

## 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 - 48	49 - 59	60 - 69	70 - 100

#### Standard level

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 12	13 - 25	26 - 35	36 - 47	48 - 59	60 - 70	71 - 100

### Higher and standard level internal assessment

#### Component grade boundaries

##### Higher level

<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

##### Standard level

<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

All the schools moderated this session complied with the appropriate format for the internal assessment. It seems to be working well and teachers and candidates continue to make advances in developing the appropriate skills although some problems are still there. The range of topics were more varied than in recent years with the usual strong emphasis on 20<sup>th</sup> century issues, but as always there were unusual and fascinating pieces of work –one of the examiners commented about an interesting investigation on Afghan camel drivers in Australia, and another noted interest in national history which included analysis on medium and long term conditions. Most of the selected topics were suitable and those that posed a question and investigated a limited area were usually the most successful. Referencing,

however keeps being an issue, particularly in part **D** where candidates do not seem to realize that they have to reference this section. Also a related problem is in part **B**, where sometimes the pages were not included in the reference, and therefore students tended to lose marks in this Criterion. Some biographies did not follow a standard method, or were not in alphabetical order. Teachers are using the assessment criteria well but the tendency to over mark continues to be a factor. More teachers are including brief comments at the end of each section, although not all of them. A welcome development was the limitation of internet sources used.

## Candidate performance against each criterion

### **Criterion A Plan of the Investigation**

Many students scored well in this criterion. Some students have difficulty understanding the difference between scope and plan. Some candidates lost marks because either the methodology or the scope were not clearly explained or developed.

### **Criterion B Summary of evidence**

In this criterion, the scores were rather satisfactory. Students appear to be more selective in their choice of evidence which is a good sign. On the other hand, the presentation of evidence within an essay format led candidates into discussion, analysis and synthesis which are not appropriate here. Some students lost marks due to the lack of references and/or wrong format.

### **Criterion C Evaluation of Sources**

Generally students evaluated two sources. Weaknesses were apparent when students described the content of the sources and did not fully acknowledge origin, purpose, value and limitations. But, in several cases it is clear that this is beginning to be an area in which there is a great improvement. Students and teachers are developing an idea of to what to look at/evaluate in a source. This is an area that certainly is one the best improvements of the IA.

### **Criterion D Analysis**

Analysis of research was generally sound. Stronger candidates analyzed and synthesized data well. At times, but not frequently, different interpretations were acknowledged. Differentiation between B and D also continues to improve and therefore the development of historical skills. However, the ability to offer contrast outside the parameters of each individual study (what was happening in the rest of the world) remains rather disappointing. Incomplete referencing lowered the marks for some students.

### **Criterion E Conclusion**

On the whole there were fewer problems here and most candidates based their conclusions on the information contained in sections B and D, although this was not always the case.

**Criterion F List of sources**

This criterion seems to be the one that is least satisfactory, although, there has been an improvement. In some schools the format was not consistently applied. In some cases sources were not listed alphabetically and some included sources that were not used in the investigation. More significant was the inconsistency of the word count. Word counts were above or below the accepted word counts and teachers tended to ignore it and granted full marks for this criterion.

**Recommendations for the teaching of future candidates**

- Criterion F needs improvement, examples of good practice and further guidance with technical aspects is required. It will be useful if teachers train students in two particular areas: referencing and bibliographies.
- Candidates should always have access to the criteria against which their work will be marked. This might stop them writing too much and so losing marks.
- Reference to sources does not mean that the source has to be quoted within quotation marks. The information included in sections B and D should be acknowledged, usually by means of a footnote.
- Candidates should be discouraged from heavy dependence on text books of general historical encyclopedias.
- Teachers' comments on the samples explaining the award and deduction of marks were found to be very helpful. This is a practice that should be encouraged.

**Higher and standard level paper one****Component grade boundaries****Higher level**

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

**Standard level**

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

## General comments

The G2 forms sent to IBCA by the schools indicated that the November 2007 paper one was well received. 2 centres found it easier than November 2006, 32 thought it was of a similar standard and 5 found it a little more difficult. 54 schools found the paper suitable while one centre found it too difficult. 55 schools found the syllabus coverage satisfactory or good, 55 found the clarity of wording satisfactory or good (zero found it poor), and 54 schools found the presentation satisfactory or good (one found it poor). The comments that were received were also, generally speaking, highly complimentary. “An excellent paper”, “Good work”, “An appropriate paper with a similar level of difficulty to previous years”, “The range of source material was diverse and gave the students the chance to evaluate”, etc. There were one or two detracting comments “Source D was a little dark” (two schools); “sources too lengthy”. It was clear that the vast majority of centres found the Paper fair and appropriate. As usual Stalin was the most popular choice, followed by Mao and The Cold War.

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

Examiners reported that the paper did not present major difficulties as a whole and problems which candidates had with individual questions will be dealt with below in B iii. Three areas of concern were noted. Firstly, some examiners commented that candidates are still having some difficulties with compare and contrast questions, as their responses tend to deal with description of content rather than linkage and analysis (other examiners commented on how well this type of question was handled!). Secondly, although source evaluation has improved, too few candidates understand the importance of determining the purpose behind a source as a key determinant of its values and limitations. Finally, there is a lack of synthesis in the final question on each of the Prescribed Topics as candidates are adopting a somewhat mechanical approach to the sources without incorporating any of their own knowledge into their mini-essay.

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

The candidates had a good contextual knowledge of the three Prescribed Topics.

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

### Questions 1(a), 5(a) and 9(a)

1. (a) What, according to Source A, were Stalin’s advantages over his rivals? [3 marks]

Done well by most candidates.

5. (a) What, according to Source A, were Mao’s aims for the future? [3 marks]

Posed little difficulty for the candidates.

9. (a) According to Source A, why did Khrushchev's actions cause tensions with the Chinese at the Third Congress of the Romanian Communist Party? *[3 marks]*

Well handled by most candidates although a minority of responses merely summarized what was said.

### **Questions 1(b), 5(b) and 9(b)**

1. (b) What message is conveyed by Source D? *[2 marks]*

Somewhat surprisingly this proved to be very challenging. The main reason for this was that the candidates did not recognize Lenin and misunderstood the relationship between himself and Stalin as indicated in the source.

5. (b) What message is conveyed by Source E? *[2 marks]*

Teachers might be surprised how well their students did here as history teachers seem to have an endemic fear of graphical data. Many full marks were awarded.

9. (b) What message is portrayed in Source B about relations between the USSR and China in the early 1960s? *[2 marks]*

Some candidates simply did not understand the cartoon and could not identify the importance of the hammer and sickle. The most common response was the identification of the hostile relationship between Khrushchev and Mao.

### **Questions 2, 6 and 10**

2. Compare and contrast the methods used by Stalin to weaken the opposition as expressed in Sources A and C. *[6 marks]*

6. Compare and contrast the views expressed in Sources B and C about the People's Communes. *[6 marks]*

10. Compare and contrast the views expressed in Sources D and E about the reasons for Sino-Soviet disagreements. *[6 marks]*

Examiners reported that the greatest difficulty candidates had with these questions were generic. Although there were some excellent responses, weaker candidates merely described the content of the two sources without making any clear attempt at identifying their similarities and differences in a linked manner. End-on answers, where the first source is examined and then, the second source is dealt with separately, will not achieve high marks. These marks can only be attained when a running linkage is made between the two sources discussing their comparisons and contrasts on an ongoing basis.

**Questions 3, 7 and 11**

3. With reference to their origin and purpose, assess the value and limitations for historians studying Stalin's rise to power, of Source B and Source E. *[6 marks]*

7. With reference to their origin and purpose, assess the value and limitations for historians studying the Great Leap Forward, of Sources C and D. *[6 marks]*

11. With reference to their origin and purpose, assess the value and limitations for historians studying relations between the Soviet Union and the People's Republic of China in the 1960s, of Sources C and E. *[6 marks]*

Here again examiners commented on three areas of concern. The first has been mentioned above in that candidates neglect the importance of the purpose behind a source. A second weakness in candidates' treatment of this type of question is the misunderstanding of the role and the activities carried out by an historian. Bias in sources does not automatically mean that the source is distorted, useless and should be discounted. Secondary sources are too often discarded by the candidates as being of less value than primary sources. The final concern here is the lengthy description of a source's content in a narrative manner, without any attempt being made at candidates following the rubric.

Several other points should be noted. Comments made by candidates about problems of translation or the fact that the source is an extract from a wider source are unlikely to receive much credit. Similarly the tendency of some candidates to list bullet points or draw tables is likely to result in a lower mark award as the precise nature of the values and limitations is often left to be implied by the examiner, rather than be explicitly identified by the candidate.

**Questions 4, 8 and 12**

4. Using these sources and your own knowledge, explain to what extent you agree with the view that Stalin's control of the Party was the main reason he was able to become the leader of the USSR by 1929. *[8 marks]*

Unfortunately some candidates overlooked the "by 1929" aspect of the question and moved on to deal at length with the purges and the show trials of the 1930s.

8. Using these sources and your own knowledge, explain to what extent you agree with Liu Shaoqi (Liu Shao-ch'i) that "30 per cent of the production difficulties were a result of natural calamities (disasters) and 70 per cent caused by human factors", (Source D). *[8 marks]*

Candidates demonstrated a good blend of own knowledge and sources here including material such as Lysenkoism, back-yard furnaces etc. Weaker candidates did not notice the "To what extent" part of the question.

12. Using these sources and your own knowledge, explain why the Sino-Soviet relationship in the 1960s changed from a "friendly one to one of antagonism", (Source C). *[8 marks]*

Background knowledge was quite weak for some candidates although the use of the sources by themselves enabled many candidates to obtain 5 marks.

Better candidates have the ability to write elegant and well synthesized mini-essays-sometimes at surprising length. The key is that this essay must focus on the question that has been set rather than merely describe related policies/events/actions. As one examiner commented “weaker responses consist of a rather mechanical plod through the content of the sources [in alphabetical order]” and with no attempt at including any own knowledge or focus.

## Recommendations and guidance for the teaching of future candidates

- End-on responses do not score as highly as interlinked responses which explicitly compare and contrast the two sources. It is not recommended that candidates respond to compare and contrast questions in chart/note form. Class discussion/practice can improve student performance. A brief plan can be beneficial.
- The last question should be a mini-essay and not merely be a listing of sources.
- The mark allocation at the end of the question should give some indication of the length of a response that is required. Some candidates still write more on questions 1b, 5b, and 9b than they do for questions 2, 6 and 10.
- Regular use of source material in the classroom and discussion about bias, context, audience, purpose and the role of the historian will help students to understand these concepts and attain higher marks in the examination.
- Exposure to the viewpoints of historians known to be experts in the area covered by the Prescribed Topics could be of benefit to the students.

## Higher and standard level paper two

### Component grade boundaries

#### Higher level

<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

#### Standard level

<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 total number of candidates taking Paper Two History (Higher and Standard level) in the November 2007 session was 1,698. The number of G2 forms received from centres, as of December 14<sup>th</sup> and the beginning of the Grade Award for the November session was 50.

Respondents in these G2s considered that this year's paper, in comparison with last year's paper, was largely of a similar standard. With reference to the 'level of difficulty', the great majority of respondents (86%) found the paper 'appropriate'. In terms of syllabus coverage, clarity of wording and presentation of the paper there appeared to be a widespread acknowledgement that the paper was 'satisfactory' to 'good'- with approval ratings of 96%, 90% and 100% respectively.

Comments were received from practising teachers on the 'good variety of questions' and the fact that the paper could be considered 'challenging but fair'. There was some criticism from specific centres concerning for example the need to answer questions with reference to two different regions- but this possibly said more about the narrow focus of study undertaken by the centre rather than the nature or demands of the question itself. (Topic One, Question 5 in this particular case)

As in previous examination sessions, whether May or November, the popular topic areas remain Topics 1, 3, and 5. It is the case however that some centres in the southern hemisphere have also specialised in some areas of study relevant to Topic 2 (Indian/South Asian nationalism in particular). Topic 6 produced very few responses and Topic 4 continues to attract responses relating to the failure of the League of Nations- regardless of the question being asked in relation to this international organisation.

Rubric offences were rare in this session with only a handful of candidates choosing two questions from the same topic area or answering questions without a focus on the twentieth century. Examiners did note that while the level of historical knowledge was often adequate, judicious selection and careful deployment of such knowledge in a relevant fashion to meet the demands of the task was at times disappointing. Specific comments on the treatment of individual questions (below) may help clarify this point.

Historiography remains problematic. Many candidates continue to name drop or summarise 'schools of historiography' in the belief that this in itself constitutes a sound answer to the tasks set. Topic 5 in particular seems to be an area in which 'orthodox', 'revisionist' and 'post-revisionist' schools are described regardless of the need for detailed consideration of historical events/developments in the period. Parroting historians **is not** what is required. The provision of considered judgement/critical comment on the part of the candidate, based on accurate and relevant historical knowledge, **is**. As one examiner pointed out:

'The best answers were often devoid of any historiography' and were distinguished by the fact that 'candidates focused on the question and drew on their own knowledge of the events'

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

There is still a need for candidates to carefully read the questions and respond to the task(s) set as opposed to writing a 'model' answer to a question for which they have been prepared. This was particularly evident in responses to Topic 1, Question 4 (see below). Question analysis i.e. identifying the specific demands of the question and writing accordingly, remains a problem for some candidates who are tempted to write all they know about a topic



regardless of the focus of the task. The necessity of planning a structured and relevant response is something which needs to be constantly emphasised to candidates. A saturation bombing technique in which material is presented indiscriminately is unlikely to produce a satisfactory response. All questions have particular demands which need to be identified at the outset and failure to remain focused and relevant means a performance level which falls short of adequate.

Worth reiterating in this context is the advice given in the report for November 2006:

*'Candidate performance in all essay responses could be improved significantly by taking time to plan the answer- where possible organising the response into suitable themes rather than producing narrative /descriptive accounts. Candidates might be encouraged to present their plans in their answer booklet (making sure to draw a line through them at the end) as they can be helpful to the marker. Five to ten minutes drawing up an essay plan is time well spent despite what many candidates may think in their eagerness to address the question'.*

In Topic 3, the issue of **rise/rule** is often a cause of confusion resulting in students losing marks because of the failure to concentrate on the appropriate area of study. 'In power' and 'rise to power' are not synonymous - and it is dispiriting to read responses which, though very knowledgeable, are largely irrelevant to the question.

It remains the case that knowledge of chronology is often weak- or in some cases non-existent. Without some obvious grasp of dating, the sequence of events is often confused and links between causes and consequences/results are often missed or dealt with erroneously. Dates **do** count and accurate knowledge of events and their timing is important in the structuring of convincing argumentation.

## The levels of knowledge, understanding and skill demonstrated

At the higher levels of awards it was pleasing to see examples of work in which candidates had planned their responses appropriately in relation to the task(s). Thematic responses and running comparisons/contrasts were often undertaken with very positive results. Supporting information was in such cases accurate, relevant and focused.

Overall there does appear to be an improvement in candidate performance in 'Compare/Contrast' questions in terms of structure. There is less of an end-on (or sequential) approach in writing and a genuine attempt to identify key areas of study for investigation in relation to such questions.

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

### Topic 1

#### Question 1

A fairly popular question which attracted responses based on Vietnam and the Chinese Civil

War for the most part. Reasons for the adoption of this type of warfare were often limited however and when the contribution of guerrilla warfare was being considered, it was often a case of descriptions of methods rather than a judgement as to the ways in which such techniques were helpful – or not- in deciding the eventual outcome of the chosen war. 'Other factors' were identified in the higher level responses and dealt with accordingly. The political dimension of guerrilla warfare was largely ignored though in a few cases there were some perceptive comments as to the dual nature of the guerrilla strategy on the military and political (mass mobilization/liberated zone concept) level.

### Question 2

Candidates choosing China often limited their coverage of Civil War to the period 1946-49. While an acceptable choice of time span, it often resulted in fairly lightweight coverage of both 'outbreak' and 'outside intervention'. Those taking a longer term view of the conflict (1927-49) were often able to produce more relevant argumentation in relation to the nature and role of ideological differences. The Russian Civil War was on the whole soundly tackled though some candidates attempted to turn the original question into a pre-learned/prepared coverage of 'Why the Reds won the civil war'.

In both cases it became clear that a few candidates were not entirely conversant with the term ideology and struggled to produce a convincing response.

### Question 3

This often became an answer focused on the Treaty of Versailles and the collapse of Weimar/ rise of Hitler for some candidates who attempted to shoehorn existing knowledge into this particular task. Better responses examined the economic and social results of their selected conflict not only after the end of the conflict but during the actual war itself. Political results were often considered rather than social results, though stronger candidates did try to argue the link between economic, social and political developments during and after the war.

### Question 4

This was the most popular question of those offered in Topic 1. Any question which refers to the First or Second World Wars **and** also includes reference to Germany has a magnetic appeal for many candidates. Unfortunately the demands of the question were not always clearly understood- or if they were, they were largely ignored in the rush of some candidates to express views on either the **causes** of the two world wars or the issue of German **responsibility** in both wars. The focus however was on a comparison and contrast of reasons for German involvement. Some fine, well structured responses were produced but too many candidates paid insufficient attention to the wording of the question and produced essays which were not sufficiently focused on the task-a classic example of candidates writing responses to the question they would have liked, rather than the one which was set.

One pleasing development was the way in which candidates in this type of question structured a running comparison/contrast using themes as their main areas of investigation rather than producing sequential narratives of Germany and both wars.

### Question 5

There were very few attempts at this question. Of the few which were seen two main points emerge: 'limited war' really does have to be considered as more than just limited geographically and the Cold War is not an acceptable choice of war, though specific conflicts (proxy/surrogate wars) within the Cold War can be legitimately used as examples.

### Topic 2

There were relatively few attempts at answering questions in this topic area. Of the questions which were done, Question 6 was the most popular with India being the focus of the response. Some centres have obviously focused on South Asian nationalism as part of their course of study but at times the responses seemed to be very much pre-learned overviews of nationalism and British imperialism in the sub-continent. Often there was little evidence that the material being referred to was actually clearly understood.

### Topic 3

#### Question 11

A popular choice, with Hitler, Mussolini, Stalin, Mao and Castro being selected. A common approach in such questions is for candidates to immediately dismiss the premise (in this case the role of a vigorous foreign policy in maintaining the power of regimes) and immediately launch into 'other factors'. **It is not acceptable to simply refute the premise at the outset: some consideration has to be given to the nature of foreign policy in the chosen states and critical comment/evaluation made as to its place in maintaining the power base of the regime- domestically and/or internationally.** While 'other factors' may be more important in the view of the candidate they should not be focused on to the complete exclusion of the issue noted in the essay title.

#### Question 12

Again a popular choice, with sound coverage on the whole of both Lenin and Mussolini. 'Ideology' was not always well understood by weaker candidates who tended to write generalised narratives of the rise of the single-party leader - but there were some accomplished answers which successfully identified the ideological base of each potential leader and then went on to discuss whether it was the ideology itself which attracted support or whether it was the adaptation of ideology/pragmatism which was more important. 'Other factors' were also referred to in the stronger answers but **as an adjunct to, and not as a replacement for, discussion of the role of ideology.** (See above (Q.11) for comments on this point)

#### Question 13

Two main problems arose in relation to this question. Firstly the focus was on rulers '**in power**' as clearly stated in the question. Candidates interpreting this erroneously as a rise to power question produced, at best, some marginally relevant comments in respect to the task. Secondly, the term 'totalitarian' was not always understood and defined sufficiently well by

some candidates. 'Totalitarian' should go beyond the banning of rival parties and include coverage of the ways in which the selected leaders attempted to control all facets of the economic, social, political, religious, educational life etc. of the population. Stronger candidates were able to structure answers around a variety of themes such as these and produce convincing responses revealing not only a sound grasp of detail but also an attempt to evaluate the level of success achieved in both cases.

#### Question 14

Stalin and Hitler were the most common examples selected for this question. Knowledge of economic policies tended to be better in relation to Stalin for the most part. Social policies were in some cases considered to be largely the use of terror/intimidation by the regimes – which is possibly more of a political mechanism, unless linked more convincingly to the 'social' context by reference to 'class war', racial policy etc. Better answers did focus on social policy areas such as education, religion, the role of women and the family, class versus community, and indicated comparisons and contrasts between the systems and leaders chosen.

#### Question 15

There were relatively few attempts at this question but examiners did comment upon the fact that in the few answers seen, there was often a lack of good detail present. Analysis –critical commentary- cannot be convincing if there is a paucity of accurate and relevant historical material on which to convincingly base judgements.

#### Topic 4

By far the most popular question in this section was **Q.16**. As in the case of questions which contain reference to World War One/Two (see comments in relation to Q.4 above), mere mention of the League of Nations elicits a Pavlovian response in which candidates feel obliged to write an answer on 'Why the League of Nations failed'. The lemming like rush over this particular cliff results in responses which often bear only marginal relevance to the task. There was too often a **very great imbalance** in the treatment of the two international organisations: there was very little accurate detail about the United Nations in most answers.

Presumably many students had prepared for an essay question on the League and were determined to do it, regardless of the lack of suitability in relation to their knowledge base.

#### Topic 5

#### Question 21

As in previous sessions, this question area proved a very popular one since it allowed candidates to reproduce standard responses on the origins of the Cold War often based upon highly descriptive coverage of 'Orthodox', 'Revisionist' and 'Post-revisionist' interpretations which, presumably, are intended to show the candidate's sound grasp of historiography. In fact, such an approach often fails to supply a relevant focused answer to the task as it fails to provide accurate historical detail to support argumentation. Historiography is a supplement

not a replacement for the mastery and successful deployment of historical knowledge. Where candidates used historical detail of the period, rather than regurgitating 'historiography' the results were significantly better in producing focused and convincing responses.

The end date given in the question was 1953- surprisingly few efforts went beyond 1949.

### Question 22

Quite a popular question which was on the whole soundly handled by candidates. Clear definitions of containment (and the circumstances in which it was introduced) provided a sound base for coverage of the subsequent implementation of the policy in its original European- and then wider global context by 1962.

### Question 23

Korea and Vietnam were the most popular choices here. No responses covering the Middle East were seen by the Principal Examiner. Answers were sometimes rather imbalanced and on the whole the reasons for superpower involvement were better dealt with than the results '**for East-West relations**'. Indeed the 'results' for many candidates were interpreted as the physical results upon the countries where proxy wars occurred, or the domestic results for the superpowers.

Very few responses were seen for Q.24 and 25

### Topic 6

There were, as in the past, very few takers for questions in this section. Where some attempts were made, the responses on the whole tended to reflect highly generalised, often poorly supported work.

## Recommendations and guidance for the teaching of future candidates

Appended below are general recommendations made in relation to the November 2006 and May 2007 sessions - which are themselves largely a compilation and repetition of general points made, with regularity, concerning student performance in Paper Two -and what guidance could be provided for future candidates. **Rather than re-inventing the wheel, these points still stand as a guide for candidates hoping to successfully address the demands of this particular paper.**

"Each year the recommendations concerning guidance for future candidates are remarkably similar, and one hopes that centres/teachers do read these and try to adapt teaching methods and candidates' approaches to dealing with the tasks set in the examination paper.

Although the followings suggestions may appear repetitive- they are worth repeating- and making available to students in order to inform candidates what examiners are looking for in the essay questions set.

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. Encourage students to include the plan within the exam answer booklet- having made sure to draw a line through the plan to indicate it is not part of the essay answer obviously

In questions relating to Topic 3 - students must exercise great care in identifying whether questions are asking candidates to focus on rise or rule of single-party leaders - or both! Marks are lost by candidates who fail to identify the scope of these questions.

A thematic approach to essays, when appropriate, usually produces a more successful outcome. The chronological narrative often tends towards descriptive writing and curtails analytical treatment of topics.

Opinions need to be supported by relevant, accurate historical knowledge if candidates wish to achieve the higher grade bands. There is no substitute for mastery of the material and its focused deployment in the attempt to meet the demands of the task.

Define terms which appear in the questions – not only for the sake of examiners but in order to clarify the task at the outset for the candidate- 'ideology', 'limited warfare' for example - need to be explained at the outset.

Historiography is not the be-all and end-all of history essay writing: it should not be a substitute/ replacement for solid factual knowledge, accurate chronology and sequencing which must form the basis of any effective essays.”

**Reiteration** of these points over the years has, in some cases produced a significant improvement in the way in which candidates approach question types- especially notable here being the improvement in the structuring of 'Compare/Contrast' questions. Yet much still needs to be done. Candidates must learn to focus on the specific task, must learn to read the question and answer **that question and not another!** Many students do indeed have a mastery of historical information - it is a pity to see this being squandered by a failure to think about the question and plan accordingly at the outset.

## Higher level paper three - Africa

### 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 - 34	35 - 40	41 - 60

## General comments

The paper was taken by 33 candidates in two centres. There were no answers to questions 4, 10, 13, 14, 17, 20, 21, 22 and 23 and fewer than 5 answers to questions 1, 11, 12, 15, 16, 18, 19, 24 and 25. Comments are made only on those questions which were answered by at least 5 candidates.

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

Questions on nineteenth century topics continue to be much more popular and better answered than those on twentieth century topics which have probably not been taught. Candidates continue to do well on questions focussing on specific personalities and sometimes less well on more thematic questions. The general standard of the centres was high and the weaknesses of candidates were not related to particular areas of the programme.

## The levels of knowledge, understanding and skill demonstrated

There was clear range of ability all the way to the highest mark bands. The questions with few answers were generally the least well answered. There was a commendable lack of generalisation without supporting evidence. Many candidates demonstrated the ability to analyse and evaluate, to compare and contrast and to address the main requirements of the questions with adequate, accurate, specific and relevant knowledge.

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

The number of answers are given in brackets after the question.

### Question 2 (6)

How and why did Dahomey and Opobo in the Niger Delta make the transition from the slave trade to legitimate trade successfully?

Several answers were more precise on Opobo than on Dahomey or treated them together. Better answers were aware of the differences and brought out the availability of palm oil products, adequate transport facilities and leadership and political systems and military and naval strength as the main factors on which successful transition depended.

### Question 3 (20)

Assess the part played by Tewodros II and Yohannes IV in the revival of Ethiopia in the second half of the nineteenth century.

Answers showed the continuing popularity of the history of Ethiopian emperors and the thoroughness with which it is studied. Most answers were balanced and gave background to explain why and to what extent Ethiopia revived under the two rulers.

Answers were generally explicitly analytical rather than merely descriptive or narrative and put each ruler in their historical context and discussed revival in terms of imperial authority, attempted modernisation and coping with external threats.

**Question 5 (9)**

What were the causes and results of the Jihad of Usman Fodio?

Several answers were stronger on causes than results, whose analysis needed greater depth and detail. Many answers gave due weight to the religious causes of the Jihad and to the secular reasons for Fulani support for it and explained the nature and importance of the Sokoto Caliphate which resulted from it.

**Question 6 (14)**

How and why did Samori Toure succeed in building the Mandinka Empire between 1853 and 1890?

Samori Toure's Mandinka Empire is a popular topic and generally thoroughly studied. Few candidates went into irrelevant discussion of events after 1890 and most were familiar with the main political, economic and social features of the empire and responded well to both parts of the question. Samori's methods and motives and the circumstances facilitating his empire-building were analysed in depth.

**Question 7 (8)**

"Both Shaka Zulu and Mosheshwe of the Sotho were nation builders in southern Africa, but their methods and motives differed." To what extent do you agree with this statement?

Answers were generally balanced and accurate and brought out a clear contrast between the motives and methods of the two rulers respectively as aggressive and defensive nation builders. There could have been more detailed knowledge of the political and administrative features of the Zulu and Sotho states.

**Question 8 (20)**

For what reasons did the European partition of Africa accelerate between 1875 and 1890?

Some answers on this ever-popular topic described the general factors which motivated European powers to colonise African territory without identifying specific events and developments. But many answers showed an impressive grasp of the relative significance of these events and the best made effective use of historiographical knowledge to strengthen their arguments.

**Question 9 (7)**

'Africans who resisted Europeans were always losers.' To what extent do resistance movements in East Africa before 1914 confirm this view?



Answers tended to confirm the view but some better ones were ready to challenge it, though not as strongly as they might have. The Maji Maji Rising and Hehe and Nandi resistance were the preferred choices with almost no candidates discussing Mwanga's Buganda. All were familiar with reasons for the failure of resistance in the short-term but much less familiar, for example, with the significant gains following the Maji Maji rising from the reformed German administration.

## Recommendations and guidance for the teaching of future candidates

The advice given in previous reports continues to apply. Teachers should limit themselves to four or five topics but make sure they have covered every single aspect within them. Questions can be asked on any of the bullet points within a topic. Some sub-topics are clearly taught in less depth or not at all and candidates are therefore disadvantaged when questions appear on them. Candidates should have copies of relevant areas of the syllabus. Teachers should strongly discourage candidates from answering questions on topics they have not been taught e.g. questions on post-independence history which students think they can answer from general knowledge but which require specific and detailed supporting evidence.

Candidates should be assured that there is a guaranteed question on every topic but should be given extensive practice in essay writing perhaps based on past questions. In this way they can learn to pay most careful attention to the wording of questions to avoid irrelevance or inadequate coverage. They will also learn that statements in quotations are not necessarily to be agreed with and can sometimes be strongly challenged. They can be given exemplars of answers so that they clearly understand the difference between narrative or descriptive answers and those with explicit analysis. They must ensure balanced treatment of questions with several parts such as 'why and with what results'. They cannot be reminded too often that 'to what extent' and 'assess the contribution' questions always require consideration of other factors. 'Compare and contrast' questions can be very challenging and they should practise answering them on every topic taught. They should understand the difference between sequential accounts and those with a clear comparative structure.

The popularity of nineteenth century topics is understandable but teachers can consider teaching topics that overlap with themes in Paper 2, e.g. the Maji Maji rising as a guerrilla war and the Nigerian/Biafran war as an example of civil war. There is fascinating material on the First World War in East Africa. Answers on Nyerere's one-party Tanzania are a welcome change from those on Hitler, Stalin or Mao. African examples can illuminate both the strengths and weaknesses of UN peacekeeping. The role of the UN in Congo, Namibia, Angola, Mozambique and Rwanda are worth studying as is the transition to multi-party democracy under Mandela in South Africa.

## Higher level paper three - Americas

### 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 - 34	35 - 40	41 - 60

### Introductory comments on the overall performance of the candidates

This session, the Americas paper produced some excellent answers which revealed knowledge of the topics and historical skills. There was concentration of answers on both Latin American and US history with focus on the 20<sup>th</sup> century. No questions about Canada were recorded. The most popular answers were 7, 10, 11, 14, and 21. Within the centres there was a variation of performances, from very good to poor although the general performance was rather good. All the students answered the required three questions.

### The areas of the program which proved difficult for candidates

The very few answers the early part of the syllabus generally produced poor answers, as seems often the case. Questions on social and cultural history were not answered, indicating a lack of interest or preparation about these topics. Probably the most significant weakness observed in this session was the candidates' failure to support their answers with specific evidence.

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

It is possible to see that schools with longer IB experience have clearly improved, especially on the focus, on sustaining the arguments and on writing longer essays. As mentioned above, some candidates produced analytical, factual and relevant answers, which showed good preparation and relevant knowledge. This was particularly evident in Questions 14 and 21. As in previous sessions, the use of relevant historiography is raising and candidates were aware of different interpretations and views. On the other hand, many essays are long on description before the question is raised. Subjects such as the American Civil War or the Great Depression which are always popular are often treated in this way. Nevertheless, many of the responses to some demanding questions showed well-prepared candidates displaying impressive levels of knowledge, skills and understanding. Questions that required the candidates' own views and assessment were very well treated.

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

### **1. Compare and contrast the economic and political policies of Britain and Spain towards their colonies in the Americas.**

Very few answers for this question with very poor results.

### **2. Analyse the areas of continuity and change after the achievement of independence in one country in the Americas.**

Very few answers for this question with very poor results.

### **3. Analyse the aims of caudillos in two newly independent countries in the Americas.**

No answers were recorded.

### **4. “Opponents of slavery in the Americas were united in their reasons for opposing slavery and in their proposals for ending the practice.” Using one country in the region, explain to what extent you agree with this statement.**

Very few answers. Candidates followed a narrative approach with very limited specific evidence.

### **5. “By 1861 efforts to solve the conflict peacefully had been exhausted”. To what extent does this explain the outbreak of the Civil War in the United States?**

Rather popular answer with mixed results. The best answers traced the different attempts to solve the conflict and showed how, gradually, due to the changed circumstances of the country, it was increasingly difficult to achieve a compromise and focused on “to what extent”. Some candidates, however, opted for a narrative of the differences between North and South without acknowledging the attempts made to solve the conflict.

### **6. Analyse the reasons for industrial development in one country of the region between 1865 and 1900.**

No answers were recorded.

### **7. Why did either Canada or the United States enter the First World War?**

This question was answered by the majority of the students and the selected country was the United States. There were excellent answers which explored different views, official and unofficial reasons, for the United States entrance into the conflict. On the negative side there were a significant number of candidates that showed a significant lack of chronology and asserted that what “triggered” the U.S. entrance into the conflict was the sinking of the Lusitania in 1915, neglecting to realize that the involvement took place in 1917.

**8. Analyse the causes for the rise of the Progressive movement in the United States in the early years of the twentieth century.**

No answers were recorded.

**9. “Intellectuals made a significant impact on society.” With reference to one country of the region in the period 1880–1919, to what extent do you agree with this statement?**

No answers were recorded.

**10. Analyse the effects of the Spanish-American War on both the United States and Cuba.**

Very popular answer. Some candidates produced well balanced and factual arguments. However, many only concentrated in only one part of the question, usually Cuba, without addressing both of the countries and therefore lost marks.

**11. “The Mexican Revolution was a revolt of the impoverished many against the wealthy few.” To what extent do you agree with this statement?**

A popular question with produced a wide range of answers. At the top, some answers produced very skillful arguments about the validity of the statement, supported their assessment with specific evidence and provided different perspectives about the conflict. Nevertheless, many gave a narrative account of the revolution without really focusing in the statement.

**12. How did one country of the Americas deal with unemployment between 1929 and the beginning of the Second World War?**

Also popular although answers tended not to be specific about “unemployment” and opted for the measures that the governments made in order to solve the Depression. The United States, Argentina and Brazil were the used examples. The most focused answers discussed the different acts of the New Deal.

**13. For what reasons did French Canadian nationalism evolve in the first half of the twentieth century?**

No answers were recorded.

**14. Examine the methods used and the conditions which helped the rise to power of one single party state leader in one country of Latin America in the first half of the twentieth century.**

Very popular answer with some excellent responses that addressed both methods and conditions. The selected leaders were Peron and Vargas.

**15. How did either the United States or Canada react to the Holocaust?**

No answers were recorded.

**16. Compare and contrast the United States' foreign policy, towards two countries of the region, between 1959 and 1985.**

No answers were recorded.

**17. Evaluate the successes and failures of the domestic policies of one US president between 1945 and 1976.**

The candidates that answered this question selected Johnson as their topic. Answers varied although in general they were satisfactory.

**18. Why was there a resurgence of conservative politics in the United States between 1968 and 1984?**

No answers were recorded.

**19. How successful was Kennedy's foreign policy towards the USSR between 1961 and 1963?**

A favorite question with rather good answers. Many, however, concentrated in the Missiles Crisis and very few mentioned Berlin.

**20. Analyse the reasons for the rise of the Civil Rights movement in the United States after the Second World War.**

No answers were recorded.

**21. How and why did Fidel Castro rise to power in 1959?**

This question was answered by virtually all candidates. As usual, Castro attracted many takers and some excellent answers were seen. Candidates tended to answer in a balanced, analytical way. Solid knowledge was observed and historiography was used in a relevant manner.

**22. In what ways did the role of the government evolve in Canada between the Second World War and 1982?**

No answers were recorded.

**23. For what reasons, and with what results, did women's movements emerge in the Americas in the second half of the twentieth century?**

No answers were recorded.

**24. To what extent did the Organization of American States (OAS) fulfill its aims between 1962 and 1995?**

No answers were recorded.

### 25. To what extent did the return to democracy in one Latin American country after 1980 contribute to its stability?

The few candidates that selected this question focused more on the military rulers and seldom developed the “return to democracy”.

### Recommendations and guidance the teachers should provide for future candidates

The recommendations for teachers are:

- Candidates should be trained in answering two-part questions. This limitation was one of the reason why students lost marks
- 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, several candidates did not write enough or wrote too much but not because of the lack of knowledge, but because more guidance in witting essays is needed.

## Higher level paper three – East and South East Asia and Oceania

### 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 - 34	35 - 40	41 - 60

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

- Many candidates appeared to have prepared answers to set questions and they found it difficult to adapt their material in response to the specific question asked.
- This was particularly evident for questions 1, 2, 7 and 8.
- On the other hand, where candidates did attempt to respond to the actual question many of them did not include enough specific detailed factual information to illustrate and support their comments.
- Many candidates did not have a strong sense of chronology and context.

- Candidates did not seem to understand the distinction between East and S-E Asia and consequently some candidates a lost significant number of marks due to this mistake. This applied to questions 1 and 20.
- Some candidates spent too on long background information in their responses particularly in questions 13, 18 and 22.

## The levels of knowledge, understanding and skill demonstrated

- Most candidates were able to structure sound thematic responses.
- Many candidates displayed a detailed and comprehensive knowledge of the course.

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

### Question 1

Some candidates did not understand what was meant by S-E Asia and wrote on Japan and China. These were often very good candidates and they wrote comprehensive essays on the Canton System of trade and regrettably could not be given any marks for their efforts.

### Question 2

This was a very popular question. Most candidates seem to have been thrown by the question asking about two rebellions because they tended to write well about one and then weakly about the other. Most candidates did Taiping and Nien Rebellions. Very few were able to do a running comparative analysis. The responses that chose the White Lotus and Taiping tended to be of a higher standard. Some candidates chose Taiping and Boxer. The choice of Boxer is tenuous.

### Question 3

Another very popular question. Some candidates did this very well by looking at both internal and external factors. Others tended to be unbalanced by either looking at all internal factors or all external ones. Most candidates mentioned "Dutch Learning", but not "National Learning". Many concentrated on the economic and feudal system changes in Japan.

### Question 4

No responses.

### Question 5

A few responses which answered the question quite well. Most agreed with the assumption in the question.

### Question 6

No responses.

### **Question 7**

A few responses, but I suspect not as popular a choice as in other years because I think some candidates may have been deterred by the question asking for specific reference to the careers of the 3 reformers. Generally, this question was not done particularly well. Some candidates tried to adapt a set piece on the Self-Strengthening Movement and did not have much knowledge of the careers of the men mentioned.

### **Question 8**

A very popular question. Many candidates wrote in detail about the transformation of Japanese society in the Meiji period and quite a few challenged the assumption in the question. Weaker candidates tended to concentrate mainly on the social and cultural manifestations of Westernisation. They also argued that the Meiji Emperor was only a puppet of the oligarchy and did not acknowledge the regency was only a very short time and that the Meiji Emperor became an influential and revered figure.

### **Question 9**

No responses.

### **Question 10**

Only one candidate did this question and the response was mainly descriptive about the Boxer rebellion and it did not seem to understand what the Boxer Protocol was.

### **Question 11**

No responses.

### **Question 12**

A very popular question. A few better candidates were able to put the two events into a contextual framework and discuss the significance of both. Most tended to agree with the assumption in the question, though some did challenge it. The majority of candidates answered this question in a very disjointed way, by describing each event separately and not putting them into context. Very few candidates were able to analyse the long term significance of May 4<sup>th</sup>.

### **Question 13**

Only a few responses which were not done particularly well. Some did not really address the question, but wrote about the 1920s and did not go on to the 1930s. There were a few comprehensive responses which looked at both internal and external factors



**Question 14**

A few responses. Some were done well whereas others discussed social and political issues rather than focus on the economic problems.

**Question 15**

No responses

**Question 16**

Quite a popular choice, but not done particularly well. Some candidates confused Yuan Shikai and Jiang Jieshi. Very few candidates defined warlordism or knew much about the historical context of warlords. They only knew basic information about Yuan Shikai.

**Question 17**

Only one response which was done quite well.

**Question 18**

The most popular choice. Most candidates dealt with this question in a thematic way and there were very few narrative responses. All were able to discuss the weaknesses of the Nationalists and the reasons why the Communists won in general terms ranging over several issues such as treatment of peasants and soldiers, military tactics, support bases. Many spent too long discussing the 1920s and 1930s. Only the better candidates were able to be more detailed about events of World War 2 and the Civil War which led to the CCP victory in 1949 and analyse specifically the direct links and other factors. The weakest candidates had no sense of context and chronology.

**Question 19**

No responses

**Question 20**

Only two responses, but both did not understand what was meant by South East Asia and wrote on China.

**Question 21**

Only one response which was done poorly. It was mainly descriptive about the Korean War and did not look at the external relations within the region.

**Question 22**

The second most popular question. Many responses were just descriptive. Very few analysed the impact in a detailed and insightful way. Some concentrated on social and economic effects and only a few included the political and ideological issues

**Question 23**

No responses

**Question 24**

Only one response which was done poorly.

**Question 25**

No responses

## Recommendations and guidance for the teaching of future candidates

- Teachers should make sure that their students know the difference between East Asia and South East Asia so that they do not make the wrong choice of question.
- Teachers could encourage their better students to include quite a lot of precise evidence in their responses. This can be done by setting research tasks as part of the coursework.
- Similarly, the better students should also be encouraged to show evidence of wide reading and an understanding of historiography, particularly with regard to Perry's arrival and the opening of Japan and to Mao's China.
- All too often the students from the same school used exactly the same examples and information.
- Evidence of wide reading can be obtained by encouraging students to use a range of history books like Hsu, Spence, Gray, and Fairbank for China and by using relevant articles from magazines such as *History Today*, *History Review* and *Twentieth Century History Review*.
- Many candidates did not respond to the actual question asked and included irrelevant material which was often out of the timeframe given.
- Students from some schools wrote introductions that were far too long and which included too much detailed information. They later repeated this information in the body of the essay. This meant that the essays were very repetitive.
- Other teachers appear to expect their students to write "In this essay I will examine....." or "This essay will....". This technique was rather cumbersome and it meant that the Introductions tended to be very long and it made the essay repetitive. Again it often led to time management problems for the candidates.

- Some candidates wrote really detailed plans before writing the essay, but all too often they ran out of time to finish what they had intended to do. Plans to this degree of detail are detrimental because the candidates are wasting valuable writing time.

## Further comments

- There were great many responses where the candidates wrote fluently and well, but they did not include enough specific factual evidence to support their analyses. Where this applied to whole schools it seems that the teachers may not be expecting enough precise detail from their students.
- Consistency in the spelling of the Chinese words is needed. Some candidates used a mixture of Pinyin and Wade-Giles. A candidate should only use one system. Given that the IB uses Pinyin with the Wade-Giles in brackets maybe teachers could be encouraged to switch to Pinyin.

## Higher level paper three - Europe

### 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 - 34	35 - 40	41 - 60

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

This is the penultimate November session for the current History Programme and on the whole the standard seemed slightly higher. This paper was probably slightly easier than some previous ones. Mainstream topics in both the nineteenth and twentieth century were especially answered well, although answers for most of the questions on the paper were seen.

Although most examiners reported fewer very weak scripts this session, exact focus proved difficult for many candidates. The temptation to write all they know about the person or event named in the question, still proves to be too great. Also two usual problems persist, a lack of knowledge of, or adequate use of, chronology, and secondly a failure to substantiate the mainly valid arguments made with sufficient specific accurate knowledge. The former led to the following problems a failure to understand the time frame for some questions and the inability to give the correct sequence of events. Thematic rather than chronological answers are usually better but a grasp of their timing is essential. The second problem showed that the majority of candidates did understand what they had studied in the form of a wide interpretation of events but had failed to study the topic in the depth expected for a higher level history paper. This was probably more prevalent in twentieth century questions which suggests that too many candidates rely on material covered for Paper Two.

Another problem which is perhaps most suitable to be mentioned under this heading is the misuse of what the candidate no doubt considers to be historiography. Listing names and views of historians without giving evidence of why they arrived at their conclusions, gains no credit. Neither does quoting a view of an historian, which is in fact widely accepted known and accepted. Many of the historians mentioned were writers of text books. Historiography should only be used when an historian's views are both fully substantiated and if not unique, at least not common knowledge.

## The levels of knowledge, understanding and skill demonstrated

This of course varied widely, but generally few examiners reported widespread lack of knowledge and understanding with very few candidates in the two lower grades. As noted above, most had a general understanding and knowledge of the syllabus material that they had covered. The weakness was more in applying the knowledge to answering the specific questions. Too many answers lacked focus; some ignored the part of the question that they had probably not studied (e.g. Qs 7 and 8). The skills that could be developed revolve around interpreting key command words accurately, taking note of dates in the question and structuring the answer carefully. It is perhaps appropriate to mention here that many candidates either are not taught some topics in full or choose not to concentrate on the areas that are more difficult or do not interest them. Examples of this were evident in the questions on the French Revolution (1), (7 and 8) as noted above the Provisional Government (13), international diplomacy (16). If a section is being studied, all of it should be covered.

Many candidates did score well giving evidence to support their arguments, especially mainstream topics such as Napoleon in (2), Italian unification (5), Bismarck's wars (7), causes of the First World War (14), indoctrination and propaganda (18), but for too many there is still the lack of accurate detail that candidates can produce/recall for well known events, topics and persons. This lack of detailed knowledge leads to too much repetitive generalisation, in answers often about popular topics. It is probably fair to say that characters and events in the nineteenth century are known in greater accurate detail, but on the other hand they sometimes lead to too much narrative or descriptive detail. In spite of the above critical remarks made to help both candidates and teachers, there were many excellent scripts and some very good total results for schools, including some writing this paper for the first time. They possessed most of the required historical skills and fully demonstrated them.

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

### Question 1

There was some knowledge of the French monarchy's financial problems and to what extent was generally addressed but the key word of 'bankruptcy' needed better focus.

### Question 2

Napoleon a reasonably popular choice, but this was a wide question and narrative rather than analysis predominated.

**Question 3**

The Vienna Settlement was quite popular and generally quite well answered. Candidates did usually focus on the problems caused by and reasons for the attempted suppression of, liberalism and nationalism.

**Question 4**

Popular; able candidates understood the implications and demands but the Republican movement needed more knowledge and analysis.

**Question 7**

Very popular but too much narrative of 'Bismarck's wars.' Also the period 1871-1890 was largely ignored.

**Question 8**

Very popular; knowledge was detailed and most tried to evaluate Alexander II's conservatism, but too many lost marks by ignoring Alexander III.

**Question 9**

Not a wise choice for most who attempted it as they based their answer on Stalin's industrialism – the twentieth century.

**Question 13**

Disappointing: there was some confusion about the two 1917 Revolutions and too many candidates wrote at length about tsarism and the causes of the First Revolution. Some did relate the Provisional Government's failure to earlier problems, the war and Lenin. NB To use the abbreviation PG throughout is NOT acceptable.

**Question 14**

Very popular and the causes of the First World War were very well known but 'relative' was ignored by all except the most able candidates.

**Question 15**

Popular but also disappointing. Too many candidates ran out of knowledge after stating the obvious reasons for the League's foundation, so filled in by describing its failure.

**Question 16**

Most candidates struggled with producing accurate relevant details apart from appeasement and the failure of the League – with some repeating what they had written for the previous question.

**Question 17**

Also popular but too many were unable to focus their inadequate knowledge of Mussolini's foreign policies on the quotation.

**Question 18**

This was generally quite well answered with specific examples used to assess the importance of indoctrination and propaganda in Nazi Germany.

**Question 19**

Quite popular but general causes of the Spanish Civil War were usually described or narrated.

The last few questions were ignored by the vast majority of candidates.

## Recommendations and guidance for the teaching of future candidates

Read the question carefully, note its commands, demands and dates and focus on it. General questions must be answered with selected examples and details.

Learning historians' names by rote does not mean true understanding of the question and will not be credited. The trend of naming historians seems to be increasing but should be discouraged, especially for weaker candidates – and when the candidate writes 'historian XYZ says'. If a writer is mentioned, one assumes that he/she is an historian. Genuine historiography means providing the evidence that an historian has based his/her views upon.

Cover all aspects of a section that is studied not just the easiest or most interesting parts.

See examples above of problems caused by this.

An understanding of timing, especially the sequence of events is essential for sound historical knowledge and appreciation.

Encourage candidates to read recent historical works and try to get more recent views on topics such as the Treaty of Versailles, Mao, Stalin, etc rather than repeating old or text book views. IB examiners understand problems of obtaining and affording new sources and candidates are not penalised for repeating out of date material and opinions, but it is refreshing to find that recent books have been read and quite rightly in some cases criticised.

Do not allow candidates to use abbreviations. It does save time but it is not acceptable in examinations. Also create is not an historical word.