

## HISTORY

### Overall grade boundaries

#### Higher Level Route 2 Americas (Peacemaking)

|                    |        |         |         |         |         |         |          |
|--------------------|--------|---------|---------|---------|---------|---------|----------|
| <b>Grade:</b>      | 1      | 2       | 3       | 4       | 5       | 6       | 7        |
| <b>Mark range:</b> | 0 - 10 | 11 - 23 | 24 - 32 | 33 - 43 | 44 - 54 | 55 - 65 | 66 - 100 |

#### Higher Level Route 2 Europe/Middle East (Peacemaking)

|                    |        |         |         |         |         |         |          |
|--------------------|--------|---------|---------|---------|---------|---------|----------|
| <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 Route 2 (Peacemaking)

|                    |        |         |         |         |         |         |          |
|--------------------|--------|---------|---------|---------|---------|---------|----------|
| <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 |

### Recommendations for IB procedures, instructions and forms

The November 2011 session saw the majority of centres meeting the submission deadline, correctly following the Internal Assessment procedure and format while successfully submitting completed 3/IA and 3/CS forms with their samples. Centres not fully successful often failed to include or correctly file a complete 3/IA or 3/CS form. The typical mistakes include not recording the teachers name and signature on the reverse side of the 3/IA form, not signing the front of the 3/CS form (The authentication of student work is vital) and not recording the candidates' scores on the reverse side of the 3/CS form.

As in the past there were a number of centres that did not include the teacher's comments concerning the marks awarded with the samples. This is not a requirement but it is **highly recommended that** the teacher includes these comments on the paper or on a separate page in order to give the moderator some understanding as to the rationale for the marks

awarded. If the teacher does comment directly on the candidates' work they should **not** use red or green ink due to these colours being used in the moderation process.

Even though the subject of citation style will be addressed in other sections of this report it seems necessary to point out the difficulties candidates face in attempting to satisfy the requirement called for by the instructions to use "one standard method" in the investigation's referencing style.

## The range and suitability of the work submitted

This session the topics being investigated by candidates were, in general, appropriate for the Internal Assessment (IA) component. The topics were predominantly based on issues from 19th and 20th centuries and often were focused on either material in the history syllabus or from regional or local history. Candidates receiving the upper level marks typically formulated and addressed clear and focused historical questions while candidates whose marks were at the lower level were often limited by the broad nature of their question, leading to an inability to successfully complete the task due to a lack of focus that was evident throughout their work. Candidates at all mark levels exhibited an understanding of the general Internal Assessment format as they successfully separated the IA into the six major sections, provided references and a source list and selected a topic whose events did not fall within the last ten years.

## Candidate performance against each criterion

### **Criterion A: Plan of Investigation**

Even though this section shows improvement some candidates continued to state their question on the title page and not in Section A which limits the level of marks that can be awarded. Restating the question in lieu of the scope and simply describing the general use of books, periodicals and the internet as their method of investigation does not fulfil the necessary requirements to reach the upper level of the criterion. Stating which two sources will be evaluated for origin, purpose, value and limitation does not constitute a thorough development for addressing the method of investigation. It is also not necessary to explain what will not be addressed in the investigation.

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

There is improvement in the understanding of the basic information that is to be included in this section yet candidates still included a blend of fact and analysis which limits the mark for this section and often leads to new evidence being introduced in Section D, where it is not credited. The organizational structure used by many candidates seemed to be improving but some centres again used the structure of organizing by source instead of theme and this seemed to provide a somewhat disjointed display of evidence while also fostering the inclusion of interpretation and analysis within the summary of evidence. In this session there were again candidates that submitted work that did not include references in this section which limited the maximum mark that could be awarded to a two.

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

Even though there was some improvement in this section candidates need to better understand that origin and purpose should be connected with value and limitation in the evaluation process. Generic responses for value and limitation continue to be used by some candidates and these are not successful unless they are clearly representative of the source being evaluated. Successful investigations included specific evaluations which were more

appropriate as candidates were evaluating sources that are significant to the study and not evaluating two sources that have limited relevance to the investigation.

#### **Criterion D: Analysis**

Generally most candidates attempted some level of analysis. There is also evidence of a decrease in the number of candidates who do not use references in this section and who do not show an awareness of the significance of the two sources evaluated in Section C. Even with this improvement this section did remain an area of difficulty for many candidates as there were still significant numbers of candidates who did not show any awareness of these two requirements. Candidates who do not use references can achieve a maximum mark of two and candidates that do not show an awareness of the significance of the sources evaluated in Section C can achieve a maximum mark of four. Analysis of the evidence presented in Section B should be the subject of the analysis yet many candidates introduced new evidence in this section and then analyzed the new material. Candidates also limited their success by not fully analyzing the question as a whole.

#### **Criterion E: Conclusion**

Many candidates were successful in meeting the requirements for this criterion. Conclusions that were inconsistent with the material presented or attempted to introduce new evidence or continued analysis, were typically those that did not receive full marks.

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

Most of the candidates met the basic requirements for this section yet there are still a number of candidates who are limited by not placing the word count on the title page. The number of candidates that exceeded the word count was limited. Candidates were also hindered by limited source lists or by not using a standard method of citation. The lack of a standard method of style continues to be a major problem for centres and leads to an unnecessary loss of marks.

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

- Centres need to continue to work with candidates on developing clear and focused research questions that both, allow for analysis and yet will lead to a fully developed work within the 2000 word limit.
- A clear understanding of the relationship between scope and method would enhance the presentation of the Plan of Investigation for most candidates.
- The skill to determine the difference between fact and analysis needs continued practice.
- Clear and appropriate referencing is critical throughout the investigation. Candidates need to be instructed in a standard method of referencing and this should be applied at each appropriate point in the investigation.
- When working with candidates, centres need to emphasize that the two sources evaluated for the investigation need to be of significant importance. This significance then needs to be incorporated into the analysis section of the investigation.
- The application of origin, purpose, value and limitation to source material should be fully examined, with candidates being guided in the assessment of value and limitation with regard to origin and purpose.
- Centres need to work with candidates on the skill of analysis. Candidates need to clearly show how it is applied to the evidence in Section B without **simply restating**

Section B. More consistent conclusions will be achieved if it is understood that the analysis should be of the question as a whole and not simply an analysis of individual components in isolation.

## 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 2011 Paper One was generally well received. For PS1 91% of the centres responding found the paper to be appropriate in its level of difficulty. 95% found the clarity of wording to be satisfactory or good and 98% found the presentation to be satisfactory or good. Teacher comments were generally in agreement – “A good solid paper”; “Students and I were pleased with the paper, found that it was clear and offered scope to show learning”. There were one or two comments about the level of language in Source D and one centre wrote that this topic only “got a brief mention in the IB textbook”. This last comment is a little worrying as it seems to imply that if students use an IB endorsed book they will be certain of covering all of the material needed for an IB History examination. It is essential that students are exposed to a range of sources throughout the teaching of the course.

In the case of PS2 and PS3 G2 forms were only received from 14 centres for each Prescribed Subject. For PS2 71% found the level of difficulty to be appropriate although 100% found the clarity of wording to be satisfactory or good and 92% found the presentation to be satisfactory or good. Again responses were generally favourable – “No comments really, entirely appropriate”; “No problems really”. There was one interesting comment that “A picture leaves little space for interpretations” which is true but also means that marks are easily obtained. For PS3 64% found the level of difficulty to be the same or easier than last year. 100% found the clarity of wording to be satisfactory or good and 100% found the presentation of the paper to be satisfactory or good. Concern was expressed over the difficulty of Q2 by some centres but generally speaking there were few negative comments. In summary, it was evident from the G2 forms that the centres found all three Prescribed Subjects to be broadly appropriate.

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

Some candidates encountered difficulty in the selection of material so as to meet the precise needs of the questions. The difficulties in Question 2 continue to be related to the need to make more specific comparisons and contrasts of the views expressed in the sources and to avoid broad references. It is useful to suggest to candidates that they select specific aspects or categories to compare and contrast so that they avoid end-on paraphrasing. There is still room for improvement in Question 3 in relation to the ways in which origins and purpose of the sources help determine their value and limitations. These links are not always picked up

by candidates who often make preconceived judgments such as that a source is limited because it is secondary. As far as Question 4 is concerned candidates feel more comfortable using the sources than providing own knowledge. They need to be aware of the fact that answers which only use the sources **will be unable to score above five marks**. Also, the use of source material needs to be explicitly related to the specific question asked.

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

In general, responses showed appropriate knowledge of the prescribed subjects. There was little indication that candidates had difficulties in completing the paper in the given time.

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

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

#### **Question 1**

- a) Many candidates found three valid points here.
- b) Again there were several ways of obtaining two marks and most candidates received the maximum.

#### **Question 2**

There was a tendency to describe the content of the source in an end-on fashion among the weaker candidates. The provenance of the sources was also seen by some as a comparison/contrast for which no marks were awarded. The rubric states "views expressed in...". Stronger candidates linked the two sources well and found several comparisons and contrasts.

#### **Question 3**

In many cases there was clear evidence of the way the origin and purpose link to the sources' values and limitations. Generally speaking Source B (the memorandum) was handled better than Source D (the extract from the Report).

#### **Question 4**

The sources were well used but the general level of the own knowledge provided by the candidates was disappointing. Weaker candidates went outside the timeframe and included details about the Rhineland, Spain and Munich. There were, however, some absolutely outstanding responses that blended the sources with critical own knowledge and which were clearly focused on answering the question.

### **PS2 the Arab-Israeli Conflict 1945-1979**

#### **Question 1**

- a) Many answers successfully identified the relevant points.
- b) Many candidates could put forward two valid points. However, while some readily identified Arafat's delight, they went astray in their suggestions for a second point.

#### **Question 2**

Most candidates were more confident in identifying comparisons between the two sources, with the influence of other liberation struggles (e.g. Vietnam) being the most frequently

mentioned. Contrast" was often less effectively handled. Some candidates suggested contrasts between B and D that were not directly specific to the question (e.g. "Unlike Source B, source D makes no mention of Israel's diversion of the River Jordan"). Also few students contrasted D's much more critical appraisal of Nasser's role in relation to the Palestinian struggle with B's blander description of Nasser's endorsement of Shukeiri.

### **Question 3**

Many answers devoted too much time to a description of the two Sources' origin and purpose, leaving insufficient space for actual source evaluation in terms of values and limitations.

### **Question 4**

Many answers made effective use of at least four of the Sources. However, relatively few students also applied their own knowledge to the question, and - when they did - they sometimes went past the time period specified, by including such events as the Munich Olympics (1972) and/or the PLO's acquisition of UN observer status (1974).

## **PS3 Communism in Crisis 1976-1989**

### **Question 1**

- a) Most candidates were able to identify three characteristics of the Soviet economy under Brezhnev and scored full marks.
- b) Many candidates were able to identify Brezhnev's control over the satellite states as well as the tension existing between the USSR and Yugoslavia. Some also made reference to the sickle as a symbol of Communism.

### **Question 2**

Although at first sight this question could look challenging, candidates were able to identify relevant comparisons and contrasts. Many candidates answered in a structured way and referred to both similarities and differences providing specific evidence from Sources A and C. As in previous sessions, there were cases where candidates only described each source and therefore did not score well. A few centres answering in Spanish seemed to have problems distinguishing between the demands of Question 2 and those of Question 3. Evaluating the two sources is not a requirement for Question 2 and will not score marks.

### **Question 3**

Candidates on the whole were familiar with the demands of this question but there were only a limited number of responses offering effective links between the origin/purpose on the one hand and the assessment of the values and limitations of each source. Some candidates were unfamiliar with the Encyclopaedia Britannica and mistook it as being some kind of Wikipedia.

### **Question 4**

There is still room for improvement in relation to the integration of sources into a mini essay that answers the question more focused and elegantly than a list of sources followed by some own knowledge. Own knowledge was not always offered preventing candidates to score above five marks. However, candidates who offered own knowledge were well informed about the reasons for economic and political problems under Brezhnev. Some of the problems in the use of source material are related to the lack of effective links between the material quoted and the specific question asked. The specific question needs to be the focus of the mini essay.

## Recommendations and guidance for the teaching of future candidates

It is important that candidates are taught there is a relationship between the marks awarded for each question and the question rubrics. For example, full marks will not be awarded to a well written mini-essay for Question 4 unless it offers both source material and own knowledge that are explicitly focused on the question asked. Similarly, Question 2 must be answered with both effective comparisons and contrasts. Also, as mentioned in many Subject Reports in the past, candidates need to understand there is no automatic relationship between whether a source is primary or secondary and its values and limitations. Question 3 requires an understanding of the origin/purpose before valid judgements can be made about values and limitations. As always, practice of the types of questions posed on Paper One under timed conditions is the best preparation for candidates.

## 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 second (November) session of examination of the current History curriculum. The topics receiving most attention were Topics 1, 3 and 5. Last year it was the case that the great majority of candidates only attempted relatively few of the 30 questions on offer. This was also the case this session. As was noted in last year's report for the November session this may be due to the continuing, and enduring, popularity of topics relating to single-party leaders (or aspiring leaders) such as Hitler, Stalin and Mao and tasks allowing for the use of material relating to the causes and consequences of World War One and the Cold War. This applies, in particular, to tasks related to the origins of this latter conflict (Question 25) or its ending (Question 30). It is worthwhile reiterating that such topics do require **more** than generalised overviews and the provision of pre-planned/learned responses which are narrated regardless of the specific focus of the task.

The number of G2 responses received from centres was 95 at the time of Grade Award in December 2011. Of these 95, 12.6%, 24.2% and 63.2% were received from respondents from the IB Africa/Europe/Middle East, Americas and Asia/Pacific regions respectively.

In terms of clarity of wording and presentation of the paper respondents gave approval ratings (satisfactory and above) of 95.6% and 98.8% respectively.

The G2 responses indicated that in the opinion of respondents, the November 2011 Paper 2 was, in comparison to the previous year's paper, 'a little easier' (5.4%), 'of a similar standard' (66.3%), 'a little more difficult' (15.2%) and 'much more difficult' (6.5%).

These opinions as well as specific comments regarding the nature of the tasks and candidate performance on questions were taken into account in the setting of the Grade Award boundaries for this session.

For the first time, Paper 2 was subject to E-marking.

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

The great majority of candidates did not appear to encounter difficulty in finding relevant questions and producing two extended prose responses in the required time limit. Rubric offences (for example failing to recognize regional requirements) were rare. As previously mentioned though, it was often the case that answers insufficiently focused on the set task. To repeat the comment made in relation to candidate performance in the November 2010 session:

*'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 (deconstructing or 'unpacking' the task) is crucial in addressing the question effectively. The setting aside of time to prepare a plan is to be strongly recommended to candidates in order to help provide a structured essay response.

In particular topic areas there are too many cases of candidates writing 'learned' or 'prepared responses' which failed to focus upon the **specific task**. This is especially the case with answers dealing with the origins of the Cold War. Such answers often ignore key terms in the question and produce generalized narratives (with less than convincing historiographical detail) which lack sufficient historical knowledge to answer convincingly. More on this will be covered below in relation to specific questions in Topics 1 and 5 especially.

## 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 were emphasized in last year's November 2010 Subject Report and remain relevant and applicable to responses in essay writing in relation to Paper 2 for the November 2011 session.

*'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 which 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.'*

It was evident that there were some highly accomplished students in terms of mastery of historical detail and the ability to select and deploy relevant, accurate historical knowledge in well structured answers. Some centres have prepared students well in ensuring that content is mastered and also that such content is shaped and applied to the demands of the question posed.

Practice in essay planning **and writing under timed conditions throughout the course** is necessary to ensure that candidates are able to acquit themselves well in the external examination.



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

### Topic 1

#### Question 1

This question on the significance of *either* air power *or* naval power in deciding the outcome of two wars (one before and one after 1945) was popular with a few centres which had obviously concentrated heavily upon the 'nature of 20<sup>th</sup> century wars' theme noted in the History Guide as part of Topic 1. The most popular choices for wars in this case were WWI, WWII and the Gulf War. There was a very sound- and in some cases extremely well grasped- coverage of air/naval aspects as well as some consideration of 'other factors'. The actual historical and technical detail in relation to air and naval power was in the best cases very impressive indeed.

#### Question 2

This was a fairly popular choice of question requiring candidates to consider the extent of the contribution of outside intervention to victory in two civil wars (*in two different regions*). The most popular choices were the Spanish Civil War and the Chinese Civil War with some candidates also using the civil war in Russia and the conflicts in Korea and Vietnam as examples. On the whole the demands of the question were understood and answers were focused. The better responses were able to explain the *nature* and *extent* of outside intervention as well as identifying '*other factors*' which needed to be considered in order to assess whether the contribution of outside intervention was indeed 'exaggerated', or not.

#### Question 3

Very few responses were seen in relation to this question about causes and short-term results of either the Algerian War or the Gulf War. Of those few that were seen on Algeria the quality of response varied greatly from very accomplished to descriptive/generalized overviews. One had the impression sometimes that in the few Centres where Algeria had formed a basis for study a set of notes had been produced and learned by candidates - some of whom remembered the sequence and content better than others.

#### Question 4

There were remarkably few attempts at this question which focused upon social and economic results of two wars in the second half of the twentieth century.

#### Question 5

This was by far the most popular question in Topic 1. The words 'First World War' seem to act as a magnet for candidates and the added reference to 'peace settlements' further added to the appeal of this question. However, far too many candidates did not take time to break down the task into the relevant parts and simply produced a limited response on German responsibility for WWI and the 'iniquities' of the Treaty of Versailles. This was too narrow a treatment of the task and such responses failed to reach the mid to upper level bands. There was more to 'settlements' than merely Versailles and candidates often failed to identify the 'issues' which caused the war (or were perceived by the Victors to have done so) and the 'new problems' produced by the settlements.

The question was not an invitation to narrate the rise to power of National Socialism/Hitler and while Versailles was important, other treaties and changes (territorially, politically, economically) in Europe and in other parts of the world were deserving of consideration. Where candidates did recognize the need for this wider 'sweep', the responses, when suitably

and accurately detailed, were rewarded accordingly.

### Question 6

The importance of religious and economic factors in the origins of *either* the Spanish Civil War or the Indo-Pakistani wars formed the basis for this question. No answers were seen relating to the latter but Spain's civil war proved quite a popular choice. Last year's report noted that in some cases there seemed to have been a pre-learned set of notes on causes of the Spanish Civil War which candidates were able to regurgitate. In some cases this was done with an attempt to 'bend' the notes to meet the demands of the task and, in other cases, to simply narrate the study notes regardless of the focus of the question. This was the case in relation to one particular centre where, interestingly, factual errors concerning the Spanish Civil War were repeated by a number of candidates who had presumably learned without really understanding the material at times.

Having said that, there were some very creditable attempts at answering the question where the role of the Church in Spain alongside the longer term socio-economic divisions (and the intensification of tensions as such socio-economic divisions became issues of considerable contention, especially in the period 1931-36) were effectively assessed.

### Topic 2

Of the 6 questions in this topic area, only one question received any significant attention and that was Question.7.

### Question 7

The focus of the question was the failure of the multiparty state in Weimar Germany, with particular focus on constitutional weaknesses and the failure of political parties to support the democratic system. This topic has become something of a standard area of study it seems, though in some cases it appears that the study of Germany 1919-33 is often undertaken as simply a prelude /background to the rise of Hitler rather than a study in some depth of the complexities associated with the establishment and functioning of a new democratic system in a previously authoritarian state. Where candidates had studied Weimar democracy- from the circumstances of its foundation to its end (March 1930 or March 1933 depending upon the argumentation) there was good evidence of historical detail relating to problems with the Constitution- though some candidates argued that Weimar and its constitution was in a sense not a failure, but was in fact 'failed' by elements which intentionally or unintentionally provided no support for the system. Fairly few candidates knew much about the political parties of the period - indeed it was *wrongly* assumed that no party was supportive of the democratic system!

Successful responses for such a question have to provide sound historical detail relating to the constitution, the political complexion of the various parties and their role in the life of Weimar as well as 'other factors' which contributed to Weimar's problems.

When answers drift (often quite quickly) into the 'rise of Hitler' it is obvious that candidates do not know much about the period 1919-33 in Germany, apart from it being the general background to the 'inevitable' rise of National Socialism - a very deterministic view which does not do justice to the period.

### Topic 3

### Question 13

No answers to this question were seen.

**Question 14**

This question proved popular. The most common examples were Hitler, Stalin, Mao and to a lesser extent Lenin. The most common error in relation to this question was that *the focus was on the period of rule* and therefore *treatment of the period of rise was essentially irrelevant*. In too many cases time and energy were expended on dealing with Hitler before 1933, Stalin and the succession dispute following Lenin's death, Mao's struggle with the Kuomintang up to 1949. Unfortunately the demands of the question were not addressed in such cases.

In those cases where candidates did identify the focus as 'rule' candidates who identified the nature/extent of internal opposition and then focused upon the methods used to eliminate it could score well. The use of force, purge, propaganda, censorship and the provision of economic/social policies to address the needs of the population, education, etc. were areas for possible consideration. The extent to which such methods ('ways') were successful also needed to be addressed.

**Question 15**

The question required consideration of the extent to which the maintenance of power of Mao or Castro was a result of successful economic policies. The great majority who did this question chose Mao and were, for the most part, quite successful in dealing with the demands of the question: identifying the economic policies and their impact (successful as well as disastrous) as well as 'other factors' which could account for the maintenance of power.

**Question 16**

A 'rise to power' focus in this question that asked candidates to consider the extent of force and popular support in bringing two leaders (each chosen from a different region) to power. Weaker candidates tended to stray (at times quite significantly) into the period of 'rule' of their selected aspiring leaders and this was irrelevant to the demands of the question. Effective answers were often seen in relation to leaders such as Hitler, Lenin, Stalin and Mao. However Stalin proved in some cases more difficult to deal with when it came to 'force' and 'popular support' in the period 1922- 24 and 1928/9. In the case of Stalin too many candidates confused popular and Party support and emphasized his successful (?) use of 'force' - by referring to events long after his rise can be said to have occurred!!

**Question 17**

Not a popular question. Of those who did choose the question, the status and treatment of women was more popular than that of minorities. Nazi Germany and Mao's China were the two most popular choices and candidates for the most part produced sound responses in this 'compare and contrast' task.

**Question 18**

This question proved very popular. The three elements or factors for consideration provided a readymade essay plan/structure. Candidates for the most part coped well with 'underestimation of opponents' (especially in the case of Stalin) and 'propaganda', but less well in relation to 'ideological appeal' in relation to both Hitler and Stalin. Too little was mentioned of the elements of the actual ideology and the extent to which it proved appealing to the populace – and if so, when and why- or alternatively, in the case of Hitler it was simply assumed that virtually all Germans were attracted to the 'charismatic' Hitler. Such a sweeping generalization is, unfortunately, not uncommon when weaker candidates deal with Germany from 1919 onwards.

Performance overall on structured questions is quite sound as long as candidates are advised

to tackle them only if they are confident they have a grasp of all elements/factors which appear in the task. It is not to be recommended for those who believe that a detailed coverage of one factor will achieve a satisfactory award. It will not.

#### **Topic 4**

Very few answers indeed were seen relating to this section.

#### **Topic 5**

##### **Question 25**

Question 25 is invariably linked to the question of the origins of the Cold War. A major concern is that despite the fact that the topic focus area is so predictable, many candidates tend to be more knowledgeable on the 'historiography' of the origins of the Cold war to the exclusion of having a sound grasp of the historical details of the period. This session's question was a case in point. The Potsdam Conference referred to in the question was at times completely ignored, at other times confused with Yalta or chronologically misplaced. Too many candidates wrote what had presumably been a standard prepared essay on the origins of the Cold War without showing sufficient evidence of key events of the period. While this may be understandable in the case of weaker candidates, it is important that there is accurate knowledge of key events –especially in the period up to 1949. Often what appeared was an overview of 1917-1949 which revealed the ability to memorise an information sheet but provided little indication of the specific issues in the period –with corresponding depth/detail. Where candidates did show such knowledge, awards were significantly higher. Regurgitation of 'orthodox'/'revisionist'/'post-revisionist' views, while not irrelevant was all too often used as a substitute for detailed consideration of the actual historical events. There is a place for historiography but it has to be incorporated into a response based on historical knowledge of the period. To repeat previous statements in relation to this issue and this question: 'Historiography should complement rather than dominate the answer'

##### **Question 26**

Very few responses were seen in relation to this question which required candidates to assess the social and economic impact of the Cold war on two countries, each chosen from a different region (excluding the US or the USSR).

##### **Question 27**

This was not a popular question but in some cases it was answered well.

The problem faced by some weaker candidates who chose this question was the lack of knowledge of the significance of the 1956 starting point. While some candidates had knowledge of the period of détente, few were knowledgeable about the period of 'peaceful coexistence' associated with Khrushchev.

##### **Question 28**

Not a popular choice- presumably because many candidates in Topic area 5 preferred the rather more predictable tasks relating to the origins (Q.25) or the ending (Q.30) of the Cold War. In one of the few cases seen, the candidate confused the Middle East with South East and East Asia.

##### **Question 29**

This compare and contrast task invited candidates to examine the impact of two leaders (Mao, Castro, Kennedy) on the Cold War. By far the most popular choice was the comparison/contrast of Castro and Kennedy. Weaker candidates tended to limit their treatment of this to a narrative of the Cuban Missile Crisis but little else before or after this in

relation to Castro, and often nothing else relating to Kennedy (e.g. relations with Khrushchev/ Vienna summit/ Berlin/ involvement in South East Asia).

### Question 30

This was a popular question and produced some very well structured responses which did ably substantiate the arguments in relation to the extent to which ideological and economic factors contributed towards the ending of the Cold War. This is obviously a popular topic for study in centres and responses were on the whole sound in relation to this task. They included coverage not only of the noted factors, but 'other factors' indicated and discussed in terms of the importance of their contribution.

## Recommendations and guidance for the teaching of future candidates

Below are, **once more**, the standard recommendations for the teaching and preparation of future candidates which should be considered in conjunction to comments made above.

- 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 and 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.

## 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 - 18 | 19 - 24 | 25 - 31 | 32 - 37 | 38 - 60 |

### General comments

This was the second November session for implementation of the 'new' History syllabus as stipulated in the History Guide. The G2 responses represented a rather small percentage of the centres and teachers whose candidates sat for the Americas' component; therefore, the data obtained may not be entirely representative of the whole. 86% of the respondents regarded the exam as being of an appropriate difficulty level, while nearly 14% thought it too difficult. There was a very clear consensus that the exam was of a similar difficulty level when compared to the N10 exam. While 91% thought the clarity of wording to be either satisfactory (32%), or Good (59%), 9% cited the wording as poor. Unfortunately, the G2 comments provided little insight as to the perceived problem. Only question 10 was singled out as a problem and there was no specific explanation as to the issue. A review of question 10 by senior examiners, along with a comparison of the question with the history syllabus, did not provide further clarity or indicate that a problem existed. A suggestion for the next session is that programmes urge their staff to participate more fully in the G2 process and that comments be made with somewhat more detail to assist in the review process and aid in the improvement of the paper setting. Another criticism was that the exam was too focused on United States topics. For information and for stimulation of discussion, the N11 exam had the following: 5 questions on Latin America only; 9 questions on the U. S. only; 10 questions with a choice of countries from the Americas. Again, it is worthy of emphasis that the G2 responses reflect a minority of centres and teachers among those who sit for this component.

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

There were few apparent weaknesses as to knowledge within a specific geographic or chronological portion of the History of the Americas. However, the social history category was one topical area that seemed to be particularly weak. The most obvious and broad weaknesses were often seen in how the candidates of particular programmes misunderstood the requirements of a question or questions. The tendency to respond with descriptive or narrative accounts, rather than to meet the demands of the question, remains the greatest challenge. Other limitations were reflected by the following approaches: prepared answers to a different question than the one posed; lack of understanding that answers are confined to the Region of the Americas; failure to apply analytical techniques, when required to 'analyze' or 'examine'; failure to address 'to what extent'; confusion as to specified parameters (i.e. foreign/domestic, etc.) and the frequency of unsubstantiated generalizations. The evaluation of the individual questions will provide additional insight into the strengths and weaknesses candidates displayed. The last section of this report will offer suggestions as to how these

limitations may be addressed. Also, the syllabus choices of a programme, quality of instruction and examination skill level all have tremendous potential to positively influence the candidate's performance.

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

Essay structure was generally quite good, with the exception of comparison and contrast essays. Candidates generally exhibited competence on political history issues, particularly in respect to the administrations of Castro, Vargas, Peron, T. Roosevelt, F. Roosevelt and H. Truman. There was a considerable tendency to write on topics of the post World War Two era (particularly the Cold War) and with substance. Knowledge of the Mexican Revolution was quite sound, though the demands of the question were not always understood.

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

### Question 1

The United States was the most popular choice as to the causes of an independence movement. Unfortunately, the typical approach was narrative, with limited analysis as to the three categories of causation specified in the question. Those candidates who addressed specific Latin American independence movements were generally able to provide more depth of knowledge and analysis.

### Question 2

Comparison and contrast remains a difficult approach for most candidates and the question as to military contributions of two leaders was not an exception. A good number of essays identified leaders who were more relevant to political, than military, leadership. Seldom was the answer structured in a running comparison. The vast majority of candidates did adhere to the requirement of selecting leaders from two different nations.

### Question 3

Quite a few candidates chose to challenge the notion that the Articles of Confederation were unsuccessful. However, depth and breadth of knowledge to support this position was often limited. Candidates generally had more bases for supporting the premise or for developing both the successes and limitations in a balanced appraisal of this constitutional period. The structural aspects of the Articles were better understood than were the events of the era.

### Question 4

The impact of U.S. expansion on Native Americans was a question whose demands were often misunderstood. Some approaches were confined to the pre-U.S. era (colonial period) or to a post-expansionist period, such as the 20<sup>th</sup> century. In the majority of cases, the approach was one of broad and largely unsubstantiated generalizations. The inclusion within the question of chronological parameters might have helped to avoid some of the confusion exhibited.

### Question 5

Candidates had difficulty separating civil war causes from the more specific demands of this question on the impact of the Abolitionist debate. This is probably one of the better examples of a question in which candidates applied a prepared answer (causes of the Civil War), rather

than to directly address the question. There were a few notable exceptions of essays displaying good depth of knowledge and analytical skill.

**Question 6**

Discussion of the impact of two major Civil War battles or campaigns in the U.S. was a very popular response and one where candidates often demonstrated some depth of knowledge. Better answers were able to analyze the impact of the battles on the geo-political status of the North and South, developing connections to such matters as the Emancipation Proclamation, morale on the home front and foreign policy relations, to name just a few.

**Question 7**

Discussion of the role of women in one country was not frequently chosen, but most often focused on women in the U.S. either as to their W.W.I role or the urban, Flapper image of the 1920's. The World War One content concentrated on the work role of women during the war, but with limited depth. There was almost no development of the role of women in the late 1800s nor was there a development of the progression of women toward greater equality over the whole of the period.

**Question 8**

Comparison and contrast of the impact of immigration in two Latin American countries was rarely selected.

**Question 9**

Comparison and contract of the Latin American policies of the U.S. between 1900 and 1912 was a popular question and one which produced a significant percentage of worthy responses. Candidates were able to apply detailed knowledge and were mixed in their analysis as to whether T. Roosevelt and Taft were largely similar or different in their approach. The structure of the essays, however, still exhibited limitations as to the ability to provide a running comparison.

**Question 10**

Discussion of the impact of W.W.I on the internal politics of two nations was most often addressed from the perspective of the U.S. and either Canada or one Latin American nation (often Argentina or Brazil). Some candidates emphasized the wartime period exclusively, while others concentrated on the post-war era. Either approach or a combination of the two was acceptable. Knowledge was generally adequate and, in a few cases, exceptional.

**Question 11**

Many candidates chose to agree with the statement that the Porfiriato regime unleashed the Mexican Revolution and the question was a popular one. Weaker responses simply provided a chronology of the Mexican Revolution with limited focus on the demands of the question, but there were also many responses that provided both depth of knowledge and analysis.

**Question 12**

The extent to which the aims of the Mexican Revolution were achieved by 1940 was also popular and led to a wide range of marks. The weaker essays failed to develop the specific 'aims' of the revolution and proceeded to a narrative response. Stronger essays defined the 'aims' by developing the plans of the various leaders and analyzing the specific extent to which they were implemented.



**Question 13**

The response of one Latin American country to the Great Depression was both popular and produced many essays of high quality. Argentina and Brazil were the most frequent choices and candidates exhibited depth and breadth of knowledge. There were, unfortunately, candidates who wrote on Peron's leadership.

**Question 14**

The impact of the Great Depression on the arts in one country was rarely chosen, but those who did often produced high quality responses. The U.S. was almost exclusively the choice.

**Question 15**

Comparison and contrast of the military role of two nations centred on the U.S. and Canada and produced some very sound responses. While the structure was not always balanced, content and analysis were generally sound.

**Question 16**

The social impact of World War Two on women or minorities was not often chosen and failed to produce very many essays of high quality. There was some knowledge as to women's role in the workplace, African-American's military contributions and migration to industrial sites, along with the plight of Japanese-Americans and Japanese-Canadians. However, depth of knowledge on this social history topic was rare as is so often the case in the social history category.

**Question 17**

Quite a few candidates attempted to analyze the degree of success for Truman's domestic policies. Knowledge was too often limited to generalizations with perhaps a supporting example or two. There were a significant number of candidates who addressed foreign policy aspects of the administration either as a portion of the essay or as the exclusive content of the essay.

**Question 18**

Analysis of the impact of Castro's social policies was a very popular choice and often led to very strong answers, demonstrating depth of content and analytical ability. There were quite a few essays that demonstrated a lack of balance in their approach, either praising or condemning Castro's social impact. While either approach may have been suitable as an emphasis (if properly supported), it was obvious that either candidates or their instructors had difficulty maintaining academic and/or emotional neutrality on this topic.

**Question 19**

Reasons for participation in the Korean War were almost exclusively addressed from the perspective of the U.S. Some of the strongest candidate displays of knowledge and analytical capacity were noted on this topic, with substantial academic depth.

**Question 20**

The question on the Carter Presidency was not addressed with any frequency.

**Question 21**

Analysis of the Supreme Court's role in ending segregation in education was not frequently chosen, nor did it produce strong responses. Answers were often highly generalized and failed to demonstrate knowledge beyond that of the Brown decision.

**Question 22**

The comparative importance of the role of government versus popular movements was rather frequently chosen and produced a full range of answers, both in terms of quality and in terms of opinion. Some candidates had difficulty in defining what constitutes a 'popular movement'. The stronger essays evaluated the merits of both entities in their impact on civil rights and often came to the conclusion that popular movements provided the necessary catalyst, but that fulfilment of the necessary reforms was accomplished by government action.

**Question 23**

The impact of changes in popular culture with reference to music and entertainment in one country was seldom chosen. Either the impact of cultural change on music and entertainment or the role played by music and entertainment on effecting cultural change were acceptable approaches. However, there may have been some uncertainty by candidates as to which approach was the intent of the question and therefore some may have avoided this choice. In retrospect, the wording of the question may not have been as clear as desirable, but Examiners were instructed to offer considerable leeway to those who chose to respond.

**Question 24**

Reagan's domestic policies and whether they contributed to economic growth was rarely chosen.

## Recommendations and guidance for the teaching of future candidates

- Teachers need to provide more training for candidates by reviewing past exams and discussing the various types of 'demand works and phrases' that are typically applied. This effort could well be incorporated into daily lesson plans in terms of classroom discussion as well as implemented into the tests or evaluation procedures used throughout the year. In particular, skills such as 'comparison and contrast', 'assess the extent', 'analyze the issues', 'how significant', etc. are ones that will be of great benefit. In this regard, it is helpful for candidates to have timed essay exams within the curriculum, as opposed to research essays, so that the experience of making essay choices and interpreting demands can lead to the development of more test-taking skill and sophistication.
- It is essential that teachers and programmes place more emphasis upon understanding the 'new' History syllabus and the choice of three sections to cover in detail. An essential part of this process is to ensure that **all** bullet points within the chosen sections are covered. It is also helpful to review the markband descriptors so that students will be more aware of incorporating the required elements into their essays.
- Candidates rarely benefit from the practice of questions perceived as commonly set from previous versions of the exam. If this type of preparation is perceived as useful within a programme candidates should be made to pay close attention to the precise wording of the question.
- Candidates need to be reminded as to what constitutes the 'Region of the Americas', so that few, if any, apply examples (i.e. nations in Europe, Asia, etc.) that have no potential for relevance. While candidates should be very aware of the requirement of writing only from within the region of the Americas, perhaps due to the stress of the exam, mistakes occur. Therefore, an additional emphasis within programmes is

warranted. Also, candidates need to be instructed as to the differences between independence movements and civil wars as well as the distinction between domestic and foreign policy.

## 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 - 6 | 7 - 13 | 14 - 20 | 21 - 26 | 27 - 32 | 33 - 38 | 39 - 60 |

### General comments

From the G2s received, the majority felt that this paper was harder than the November 2010 paper. All the G2s commented that the paper was clearly worded. There was some criticism of the narrowness of the questions, particularly for those relating to section 10 (questions 19 and 20). Question 19 was difficult because it assumed candidates would understand the concept of “a socialist state” and then be able to examine the period 1949-1961 in China with reference to this. Also, question 7 was hard because it required the candidates to examine a wide sweep of Chinese history from 1850 to 1861. This question erroneously overlapped sections 2 and 4.

Some of the comments in the G2s, however, indicated that a few teachers have still 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 are 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 dot points in the section will not necessarily have a question. The complaints about the lack of questions on Deng’s China or the Meiji period in Japan show that some teachers do not understand this. One G2 form complained “Unfortunately there were insufficient questions about the Japanese areas for students - the students have to learn an enormous amount of content and then to not have any significant questions on these areas makes it a very hard and unfair paper”. In actual fact, there was the maximum number of questions that could be asked on Japan, though the questions relating to sections 2 and 4 (questions 4 and 8), admittedly, were quite specific. If just a selection of dot points 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. Another G2 comment highlighted the fact that question 8 was very similar to last year’s question 8. This may happen because there is no predictable rotation of questions through the dot points from year to year. **Candidates must be taught and need to study the whole section each year.**

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. 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. Quite often the candidates who answered questions 22 and 23 did not really address the question and just repeated material about the immediate post-war period in Japan or Mao’s China that they had

already used in their responses to questions 14 or 19. It is not acceptable to just rehash material already used in previous responses.

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.

Candidates should avoid using idiosyncratic abbreviations such as TON (Treaty of Nanjing); SSM (Self-Strengthening Movement); YSK (for Yuan Shikai); SYS (Sun Yatsen); UF (United Front); S-J War (Sino-Japanese War); R-J War (Russo-Japanese War); LON (League of Nations); CKS (Chiang Kaishek); EIC (East India Company); CCW (Chinese Civil War); LM (Long March); FYP (Five Year Plan); etc! Only commonly used standard abbreviations such as CCP and GMD (KMT) are advisable.

## 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 3, 7, 12, 19 and 23.
- Often candidates tried to impose a rigid political, economic and social analysis when the question did not ask for this. This was particularly evident for questions 12 and 19.
- 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 the following in the introduction what was meant by the terms struggled to come to grips with those questions: “celestial and lunar” and “mercantile, scientific and industrial” (3); “China’s plight” (7); “balance of power” (8); “decade of good behaviour” (13); “nature of society” (15); “a socialist state” (19); “globalization” (22); “economic development” and “living standards” (23) and “Western ideas” and “Western technology” (24).
- Many candidates did not have a strong sense of chronology and context.
- Some candidates did not seem to understand the names of the centuries, for example late eighteenth century means late 1700s, and consequently some candidates failed to gain marks due to this mistake. This particularly applied to question 2.
- Some candidates spent too on long background information in their responses particularly in questions 3, 4, 7, 8, 12 and 13.
- 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 some very good responses to question 15 on the impact of immigration on the nature of society in New Zealand.
- As well, there were some excellent responses to question 23 where the candidates used New Zealand as their case study. These were some of the best ever done for this type of question.
- Also for question 23 there were some excellent responses that covered China's economic development and changes in living standards from Jiang Jieshi's (Chiang Kai-shek's) China in 1945 through to Deng's China.
- The top responses on the Sino-British relations between 1793 and 1839 (3); the Bakumatsu crisis (4); China between 1850 and 1901 (7); and Mao's leadership (12) 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 2

This question was attempted a by only a few candidates, but most only discussed the British East India Company with reference to the China trade in opium and failed to look at the most obvious area of expansion – India.

### Question 3

This question was attempted by quite a few candidates, though possibly others may have been put off by the complexity of the quotation. The weaker candidates tended to give a narrative account of events in China during the given timeframe or describe the Canton system of trade and the failures of the Macartney, Amherst and Napier missions. Better candidates wrote detailed and insightful thematic responses that referred to the quotation and analysed the reasons why and extent to which Sino-British relations were a clash of cultures.

### Question 4

A number of candidates who answered this question spent too long on detail about the economic and feudal system changes in Tokugawa Japan before Perry's arrival and only touched on the Bakumatsu period. They appeared to be adapting a set piece on whether Perry forced Japan to open or not. These responses did not score highly. Better candidates briefly mentioned these issues and discussed "Dutch Learning" and "National Learning" and the role of the tozama clans and then analysed the events after Perry's arrival 1853-1868 that led to the downfall of the Tokugawa Shogunate.

**Question 7**

This was a very popular question, but overall it was not done particularly well. Most candidates did not clearly identify what they considered China's plight was in the introduction and therefore did not really come to grips with the question. Some candidates spent far too long on background material such as the Opium Wars or the Taiping Rebellion and ran out of time to discuss later developments in the nineteenth century. Many just applied a political, economic and social analysis of China in the second half of the nineteenth century with only a cursory acknowledgement of the question. Nevertheless, the best responses displayed detailed knowledge about the unequal treaties, the reform movements, the role of Cixi, the treaty ports and the Boxer Rebellion and were able to come to a conclusion with regard to where the blame lay for China's plight.

**Question 8**

This question was done by quite a few candidates. Most answers were very descriptive about each war and very little knowledge of the changes in the balance of power in the region was demonstrated. The majority of responses just concentrated on Japan becoming more powerful than China. The better candidates were also able to examine Japan's position relative to the Western powers' interests in the East Asia and the implications for World War 1, the Treaty of Versailles and the 1922 Washington Naval Conference.

**Question 9**

A small number of candidates chose this question, but it was not done particularly well. Many candidates only knew superficial details about Nehru and concentrated more on Gandhi and therefore did not score highly.

**Question 11**

This question was one of the most popular choices. Some candidates wrote excellent responses because they knew a great detail about the First United Front and were able to tackle thematically the issue of whether the parties expected the First United Front to survive for very long by looking at the membership of each party, initial agreements, ideology, leadership and support base. The weaker candidates ignored Sun Yixian's (Sun Yat-sen's) initial involvement and just discussed Jiang Jieshi's (Chiang Kai-shek's) attitudes and actions. They also tended to be descriptive about events and concentrated heavily on the final stages of the Front rather than the initial aims.

**Question 12**

This was the most popular question on the paper. Better candidates were able to provide detailed knowledge about Mao's leadership before and during the Civil War and either agree with the quotation or challenge the assumption in it. The best of the latter showed that other factors such as failures of Jiang Jieshi (Chiang Kai-shek) and the GMD and foreign aid were also significant factors. Too many candidates used this question to write set pieces: these were either Mao's leadership in the 1930s and the Long March or why the GMD lost the Civil War. Many responses were quite descriptive and weaker candidates did not know much about Mao's actual leadership during the Civil War.

**Question 13**

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 internal and external factors that overrode liberalism and ended the decade of good behaviour.

**Question 14**

This question was chosen by quite a few candidates and, in general, done very well. Most candidates were able to analyse whether the US Occupation was constructive and benevolent. Weaker responses tended to be more descriptive and did not examine the shift in US policy after the start of the Korean War.

**Question 15**

Most of the candidates who chose this question wrote about New Zealand. Some wrote excellent responses which were analytical and dealt with both the variety of immigrants and their impact on New Zealand society. The weaker responses were mainly descriptive about who immigrated. A few ignored the timeframe in the question and discussed policies and immigration prior to 1945.

**Question 19**

This was a very popular choice. To fully come to grips with this question the candidates needed to define what was meant by “a socialist state” in the introduction. The main problem with this question was that most candidates did not really analyse the issue of whether Mao and the CCP were successful in creating a socialist state. Not much understanding of the concept of socialism was demonstrated. Many candidates wrote descriptive and detailed chronological accounts of the problems, policies and events in Mao's China between 1949 and 1961. Some candidates appeared to be using a set piece of a political, economic and social analysis of whether Mao's policies benefitted China.

**Question 21**

A small number of candidates chose this question. Weaker responses did not really answer the question and discussed the causes of the Korean War or only examined the impact during the war and the immediate consequences for North and South Korea. The better candidates were able to put the war into a Cold War context and examine its impact on US policy in Japan and also in South East Asia during the decade that followed.

**Question 22**

A limited number of candidates chose this question. 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 “globalization”. This indicates that these candidates may not have specifically studied section 11 in the syllabus.

**Question 23**

Quite a number of candidates chose this question. The countries discussed were New Zealand, China and Japan. The weaker candidates did not define the terms clearly in the introduction and discussed the economic developments more fully than the changes in living standards. Nevertheless, many of those about New Zealand were of a very high standard because they were relevant, detailed and analytical. There were some excellent responses that covered China from Jiang Jieshi's (Chiang Kai-shek's) China in 1945 through to Deng's China. Some of the responses about China were limited because they only examined Mao's China. Those who chose Japan only discussed the US Occupation. This indicates that these candidates may not have specifically studied section 12 in the syllabus. The question required a reasonable coverage of the fifty year time span indicated in the question.

**Question 24**

This question was done very poorly by the few candidates that chose it. The common problem was that candidates did not define the terms in the introduction and made sweeping generalisations. Some ignored the timeframe given and wrote about Western impact during the nineteenth and early twentieth centuries. Other candidates only examined one country and therefore could not score highly. This indicates that these candidates may not have specifically studied section 12 in the syllabus.

**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. The geographic areas must be impressed upon the candidates:

South Asia - India, Pakistan, Sri Lanka, Bangladesh

East Asia - China, Japan, Korea, Taiwan, Hong Kong

Southeast Asia - Burma, Thailand, Malaysia, Singapore, Vietnam, Cambodia, Laos, the Philippines, Indonesia, Brunei, East Timor

Oceania - Australia, New Zealand, the Pacific Islands

- 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. Students should pay particular attention to the command terms.
- 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 Self-Strengthening Movement; the role of Cixi; Tokugawa Japan and Perry's arrival; the First United Front; the Long March; the Nationalist decade in China; Mao's leadership; 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.
- 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 be taught to recognise and use the key words of the question such as “Sino-British relations”; “a crisis”; “consequences”; “China’s plight”; “balance of power”; “survive for very long”; “crucial factor”; “benevolent” and “constructive”; “nature of society”; “a socialist state”; “globalization”; “economic development” and “living standards” etc. throughout the response and as part of the analysis.
- Teachers could use model answers and exemplar scripts to help students improve their essay writing. If this is done it is essential to provide students with a range of different styles of model answer. 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...; Explain why... and assess the consequences ...?; Explain and analyse...; Explain how and why...; For what reasons, and with what results...?; In what ways, and with what results...?; Analyze reasons for...initial successes and eventual failure.; Assess the impact of economic development...on living standards...; etc.*
- The importance of planning each essay during the examination needs to be emphasized. Before writing a response, 5-6 minutes writing a plan 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, but also to draw a line through this plan to indicate it is not part of the final essay answer.

- 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 and students should be 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 - 19 | 20 - 25 | 26 - 32 | 33 - 38 | 39 - 60 |

### General comments

Generally the paper presented few difficulties for candidates and there was limited misinterpretation of the questions. However, there is still an issue of candidates trying to answer the questions they wanted to see or had practiced.

The more open questions (23, 24) which asked for a focus on one country/or a fifty year period tended to have limited supporting detail and to consist of rather vague general answers with limited arguments. On this particular paper there were a limited number of responses to Middle East questions but they were reasonably well done.

Certain questions were very popular (3, 4, 9, 10, 15, 17, 20) and in some scripts the range of questions answered indicate that schools are delivering a broad coverage of the History programme with candidates answering well both 19<sup>th</sup> and 20<sup>th</sup> century questions.

### Areas of the programme in which candidates appear to be well prepared

The majority of candidates answered 3 questions fully. Very few unfinished scripts were seen. Some answers showed not only thorough knowledge but an ability to use that knowledge effectively in response to the questions set. This was particularly the case in questions on Italian and German unification.

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

As stated above the more open questions proved difficult for candidates – it is clear that they have limited supporting knowledge for these questions. Questions which had a clear time period were not always done well. This was the case with question 10 where few answers dealt with the period 1918-1924 and also question 11 when many answers did not cover the whole 44 year period.

In some centres the use of historiography remains a process of name dropping with limited understanding of the arguments of the historians referred to.

Candidates should be encouraged to avoid answers which are narrative. There has to be a balance of knowledge and analysis focused on the question set to reach higher levels.

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

### Question 1

This was reasonably popular but quite a few answers were unable to make the links between the revolutionary period and Napoleon's rule. Quite a few answers tried to answer a different question – had Napoleon betrayed the ideals of the revolution?

### Question 2

Again, a reasonably popular and generally well handled with a clear focus on successes and failures supported by good knowledge.

### Question 3

This was extremely popular and many answers showed a very detailed knowledge. The focus of answers tended to be on Cavour and better ones also analysed the role of Garibaldi in conjunction with Cavour.

### Question 4

Very popular and pleasingly a large number of answers were able to provide material pre-Bismarck and indicate reasons why Prussia was increasingly strong before 1861. Weaker answers tended to focus only on Bismarck and only on the wars.

### Question 5 – 8

No answers were seen for these questions.

### Question 9

This was by far the most popular question on the paper. Most candidates knew the reforms reasonably well. However the analysis was frequently undeveloped. Many candidates accepted the success of reforms uncritically and, for example, very few mentioned that the emancipated peasants were in fact tied to the Mir to a great extent. There were limited links to the preservation of imperial power and only a few answers were able to demonstrate that the limitations of the reforms helped preserve imperial power. Weaker answers used Alexander's assassination as evidence that imperial power had been destroyed.

### Question 10

This was a popular question. Some answers showed an ability to link the war to events in Russia although the vast majority struggled to make links to the war after 1918. Weaker answers tended to narrate the sequence of events often with limited detail such as vague references to defeat without naming at least one major battle, or arguing that one of the reasons Bolshevik support increased was because of the determination to make peace.

### Question 11

This question was quite popular and the Alliance system, colonialism and nationalism were the most frequent choices. The biggest weakness was the tendency to try and turn it into a cause of the First World War answer. The other major weakness was not covering the whole time period.

**Question 12**

A reasonably popular question with most answers addressing a number of factors which led to defeat. The greatest weakness was that the focus was very largely on Germany and the western front which is reasonable up to a point but it was a world war and the question asks about the Central powers.

**Questions 13 and 14**

No answers were seen.

**Question 15**

A popular question and pleasingly few answers were limited to the weakness of the League of Nations although there could have been more on problems caused by the depression/distrust between nations, fear of communism etc.

**Question 16**

There were quite a few answers to this question. However they were frequently unbalanced with very limited accurate material on the domestic tensions/polarization of politics which led to the Civil War. Knowledge of the international dimension was better although many uncritically accepted that foreign intervention was ideologically driven.

**Question 17**

This was a popular question, with some clear understanding of what is meant by the term "cult of personality". Weaker candidate tended towards the descriptive. Better answers also examined other factors such suppression of opposition/purges/secret police but few were able to see that these factors were also linked to the cult of personality. This was a question where the whole period was often not covered by candidates with very few mentioning Stalin's wartime leadership.

**Question 18**

There were a limited number of responses to this question. Most tended to favour an end on approach. However a few very knowledgeable candidates wrote very clearly focused answers, consistently comparing and contrasting with some analytical skill.

**Question 19**

There were very few answers to this question. They were often weak with limited detailed knowledge.

**Question 20**

This was reasonably popular but knowledge of why Germany was divided was much stronger than why it was reunited. Analysis did not really focus sufficiently on events such as Gorbachev's renunciation of the Brezhnev doctrine which allowed opposition in the GDR to become open. There was limited knowledge of events post 1989.

**Question 21**

No answers were seen.

**Question 22**

A few answers to this question and they were often focused more on Nasser's foreign policy rather than policies in Egypt. The question says "in" Egypt.

**Question 23**

On the whole this question was not well done. Candidates used limited material and rarely covered fifty years. Many answers focused on Hitler's policies towards women. One extremely good answer was seen which looked at the experience of women in Germany from the First World War until after the Second World War which had good detailed support.

**Question 24**

The same problem as above in that the time period was not covered and there was limited detail.

## Recommendations and guidance for the teaching of future candidates

- **Ensure that all of the bullets in the section of the guide chosen for the programme of study are covered in sufficient detail.**
- Encourage candidates to carefully read the questions as they are set to identify the focus of the question from the command terms. Candidates should not learn prepared answers.
- Candidates should be taught to write essays which are a balance of knowledge and critical analysis.