaders”?*

A popular question but the major failing of many candidates was the lack of knowledge as to what exactly the ideology consisted of in relation to their chosen leaders. Having said that, there were some very sophisticated responses which revealed insight into the nature of the regimes and the basis of their support during the period of ascendancy. ‘Other factors’ were usually identified by the majority of respondents to this question.

Question 14 *How successful was **either** Lenin (1917-1924) **or** Mussolini (1922-1943) in solving the problems he faced?*

A straightforward question. Lenin appeared to be a more popular choice than Mussolini but candidates who tackled this question for the most part were aware of the demands and structured responses accordingly.

Question 15 *Identify the aims of educational and youth policies in **two** single-party states, and evaluate the extent to which they were achieved.*

Relatively few answers were seen but there were some strong responses which provided detailed knowledge of aims (and not simply indoctrination) and actual implementation of educational and youth policies in two single-party states. Evaluation of the extent to which aims were achieved proved somewhat more elusive.

Topic 4: Peace and cooperation: international organizations and multiparty states

In the English language paper there was a typographical error in Q.19 where the word ‘internal’ should have been ‘international’. Steps were taken to ensure candidates who did this question did not suffer as a result of such a printing error.

The only question in this Topic area which attracted significant interest from candidates was Q.20 concerning the League of Nations. There were some thoughtful responses- but many who attempted the question simply wrote the standard ‘failure of the League’ learned response. In this latter case there was often some implicit attention to the task rather than a clear identification and analysis of what the inherent weaknesses were before moving on to deal with other factors.

Topic 5: The Cold War

The most popular questions in this Topic area were Q21, Q23 and Q.25 in that order.

Question 21 *To what extent were Soviet policies responsible for the outbreak and development of the Cold War between 1945 and 1949?*

This was the most popular question in this section. Good candidates were able to present well-focused, analytical and insightful answers without lapsing into the historiographical summary approach which so often predominates in such a question area. Historiography in the higher levels of response was used not as a replacement for historical knowledge/evidence but as a support.

Question 23 *Identify and explain the significance of **two** of the following in the development of the Cold War: COMECON; Marshall Plan; NATO; Warsaw Pact.*

On the whole this question was soundly enough done in relation to the Marshall Plan but candidates were not nearly as knowledgeable when dealing with the significance of any of the other three.

Question 25 *Analyse the factors which led to the ending of the Cold War.*

Candidates tackling this question fell into two categories- the exceptionally well prepared and knowledgeable- or those who really had little knowledge but were determined to express unfounded opinions about the ending of the ideological conflict. There was little in between.

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

This Topic area produced very few answers and of those few which were seen, most were terribly weak. Generalizations, inaccuracies and irrelevance are often apparent in responses to questions in this Topic area which appears to often attract the most desperate of candidates who are unable to find questions elsewhere in the paper.

Recommendations and guidance for the teaching of future candidates

Suggestions for future guidance each year may appear somewhat repetitive- but they are still are worth repeating- and making available to the students in order to inform them as to what examiners are looking for in the essay questions set:

- since every essay provides a specific task for the candidate, students need to identify the key terms in the question and plan an effective and relevant response accordingly. Question analysis means reading the entire question, breaking down the task into constituent parts or themes and then avoiding the temptation to produce an avalanche of information whose relevance to the specific demands is quite marginal.
- 5-10 minutes writing a plan of the response is time well spent and can aid in providing a coherent and focused answer.
- in questions relating to Topic 3 - students must exercise great care in identifying whether questions are asking candidates to focus on rise or rule of single-party leaders - or both! So many marks are lost by students who fail to identify the scope of these questions.
- a thematic approach to essays, when appropriate, usually produces a more successful outcome. The chronological narrative tends towards descriptive writing and curtails analytical treatment of topics.
- opinions need to be supported by relevant, accurate historical knowledge if candidates wish to achieve the higher grade bands. There is no substitute for mastery of the material and its focused deployment in the attempt to meet the demands of the task.
- define terms which appear in the questions – not only for the sake of examiners but in order to clarify the task at the outset for the candidate- ‘ideology’, ‘social change’, ‘inherent weaknesses’ for example - all need to be explained at the outset.
- historiography is not the be-all and end-all of history essay writing: it should not be a replacement for solid factual knowledge, accurate chronology and sequencing which must form the basis of any effective essays.

History of Africa

Higher level paper 3

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0-8	9-16	17-23	24-29	30-35	36-41	42-60

General comments

This paper was taken by 59 candidates from 3 centres, all in Africa. The standard of work from one centre was high. The standard from the other two centres was disappointingly low.

As in past years, candidates chose most of their questions from those on the pre-1900 section of the syllabus. Over 80% of all answers were on the six most popular questions. These were, in order of popularity, questions 3, 4, 5, 7, 8 and 9. There were no answers to questions 11, 14, 15, 16, 17, 19, 20, 21 and 25.

The areas of the programme which proved difficult for candidates.

The concentration of candidates' choices on nineteenth century questions is not an indication that they found those on the twentieth century difficult, but simply that the schools had decided to concentrate their teaching and study on the first 100 years or so of the syllabus. Candidates' difficulties with questions have more to do with weaknesses in essay writing skills than with any particular area of the syllabus. The most obvious weaknesses which showed through the work seen in this year's examination were:

- failure to respond to all the demands of the question
- failure to support generalisations with specific knowledge; inclusion of irrelevant material in their answers

These weaknesses occur from year to year and from one history paper to another in the same year.

The levels of knowledge, understanding and skills demonstrated.

The levels of knowledge, understanding and skills demonstrated by a significant number of candidates from different schools in an examination will vary from very limited in the weakest candidates, to very impressive in the best. Examples will be given of both in comments on individual questions in the following of this report.

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

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

Question 1 *Examine the factors responsible for the development of legitimate commerce between Europe and West Africa in the first half of the nineteenth century. (10)*

The development of legitimate trade was a slow process. The factors responsible for the process include: the decline of the slave trade and the campaign, initiated in Britain, to abolish it; the increasing demand for African agricultural, mineral and other products partly stimulated by the beginning of the industrial revolution; the presence of Christian missionaries in West Africa; experiments in the cultivation of cash crops; the realisation, especially in Britain, that it would be more profitable if Africans stayed in their own continent to produce these products; the emergence of the 'House System' or 'trading princes' in the region of the Niger Delta to meet the challenge of Europe's growing demand for certain products from Africa.

The main weakness in answers to this question lay in the lack of specific examples to show the early development of legitimate trade between countries in Europe and Senegambia, Dahomey and states in the Niger Delta.

Question 2 *How far would you agree with the view that the Mahdist jihad in the Sudan was a reaction to Turco-Egyptian rule? (8)*

There were two very good answers here from candidates who responded clearly and at some length to the key phrase: 'How far would you agree with the view...'. The majority of candidates were too ready to list the main causes of friction between the Sudanese and their Turco-Egyptian rulers whilst largely ignoring, or giving too little importance to, the spiritual element supplied by the Mahdi which was an indispensable stimulus to all nineteenth century jihads. Such answers implied acceptance of the view in the title and failed to respond to the key phrase above.

Question 3 *What factors made it possible for Ethiopia to preserve her independence in the second half of the nineteenth century? (35)*

Good answers to this, the most popular question, required a summary of the contributions of Ethiopia's three great emperors in the second half of the nineteenth century Tewodros II, Johannes IV and **Menelik II** to this achievement. Areas to be discussed should include: the ability of these rulers to end the period of division and rivalry which had characterised the 'Era of Princes' in the century before 1855; their ability to repulse invasions from Egypt, Sudan and Italy and to modernise their nation; the diplomatic skills which enabled them to divide opponents and obtain arms from some of them; and the miscalculations and incompetence of the Italians, potentially their most dangerous opponents. Several candidates covered these factors comprehensively enough to obtain marks in one of the two top mark bands.

The weakest candidates omitted some of the most important factors such as: Johannes IV's success in resisting three different external threats; Menelik's consolidation of his strength when still King of Shewa; and the reasons for his victory over the Italians at the battle of Adowa. Several candidates did not mention Tewodros thereby clearly indicating that they did not believe that he deserved any credit for his country's success in preserving its independence.

Question 4 *Assess the impact on the East African mainland of the Omani control of Zanzibar. (28)*

This was the third most popular question in this year's paper. It produced some answers which demonstrated sound knowledge of the impact on the mainland of Seyyid Said's establishment of the Omani capital in Zanzibar. Many candidates, however, seemed to have forgotten that the Omani were not the first Arabs to have a significant influence on the East African mainland. Arab traders had already traded and mingled with the Africans from the mainland for centuries before Omani control was established in Zanzibar in 1840. These contacts had created a new culture, the Swahili culture, with its own language and religion, and its own style of architecture and dress. Many candidates gave the impression that these changes began with the arrival of the Omani in Zanzibar.

Question 5 *Analyse the causes and the results of the jihad of Usman dan Fodio. (20)*

This question produced some of the best answers in this year's paper. These were answers which struck a balance between the two parts of the question -causes and results of the jihad. Most argued that, although there were many political, economic and social causes it was the spiritual need to purify Islam which was being abused and adulterated by the Hausa rulers which gave dan Fodio the opportunity to launch his jihad in order to overthrow them. This was accomplished between 1804 and 1810 with widespread support from the two groups of Fulani -the Town Fulani and the Cattle or Country Fulani -and many Hausa peasants who also felt oppressed by their rulers. The good candidates followed this with an analysis of the results, both short and long term, referring to the establishment of the Sokoto Caliphate under Muhammad Bello, Usman's son, and Abdullahi, Usman's brother; and its active survival to the present day. They also referred to the impetus which the Fulani jihad gave to the other jihads in the western Sudan under Ahmadu Lobo and Al Haj Umar. Weaker candidates wrote little on the results of the jihad after Usman had retired into the background.

Question 7 *Show how, and explain why, the Mfecane made a major contribution to state-building in southern Africa in the first half of the nineteenth century. (18)*

Several candidates answering this question began with a brief definition of the meaning and nature of the Mfecane: 'forced migrations' resulting from the wars of Shaka and others, e.g. Mzilikazi and the Ndebele, who adopted Shaka's military system and became like him an aggressive state builder in southern Africa. In contrast, Mosheshwe of the Sotho was an example of a defensive state builder. The empty spaces in parts of southern Africa created by the ravages of war and subsequent migrations (the Mfecane also destroyed states) often provided locations where state builders could settle. This was illustrated by Boer state building in the Orange Free State and the Transvaal.

Most candidates combined their answer to the 'show how' and 'explain why' parts of the question successfully. The quality of answers depended largely on the number and suitability of the examples used to reach the desired conclusion.

Question 8 *To what extent was the European scramble for Africa the result of economic rivalry among European nations? (33)*

This was the second most popular choice of candidates and produced a large variety of answers. Most candidates did respond, if only briefly, to the opening words of the title: 'To what extent...' They usually agree that economic factors and rivalry amongst European powers for control of Africa's economic resources were the most important of the causes of the scramble for Africa. The best answers, leading to this conclusion, covered developments of European activities in Africa between the mid 1870s and Leopold II's interests in central Africa and the calling of the Berlin West Africa Conference in 1884. Other causes of European rivalry which contributed to the onset of the scramble included strategic factors, religious and philanthropic factors and the question of national prestige. The best answers discussed briefly the impact of decisions taken at the Berlin Conference on the scramble for colonies, with examples.

Question 9 *“Resisters were losers; collaborators were gainers.” How accurately does this view summarise the results of African response to European conquest in East Africa?*

This question anticipated that the better candidates would challenge the view in the quotation of the title. In fact most of the candidates attempted to do this. Their success depended on their choice of examples and their skill in using them effectively. It was possible to reach different conclusions, as a few candidates did, by using different examples. There was the clear case of Menelik II of Ethiopia, who was a resister who became a gainer by defeating the Italian invaders and preserving his country's independence. In contrast, the Maasai chief Lenana, a collaborator, ended up as a loser by agreeing to surrender much Maasai land to the British for occupation by white settlers. In the Maji Maji Rising in

German East Africa, the resisters were defeated and lost their land and independence to the Germans. However, they 'gained' by 'forcing' the Germans, who feared a further rising, to reform their harsh administration. These examples were amongst a large number used by candidates to argue successfully against accepting at face value the view expressed in the quotation.

The type of assistance and guidance the teachers should provide for future candidates.

It has been noted as above that candidates' main weaknesses change little from year to year. Therefore the following suggestions are much the same as those made in previous reports:

- impress upon candidates the importance of reading all questions carefully and, preferably, more than once before they decide which three questions they should answer;
- give candidates practice in class in identifying the key words and phrases in the titles by using examples from previous question papers, and emphasise that answers must respond to all of these command words and phrases if they are to be awarded a mark in one of the top mark bands
- remind candidates not to waste time by writing out the titles of questions; or by including irrelevant material in their answers; or by repeating points already made. All of these are common time wasting practices.

History of the Americas

Higher level paper 3

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0-8	9-16	17-23	24-29	30-35	36-41	42-60

General comments

There were no significant problems with the paper in this session. Following the trend of previous November sessions, candidates concentrated on a number of questions about the United States and Latin America. There were no recorded answers about Canada. The paper provided a wide choice of questions and produced a good spread of marks. It was very satisfactory to note the increasing number of good quality answers about social and economic issues, although intellectual and literary topics, as usual, were not selected by students. The most popular questions were 2, 5, 10, 11, 13, 14, 16, and 19. Within the questions there was a variation of performances, from very good to very poor although the general performance was good.

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

An area that presented problems for the candidates was time frames. Answers that showed a significant understanding of the topic lost marks because candidates did not observe the dates of the question. That was seen in Qs: 4, 6, 7, 12, 19 and 24.

The levels of knowledge, understanding and skill demonstrated

Inevitably there was great variation in these levels. Some effectively supported their analysis, but others wrote with vague generalizations and lack of detail. Some answers were much shorter than they could have been in the time available.

Questions about the United States and Latin America's politics in the twentieth century demonstrated solid knowledge and understanding. Another area in which candidates displayed preparation and interest was international relations. Revolutions and their impact were also handled with balance, analysis and relevant examples.

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

Comments are only given on the most popular questions.

Question 2 *How significant was the role of outside powers as a cause of the Wars of Independence?*

Most candidates gave a great deal of significance to the outside powers and selected mainly Spanish colonies as examples, although some British and Portuguese were included. Most of the answers were from good to satisfactory and candidates showed a sound knowledge of the topic.

Question 5 *Why was the South unwilling to continue within the Union after the election of Abraham Lincoln?*

Although there were several takers for this question, only a few obtained high marks. Students tended to discuss the causes of the Civil War without focusing on Lincoln's election and the arguments and motivations of the South for secession.

Question 10 *What was the Monroe Doctrine, and how was it used in the late nineteenth century and early twentieth century?*

This question elicited very good and solid answers with students clearly answering both parts of question and supporting their claims with pertinent and well-selected examples. However, some candidates ignored the time frame of the question and used material up to the 1960s and thus lost depth in a topic that certainly they had been prepared for and was well known.

Question 11 *Analyse the causes and impact of the Spanish-American War (1898).*

Again, a well-argued topic that displayed knowledge, understanding and analytical skills.

Question 12 *Why was the Mexican Government of 1911-13 (under Francisco Madero) unable to achieve its aims?*

There were very few good answers. Candidates seemed unable to narrow down to the period demanded by the question. Most of the answers were narratives of the revolution, with only one or two sentences about Madero.

Question 13 *Why did the United States become involved in the First World War?*

Another popular question but answers were disappointing. For a significant and well-discussed topic, candidates showed very limited knowledge and understanding. Most of the candidates concluded that the United States entered the war because of the sinking of the Lusitania, without consideration that the boat was sunk in 1915 and the United States became involved in 1917.

Question 14 *“The Great Depression changed government’s views of their role and responsibility.” Assess the validity of this statement with examples taken from two countries of the region.*

Most candidates chose this question and produced excellent answers. The countries more often selected were the United States and Argentina. It is interesting to note, that in the G2 sent by schools in response to the paper in this session, some teachers complained about the degree of “difficulty” of the question. Certainly students did not perceive it as such!

Question 16 *To what extent can **one** twentieth century Latin American leader be considered a populist leader?*

Peron was the overwhelming choice of populist leader. However, the concept of populism was not clearly grasped by some students that confused “populist” with “popular” and consequently produced limited narratives about Peron’s rule.

Question 19 *Compare and contrast the foreign policy toward Vietnam of two United States presidents between 1945 and 1969.*

This was a favourite topic that showed knowledge and analysis. Regrettably the time limit was ignored by many candidates who selected Nixon as the main focus of the answer.

Recommendations and guidance for the teaching of future candidates

The recommendations for teachers are:

- candidates should be trained in reading the questions carefully and following the demands of the questions. As mentioned above, one of the observed weaknesses was the lack of attention to the dates prescribed by the question
- 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 also define terms which appear in the question such as “populism” which were not effectively understood by many candidates
- candidates should strive to provide well-supported answers to the questions asked and avoid the 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 focus of the question
- advise average and weak candidates to plan answers carefully.

History of East and South East Asia and Oceania

Higher level paper three

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0-8	9-16	17-23	24-29	30-35	36-41	42-60

General comments

From the comments made by the schools it was evident that this paper was well received by the vast majority of centres. It was considered to be of a similar standard of difficulty to that of November 2004, if not a little easier. Syllabus coverage was good, as was the clarity of wording and presentation of the paper. As is usually the case, the majority of candidates based their exam preparation exclusively on China and Japan. In terms of the chronology of the paper, candidates answered questions from the late 18th century up to 1995. Most candidates appeared to have little difficulty in terms of the time allocated to them for this paper.

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

The perennial problem is that candidates do not read the questions carefully enough and therefore do not focus their answers on the actual question that was set.

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

There was ample evidence that candidates were well prepared for this examination. The depth and breadth of knowledge demonstrated by the better candidates was very impressive.

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

Comments are only made on the popular questions.

Question 1 *To what extent did the treaties signed by China with Britain, France and the United States in the years 1842-44, remove the grievances of the western powers trading with China?*

Weaker candidates ignored the fact that the question is asking for the effect of the treaties on China after 1844 and wrote copiously on the terms of, or background to, the treaties. Better candidates identified the grievances, commented briefly on the terms of the treaties and then analysed the effect that these treaties had on the grievances.

Question 2 *“The process of modernisation began in Japan decades before the arrival of Commodore Perry in 1853”. How far do you agree with this statement?*

This was an extremely popular question, which ran the gamut of responses from poor to excellent. In most cases the answers were of a good to very good quality.

Question 3 *To what extent was the Taiping rebellion (1850-64) in China a response to the agrarian crisis in the countryside?*

The greatest weakness here was that candidates did not actually focus on the question, which relates the cause of the rebellion to agrarian unrest. There were too many generalised answers which discussed the rebellion but which made no explicit link to the focus of the question.

Question 8 *Why, and with what consequences for China did the 100 Days of reform of 1898 fail?*

This question proved to be challenging, as only the better candidates were able to include a discussion of both parts of the question. The ‘why’ was dealt with more successfully than the ‘with what consequences’ part of the question, as candidates did not have enough in-depth knowledge to discuss both the short-term and long-term consequences of the reform movement.

Question 15 *“The May 4th Movement was of greater importance for China than the Revolution of 1911”. To what extent do you agree with this assessment?*

This was a difficult question, which called for an in-depth knowledge of effects of both the 1911 Revolution and the May 4th Movement and for the ability to make a critical judgement of their effects. Only the strongest candidates were able to meet these demands and the question proved to be a good discriminator for the candidates.

Question 16 *Analyse the reasons for the rise of militarism in Japan in the 1930s.*

There were some excellent responses to this question demonstrating both breadth and depth of knowledge. Unfortunately weaker candidates were also attracted to it as well and these candidates restricted their answers to a generalised discussion of the Japanese role in Manchuria in 1931.

Question 17 *Compare and contrast the policies and tactics of the Guomintang (Kuomintang) and the Chinese Communist Party during the Sino-Japanese War (1937-1945).*

This question was not handled well by the vast majority of those who chose it. The greatest weakness was simply that they knew very little about the policies and tactics of the two parties. Answers tended to deal with a simplistic account of which side had the greater support among the country, totally ignoring the question. Other candidates confused the Sino-Japanese War with The Chinese Civil War (1946-49), which meant that they received no credit for their answer.

Question 20 *“The Great Proletarian Cultural Revolution (1966-1969) was a struggle for power rather than for ideals”. How far do you agree with this statement?*

This question also proved to be an excellent discriminator. It is surprising how little some candidates know about the reasons for, and events of, the GPCR. There were many generalised accounts, which focused on a simplistic description of events. Some candidates ignored the clear chronology in the question and wrote on events outside the dates going back to October 1949. The best candidates, however, analysed the interactions between the main characters and produced excellent balanced answers.

Question 24 *“Modernization means westernisation and destruction of traditional culture.” With reference to at least **one** country in the region, how far do you agree with this statement?*

This was a very popular question. The majority of candidates who chose it focused on events in China and Japan in the 19th century. The greatest weakness in the majority of responses was the inability to discuss the concepts of modernization and westernisation, which meant that the answers lacked focus. Candidates also found it difficult to come up with solid examples of how a traditional culture was destroyed or not. Answers tended to be very generalised stating, for example, that the education system was modernised but being unable to give specific details of how this was done or with what effect.

Recommendations and guidance for the teaching of future candidates

Teachers need to give their students practice at writing timed essays under examination conditions. The single most important factor which will ensure success in this examination is for candidates to be aware of the demands of the question. It is evident that candidates choose questions which they simply cannot answer, as they either do not have enough detailed knowledge of the material needed to answer the question, or they do not look closely enough at what the question actually demands. It is also unclear whether or not candidates make a brief outline before starting to write their answers. An outline will ensure that the candidate will realise whether or not enough is known about the question before an answer is attempted. Teachers should give their students entire papers in order that they can practice selecting three questions from the 25 that are set. There was ample evidence that candidates are reading more widely and this is a practice that should be encouraged.

History of Europe

Higher level paper three

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0-8	9-16	17-23	24-29	30-35	36-41	42-60

General comments

On the whole candidates responded well to this examination question paper, and the standard was satisfactory.

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

Most candidates had a good understanding of the demands of the questions they selected, and were able to focus more or less upon them. Introductions and conclusions were generally satisfactory, although in some cases there was too much unnecessary introductory material. Analysis and assessment was usually attempted, and comparative questions were usually addressed in a comparative framework. Much improvement in answering comparative questions has taken place in the last few years, and often comparisons are made in questions that require two persons or events to be used, but not necessarily compared. Cause and effect were usually addressed without difficulty.

More candidates chose to answer questions on the twentieth century than the nineteenth century, but often the latter were answered better. Popular areas were Russia-USSR, Germany and Italy, and all had been well taught and questions on them were answered with adequate knowledge and appropriate comments.

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

Comments are only made on the most popular questions.

Question 1 *To what extent were the main demands of revolutionaries' in France met between 1789 and 1794?*

Very few candidates answered this question but they did try to identify the revolutionaries; demands and how far they were met.

Question 2 *"Napoleon I's domestic policies successfully reformed and modernized France.." To what extent do you agree with this assertion?*

Again a few candidates had a general idea of Napoleon's domestic policies, but greater depth and detail was needed.

Question 3 *How successful was the Congress of Vienna in achieving peace and stability in Europe between 1815 and 1848?*

The congress of Vienna was more popular, and most answers showed a knowledge of it and its successes and failures, although exact focus on peace and stability was sometimes lacking.

Question 4 *In what ways, and for what reasons, was the period 1815 to 1866 one of change for Austria?*

Too many candidates gave too much prominence to Bismarck in this question rather than on why the period 1815 to 1866 was one of change for Austria.

Question 5 *Assess the role of Piedmont-Sardinia in Italian unification between 1850 and 1861.*

Italian unification is always popular, but this session as in previous ones, too many candidates wrote all they knew about it rather than focusing on the set question. Even those who did concentrate on the correct period and area, highlighted Cavour exclusively rather than Piedmont-Sardinia.

Question 7 *Analyse the reasons for, and the nature of, opposition to tsardom in Russia between 1855 and 1894.*

This was a popular question but too many confined their answers to Alexander II's reforms and the opposition they caused rather than covering the whole period, 1855 to 1894.

Question 8 *Evaluate the successes and failures of Bismarck's foreign policy between 1871 and 1890.*

Candidates always hope for Bismarck's foreign policy pre 1871 (see comments on Q.4), but some knowledgeable answers for foreign policy post 1871 were seen.

Question 9 *Analyse the development and importance of the trade union movement in one European country in the nineteenth century.*

This was one of the few questions that was misunderstood. Some candidates, probably writing in a second language wrote about trade rather than the trade union movement. No correct answers were seen.

Question 12 *Assess the successes and failures of the domestic policies of Napoleon III.*

A few general answers on Napoleon III - disappointing.

Question 13 *Why did Nicholas II survive the 1905 revolution, but lose his throne in the February/March 1917 revolution?*

This question on why Nicholas II survived 1905 but not 1917 revolutions was popular and quite well done, but more depth and detail would have resulted in higher bands for many.

Question 14 *In what ways, and to what extent, were German and Austrian policies responsible for the outbreak of the First World War?*

Any question based on causes on the First World War is always very popular. Most candidates decided that all European nations bore some responsibility, hence many responses were too general, and few analysed German and Austrian responsibility in sufficient depth.

Question 15 *Compare and contrast the part played by Lenin and Trotsky in the development of the USSR between 1918 and 1924.*

Lenin was better known than Trotsky, and although most candidates wrote in a comparative framework, more factual knowledge would have improved most answers.

Question 16 *To what extent did collective security become a victim of economic problems in the inter-war years?*

The two required concepts, ‘collective security’ and ‘economic problems’, were quite difficult for candidates to combine, but many tried to do so.

Question 17 *“A century of peace and prosperity.” To what extent is this a valid assessment of **either** Finland, **or** one Scandinavian country, in the twentieth century?*

Only one seen, where the candidate successfully challenged ‘a century of peace and prosperity.’

Question 18 *Analyse the main factors which contributed to Hitler’s rise to power in January 1933.*

This question on the main factors which contributed to Hitler’s rise to power was probably the most popular and the best answered question on the paper. Candidates addressed both circumstances in and of Weimar Germany, and Hitler’s actions, etc.

Question 19 *Evaluate the domestic policies of Mussolini between 1922 and 1939.*

Another popular question on Mussolini’s domestic policies that was generally well known.

Question 20 *To what extent was the Spanish Civil War caused by divisions in Spain and in Spanish society?*

Surprisingly the causes of the Spanish Civil war were not very well assessed.

Question 21 *Account for the successes of Nazi Germany in Europe between 1938 and 1942.*

The main problem with this question on Nazi successes in Europe, 1938-1942, is that few went beyond the invasion of Poland. Even the invasion of Russia was rarely mentioned. Instead candidates wrote about policies pre 1938 which they said were responsible for later successes.

Question 22 *Compare and contrast the parts played in the Cold War by **two** of the following: Khrushchev; Brezhnev; Gorbachev.*

Two out of Khrushchev, Brezhnev and Gorbachev were competently compared and contrasted, but greater details were required for higher bands.

Question 24 *For what reasons, and with what results, did communist regimes in Eastern Europe (excluding USSR) collapse (1989-90)?*

The collapse of communist regimes was only known in general terms. Too many candidates tried to use causes of the Cold War to explain the collapse.

Question 25 *Assess the successes and failures of educational policies in **one** European country in the twentieth century.*

All answers on educational policies in one European country in the twentieth century were restricted to Nazi Germany, therefore could not score above 12.

Recommendations and guidance for the teaching of future candidates

This examination showed that most candidates had been well taught, and covered an appropriate part of the syllabus, both for acquiring a good historical perspective of European history in the nineteenth and twentieth century, and being able to answer their chosen questions with some depth and detail. A greater knowledge of some selected areas would help to impart a greater understanding, and this should be encouraged, and obtained by candidates reading more widely. The skills of focus, selection and analysis always need to be emphasised, especially for the less able candidates, and frequent discussion of the demands of essay titles and examination question helps considerably. It was pleasing to note an occasional mention of an historian's views on a person or event backed by the reasons for the held opinion, but fortunately there was none of the 'name dropping' list of historians' opinions, with no factual evidence for these views, which tends to be used in paper two. Most candidates cannot grasp genuine historiography, and what is needed for top grades is specific evidence to support the candidates' own views, not misunderstood attempts at historiography.