

## HISTORY

### Overall grade boundaries

#### Higher level

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 10	11 - 23	24 - 33	34 - 44	45 - 55	56 - 66	67 - 100

#### Standard level

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 10	11 - 23	24 - 33	34 - 44	45 - 55	56 - 67	68 - 100

### Higher and standard level internal assessment

#### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 3	4 - 7	8 - 9	10 - 12	13 - 15	16 - 18	19 - 25

### The range and suitability of the work submitted

There was a wide varied range of suitable and well-focused topics. The most popular topics remain those related to 19<sup>th</sup> and 20<sup>th</sup> century topics, and in particular those addressed in Paper 2. Most schools followed the required format for the investigation send the completed forms and send the samples by the required deadline.

### Candidate performance against each criterion

#### Criterion A: Plan of Investigation

This section was rather problematic and few candidates scored full marks. For the most part the candidates formulated the research topic as a question. However, there was not a clear distinction between scope and methods and consequently some candidates lost marks here.

#### Criterion B: Summary of evidence

In this criterion, the scores were rather satisfactory although there are some issues that need improvement. Many candidates successfully used factual material and used relevant sources. But as in previous sessions there was much analysis included here which should only be placed on Section D. Some centres summarized the material found in different sources under a sub heading of the source. This was not very successful as it meant that the summary of evidence included many views, conclusions, and different historical approaches that, again, should be in section D. In some instances, teachers awarded full marks to this approach.

**Criterion C. Evaluation of sources**

Overall, there has been an improvement in this Criterion. Many of the sources evaluated were pertinent to the investigation, few candidates evaluated more than two sources, and there were a variety of sources used from books, to speeches and cartoons. Weaknesses were apparent when students described the content of the sources and did not fully acknowledge origin, purpose, value and especially the limitations of their sources. This is a good exercise for students and they are getting better at it.

**Criterion D. Analysis**

A number of candidates complied with the specific requirements to analyze the factual material considered in B and included in this section an analysis of the selected sources in C. Some candidates, however, seem to have problems here because there is a marked tendency to expand on the information given in B, or introduce new material. Quite a few candidates did not reference their work here and yet the teachers awarded marks above 2.

**Criterion E. Conclusion**

Overall many students had an effective conclusion. But in some instances conclusions did not always reflect the question especially the “to what extent” style questions. Students should be reminded that no new information should be included in this section.

**Criterion F. Sources and word limit**

Many lost one mark here due to bibliographies that did not adhere to a recognized convention. Few word count issues, although several centers did not include the word count on the cover page as it is prescribed.

**Recommendations for the teaching of future candidates**

- It is important that candidates find the question interesting and challenging, but also that they have the appropriate resources for the investigation. Teachers should help candidates elaborate appropriate research questions; their wording should contribute to avoid narrative approaches. Also, limiting the research question in time and space can help candidates gain depth in their investigation.
- The requirements of section A should be carefully explained and that scope is not the same as context. Both scope and method should be covered carefully. Examples of good practice could be shown to students
- If candidates have a clear and thorough summary of evidence – which is focused for section B – this should help them to organize an analytical response for D.
- Students should write out the provenance of their sources in full in section C so that their teachers and ultimately the moderator can assess the validity of the comments they make. They could then evaluate the value and limitation based on the origin and purpose in detail. A focus on writing out in detail the provenance might help students to avoid simply describing the content of the sources they have used.
- Students could benefit by working with the criteria in front of them.

## Higher and standard level paper one

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 2	3 - 5	6 - 8	9 - 11	12 - 14	15 - 17	18 - 25

### General comments

The G2 forms sent to IBCA by the schools indicated that the November 1010 Paper One was generally well received, although there were some concerns voiced about the subject of Prescribed Topic One. In the Subject Guide the Anglo-American guarantee is clearly identified as an area that may be the focus of a question. Source D also explained precisely what this was. As one centre commented “It is true that the students should still be able to use their history skills for the first three questions” and that is a point that is worth remembering. Paper One is a Paper where the wording of the questions remains consistent and candidates should be taught how to answer these types of questions. Question 4 focused on the consequences of the Anglo-American Guarantee and this is a topic that candidates should know - concerns for French security; the Ruhr occupation; leading up to Locarno etc. and the candidates did perform well here. In fact, there was no evidence that the candidates were disadvantaged by the choice of topic although there is perhaps a salutary lesson to be learned here that centres must ensure that all and every bullet point in the History Guide, in their chosen Prescribed Subject, be familiar to their students. I might remind centres that the choice of Abyssinia in May 2010 was not welcomed by all centres. I quote from the May Report-“Of all the paper 1 topics, Abyssinia seems to be the least important”. There were also comments from centres in November that considered PS1 to be appropriate-“a fair paper”; “the Paper was OK”. 93% of the G2s received thought that both the presentation of the paper and the clarity of the wording were satisfactory or good. Examiners reported that in general it seemed that candidates were having fewer problems completing the paper in the time allotted. However, there were some instances where the last question was not fully developed as a consequence of over-long answers for the shorter questions. In the case of source evaluation candidates still tend to be rather descriptive in their assessment and do not always effectively deal with the four focus words in the question.

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

There is still a tendency for candidates to describe the content of a source when the question requires them to analyse it and not paraphrase it. The second question which requires candidates to compare and contrast sources is the area where candidates are least successful in that they have a tendency to identify very broad comparisons and contrasts when they need to closely read the text to identify these in more detail. Candidates must also be explicit in the links they make between the sources. Bullet point and “grid” type responses are not going to reach the higher mark ranges as they do not give candidates the chance to link sources.

There is also room for improvement in Question 2, where sources are treated separately and connections between them are limited and offered in the form of a final paragraph. Also, when comparisons and contrasts are offered, candidates need to be aware that it is important that they use specific elements in the sources to illustrate such points, rather than write sweeping generalizations such as "Both sources state" or "as seen in Sources C and D".

As for the treatment of the third question, too often candidates point out the fact that a source is primary and therefore reliable or, alternatively, secondary and unreliable. The question asks for candidates to evaluate the usefulness of two sources and although mention of their reliability may be made relevant when establishing links to origins and purpose, the arguments on those lines do not make an effective evaluation. Links between value and limitations on the one hand and origins and purpose on the other need to be more specific.

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

In general, responses showed appropriate knowledge of the prescribed subjects. On the whole, candidates followed the order of questions, and this resulted in a better understanding of the subject. Candidates were well prepared to extract material from the sources and identify the messages in the cartoons indicating that they have good background knowledge. Candidates showed a good knowledge of the topics involved in this particular paper such as Soviet policies under Gorbachev, events in Poland and in Czechoslovakia. The vast majority of candidates seem to have made an effective use of their time to answer all four questions.

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

### PS1 Peacemaking, Peacekeeping - International Relations 1918-1936

#### Question 1

- a) This was readily accessible and a pleasing number of candidates were able to identify all 3 points.
- b) Although the cartoon did not reproduce that well the mark scheme only required two points - French militarism and British fear or doubt so that candidates were not penalized and many received both marks.

#### Question 2

The question is clearly focused on French security which was not noticed by some candidates. There was also a tendency to respond to this with a Question 3 type rubric-origin, purpose, value and limitations-which is not how a compare and contrast question should be answered.

#### Question 3

Candidates are now very familiar with the wording in Question 3 and in general answers referred to both sources trying to cover all aspects required. The best answers made very effective links between the origins and purpose and how they contributed to explain the value and limitations of the sources for historians. Tabular responses should be discouraged as they do not provide the best medium for an elegant analysis of the sources.

**Question 4**

The question relates to the consequences of the collapse of the Guarantee and no knowledge was needed about the reason why it collapsed. It was hardly surprising that candidates were well informed about events in international relations between 1920 and 1926. There were some excellent responses although there are still too many candidates who do not integrate the sources with their own knowledge to produce a focused mini-essay. It is crucially important that candidates focus on the question that has been set.

**PS2 The Arab-Israeli Conflict 1945-1979****Question 1**

- a) This was readily accessible and a pleasing number of candidates were able to identify all 3 points.
- b) This presented few problems to most candidates who were able to point out that the cartoon was implying Israeli weakness and Arab strength.

**Question 2**

This is the question where some candidates struggled to clearly find detailed comparisons and contrasts. However there were some well developed answers which used key phrases from the sources to support their analysis.

**Question 3**

Some answers were limited in the comments on origin merely stating who was speaking in the case of source A, or naming the author of source D. It is important that there is developed comment on the origins of the sources. Purpose is also an area on which candidates need to make more developed comments. Pleasingly fewer answers stated that Source A was primary and therefore valuable.

**Question 4**

Sources were generally used effectively and there was less of a tendency to state what the sources said with little reference to the question. There was not enough detailed own knowledge which therefore lowered marks. However answers were on the whole well focused on the issue of "reasons" for the Six Day War.

**PS 3 Communism in Crisis 1976-1989****Question 1**

- a) A significant number of candidates were able to identify three relevant issues in Source A and got full marks for the question. Some did so but spent time explaining issues outside Source A related to Gorbachev's policies for which they obtained no extra mark and lost time in doing so.
- b) Candidates showed understanding of the photograph and related it to the popularity of the demonstration and the fact that it was peaceful.

**Question 2**

Weaker candidates did not offer comparisons and contrasts but end on descriptions of the contents of each source. Others identified similarities and differences but would have scored better with a more consistent use of specific material in each of the sources as supporting evidence. Having said that, there were some remarkable running comparisons that showed high levels of synthesis.

**Question 3**

In general answers referred to both sources asked and tried to cover all aspects required. The best answers made very effective links between the origins and purpose and how they contributed to explain the value and limitations of the sources for historians. However, some candidates only discussed the reliability of sources rather than their value. Unreliable sources may still be of value to a historian.

**Question 4**

This question requires that candidates use both the sources and outside knowledge. A significant number of answers did not score higher marks because they failed to do both. It did not seem to be so much an issue of time management but one of not following the rubrics of the question appropriately. Because the paper touched on Gorbachev, Poland and Czechoslovakia there was a vast amount of material that would qualify as own knowledge but use of it was rather limited. In terms of the use of the sources to answer the question, answers will score high only if they make an effective use and reference of specific material within the sources and avoid sweeping generalizations about them.

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

Teachers should explain to candidates the importance of answering the final question in the form of a mini essay that addresses the specific question and by making reference to both the sources and detailed outside knowledge. Source evaluation should be taught and the links between the origins and purpose to the value and limitations of sources should be given importance. Candidates must be taught to understand why bias is not a limitation in itself, in the same way as primary sources are neither reliable nor valuable per se. Teachers should share mark schemes with the candidates as this will make much clearer to them what expectations examiners have in the responses to questions. Teachers should also remind candidates that they should identify a number of similarities and differences in the comparison and contrast question to gain higher marks.

## Higher and standard level paper two

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 4	5 - 9	10 - 13	14 - 17	18 - 21	22 - 25	26 - 40

### General comments

This was the first (November) session of examination of the new History curriculum. The Paper 2 changes witnessed a reduction of the number of topics offered but an increase in the number of questions per topic. Notwithstanding the differences, it appears that the majority of candidates, and Centres, have coped with changes and on the whole it was apparent that there was little problem produced by the new format. In keeping with the previous Paper 2 the topics which received the greatest amount of attention were Topics 1, 3 and 5. Interestingly, of the 30 questions available on the paper the great majority of candidates attempted only relatively few. Partly this could be due to the continuing and enduring popularity of topics involving Hitler, World War One and the Cold War (in particular anything related to the origins of this latter conflict- or its ending). It is worthwhile pointing out that such topics do however require more than generalised overviews and the provision of pre-planned responses which are provided regardless of the set task. More on this point follows below in the section on treatment of individual questions.

The number of G2 responses received from centres was 24 at the time of Grade Award in December 2010. In terms of syllabus coverage, clarity of wording and presentation of the paper respondents gave approval ratings (satisfactory and above) of 100%, 93.00% and 100% respectively.

While it is difficult to make a direct comparison with the Paper 2 of November 2009 due to the change of curriculum, G2 responses indicated (92.3%) that Paper 2 was appropriate in terms of 'level of difficulty' in comparison with previous Paper 2 demands.

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

Candidates did not appear to encounter difficulty in selecting questions and in writing two essays in the required time limit. It was often the case though that answers were not sufficiently focused on the set task. Too many candidates provided a stream of narrative in some cases without judiciously selecting and deploying historical information to address the demands of the question. Question analysis is vital at the outset- as is the subsequent planning of a relevant focused response. Too many cases of 'learned' or 'prepared responses' were obvious especially in relation to questions in Topics 3 and 5. Regurgitation of historiographical interpretations or chronological narratives/descriptions is not what gains the higher awards. Candidates often provide a wealth of factual detail but apply it indiscriminately, and with dubious relevance, in the belief that if they write enough they will be assured of success. This is an area which essay writing training (both in homework assignments and in-class timed conditions) needs to focus upon.

Comprehension of basic historical vocabulary is also an area in need of attention in some cases. Phrases such as 'collective security', 'home front', 'proportional representation', 'totalitarian' all appear in the Study Guide but it was obvious that some candidates had little grasp of these terms and accordingly they laboured to meet the demands of the task.

## The levels of knowledge, understanding and skill demonstrated

The May 2010 Report for Paper 2 made the following comments upon levels of knowledge, understanding and skill demonstrated. These points are applicable to responses in essay writing in relation to Paper 2 for the November 2010 session as well. While they are generic, they do emphasise the qualities that are necessary to qualify for higher awards

'The best responses revealed command of chronology, task identification, structure and above all the provision of relevant historical detail. It cannot be emphasized enough that answers must be supported by reference to historical knowledge. This is a History examination and not an invitation to unleash a torrent of generalities that fails to provide a convincing response to the task.

Awareness of historiography was often evident and integrated into the answer in order to supplement the historical detail rather than as a substitute for it. Thematic responses and attention to the command terms' invitation to 'evaluate', 'analyse', 'compare and contrast' etc. were evident in these higher award levels. Planning of responses was also evident as focused argument was maintained throughout the essay, with frequent reference to the demands of the question being stated.'

In this November session it was obvious that some centres are aware of the necessity of preparing candidates in deconstructing the question/task, of encouraging planning of a response, of considering the relevance and importance of dates that may be provided in some questions –and of recognizing the command term. While some candidates even with this training may struggle to achieve success, such an approach is necessary to ensure successful candidate performance.

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

### Topic 1

#### Question 1

This was an extremely popular choice of question. Indeed, any question that mentions either the First or the Second World War seems to trigger a candidate surge of responses. Unfortunately in too many cases the term 'collective security' was not sufficiently understood and candidates chose to write narrative/descriptive pieces about the 'iniquities' of the Treaty of Versailles and its responsibility for The Second World War- or general responses on the rise of Hitler and German foreign policy up to 1939. Attempts after the Great War to establish collective security through the League of Nations were overlooked by candidates who presumably read the question as being one of why 'security' (generally) was lacking in the inter-war years.

There were few, very few, attempts at covering the post 1945 period. When candidates did show awareness and understanding of the phrase 'collective security' in the post 1919 period, there were some very creditable responses indicating a strong grasp of the travails of the League of Nations and the factors that limited its success.



**Question 2**

Only responses to causation of the civil war in Spain were seen. Many appeared to be 'learned responses' which were often generalized in their coverage and exhibited a sketchy knowledge (often inaccurate) of the period 1931-36. Some centres appear to have produced a set of notes that were learned and regurgitated with varying degrees of accuracy by candidates. Understanding of the divisions in Spain though present was frequently underdeveloped and/or rather simplistic.

**Question 3**

While this was not a particularly popular question it did produce some very competent responses in terms of identifying the similarities and differences of ideology in terms of causation and of external involvement in civil wars. The most popular choices for investigation were Russia, Spain, China, Korea and Vietnam.

**Question 4**

A fairly popular question. Often candidates produced rather unbalanced responses in that the emphasis in many answers tended to be on describing the technology and its application and not so much dealing with the question of how technology may have affected the outcome of the selected conflicts.

**Question 5**

Candidates often saw this as an opportunity to reproduce their pre-learned responses on 'Total War'. The question in this respect was usually only partly answered. Consideration of 'developments on the military front' had to be considered as well to meet the demands of the task.

**Question 6**

No answers were seen in relation to this question.

**Topic 2**

Of the 6 questions available in this topic area only one question received any significant attention and that was Q.7 which concerned democracy in Germany 1919-1933.

The use of 'Germany 1919-1933' invited some responses on the rise of Hitler rather than a sufficient focus on the issues of proportional representation and coalition government in the Weimar period. While political extremism –of Right and Left- proved damaging to the Republic, the question really did require candidates to examine the stated factors before embarking on responding to a question of their own making and liking. Those candidates who did recognise the task did well on this question on the reasons for the decline and fall of democratic government in Germany.

**Topic 3**

The most popular question by far in this section was Q.17, concerning the rise to power of Hitler. The mention of Hitler in a question unleashes amongst weaker candidates a torrent of information about Hitler: his childhood; the 'horrors' of Versailles; the Holocaust - regardless of whether the aforementioned content is required or relevant. Other questions from this topic were tackled but overwhelmingly this was the favoured response.

**Question 13**

Relatively few takers for this question- presumably because candidates who may have considered it, then saw Question 17 which required coverage of only one leader's rise to power- and a structure for the essay.

**Question 14**

This question did have a significant uptake. The better responses were able, at the outset, to define or provide a clear understanding of 'totalitarian' and the elements to be considered for investigation in this context. Weaker candidates tended to see this as little more than an invitation to describe a series of policies by either Castro or Mao which implicitly dealt with the demands of the task rather than being explicitly focused on how such policies were intended to achieve the goals of the totalitarian regime and/or leader.

**Question 15**

Relatively few responses to this question were seen and of those, education was the preferred focus. Hitler's Germany and Mao's China were the most popular choices here and descriptions of the schooling, youth movements and their purpose were provided. Propaganda was also dealt with. Indoctrination of the young was by far the most prominent area for discussion. The role of education in providing the basis for economic development was rare.

**Question 16**

Candidates covered both Peron and Stalin. Many answers tended to narrate the policies/methods of the selected leader during both the rise and rule period though the focus was 'rule' and its maintenance. Long narratives of the power struggle in the Soviet Union 1923/4-1929 were not required and distracted from the focus of the task. There were some very good responses that identified and made critical commentary on a variety of methods (for example force, education, cult of personality, economic and social policies etc.) which helped maintain power of the chosen leader in the period of rule dealt with. The extent of success achieved through such methods was something which better responses considered.

**Question 17**

This was by far the most popular question in this topic area. The invitation to evaluate did require consideration of how exactly the stated factors contributed towards the rise of Hitler. Some candidates identified the rise as culminating in January 1933, some in March 1933 and some in August 1934. An explanation/justification for such a choice of date would have been useful. Ideology was for the most part quite competently dealt with though sweeping assertions about the 'German population' and its supposedly overwhelming support for Hitler were worryingly exaggerated at times.

Better responses were able to link the support for National Socialism with the social and economic conditions of the post 1929 period- pointing out the paucity of support (electorally) prior to this. . The use of force tended to be less well dealt with by many candidates who strayed into material that was more applicable to the period of rule rather than rise. The economic crises were described satisfactorily in most cases but how exactly they related to Hitler's rise often needed to be made more explicit. This was not a 'To what extent...?' question. 'Other factors' were not necessarily required, though some candidates did note them in the conclusion.

Answers on Hitler from weaker candidates tended to narrate the story of the rise of Hitler rather than focus and make commentary on the specified areas. The best responses did attempt to make a judgement as to which of the factors was most/more significant in explaining the rise.

### Question 18

Relatively few answers were seen on this question. Of those seen, all dealt with economic policies. The most popular choices were Stalin's USSR and Mao's China. The tendency was to produce sequential (or end-on) accounts of economic policies in both cases with some comparison/contrast in a brief concluding paragraph.

### Topic 4

Very few answers were seen relating to this section. Only Q. 23 appeared to attract some attention from a few centres, which had obviously focused on India as a case study.

### Question 23

The majority of responses seen here seemed to be based on class notes/information sheets that covered the independence process in the sub-continent from the 19<sup>th</sup> century until 1947. In some cases the contribution of Gandhi was ably investigated and focus placed on the philosophy and methods associated with his role in the nationalist movement. 'Other factors' were also identified. Weaker responses tended still to dwell on a rather hagiographical treatment of Gandhi and possibly exaggerated the role of Gandhi in the emergence of an independent India and Pakistan. Having said that there were a few very good answers in which the role of Jinnah, Nehru (the younger), Mountbatten and the impact of the Second World War were examined and convincingly dealt with.

### Topic 5

### Question 25

The first question in this topic area is always a popular choice- possibly because it has proved so predictable in the past. This session was no exception. The problem here was that the question required not a run through of the historiography of the origins of the Cold War (orthodox/revisionist/post-revisionist/realpolitiker views) but a comparison and contrast of the roles of Truman and Stalin. For a significant number of candidates the focus of the question was 'the breakdown of East-West relations' and this was seized upon with little regard at times to consideration of the respective leaders of East and West- as noted in the task. Candidates in some cases wrote the standard pre-planned 'origins of the Cold war' response for which they were prepared and did not adapt the historical knowledge sufficiently to answer the question set.

Weaker candidates confused Truman with Roosevelt, Yalta with Potsdam and at times struggled to come to terms with the compare and contrast demands of the question. More sophisticated responses focused upon the changing nature of relationships in the period and made judgements on the extent to which both leaders could be seen as responsible for the breakdown- analysing the pressures, the goals, the policies adopted (and why) by each up until 1952/3.

**Question 26**

The majority of responses to this question focused upon Vietnam. The question was not particularly popular. Many answers ignored the request to assess the impact of the conflict on the development of the Cold War and wrote instead a description of the reasons for US involvement in, and US withdrawal from, Vietnam. The task was thus largely ignored or- at best treated superficially.

**Question 27**

There were some very good responses to this question though once more it was not a particularly popular question.

**Question 28**

The most worrying thing in terms of this question was the fact that so many candidates who chose to do it ignored the set dates (1950-1962). Instead, much of the response in these cases focused upon 1945-1949. Dates are set for a reason. Failure to acknowledge such limits must necessarily result in a poor award. In a few cases however there were some most competent attempts that were able to deal with a selection of appropriate case studies to illustrate the answer and support the claims made concerning efforts of Washington and Moscow to maintain spheres of influence in the stated time period.

**Question 29**

A fairly popular question with evidence of structured and well supported answers in many cases. Some candidates however treated the question not as one on the breakdown of the Soviet Union but rather as on the end of the Cold war. Presumably they had expected such a question or had been prepared for such a question and found themselves unable- or unwilling- to adapt sufficiently to the focus of this particular task.

**Question 30**

There were few responses to this question. Those that were seen tended to be stronger on the economic impact than the social impact. Indeed 'social' seems to have been either ignored or not understood by some of the few respondents. The states selected were invariably USA and USSR. It seemed that this question was generally the choice generally of weaker candidates. One effort, which was seen, dealt with West Germany and Cuba however and this was dealt with quite effectively.

## Recommendations and guidance for the teaching of future candidates

Below are recommendations for improving candidate performance made in relation to previous examination sessions.

These points still stand as a guide for candidates to successfully address the demands of this particular paper. These suggestions should be shared between teachers of the course and with candidates.

- "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 bear repeating- and making available to candidates in order to inform candidates what examiners are looking for in the essay questions set.
- Every essay provides a specific task for the candidate. Candidates 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 candidates 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 - candidates 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’, ‘totalitarian’, ‘collective security’ 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. 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 candidates 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.

The new curriculum and the new examination, though different, are not radically different in terms of the demands placed upon candidates. In addition to the above recommendations for teachers and candidates it is important to stress that practice in essay writing throughout the course is an invaluable aid to effective performance in timed examination conditions.

## Higher level paper three - Africa

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 6	7 - 13	14 - 20	21 - 26	27 - 32	33 - 38	39 - 60

### General comments

There were no answers to questions 10,12,13,14,16,17,18,19,20,22 and 23 and only one to questions 14 and 21. There are comments only on questions answered by five or more candidates.

Question 5 was answered by surprisingly few candidates and question 6 poorly answered. Both were on the partition of Africa. Otherwise, as in the past, there were no particular areas of the programme which proved difficult.

The levels varied according to the ability of the candidates and one centre in particular produced answers in which showed considerable knowledge and ability to analyse and compare and contrast.

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

No particular areas proved difficult although questions 5 and 6, both on the partition of Africa, were less well answered than previously. There has always been a strong preference for 19<sup>th</sup> century and early 19<sup>th</sup> century topics and there were virtually no answers on colonial rule except for primary resistance to it or on Africa since independence.

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

The levels of understanding and skill demonstrated were generally most impressive in this very small pool of candidates who appeared well taught and conscientious learners and critical thinkers with an aptitude for the subject. There was evidence of wide reading and grasp of different interpretations for which the students and their teachers should be commended.

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

#### Question 1

The question was answered by just five candidates most of whom wrote balanced answers with a clear comparative structure which did justice to their respective contributions while recognizing differences in their methods and circumstances.

**Question 2**

This question was answered by 7 candidates and all were better on the rise of the Mahdist state in Sudan than on the fall. The Mahdist state did not collapse because of the incompetence on the part of its ruler but Abdallahi as most candidates suggested. It was conquered by Britain with superior military resources, anxious to control a strategic area. Britain had not shown much interest in Sudan after the occupation of Egypt in 1882.

The situation changed after Menelik's victory at Adowa. Anglo-Egyptian forces captured the Sudanese province of Dongola to distract the Mahdists from trying to win back Kassala, captured by the Italians in 1894. In 1897 Marchand came from Brazzaville to Fashoda in Southern Sudan. Britain then embarked on the full conquest of the Sudan to keep rivals powers out of the upper Nile valley and forestall French and Ethiopian ambitions in the region. The courageous stand of the Mahdists at Atbara in 1894, mostly using antiquated muskets or spears, was no match for the gunboats, cannon, maxim guns and repeater rifles of Kitchener's expeditionary force.

**Question 3**

This was not only the most popular but also the best answered question. Answers were balanced in their treatment of causes and impact, mostly aware of the historiographical debate about the causes and covered the possible causes in impressive detail. Some answers were less precise on the impact and particularly on the emergence of both aggressive conquest states and defensive kingdoms. But overall the candidates responded very well to a topic which they had clearly been well taught, about which they had read widely and they responded with enthusiasm.

**Question 5**

This straightforward question was answered by surprisingly few candidates. It was quite well answered but the results were better treated than the reasons. There was little specific reference to the immediate reasons for calling the conference or to the role of Bismarck, who as part of his new foreign policy in Europe wanted a better opportunity to show that Germany was friendly to France.

There was almost no reference to the question of the lower Congo and the fact that Leopold had declared of Belgium a Congo Free State but Portugal had claims in the area which Britain supported. Portugal suggested an international conference to settle the rival claims and Bismarck took up the idea. The decisions taken by the conference in relation to the Congo and the Niger basin were largely ignored in the answers.

**Question 6**

This question was the most popular and answered by almost two-thirds of the candidates. It was another question in the form of a quotation on a very familiar topic, the partition of Africa, but turned out to be the worst answered. There were vague generalisations and very few attempted to challenge the quotation. Better candidates were expected to argue that African political and military weakness facilitated rather than caused the partition of Africa. There was relevant reference to the exceptional Ethiopian victory at Adowa but quite irrelevant reference to the Maji Maji rising in German West Africa which occurred over 20 years after German colonial rule had already been established. European rivalry, a key aspect of the question, was discussed in the most general terms with a surprising lack of specific examples. This topic has been much better treated in the past.

**Question 9**

The question was most poorly answered by only 6 candidates. One candidate's answer was entirely irrelevant because none of the examples were drawn from Southern Africa.

**Question 11**

This question was well answered by only 5 candidates. Nearly all clearly argued that the main features of South Africa's racial policy were already present before 1884. For Africans they were virtually no political rights, job restrictions, economic exploitation and resident segregation, but the National party after 1948 brought fundamental changes and presented apartheid as a new positive ideology of separate development which they underpinned with massive new legislation, the main details of which were familiar to the candidates.

## Recommendations and guidance for the teaching of future candidates

Advice given over the last decade continues to apply. Candidates should have regular practice in answering past questions even in class but under exam conditions. This will help candidates to avoid narrative or descriptive answers, to address key phrases such as 'analyse', 'for what reasons and with what results' and to write focused, balanced answers that address all parts of the question. Each of the twelve topics on the syllabus has two questions so it is possible to cover just two topics though the syllabus expects three. It is, however, absolutely essential to cover all the bullet points with equal thoroughness. It is clear that some topic areas are more thoroughly taught than others and this is reflected in the quality of the answers.

Candidates should be reminded that in questions with quotations asking them to what extent they agree with the statement, they are free to challenge the quotation with supported arguments and this could easily have been done in this paper, for example, in answers to questions 6 and 22. Teachers can invent quotations which can be challenged and others which are difficult to disagree with.

This paper had three explicit 'compare and contrast' question and a further eight implicit comparative questions, 6, 9, 11, 12,18,19,20 and 22. It is therefore vital for candidates to practise such questions and learn to answer them with a clear comparative structure rather than sequential accounts.

There is encouraging evidence that this skill is being developed and this was evident, for example, in answers to questions 1 and 7. One concern about this paper is that, as the syllabus is currently structured, there is less overlap with paper 1 and especially paper 2 than in the Europe Middle East paper. This is true but there are some very straightforward 19th century topics. IBO used not to recommend textbooks but now works with UOP to produce course companion. But there are far too few candidates for this paper to justify a companion. But teachers need advice on some of the most useful books so here are some recommendations: -History of Africa 1840-1994 Michael Tidy with Donald Leeming, vol1, 1840-1880 and vol2, 1880-1914, Arnold. There are also very good UNESCO General History of Africa abridged editions especially volumes VI and VII. There is also Kevin Shillington's excellent revised History of Africa, published by Macmillan. All these books are suitable for student use and are not excessively detailed but have quite enough material for excellent answers in the top range.



## Higher level paper three - Americas

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 6	7 - 13	14 - 19	20 - 25	26 - 32	33 - 38	39 - 60

### General comments

This session was not a particular problem with the paper. It seemed to be a fair and appropriate paper for most candidates. The overall performance was satisfactory and there were some excellent answers. It was evident that a number of centers have thoroughly prepared the candidates. Within this session a welcome development was to observe that teachers have promoted the in-depth study of several countries which allowed the students to apply their knowledge to the relevant topic of the question. Many candidates were not trained to expect and responded to a particular question but their understanding of the subject allowed them relate it to different questions and different time periods rather effectively. There was a strong concentration on questions # 9, 13, 16, 17, 18, 19, 20, 22 and, some Q5. The most selected countries were: the United States, Mexico, Cuba and Argentina. Although for Qs 19 and 20 there were a number of other countries that were included. Moreover, some centers used their own national history to support the answers. All scripts complied with the required three answers.

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

The Qs on 19th century history with the exception of Qs 5 and 9 produced few sound answers. Q 2 was not frequently answered, however, in several cases students with little awareness of the chronological approach of the paper and of historical facts, used the Cuban Revolution as an example. This issue has come in many sessions not only this one. Questions which implied the understanding or definition of a concept such as "Positivism" in Q.7 and "Populism" in Q. 18 were problematic for students.

Even if they knew who where the adequate leaders that corresponded to the concept, the answers lost coherence and meaning due to the inability to articulate the concept. Overall, the main weaknesses were: lack of basic knowledge and facts, inability to write with sufficient depth and the fact that many answers were just too short.

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

Qs such as 5 and 9 were demanding both needing depth and breadth - in the first Q the best answers certainly challenged a simple economic interpretation while in the second case a lot of answers ranged effectively from the Monroe Doctrine to the Platt Amendment's development to the 1920's. Answers to Qs20 and 22 showed similar skills - management of a lot of detail and an effective development of the argument.

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

### Question 5

A classic question which was not very well done with candidates rarely going beyond saying that the north was industrialized and the south was agriculture, and very little, if any sense of 'to what extent'. Stronger candidates introduced different factors and considered other possible causes.

### Question 7

Positivism was explained but few essays got beyond general comment. The most selected example was Diaz in Mexico.

### Question 9

A very popular question and one that produced some of the some best answers as mentioned above.

### Question 10

Canada's important contribution to the war and after, as well as the French-British tensions was brought out in a satisfactory manner.

### Question 11

Not a very popular question and the answers were not very good. Very limited understanding poor of the issues

### Question 12

Not a very popular question. Answers showed knowledge and understanding about Obregón's tenure but not very much about Calles's although some strong candidates brought up the Cristero Rebellion.

### Questions 13

A very popular question that produced very good answers showing candidates had studied the topic. The countries most commonly used as examples were the United States and Argentina. Stronger answers displayed a solid and balanced knowledge of both countries, but overall the United States as better discussed.

### Question 16

Many students gave a try to this question. Almost all answers were on United States but, very surprising, few solid answers due to limited knowledge.

### Question 17

An extremely popular question, very well done in the sense of containing good supporting detail, historiographical references, and evaluation.

**Question 18**

Another favorite question. But many of the responses which contained some detailed historical knowledge suffered on account of a misunderstanding or a restrictive definition of the term “populist”. The most common choices were Perón, Vargas or Castro.

**Question 19**

This question gave the opportunity the some strong candidates to demonstrate a sound, thoughtful and well supported knowledge. But most frequently, candidates restricted their answers to U.S- Cuban relations.

**Question 20**

As in the previous question, some answers were excellent and focused in the question. Some candidates did a very good job especially when Castro's policy towards Africa and Latin America was explained and the missile crisis was put in perspective. However, this was not the norm. Some students that choose Castro, the majority, discussed the crisis and Kennedy's policy while basically ignoring Castro.

**Question 22**

Significant numbers of candidates choose this question. There were answers that were very well done, with supporting evidence and effective compare and contrast approach. Nevertheless, it was evident that many students had better knowledge about King than about Malcolm X.

## Recommendations and guidance for the teaching of future candidates

It is evident that teachers are making a good job in providing in-depth training to their students, focusing on internationalism and providing guidelines for answering questions. However, some of the issues that were observed in the session are not new and should merit attention.

- Concepts should be understood and clearly defined for an effective answer
- Candidates should be acquainted with the overall approach of the paper in particular the chronological approach of it
- As has been mentioned before, the Cuban Revolution of 1959 cannot be considered a “war of independence”.
- There are some stereotypes about some issues such as the differences between North and South, the need to be a dictator in order to qualify as a “Populist” or and Malcolm X's violence. All of these issues, once addressed, will result in better answers.
- When candidates select questions that require evaluation such as “To what extent do you agree with this view?” they have to ensure the issue is addressed.
- Answers that are supported by relevant historical facts deserve to be encouraged.

## Higher level paper three – 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 - 22	23 - 28	29 - 33	34 - 39	40 - 60

### General comments

From the G2s received all felt that the level of difficulty of this paper was on a par with that of last year's. All were pleased with the balance of the questions and the coverage of the new syllabus. Most G2s commented that the paper was clearly worded and accessible for the candidates. Nevertheless, there was some criticism of the ambiguous wording of question 3 with regard to which timeframe that candidates were meant to discuss. (Was this an opportunity for the students to analyse the Self-strengthening movement and the Meiji reforms as a response to what happened in the early to mid-nineteenth century?) Also, question 12 was difficult because it required the candidates to examine the issues in the 1930s and then assess their impact on the outcome of the 1945-49 Civil War. Question 19 asked candidates to both describe and then analyse which may have been confusing for the weaker candidates.

Some of the comments in the G2s, however, indicated that teachers have not fully come to grips with the format of the examination as it relates to the new syllabus. For each regional option there are now 12 sections and there will be two questions per section on the examination. The syllabus recommends that three sections be covered completely. This should give students at least six questions from which to choose. Only two questions are asked per section so inevitably each year some topics in the section will not necessarily have a question. If just a selection from a range of sections is studied it is conceivable that the candidates could end up with a very limited choice or at worst no questions at all that they could answer in the examination.

Teachers and candidates need to understand that the pattern of the questions in the examination paper is based on the sections in the syllabus. If candidates know which questions to look for it should help them to avoid making the costly mistake of writing about the wrong time period, region or person: for example writing about the wrong war in questions 8 and 13. This could also have helped candidates to resolve any ambiguity with regard to question 3 mentioned above. Question 3 is clearly meant for section 2 and later on question 7 is for section 4. Question 7 was about the Meiji Restoration and therefore question 3 would not be on the same topic. Questions 21, 22, 23 and 24 are not general or generic questions and students should avoid them unless they have studied sections 11 and 12 or developed a particular case study with reference to these sections.

With the inclusion of India in the regional option there was a wider spread in the choice of questions answered, though most centres still seemed to concentrate on China and/or Japan. The quality of the responses was equally balanced across the countries and also between the nineteenth and twentieth century. There were many answers 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. Yet, there were also schools where the all the candidates learnt much detail for the same prepared response. This, too, is not ideal because these candidates tend not address the actual question on the paper.

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

- As mentioned above 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 4, 7, 8, 12, 14, 19 and 20.
- Often candidates tried to impose a rigid political, economic and social analysis when the question did not ask for this.
- On the other hand, where candidates did attempt to respond to the actual question many of them did not include enough specific detailed factual information to illustrate and support their comments.
- Candidates who did not clearly define in the introduction what was meant by the terms “challenges posed” (3); “political change” and “cultural revolution” (7); “warlordism” (11); “urgent problems” (12); “sound footing” (19); “economic reform” and “political rigidity” (20); “role of women” (23) and “demographic changes” (24) struggled to come to grips with those questions.
- Many candidates did not have a strong sense of chronology and context.
- Some candidates did not seem to understand the distinction between South Asia, East Asia and Southeast Asia and consequently they lost a significant number of marks due to this mistake. This applied to questions 10 and 22.
- Some candidates did not seem to understand the names of the centuries, for example mid nineteenth century means mid 1800s, and consequently some candidates lost a significant number of marks due to this mistake. This particularly applied to question 3.
- Other candidates did not take enough care when reading the questions: some wrote about the Sino-Japanese War (1937-45) instead “the Sino-Japanese War (1894-5)” in question 8 and about the Second World War instead of “the First World War” in question 13. These are costly mistakes.
- Some candidates spent too long on background information in their responses particularly in questions 4, 8, 12 and 14.
- 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 a range of topics.
- Many candidates wrote detailed, relevant and well constructed essays. They were a pleasure to mark.
- There were excellent responses for questions 23 and 24 where the candidates used New Zealand as their case study. These were some of the best ever done for this type of question.

- The top responses on the Meiji Restoration (7), Japan 1918-1931 (14); Mao's China 1949-1959 (19); and Deng Xiaoping's rule (20) showed considerable analytical skills.

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

Comments are only provided on the most popular questions

### Question 3

This question was chosen by quite a number of candidates, but at least half of them misunderstood the question and ignored the timeframe given. Instead they used it as an opportunity to compare and contrast the Self-Strengthening Movement and the Meiji reforms. It appeared that all these candidates had not specifically studied section 2 in the syllabus. Generally, the candidates who did address the question in the given timeframe wrote detailed and insightful responses comparing and contrasting the initial impact of the arrival of the Westerners on both countries.

### Question 4

Many candidates who answered this question seemed to be adapting a causes and consequences set piece. Weaker candidates tended to spend too long discussing the causes of the Taiping Rebellion and very few responses really identified the initial successes. Most responses examined a variety of reasons for its failure.

### Question 7

This was a very popular question, but overall it was not done particularly well. Most candidates did not define the terms "political change" and "cultural revolution" clearly in the introduction and therefore did not really come to grips with the question. Many just applied a political, economic and social analysis of Meiji Japan with only a cursory acknowledgement of the question. Others only just identified the changes to the samurais' status as the Cultural Revolution. Some candidates took the political change as given and only discussed the cultural changes. Nevertheless, the best responses displayed detailed knowledge about the political changes and analysed a range of cultural issues, such as the samurais' status and the abolition of feudalism, the role of religion, educational changes, dress, food, entertainment, art, technological changes in everyday life and the role of women.

### Question 8

Quite a few candidates did this question and the majority chose the Sino-Japanese War (1894-1905). Most answers were very descriptive about the chosen war and very little knowledge of the long-term consequences for the region of either war was shown. Many who wrote about the Sino-Japanese War just concentrated on the consequences for China. Some candidates misread the question and wrote about the Sino-Japanese War (1937-1945). This costly mistake may be avoided if candidates know which question numbers correspond to the sections they have studied.

### Question 9

A few candidates chose this question. Most were able to discuss Gandhi's involvement in the nationalist movement quite well, though many responses were mainly descriptive and did not come to the grips with the question about whether his role has been exaggerated.

**Question 10**

Very few candidates chose this question. Some did not understand the geographic term and used China as an example.

**Question 11**

This was one of the most popular questions on the paper, but it was also one of the most poorly done. Many candidates confused the terms “landlords” and “warlords” and consequently could not really come to grips with question. Very few candidates displayed any detailed knowledge about the long-term factors that gave rise to warlordism such as existence of powerful provincial armies and governors prior to 1911. Most concentrated just on Yuan Shikai and his failures and did not even examine what happened in China after his death. Only candidates from one centre wrote very good responses which included relevant details about particular warlords.

**Question 12**

This was a very popular choice, though it was quite a difficult one with the two parts. Some candidates answered the question thematically and really identified the urgent problems facing the Nationalist government. The best of these challenged the assumption in the question that the Nationalists only failed and discussed some of their successes as well. Weaker candidates did not know anything about the problems confronting the Nationalists beyond the threats posed by the Japanese invasion and the CCP. Too many candidates used this question to write a set piece about the conflict between the GMD and the CCP. Many responses were quite descriptive and only the better candidates made the links with the second part of the question and discussed the reasons for the downfall of the Nationalists.

**Question 13**

Very few candidates chose this question. Some responses were excellent and showed a very good understanding of the issues whilst others were just descriptive. Some candidates misread the question and wrote about the Second World War. This costly mistake may be avoided if candidates know which question numbers correspond to the sections they have studied.

**Question 14**

This was not solely a rise of militarism question, though some candidates interpreted it in this way. Many responses were fairly narrative in their approach and a number got bogged down in background material well before the given timeframe. The best answers examined both the party politics of the 1920s and the powerful factors that overrode liberalism and gave rise to militarism.

**Question 17**

Quite a few candidates chose this question. Some wrote excellent responses which were thematic and analytical that dealt with military, strategic, psychological and international factors. However, others were mainly descriptive about the events of the war and did not examine the Cold War context and the shift in the United States’ domestic and international attitudes.

**Question 19**

This was the most popular question on the paper. To fully come to grips with this question candidates needed to define what was meant by “a sound footing” in the introduction. The main issue with this question was that most candidates did not fully address the second part of the question and assess whether Mao and the CCP solved the problems and established China on a sound footing. Many candidates wrote descriptive and detailed chronological accounts of the problems, policies and events in Mao's China between 1949 and 1959. Very few, however, discussed foreign policy. Some candidates appeared to be using a set piece of a political, economic and social analysis of Mao's successes and failures with only a cursory acknowledgement of second part of the question in the conclusion.

**Question 20**

This was a very popular question. Many candidates wrote well structured responses which discussed both the economic developments during Deng's rule as well the political. The best answers noted that Deng's tolerance of dissidents changed between 1979 and 1989. Weaker candidates tended to concentrate mostly on the economic reforms.

Some candidates appeared to be adapting a set piece which compared and contrasted the policies of Mao and Deng and therefore included material that was irrelevant to this question.

**Question 21**

Only few candidates chose this question and most of them only discussed the US Occupation. This indicates that these candidates may not have specifically studied section 11 in the syllabus, but were just using material from section 7. The question required a reasonable coverage of the fifty-year time span indicated in the question.

**Question 22**

A limited number of candidates chose this question and they did not understand the geographic term and discussed China or Japan.

**Question 23**

Quite a number of candidates chose this question. The most popular countries discussed were New Zealand and China. Those about New Zealand were of a very high standard because they were relevant, detailed and analytical. However, some of the responses about China were limited in that they only examined the role of women in Mao's China and did not discuss Deng's China.

**Question 24**

There were a number of excellent responses to this question that used New Zealand as the case study. They defined the term “demographic changes” clearly in the introduction and were relevant, detailed and analytical. Some candidates who wrote about China appeared to have chosen this question as a last resort because it was done very poorly. These responses contained sweeping generalisations and appeared not to understand what was meant by the term “demographic changes”.



## 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 South Asia, East Asia and Southeast Asia so that candidates do not make the wrong choice of question or include a country outside the region.
- Teachers should make sure that their students know the correct names for the centuries so that candidates do not write about the wrong timeframe.
- 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 the Meiji Restoration; the Nationalist decade in China; the United States' involvement in the Vietnam War; 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 textbook 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.
- Clear essay writing guidelines should be taught.
- 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.

- Nevertheless, candidates should be taught to clearly and succinctly define the key terms, indicate the organisation of the paragraphs and state the argument in the introduction. One way of helping students to remember is to use the four Cs: context, clarification, controversies and contention.
- 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.
- Also candidates should also use the key words of the question such as “political change”; “cultural revolution”; “urgent problems”; “eventual downfall”; “sound footing” throughout the response and as part of the analysis.
- Teachers could use model answers and exemplar scripts to help students improve their essay writing. They need to encourage quality writing and could refer to good practice in, for example, The Concord Review
- Candidates should be trained in answering questions that have two parts such as Compare and contrast...; Analyse the causes and the consequences of...?; For what reasons, and with what consequences...?; For what reasons, and with what results...?; In what ways, and with what results...?; Analyze reasons for....initial successes and eventual failure.; Examine reasons why....and evaluate their impact.; political change....cultural revolution; Examine the nature.....led to downfall; Examine the circumstances....and assess the consequences; Describe the problems...able to solve; economic reform...political rigidity; 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.
- Teachers should also make sure that students are familiar with the markbands shown in the subject guide on pages 77-81.

### 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/Middle East

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 6	7 - 13	14 - 20	21 - 26	27 - 32	33 - 38	39 - 60

### General comments

There was a 6% increase in the numbers sitting this paper in November. Overall the paper presented few difficulties for candidates. In terms of question choice there were very few where three questions were not attempted. Russian and German questions tended to be the most popular questions 9 and 10 16 and 17 getting the highest number of responses. There were no answers to questions 5, 6, 7, 8 and a relatively limited number of responses on other questions relating to the Middle East which is unsurprising in a November session.

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

Many candidates demonstrated high levels of knowledge and an impressive ability to write long essays in a limited period of time. However they do need to use it more effectively and selectively in response to the questions set. Analysis in response to the issue in the question should be synthesised with supporting factual detail. There were some exceedingly good analytical essays which focused well on the questions and at times challenged the question but a significant number were rather narrative or trying to answer a different question.

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

#### Question 1

Very few responses and those that did attempt the question tended to argue that finances were a major problem but lacked supporting detail or consideration of other factors.

#### Question 2

Quite well tackled by the few candidates that attempted it. They identified the ideals of the revolution and focused on how Napoleon either did or did not maintain these.

#### Question 3

Very popular although the compare and contrast element was not always effectively carried out. Some candidates were also trying to answer a question on Cavour's aims and very few seemed to know that Garibaldi was a republican as well as a nationalist. There were, however, some very good points made about the role both men played in the removal of foreign influence/rule in Italy.

**Question 4**

A reasonably popular question and most knew the policies of Bismarck after 1870 but were less successful in analysing strengths and weaknesses as they were unclear on his aims. Pleasingly only a very responses strayed into the Unification process, Questions 5-8 no answers seen

**Question 9**

Very popular and some really excellent essays were seen with knowledge and analysis. However a proportion were either a response to a different question focusing on his motives, or narratives of the reforms or did not cover all of Alexander's major reforms such as local government or legal reforms. Analysis of strengths and weaknesses was limited in the middle range answers.

**Question 10**

Very popular but many had very little real understanding of Marxist ideology or how Lenin had begun to interpret it. The gaining of power received limited focus and analysis tended to be limited to comments on NEP and making the point that it was partially capitalist. Some candidates thought that Lenin had gained mass peasant support and had deliberately started the civil war. There were however some very good answers which high analytical ability and a clear understanding of Marxist ideology.

**Question 11**

Reasonably well done most answers were able to identify change in foreign policy from Bismarck to Wilhelm and to point out the results of that change.

**Question 12**

Candidates were knowledgeable about the impact on Germany and particularly the economic impact (less clear on the political impact) but lacked knowledge with regard to Italy. A number thought that Italy had fought with Germany and been defeated.

**Question 13**

Limited responses. Some lacked detail.

**Question 14**

Very few responses where the policies were known but there was limited analysis of whether or not Iran modernised as a consequence.

**Question 15**

Responses were evenly balance between Spain and Italy. Knowledge was much stronger on Italy. Answers that focused on Spain did not have detailed knowledge of the twenties or of the years of the Second Republic. Some were clear about the deep divisions in Spanish society.

**Question 16**

Very popular and there were some superb answers which identified a number of reasons for appeasement. A significant proportion identified only one reason - avoidance of war and focused very much on Hitler's foreign policy many not being aware that his first priority was removing the restraints of Versailles and that Lebensraum was a much longer-term goal. The results of also tended to be confined to "it made Hitler confident"

**Question 17**

This was popular and, on the whole, responses were sound covering the five year plans and collectivisation, supporting their analysis with strong evidence. Results were also considered and low living standards were rightly seen as a negative result. Most agreed that a positive result was contributed to Russia's survival in the Second World War.

**Question 18**

Not many responses and most focused on East Germany. Economic dominance was reasonably well covered but there was limited knowledge regarding political issues.

**Question 19**

Surprisingly few answers and they tended to be a narration of Cold war events (including Korea and Cuba!!) with limited focus on the impact on Western Europe. Better answers did look at the division of Europe, setting up of NATO etc.

**Question 20**

No answers

**Question 21**

A few answers, which showed knowledge of the various conflicts but where there was limited analysis on the issue of Arab disunity

**Question 22**

Very few answers. Candidates favoured Nasser but had limited knowledge of political issues although they were slightly better on social developments.

**Question 23**

There were a few good answers which covered the fifty year period and had detailed knowledge and focused on industrialisation. However, too many focused on Stalin's Russia or wrote very generalised answers and therefore gained limited marks.

**Question 24**

In this instance candidates often focused on education and gender in Nazi Germany or Stalin's Russia so therefore covered a limited time frame and did not score well.

## Recommendations and guidance for the teaching of future candidates

- Teachers should advise candidates to be very careful in their choice of question. This is particularly where there are two parts to the question, such as question 12. If they have limited knowledge on one aspect they should look for a different question.
- They should also make sure that they focus on the question on the exam paper and not answer the question they hoped to see.
- They should have practice with compare and contrast questions.
- Candidates must also develop their analytical skills and their specific detailed knowledge, which they can then utilise effectively in response to a question. Practice unpicking past exam questions would help develop these skills.