

HISTORY

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 11	12 - 24	25 - 35	36 - 47	48 - 58	59 - 68	69 - 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 11	12 - 24	25 - 34	35 - 46	47 - 59	60 - 70	71 - 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 the last session in which the current criteria are used. For the May 2010 session the new criteria will be used to mark the Internal Assessment, a fact the teachers and examiners are aware of. Some of the comments in this report will be useful for the future since in the new IA tasks remains the same; the main changes are that the section on requirements and recommendations has been refined as have the criteria. The purpose of these changes is to emphasize more effectively some of skills and objectives of the history syllabus, and will be briefly discussed in the report for each section.

This session many schools did not comply with the formal procedures of including the proper forms with the samples. Several examiners voiced dismay at the number of samples without the 3CS and 3IA forms. However, there is no doubt that the teachers are doing a very good job guiding the candidates in the required historical skills, and the quality of the Internal Assessment is better every year. An interesting development that was observed was that many candidates selected as a topic the comparison of movies, novels or plays to the historical reality on which they were based. This is a very interesting and proper topic, but teachers should advise students about resources available to them in order to avoid descriptive or narrative accounts that tell more about the movie/novel/ play than about the factual historical event.

There were excellent investigations of this type, but also some that became a “critic’s” review of the selected issue. Most candidates are now framing their titles as a question or hypothesis which allows for the development of analysis in part D. Indeed as always the best assessments had carefully focused titles

Candidate performance against each criterion

Criterion A

Most candidates managed to score at least one mark here with a majority scoring 2. However, there are still candidates who seem to want to include a lot of unnecessary background or are told to write about why they chose the topic, so the “Plan” was not focused. Although the scope of the investigation was usually suitable, the method was frequently poorly written and not always focused on the research topic. The new IA guide requires for this section that candidates state the topic of the investigation, which should be formulated as a question, define the scope of the investigation; and explain the method of the investigation. Candidates should demonstrate knowledge and understanding of a specific historical topic and how to proceed to investigate it.

Criterion B

Still far too many candidates did not reference their supporting evidence or used non standard methods of referencing. A lot of candidates included material which was not relevant to the essay title. Some centers liked their candidates to write a summary of the sources they had used which could include analysis rather than state the evidence. There are still quite a few candidates who relied on unsuitable websites or still rely exclusively on general history text books. Some candidates, however, wrote good essays using only internet sites but they had obviously learned to be selective. For the new IA, this section will consist of factual material that is drawn from sources that are appropriate for the investigation, correctly and consistently referenced, organized thematically or chronologically. The purposes of section B are to present a summary of the evidence collected about the topic and to demonstrate evidence of research skills, organization and referencing.

Criterion C

This seems to be much improved, in general. However, some candidates still see value and limitations as how useful, or not, the source was to them, rather than evaluate bias and objectivity. There still seems to be a widely held view that a primary source has much more value than a secondary source because it is less biased and that a source in translation is bound to be inaccurate and therefore limited. Moreover, many candidates selected to evaluate one chapter of a given book, and stated that the major limitation was that the book “had only one chapter” about their topic. The question here then is why that book was selected in the first place. It is useful to remind students that the sources used in this section should be related and significant to the topic under investigation, since in many cases candidates do not refer to them in their analysis. In the new guide, the purpose of section C is to evaluate historical sources as evidence. It requires a critical evaluation of two important sources appropriate to the investigation and explicit reference to the origin, purpose, value and limitation of the selected sources.

Criterion D

Where the title was clearly framed, the candidates were able to analyze the material quite well. However many candidates just reiterated the information given in B. Very few candidates were able to write about different historical viewpoints. There seems still to be some confusion over “historical context” and usually this was just ignored.

Again far too many candidates did not use references in this section or included information not given in section B. Quite a few candidates did not focus on the topic or the title. Given these comments, the new guide requires that this section should consist of: an analysis that breaks down complex issues in order to bring out the essential elements, any underlying assumptions and any interrelationships involved; an understanding of the issue in its historical context;

A critical examination of the factual material presented in section B; an awareness of the significance of the sources used, especially those evaluated in section C; a consideration of different interpretations of evidence, where appropriate. This section should include references.

Criterion E

There is still an apparent temptation to make value judgments here. However, on the whole most candidates did manage to write conclusions consistent with the evidence produced earlier and not introduce new material or any unresolved issues.

Criterion F

This section showed some improvement, with very few candidates going over the word limit. But many bibliographies were not written in a standard format. There is great confusion about how to reference web sites.

Recommendations for the teaching of future candidates

- It will be useful for teachers to review the guidelines for IA, and be aware that for the May 2010 session new guidelines are in place for the IA.
- 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 importance of a carefully focused title should be stressed and one which can be addressed within the structure of the IA.
- Candidates should be taught the importance of referencing their work correctly, both in section B and section D. Candidates should understand the difference between “op. cit” and “ibid”
- More guidance needs to be given on the selection of sources. There are some internet sites of very dubious value and students should be shown how to be more critical in their consideration of the information gained from the internet.
- The difference between analysis and description in section D should be more carefully explained.

- More understanding of the demands of section C is needed. Candidates should be taught that not all primary sources are so objective and valuable. Also value and limitations should include something more than basic hints about bias and should not just be about the value etc to the candidate.

Some questions from teachers and examiners

- What does “define the scope” mean?

Identifying the themes/areas of investigation to be undertaken in order to reach a successful/effective conclusion

- What does “drawn from sources that are appropriate for the investigation” mean?

Sources should be sufficient to provide an in-depth understanding of the topic and clearly related to the research question. There are not a particular number of sources recommended by the IB. However, candidates are encouraged to use variety of sources which are pertinent to the topic under investigation and which provide, if possible, different views and perspectives the issue. Encyclopaedias and general text books are not “appropriate” sources, unless they are used to define a term or an ideology etc.

- Are internet sources appropriate?

Yes, although they should be used critically and with discretion.

- What does “sources are limited” mean?

It means that there are not entirely pertinent to the topic or that there are very few.

- What does “factual material” mean?

It means the elements that the students must know to be acquainted with the topic of investigation and which later (in section D) will be analyzed. Historical facts are statements describing events that really, physically happened, that were observed by people seeing or hearing, them. The task in section B is to make a summary of relevant information from sources, facts that are well organized and supports the theme. However, since relevant factual historical knowledge is based on direct observation, it might be that the event might be interpreted in different ways. Therefore, this section could include a reference or a comment stating that there are different perceptions about an event but without discussing the historian point of view. “Factual material” is more than simple information about dates, people or events. It is information that has a purpose or use. It implies knowledge and understanding.

- Should the sources used in Section C be mentioned in Section B?

If the student has used material/information from those sources in section B, the answer is yes. All the sources that have been used in that section should be “correctly and consistently referenced”. This is not a change or a modification from the requirements in the current guide.

- What happens is that as mentioned above, some students tend to omit references to the evidence discussed in Section B. In both the current and new IA guides the sources from which the evidence was taken, must be identified. Most candidates use information from the sources that are evaluated in section C, for Section B.

In some cases, particularly when dealing with primary documents such as a speech, or when the candidate wants to introduce a historiographical debate on a new source, not used in Section B, but evaluated in Section C, this is a perfectly valid approach.

- What does "an awareness of the significance to the investigation of the sources evaluated in section C" in the Sec D assessment criteria mean?

It means that if the candidate has used information and selected to evaluate, and emphasise, two important sources, in Section C; their significance/position/opinions should be included in Section D Analysis which includes as a requirement "an awareness of the significance of the sources used". If the candidate selected those two in particular, it means that he/she should explicitly explain why they were significant for the investigation. This is refinement, not a change, in the assessment criteria. In the in the current criteria it says "analysis of evidence", and again, as mentioned before, some candidates simply ignored references to the selected sources in Section C, or for that matter in B. The new criteria makes explicit what in the current was implicit.

- What does "information that is correctly and consistently referenced" mean?

It means that an accepted form of quoting and reference should be applied consistently. There are a number of different documentation styles available, the teacher should help the student decide on the style can be acceptable, but whatever style is chosen, it must be applied consistently and clearly throughout the different sections of the investigation.

- What is a reference?

The direct or indirect use of the words of another person, written, oral or electronic, must be acknowledged appropriately, as must visual material derived from another source. Internet references should include the title of the extract used as well as the web site address, the date it was accessed and, if possible, the author. Caution should be exercised with information on web sites that do not give references or that cannot be cross-checked against other sources.

Any references to interviews should state the name of the interviewer, the name of the interviewee, the date and the place of the interview; and the reason why that person was interviewed.

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 - 11	12 - 15	16 - 18	19 - 25

General comments

The G2 forms sent to IBCA by the schools indicated that the November 2009 Paper One was well received. 2 centres found it easier than November 2008, the majority thought it was of a similar standard and 1 centre found it a little more difficult. In terms of the suitability of the question paper all the schools responding found it appropriate. All schools found the syllabus coverage satisfactory or good. All the schools found the clarity of wording satisfactory or good and all schools found the presentation satisfactory or good. The comments that were received were also, generally speaking, highly complimentary. "A fair paper"; "Questions were appropriate" etc. There were one or two detracting comments - "Students found the wording on this paper much harder than in previous years". 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 The Cold War and Mao. It is important to note that the Prescribed Topics for November 2010 will change to those outlined in the new History Guide and that candidates **must preselect** their Prescribed Subject in advance.

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. Several areas of concern were noted. Many candidates showed difficulties in handling charts as opposed to cartoons. Also, candidates tend to consider primary sources as valuable and reliable per se and to dismiss secondary sources. Many candidates still consider bias as an indication that a source cannot be useful for historical investigation. Some candidates attempted to answer the compare and contrast questions (2, 6 and 10) by evaluating the sources and this detracted from the quality of their responses. Similarly some candidates either summarized the sources and did not have linkage and examples or did not identify enough points. Many candidates did not include much own knowledge in the last question on each Prescribed Subject.

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

Candidates showed sound knowledge of the Prescribed Subject of their choice. Sources were, on the whole, understood. Most candidates were able to answer all four questions showing reasonable time management. On the whole, candidates answered the questions in order and this resulted in a more comprehensive understanding of the subjects.

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

Question 1, 5 and 9

Question 1

- a) Many missed the lack of employment for poor peasants. Some did not effectively link their statements to “effects on agriculture”. As a result, they missed obtaining full marks.
- b) As mentioned in section A, candidates did not handle the statistics table confidently. Some candidates wrote far too much background contextual content in response to these questions. Others wrote about livestock and exports rather than agricultural output. This affected their time management later on.

Question 5

- a) Done well by most candidates
- b) Many candidates did not understand the photo despite the caption. Many thought that the figure in the forefront was Mao.

Question 9

- a) Done well
- b) Most candidates only partially understood the cartoon. Most understood the concept of the poker game, but only a few went beyond that to make a second point about the wider implications for the world.

Questions 2, 6 and 10

Question 2

Better on the whole for comparisons than contrasts. The latter were at time approached by mentioning two different issues. Many end - on answers.

Question 6

Many candidates were able to compare and contrast B and E, but some just described the content of each source.

Question 10

Many candidates found it difficult to compare and contrast B and E. Many were confused by the fact that both sources contained comments by Castro.

Questions 3, 7 and 11

Question 3

Limitations were not as well handled as values for sources. Candidates should be discouraged to consider translations and excerpts as reasons to consider a source is limited. Also, what is not included in a source is not automatically an indication of its limitation.

Question 7

This question was done quite well because candidates were able to evaluate both these sources as propaganda.

Question 11

Source A was better handled than D, where the nature of the Source led to some speculation on the part of some candidates. The issue of translation was overly emphasized by some for A.

Questions 4, 8 and 12**Question 4**

Most candidates understood this question and used source references well. Only a few candidates displayed quite extensive own knowledge.

Question 8

Many candidates did not really understand the question and there was limited own knowledge used.

Question 12

12 seemed more straightforward than 4 and 8. For the former, many candidates did not address all three aspects, presumably because of lack of time. Using only source material prevented them from an effective approach to “economic failure” and overall there was limited attention to the command term “assess”

Recommendations and guidance for the teaching of future candidates

It would be helpful if teachers could warn candidates that attempts to answer questions 2/6/10 or 3/7/11 in tabular form are not likely to be well rewarded. Simply setting quotations from the extracts side by side with one another without any effective comment does not constitute an effective response, however attractive such a strategy may appear as a way of saving time. Exactly the same may be said of the end-on approach in which both extracts are paraphrased with any overt attempt at linkage.

This section is going to be structured according to the types of questions which are usually set on the Prescribed Topics.

Questions 1, 5 and 9

Candidates should be guided to identify 3 separate points for the first part of the question. Where they are unable to do so, they should attempt to develop the 2 points that are perhaps more obvious. Candidates should be guided by the fact that an ‘a’ or ‘b’ question is worth 2 marks and so must attempt to make 2 clear points about the message or points being made.

Questions 2, 6 and 10

A significant number of candidates did not seem to understand the different requirements of questions 2/6/10, which focus on the content of the extracts, and 3/7/11 which focus on the provenance of the works from which they are taken. Too many candidates waste time commenting on the provenance of the sources in Questions 2/6/10. The question will often ask for consideration of the “views expressed” in the sources, not a discussion of their origin.

Questions 3, 7 and 11

In the analysis of sources the focus must be on the *originators* of the material and not on the secondary work in which it appears. Pointing out that the source is an extract or that it has been translated will not result in the awarding of marks, since it distracts from the much more important task of dealing with the origin and purpose of the particular source in question.

Questions 4, 8 and 12

The main issue with the mini-essay question is the synthesis of the source material with a candidates’ own knowledge. Again practice of these skills is essential. It would also be useful for candidates to make a brief outline for this question, in which they note down the sources to be used in support of their own knowledge.

Higher and standard level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 4	5 - 9	10 - 13	14 - 17	18 - 22	23 - 26	27 - 40

General comments

This was the last Paper 2 of the current History programme. The format and material for detailed study for future examinations will be different and teachers please be aware of this for purposes not only of teaching, but assessment.

The number of G2 forms received from centres as of the beginning of the Grade Award for the November 2009 session was quite limited. Of those who did respond all however considered that this year’s paper, in comparison with last year’s, was of a similar standard. With reference to the ‘level of difficulty’, again, all respondents felt the paper was appropriate. In terms of syllabus coverage, clarity of wording and presentation of the paper there was overwhelming acknowledgement that the paper was ‘satisfactory’ to ‘good’- with high approval ratings in regard to each of these categories.

Practising teachers commented positively on the adequacy of the question balance and accessibility of the paper for candidates. Where comments were less positive it tended perhaps to reflect the fact that candidates had not been provided, in the view of teachers, with opportunities to answer questions for which they had been specifically prepared.

Whether the students were as disappointed as the teachers in these cases it is difficult to gauge- but few candidates seem to have encountered difficulty in finding two questions from two different topic areas.

As in previous examination sessions (whether May or November) the popular topic areas remained Topics 1, 3, and 5. A few centres specialise in elements of study relevant to Topic 2 (South Asian nationalism in particular- with particular emphasis on India, Gandhi and the achievement of independence /partition of the subcontinent in 1947)). Topic 6 produced only a few responses- and of these, the standard tended to be weak indeed. Topic 4 attracted responses which were largely focused on the League of Nations or the U.N.O. Very few candidates went beyond Question 16 in this section.

Rubric offences were present to a very limited degree this session with candidates choosing two questions from the same topic area / answering questions without a focus on the twentieth century/failing to observe the need to provide examples from different regions. As noted in previous reports- and also for the future, teachers need to acquaint students with the 'rules' surrounding responses to questions.

It may be observed that the level of historical knowledge was often no more than adequate in topic areas which one would have expected to have been mainstream areas for study in Paper 2. Frequently the ability to select and deploy accurate and sufficient historical detail in a relevant fashion to meet the demands of the task was disappointing. Specific comments on the treatment of individual questions (below) may help clarify this point.

Every year/session there is a comment on the use and abuse/misuse of historiography. It remains the case that some centres still seem to encourage candidates to shoehorn into their responses as many references to historians as possible. This is not a guarantee that the answer will attain higher grade bands- indeed often the opposite is the case. Below is repeated the standard comment upon the 'historiography issue'. It still applies.

"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 was concentration on relatively few questions in the paper. What might be considered 'mainstream' topics are studied but **not always to a satisfactory depth of understanding**. For too many candidates the approach to this paper is to paint with the broadest of brushstrokes. The result is the production of sweeping and very generalized essays which lack specific detail and sufficient accurate historical knowledge.

Question analysis and **task identification** still require attention if the candidate is to provide a relevant and focused response instead of the provision of a 'learned response' which the candidate is determined to write regardless of the actual demands of the question. Without a clear understanding of the demands of the question too many responses end up as descriptive/narrative responses which fail to address the key elements of the question

The **necessity of planning** needs to be reinforced to candidates. Note the advice provided in previous Reports in relation to the importance of planning/structuring an essay answer

"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".

Again it is necessary to point out that too many candidates in writing answers in Topic 3, fail to read the question carefully and confuse **rise/rule** resulting in students losing marks. '**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. Single-party **ruler(s)** requires responses to be focused on the **period of rule** of that individual- especially worth noting in relation to this year's Topic 3 questions.

Candidates should be reminded that dates do count- and that accurate knowledge of events and their timing is important in the structuring of convincing argumentation. Without knowledge of the chronological development of events it is difficult to see how candidates can, with any confidence, effectively establish links between causes and consequences/results.

The levels of knowledge, understanding and skill demonstrated

As in previous sessions, the best responses were characterised by effective planning and the relevant deployment of specific, accurate, detailed historical knowledge. Thematic responses and running comparisons/contrasts were often undertaken with very positive results.

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

Topic 1

Question 1

This question was quite well done on the whole. The most popular examples were Spain, Russia and China. Some candidates also chose Korea and Vietnam. Regional requirements were not a problem and there were few rubric offences in relation to this question. Answers were largely balanced in relation to the 'reasons for' and 'impact of' requirements of the task.

Question 2

There were relatively few attempts at this question. Some saw it as an opportunity to write pre-learned narratives/descriptive pieces on the subject of 'Total War' but often detail was lacking- and the 'To what extent' invitation was not pursued in relation to other factors which might have been considered vital to achieving success in wars in then twentieth century.

Question 3

This was a very popular question indeed. Candidates saw 'Germany' and 'the First World War and Second World War' and many produced end-on accounts of the origins of both wars. The question of 'economic gain' was not well understood by many candidates especially in relation to the First World War. Too often the question was seen as little more than an opportunity to write generalised narratives without sufficient focus on the motivation(s) of Germany in both cases. It was surprising how little seemed to be known by many candidates as to why Germany may have become involved in the Great War. Having said that, there were some very impressive responses which showed a good grasp of Germany's drives in the two conflicts and the relative contribution of economic factors in the case of Berlin.

Question 4

Few responses to this question were seen.

Question 5

The Spanish Civil War and the Korean War were the most popular choices in this question. The results of the Korean War were possibly better done as candidates could not only examine the results for Korea but for the region and for the wider field of international affairs. Spain, though offering the same opportunity, was not as well supported in terms of detail.

Topic 2

There were only a very few attempts at answering questions in this topic area. Of those attempted two are worthy of comment however.

Question 6

One centre had obviously studied the topic of the emergence and growth of Indian nationalism in the period and responses mirrored this. However the question did note 'decolonization in Africa and Asia'. Answers which focused on general overviews of Indian nationalism were necessarily limited in terms of the award bands which could be reached.

Question 8

The requirement to choose states from different regions was not met by choosing India and Pakistan!

While Topic 2 is not a popular topic it has to be pointed out, in the light of the two questions above, that centres which do wish to specialize in themes in this topic have to go beyond the study of one area or region if they hope to prepare candidates successfully to answer questions effectively.

No answers to Questions 7, 9 or 10 were seen by the time of the writing of this report

Topic 3**Question 11**

A popular question with the most common examples being Lenin, Mussolini, Hitler, Mao, Castro. Some candidates selected Stalin but in some cases this was not the best choice since little was known about either 'economic distress' or 'ideological appeal' in relation to the period of Stalin's rise to power.

On the whole the chosen examples were done satisfactorily though in many cases the nature of the ideology and the extent to which it was genuinely appealing was not always well done. Better responses discussed the issue of pragmatism in relation to the rise of leaders as well as factors relating to economic distress, political jobbery, fear of the Left etc.

Question 12

Quite a popular question as far as Peron was concerned. Responses ranged from the satisfactory to the very good. The question stated 'ruler of a single-party state', thus long backgrounds to the rise of Peron were not necessary. Consideration of a series of domestic and foreign policies was undertaken with skill by some candidates.

Question 13

Hitler and the persecution of the Jews proved a popular choice here but often such answers were limited to generalized descriptions and Holocaust narratives. Better responses dealt with a range of minorities/religious groups in the two selected states- whether homosexuals, Catholics, Christians, Kulaks etc.

Education's role was most commonly done in relation to Nazi Germany and the People's Republic of China. There were some strong responses which provided good detail of educational practices (school -based, youth movements, adult literacy etc.), aims and implementation in the selected examples.

Question 14

For the most part quite well done, usually within a thematic framework in which a variety of domestic policies were identified (economic, social, educational, media etc.) better answers were able to identify the extent to which such policies actually were successful (and for whom in particular) and how this benefited the regime. In some cases failing policies were noted (and why) and emphasis on 'other factors' responsible for keeping the regime in power were identified (foreign aid, wars of distraction, repression /violence etc). Some candidates identified the use of terror and the encouragement of a culture of denunciation as examples of 'domestic policies'. This was acceptable.

Question 15

The emphasis was on 'single-party ruler' -i.e. the period 'in power'.

Quite a popular question with a fairly equal spread between treatment of Lenin, Hitler and Mao. The major problem for some candidates was identifying 'internal opposition' after the coming to power of the selected leader. There was little point in discussing the 1923 Beerhall Putsch in detail, the Chinese Civil War from 1927 onwards, the overthrow of Tsarism in Feb. /March 1917.

The best responses were able to identify the types of opposition and the extent (political, religious, ideological etc.) and then provide accurate detail as to how the regime/leader tackled such opposition (and how effectively)

Topic 4

Only Q.16 received much attention in this section- with the League of Nations proving a far more popular choice than the U.N.O.

Question 16

Only one international organisation was required for discussion but a few candidates covered both. This was not successful.

A straightforward question which permitted candidates to identify a variety of factors/themes in explaining the difficulty of the organisation in achieving its aim of preserving peace. Some themes related to structure, membership, economic conditions, rise of political extremism, and the selfish pursuit of national self interest. Often case studies were used to illustrate the difficulties encountered by the organisation (Manchuria, Abyssinia, Korea were the main but not the only ones)

The question resulted in some very competent and perceptive responses- but also in a barrage of pre-learned responses which were basically identical in format, content.

Topic 5**Question 21**

A popular choice on the early stages of the Cold War. Yet it resulted in many candidates reproducing standard responses on the origins of the Cold War based upon a pre-learned/pre-planned essay.

Few candidates actually knew much about the 'events of 1945'. Yalta and Potsdam were worryingly limited in terms of knowledge and often confused with each other. Candidates seemed, in too many cases, determined to write their essay on the origins of the Cold War an essay plan which had been assiduously studied for application to Q.21 regardless of the phrasing of the task. . The best responses, understandably, had a good grasp of the issues, the participants, the fears, aims and misunderstandings at both conferences and how this affected East-West relations. Only with this grasp was it possible to effectively put the Cold War origins/development into a convincing context in terms of the set task

Question 22

Sound coverage by the majority of respondents to this question, though some candidates did seem to have difficulty in dating the Détente period despite the 1970 date given. In some cases answers focused much too much on Cuba, Khrushchev and the 'Thaw'!

Question 23

Very few answers seen to this question

Question 24

Korea was the most popular choice and on the whole quite well done in terms of examining the context of the peninsula post-1945 in the development of Cold war tensions in relation to national, regional and global developments.

Question 25

A popular choice and on the whole soundly addressed with the best responses identifying not only the arms race's impact economically and psychologically on East –West relations but also 'other factors' which were responsible for hastening the end of the Cold War.

Some candidates did tend to treat this as a (pre-planned) question on 'Why the USSR collapsed'- which was not really the emphasis though the problems of declining Soviet power were relevant to the task in conjunction with other factors ranging from changing leadership in both East and West, the emergence of growing dissent in the satellite states, the costs of Afghanistan (politically and economically) etc.

Topic 6

Below is a copy of what was written in the May 2009 subject report for Time Zone 1. It is a general summary of comments which have been made over the years in relation to candidate performance in this Topic area.

There were few takers for questions in this section. Responses on the whole tended to reflect generalised, often poorly substantiated work. Candidates who try the questions in this section often seem to be struggling to find something on the exam paper to write about. Often the comments seem to be gleaned from personal experience or a lightweight understanding, at best, of the topics. Occasionally there is a genuine and insightful response to questions in Topic 6- but these are few and far between unfortunately.

Recommendations and guidance for the teaching of future candidates

Below are recommendations for improving candidate performance made in relation to previous examination sessions both in May and November.

Although this marks the end of the current programme of study and assessment, the changes for the new programme are not so great as to render the advice below redundant.

It remains the case that candidates need and deserve guidance and advice **on how to approach answering questions**-as well as accumulating sufficient, accurate and relevant knowledge to substantiate the opinions they express.

“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.

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. 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

Grade:	1	2	3	4	5	6	7
Mark range:	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

No specific area proved difficult for candidates. Responses varied according to the knowledge and ability of particular candidates in the two schools which took the paper.

The levels of knowledge, understanding and skill demonstrated

The levels varied from answers which lacked relevance, accuracy and specific knowledge to those where there was in depth focused analysis

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

Only two centres sat for the paper and there are comments only on questions answered by at least four candidates.

Question 2

Questions on the Ethiopian emperors are always popular and this was no exception. Some candidates did not focus on the key word "modernizers" and looked at every aspect of the emperors' achievements. But most answers had explicit comparisons of modernizing policies and many had focused, balance analysis in a comparative structure. It was definitely the best answered question though more could have been said about the limits of modernization.

Question 4

This was mostly well answered with explicit analysis of the reasons for the rise of the caliphate and the empire, many in a balanced comparative structure. Some answers did not have the depth of knowledge to score highly.

Question 5

This was generally not well answered mainly because of a serious lack of knowledge of Dahomey and too much irrelevant discussion of the rise of the Mandinka Empire rather than the impact of French intervention.

Question 6

This was quite well answered. There was knowledge of the Boer grievances that led to the Great Trek but less knowledge of the impact this had on southern Africa up to 1850 and how British rule at the Cape led indirectly to a massive increase in white rule in Southern Africa.

Question 7

This was, as expected, the most popular question, but as always not quite the best answered. Too many answers did not focus closely enough on the statement but wrote general essays about the causes of the partition with passing references to the British occupation of Egypt. But better answers analysed the impact of the British occupation of Egypt and other causes of the partition of Africa in some depth, and the best were familiar with the historiographical debate and showed insight into the complexity of the causes of the partition.

Question 8

This was answered by only 6 candidates and candidates lacked depth of knowledge of the motives of Mwanga and even more of Kagwa.

Question 12

Such questions tend to attract vague generalizations without sufficient knowledge of colonial economic development in specified countries and this was no exception though some answers had specific relevant knowledge.

Question 18

This was answered by only 4 candidates and all were much more familiar with the contributions of Nelson Mandela than those of Albert Luthuli.

Question 24

This was also answered by only 4 candidates and in a very generalized way with limited specific knowledge.

Recommendations and guidance for the teaching of future candidates

Previous advice continues to apply. Candidates answer questions on nineteenth century topics much better than on the twentieth century, especially post independence ones. The new OUP IB History Course Companion might encourage teachers to tackle with greater confidence some twentieth century topics which are well covered in the book. Teachers are encouraged to tackle a limited number of topics preferably only two and a maximum of three each of which have two guaranteed questions. But it is absolutely essential that they cover every sub-topic within a given topic to ensure that candidates have sufficient questions to answer and these must all be covered in sufficient depth. Candidates should be confident enough, where appropriate, to challenge the assumption of questions, especially those with quotations. They need much practice in answering all parts of questions including 'to what extent' questions and 'compare and contrast' ones which will only score high marks if the answers are focused balanced and in a clear comparative structure.

Higher level paper three - Americas

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 7	8 - 15	16 - 22	23 - 28	29 - 33	34 - 39	40 - 60

General comments

This is the last session in which the current history syllabus is used. Some of the comments in this report will be useful for the future. It is strongly recommended that teachers and students are acquainted with the new generic markbands described in the new History guide. The new markbands are not a change from the previous ones, but the old ones have been refined and the new ones are more explicit. The purpose of these modifications is to emphasize more effectively some of skills and objectives of the history syllabus.

There was not a particular problem with the paper this session. Overall this seemed to be a fair and appropriate paper for most candidates, and provided a wide choice of questions and a good spread of marks. There was a strong concentration of answers on both Latin American and US history and 20th century history. Very limited questions about Canada were answered. The most popular questions by far were Q. 2, 10, 11, 12, 15, 20 and Q.22 on Castro.

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

The largest single problem noticed in this session was the lack of understanding, or attention to, what the questions were asking. For example: **Q2. “Analyze the causes and consequences of the emergence of independence movements in one area of the region”**. Quite a number of students used Cuban Revolution of 1959 which is not a valid example. These answers almost invariably produced lower marks. The same could be said about questions that demanded more than one issue, such as **Q15. Analyze the diplomatic and military role of one country in the region during the Second World War”**, in which usually only the military aspect was discussed, another example of this issue was **Q16. “With reference to specific examples, analyze the relations between the United States and Latin America in at least two Latin American countries after 1945”** (only one country was used).

Additionally, there were problems in interpretation of the question, such as **Q.6 “To what extent were the aims of Reconstruction achieved by 1877?”** In this question, several candidates wrote essays about Reconstruction and its problems but did not address the “aims” or “to what extent”. Essays on topics outside the region were few, but outside the time period were more frequent. This was noticed in Q. 14 and Q. 17 in which selected examples were outside the time period.

The levels of knowledge, understanding and skill demonstrated

The levels of knowledge, understanding and skills varied from limited to excellent. In general terms, however, the knowledge and understanding seemed appropriate, but with the continued problem of **knowledge in depth and the use of supporting evidence**. Most students attempted to construct an essay with an introductory paragraph and a conclusion. Good knowledge was generally shown on topics such as the Depression, Q.12, when FDR was selected as an example, Latin American history after 1945, and the Cold War period. There was some strong analysis demonstrated by a few candidates who clearly had something to say about some questions. Also, there was generally good factual knowledge but trouble putting that into an analytical framework. Some essays were long on description before the question is raised. 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 well treated.

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

Question 1

Candidates were generally quite capable of analyzing the ways and reasons of the different European policies toward the indigenous people. The typical limitation was to generalize without enough supporting evidence.

Question 2

Some very good answers which addressed both causes and consequences.

Question 3

No answers seen.

Question 4

No answers seen.

Question 5

No answers seen.

Question 6

Rather popular but with the limitations expressed above.

Questions 7, 8 and 9

These questions were not selected.

Question 10

Very popular question with some excellent answers which provided factual knowledge and critical analysis.

Question 11

Also a very popular question. Some very good answers with very good knowledge and analysis. The major limitation in some answers was that the students did not limit themselves to the specific time period, and turned the answer into a description of the Mexican Revolution.

Question 12

Possibly the most popular question. Most students selected Roosevelt, some Vargas, and nobody selected Bennett. It is evident that the candidates had studied the topic and there were excellent answers about Roosevelt and the New Deal. In those answers, there was precise knowledge, very good analysis and assessment supported by specific evidence. On the other hand, there were answers in which the knowledge of the topic was evident but the argument was not supported by specific evidence or examples. Those answers received lower marks. The answers which selected Vargas as an example were not very satisfactory since there was a lack of relevant knowledge about the topic. Some candidates knew about Vargas, but most were unable to discuss how Vargas attempted to solve the problems of the Depression.

Question 13

No answers seen

Question 14

The answers to this question selected only Argentina as an example. Some produced a very good analysis of the role military during the first half of the 20th century. Unfortunately many selected Peron's rule as the topic of discussion until his death in 1974. This was a very poor selection. Peron could have been used with reference to his role in the military government before his election but not after.

Question 15

As mentioned above, this question was selected by several students with mixed results. The only selected country was the United States. Although, some students addressed both parts of the question, the majority only addressed the military role.

Question 16

Another example of disregarding the demands of the question. The answers covered mostly Cuba, after Castro came to power. In most cases even Batista was ignored.

Question 17

One answer, with very limited knowledge about the topic.

Question 18

Very few answers. Of those, there was more knowledge about Eisenhower than Truman but almost none addressed the "style of leadership".

Question 19

Frequently answered question. Answers, in general, showed a very good and solid knowledge about the topic.

Question 20

Rather popular question. There were some excellent answers to this topic which reflected good knowledge and solid judgment. The main drawback to most answers was that candidates did not observe the dates in the question.

Question 21

No answers seen

Question 22

Very popular question. It is not surprising that all answers choose Castro. Some answers were very good, displaying knowledge, supporting their argument with relevant evidence and focused on the economic policies of Castro. Answers that did not focus on economic issues, but narrating the Cuban revolution received lower marks.

Questions 23, 24 and 25

These questions were not answered.

Recommendations and guidance for the teaching of future candidates

- Teachers and students should be familiar with the New History syllabus and its modifications.
- Teachers should emphasize that the Cuban Revolution of 1953 to 1959 was not a war of independence: Cuba was not a colony of the United States. Cuban independence was achieved in 1898 from Spain. The *war of independence* began on February 1895. This was the third effort by the Cubans to free themselves from centuries of Spanish domination, and ended with U.S. intervention in 1898. Cuba and Castro are very good choices for many topics such as revolutions, civil wars, reforms etc, but candidates should have their facts straight such as the Platt Amendment (when it began and when it ended) and the Teller Amendment among others.
- Candidates need more assistance in interpreting past exams questions to avoid writing out the time period of the question.
- Candidates need to be taught that generalizations are an acceptable starting point, but that they must provide specific, concrete evidence in order to receive adequate marks.
- As in previous years, the following guidance is suggested: Students need to become appreciative of the idea that they have to interact with the content they have learned. They are still writing all they know about a subject rather than entering into a debate with the question. They need to practice constructing frameworks that will facilitate an analytical enquiry to answer the question with specific supporting evidence.

- Students need a clear understanding of the chronological framework for the subjects. Timelines need to continue to be utilized to achieve this. There were many answers that confused presidents, wars, constitutional amendments etc.

Higher level paper three – Asia and Oceania

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 7	8 - 15	16 - 23	24 - 29	30 - 34	35 - 40	41 - 60

General comments

From the G2s received from the schools most centres felt that the level of difficulty of this paper was on a par with that of last year's. Nevertheless, there was some criticism of the questions 1, 3 and 10 because they were seen to be too narrow. Many felt that the coverage of the course was only satisfactory. Some G2s commented that the paper was clearly worded and accessible for the candidates.

Most centres still seem to concentrate on solely China and Japan. In general, the responses on twentieth century China were better than those on twentieth century Japan. Despite a number of questions in recent years about the contributions of both Mao Zedong and other leaders during the period 1949-76 candidates still do not seem to know much about anyone else other than Mao. Only a few candidates answered the question about Deng Xiaoping's policies after 1980.

Some candidates still used a number of Japanese words, but this session they seemed to explain their meaning and integrate them into the responses better than in previous years.

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.

In many cases, the concept of challenging the assumption in the question seems to be misunderstood by candidates. This process does not mean that the events/factors/person named in the question can be dismissed in a few sentences or a paragraph and then the rest of the response is about a something completely different. Depending on the actual wording of the question there should a detailed analysis of the named entities and anything else that is introduced must be linked to this analysis and relevant to the question.

Candidates should avoid using idiosyncratic abbreviations such as EIC (for East India Company); OW (Opium War); FACW (First Anglo-Chinese War); TON (Treaty of Nanjing); YSK (Yuan Shikai); SYS (Sun Yatsen); CKS (Chiang Kaishek); CCW (Chinese Civil War); SEM (Socialist Education Movement) and NVA (North Vietnamese Army) etc! Only commonly used standard abbreviations such as CCP, GMD (KMT) and PLA should be permitted.

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

- Some 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, 3, 4, 10, 14 and 16.
- 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 analysis.
- Many candidates did not have a strong sense of chronology and context.
- Candidates who did not clearly define in the introduction what was meant by the terms “diplomatic isolation” (3) and “modern late-nineteenth century state” (4) struggled to come to grips with those questions.
- Candidates did not seem to understand the distinction between East and South-East Asia and consequently some candidates a lost significant number of marks due to this mistake. This applied to question 17.
- Some candidates did not seem to understand the boundaries of the region and wrote about India and Pakistan which are countries outside the region in this course.
- Some candidates spent too on long background information in their responses particularly in questions in 1, 3, 14, 16 and 18.
- Many candidates referred to historians by name but in a forced and unnatural manner. Most of the time the historians’ opinions were not integrated within a flowing argument or in a discussion of the historiography relating to the topic.

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

- Many candidates were able to structure thematic responses.
- Many candidates displayed a comprehensive knowledge of the course.
- Many candidates wrote detailed, relevant and well constructed essays. They were a pleasure to mark.

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

Comments are only provided on the most popular questions

Question 1

This question was not done particularly well as the majority of candidates did not deal effectively with both parts of the question. Most candidates discussed the agrarian crisis superficially and then linked it to the Taiping Rebellion. Many then chose to discuss the other causes of the Taiping Rebellion in detail. These responses were obvious examples of candidates trying to adapt a set piece on the causes of the Taiping Rebellion.

Very few candidates mentioned other rebellions such as the Nien, Moslem and Miao. Some candidates discussed the Boxer Rebellion which was really out of the timeframe of the question.

Question 2

Many candidates who answered this question were very descriptive and did not really compare and contrast the two movements nor did they address the second part of the question. They did not discuss the wider context of Tokugawa Japan and assess their impact. Nevertheless, there were some excellent analytical responses that addressed both parts fully.

Question 3

This was a very popular question, but many candidates did not really understand what was meant by the phrase “ended China’s diplomatic isolation”. Many equated it with Westernization and thus discussed the Self Strengthening Movement and 100 Days Reform rather than analysing the Treaty of Nanjing (Nanking), the subsequent revisions and the gaining of further concessions as well as the Treaties of Tianjin (Tientsin) and Beijing (Peking) which established diplomatic relations with the foreign powers. The significance of the creation of the Zongli (Tsungli) Yamen in 1861 could also have been discussed. Some of the better candidates chose to analyse the issue up to the Boxer Rebellion and Boxer Protocol.

Question 4

This was a very popular question, but many candidates did not clearly define what was meant by the term “modern late-nineteenth century state”. Therefore, they did not really come to grips with the question. They tended to be very descriptive about the social and economic changes to Japanese society. These responses were obvious examples of candidates trying to adapt a set piece about the Meiji reforms. The better candidates included a discussion of the political changes as well and analysed the nature of the state in 1890.

Question 5

Only a few responses to this question, but they were quite detailed and done well.

Question 9

This was a popular question, but one which was done very poorly overall. Very few candidates really knew much about Cixi (Tz’u-hsi) before her intervention in the 100 Days Reform Movement and her role in the Boxer Rebellion. There was very little understanding of the 1861-1875 regency for Tongzhi (T’ung-chih); Cixi’s relationship with Prince Gong (Kung); and her impact on the Self Strengthening Movement. Many candidates confused Tongzhi and Guangxu (Kuang-hsu). Knowledge of the late Qing Reforms after the Boxer Protocol was also limited. Most responses contained vague generalisations and very negative assertions about Cixi that were not supported by specific detailed evidence. Only a few excellent answers were able to analyse her mix of conservatism and pragmatism and the changes in her role and attitudes. Some of the better candidates also discussed different interpretations of Cixi’s influence.

Question 10

Only a few responses to this question and they were generally rather superficial. Most candidates did not really display much knowledge about ‘international cooperation’ and attempted to adapt a set piece about the causes and events of the Boxer Rebellion. Little understanding of the Boxer Protocol was evident.

Question 14

The most popular choice: some candidates wrote excellent responses because they knew a great deal about both the Jiangxi (Kiangsi) Soviet and the Long March and they were able to analyse these experiences in the context of the development of the Chinese Communist Party. They were able to discuss events, ideology, Mao’s leadership, propaganda and the impact on subsequent experiences of the CCP. Other candidates did not seem to know much about the Jiangxi Soviet, but made some generalisations before concentrating on the Long March. Many candidates appeared to be adapting set pieces on either the antagonism between the Guomindang (Kuomintang) and the Chinese Communist Party or the factors contributing to the development and popularity of the CCP. Some of the latter responses chose to discuss the experiences mentioned in the question in a superficial way and then identified others such as the Yan’an (Yenan) period or the Sino-Japanese War (1937-45) as more important. These did not score highly because the original question was very specific and unless it was analysed in detail first the discussion of other factors was irrelevant.

Question 15

Many candidates only looked at the internal factors that influenced the rise of militarism in Japan. Very few analysed the changing nature of militarism in the given timeframe. Many were fairly narrative in their approach and spent too long on background information including the Meiji reform of the military.

Question 16

There were some excellent responses to this question that looked at both the balance of power in East Asia before the 1931 Manchurian Incident and then after. Others spent far too long on background material including the 1894-5 Sino-Japanese War and the 1904-5 Russo-Japanese War in an attempt to challenge the assumption in the question. This approach did not really come to grips with the question unless the 1930s were also discussed.

Question 17

There were a number of responses and some of these were excellent because they answered the question thematically and used detailed case studies. Others addressed the question in a general way. They did not have enough detailed knowledge of the growth of nationalist movements in particular South East Asian countries. A few candidates did not understand the distinction between East and South East Asia and discussed China and Manchuria. Some even discussed countries outside the region such as India and Pakistan which were not even occupied by Japan!

Question 18

This was the second most popular question. Many candidates wrote detailed and interesting chronological accounts of the policies and events in Mao's China. There were also some very good thematic responses. The main issue with this question was that most candidates did not fully address the question and assess the extent to which the Cultural Revolution was "more about retaining power than about ideology" and come to a conclusion about Mao's motives. Many just discussed the Red Guards and did not analyse ideology or the political power struggle. Some candidates confused the Red Guards and the Red Army. Often the Cultural Revolution was not put into a context. On the other hand, some candidates included so much background information that they barely discussed the Cultural Revolution.

Question 20

Most candidates who answered this question did so very well. They could put Deng Xiaoping's (Teng Hsiao-P'ing's) policies into context in the period after 1980. Their responses were thematic, detailed, balanced and analytical. Only a few candidates omitted to discuss foreign policy.

Question 21

Some candidates analysed why the United States got involved in a war in Vietnam and discussed some aspects relevant to the balance of power in the region. Very few candidates fully analysed the impact of the war in the region. Some only concentrated on the outcome in Vietnam.

Question 25

This question was done very well by the few candidates who chose it.

Recommendations and guidance for the teaching of future candidates

- Teachers should make sure that their students know the geography of the region and therefore the difference between East Asia and South East Asia so that candidates do not make the wrong choice of question or include a country outside the region.
- Teachers should stress the importance of reading the question properly and thus avoid costly mistakes.
- Teachers could encourage their better students to include quite a lot of precise evidence in their responses. Helping candidates to learn this level of detail can be done by getting students to create their own timelines rather than just photocopy one from a text book; to construct charts that identify all events/factors including compare and contrast; to draw detailed concept maps. Setting research tasks as part of the coursework also helps students to gain in-depth knowledge.
- Similarly, the better students should also be encouraged to show evidence of wide reading and an understanding of historiography, particularly with regard to Tokugawa Japan; the Meiji period; Empress Dowager Cixi (Tz'u-hsi); the Long March; and Mao's China.

- 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; Beasley, Reichschauer and Lehmann for Japan; and by using relevant articles from magazines such as *History Today*, *History Review* and *Twentieth Century History Review*.
- Teachers and students should be wary of misunderstanding what is meant by historiography. Name dropping and referring to school text book authors does not constitute a discussion of historiography. Also, the analysis of different interpretations is not a substitute for evidence, but it should complement the factual details.
- Teachers should avoid preparing candidates with set pieces on a particular topic using exactly the same examples and information. Candidates who have this type of prepared answer struggle to adapt the material to the actual question asked in the examination.
- Teachers should stress that the candidates must respond to the actual question asked. Many candidates did not do this and included irrelevant material which was often out of the timeframe given. Discussing the role of an alternative person or the significance of another series of events does not really address the issue unless the main subject of the question is analysed in detail initially.
- Candidates should be trained in answering questions that have two parts such as *Analyse the reasons for.....and how it contributed...; Compare and contrast... ..and their impact upon....; Analyse and assess the impact of...; Assess the reasons for and the consequences of...; Compare and contrast the relative successes and failures...; To what extent did....domestic and foreign policy...?; etc.*
- Teachers should make sure that their students do many practice timed essays in 50 minutes which is the time students should allow for each question in the examination.
- Candidates from some schools wrote introductions that were far too long and which included too much detailed information. Some teachers appear to expect their students to write "In this essay I will examine....." or "This essay will....". These techniques were rather cumbersome and it meant that the introductions tended to be very long. Candidates later repeated this information in the body of the essay which meant that the essays were very repetitive. This often led to time management problems for the candidates.
- Proper paragraphing is essential in a good history essay.
- Candidates should also avoid long repetitive conclusions.
- Some candidates tended to overwrite and included far too much irrelevant narrative or descriptive material. Where this applied to whole schools it seems that the teachers may be accepting this style because they equate it with detail. Candidates should be encouraged to write comprehensive, well structured, thematic essays. They should try to include several points/facts/pieces of evidence in one sentence rather than take several sentences to explain one.

Further comments

- Consistency in the spelling of the Chinese words is needed. Some candidates used a mixture of Pinyin and Wade-Giles. A candidate should only use one system. Given that the IB uses Pinyin with Wade-Giles in brackets teachers should be encouraged to switch to Pinyin.

Higher level paper three - Europe

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 7	8 - 15	16 - 22	23 - 28	29 - 33	34 - 39	40 - 60

General comments

The G2 forms sent in by the schools indicated that the November 2009 Europe option was well received. One centre found it much easier, one centre a little easier, one centre a little more difficult and most schools found it to be of a similar standard to previous papers. One centre found it too easy!! One said it was too difficult and the rest found it to be appropriate. All of the schools found the syllabus coverage satisfactory or good. All found the clarity of wording to be satisfactory or good and all centres found the presentation of the Paper to be satisfactory or good. There were many positive comments: "A well structured paper"; "My students enjoyed the paper"; "Appropriate questions and variety"; "fair with questions that were clear and to the point"; "Syllabus coverage was comprehensive". The only detracting comment, if it could be said to be one, was that: "The questions had subtle twists to them". It was clear that the schools found the November 2009 Europe option to be fair and appropriate. This examination session brings to an end the traditional five regional option programme and next November the new Route One and Route Two syllabus will be examined.

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

Areas which produced the least satisfactory answers were those related to questions 9 and 10 (urbanization, population growth and scientific developments in the XIX century) question 25 (terrorism, peace movements). There is also room for improvement as regards the knowledge of Europe post 1945; Bismarck after 1871 and Eastern Europe post WWII. As for skills, compare/contrast questions need to develop clearer comparative structures. Also, attention must be paid to the specific time period questions to make sure answers are fully relevant. Not many candidates offered different approaches and interpretations of historical events and even fewer tried to challenge the assumptions implied in a question.

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

Candidates attempted both 19th and 20th century questions. As in past sessions, candidates have on the whole proved to have satisfactory knowledge of the selected topics but need to make more effective use of it in order to answer specific questions. Few candidates seem to have had problems with their time management.

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

Question 1

Some very good responses. Weaker candidates, however, provided an unnecessary and extensive background on the causes of the French Revolution. Many answers merely described the general inequalities of the Ancien Regime, often very sketchily.

Question 2

There were some sound analytical responses, but many candidate simply described Napoleon's domestic or foreign policies, and inevitably were unable to cover everything.

Question 3

The phrase 'laid the foundations for future conflicts' was all too often ignored or misinterpreted.

Question 5

Some answers showed detailed knowledge. Weaker candidates wrote narratives of the Unification with little material on Garibaldi, who is clearly less known to students than Cavour.

Question 7

Candidates wrote confidently on Alexander II, but not all of them assessed the policies in relation to the aims. Some answers provided detailed narrative with comments; fewer offered depth of analysis. However, in general, knowledge on Alexander II seems to be solid.

Question 8

This was particularly disappointing. Many answers were very narrow, focusing on only the events before 1870, or those after. Some simply described the Unification.

Question 13

This was very popular, and there was often some very sound analysis of the long-term and the short-term factors. The main shortcoming was that the events between the assassination of the Arch Duke and the invasion of Belgium were not sufficiently linked to the long term causes of the First World War. Too often candidates wrote detailed and informed narratives of the long and short term causes of the war but which unfortunately have failed to analyse the extent to which nationalism became the main factor for the outbreak of the war.

Question 14

Again very popular, but too many candidates failed to distinguish between the February and the October Revolutions.

Question 16

The knowledge of the organisation of The League of Nations, and the terms of the Covenant, was superficial.

Question 17

Knowledge of Hitler's policies was noticeably better than knowledge of Mussolini's. The better candidates made direct comparisons between the two, rather than presenting two separate descriptions. Few candidates could go up to 1943.

Question 18

This showed that some candidates had problems determining what events to cover for the "establishment" of the regimes of their choice. Perhaps the inclusion of the phrase "1919 and 1939" misled some to think they needed to cover the entire period for each selected country.

Question 22

Too many candidates confused the events and policies before 1945 with those after.

Recommendations and guidance for the teaching of future candidates

Candidates need to be reminded of the importance of planning their answers paying full attention to the command terms in the questions. Teachers should emphasize the practice of essay writing skills so that candidates improve the structure of the essays by defining key terms, focusing specifically on the questions as set and prioritizing a thematic over a narrative approach. The importance of knowledge of chronology should be reinforced.