

November 2012 subject reports

## 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 - 9	10 - 21	22 - 31	32 - 42	43 - 53	54 - 64	65 - 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 - 21	22 - 31	32 - 42	43 - 53	54 - 64	65 - 100

#### Standard Level Route 2 PS 1 Peacemaking

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 10	11 - 22	23 - 32	33 - 43	44 - 54	55 - 65	66 - 100

#### Standard Level Route 2 PS 2 Arab-Israeli conflict

<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

#### Standard Level Route 2 PS 3 Communism in crisis

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 10	11 - 23	24 - 32	33 - 43	44 - 55	56 - 67	68 - 100

**NB:** The whole of this report should be of interest to centres regardless of what options have been selected. Much of the advice found within separate components is of relevance to all teachers and candidates.

## 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

The topics addressed by the candidates covered a wide range of material and in most instances were appropriate for the demands of the task. Many of the candidates researched topics connected to the History syllabus but both general topics outside of the syllabus as well as local topics were also evident in the investigations. Though most topics were appropriate the questions formulated by candidates often needed to be more focused. Where questions were broadly stated it frequently became difficult for the candidate to successfully address the issue within the limits of the word count.

This set of samples showed a clear understanding of the internal assessment's format structure. There were a very few candidates who evidenced confusion concerning the sections represented in the assessment criteria.

Candidates whose marks were at the upper level evidenced focused questions with detailed use of appropriate sources. Those at the lower end of the band level often displayed questions that were either too broad or of questionable historical relevance utilizing limited research or being heavily reliant on non-academic sources.

### Candidate performance against each criterion

#### Criterion A

Although most candidates clearly stated the research question there continues to be a number of candidates who state the question on the title page and then simply summarize it in the Plan of Investigation. Candidates also need to develop more thoroughly the scope and method of the investigation. The better samples clearly stated their question, noted the major issues that they would be investigating, while showing the type of sources that would be needed to successfully find an answer to their proposed question. Some candidates continue to restate the question as their scope and then reference "books, articles and websites on their topic" as their method of investigation. **This will often result in a minimum mark being awarded.**

Candidates also should not simply state the two sources that will be used for evaluation and feel that they have successfully shown their method of investigation. It would be better to indicate examples of sources used and the rationale for their use in order to fully develop their method of investigation.

### Criterion B

There were numerous examples of thorough research displaying relevant evidence with detailed referencing utilizing appropriate sources. Candidates in the upper mark band in this criterion clearly understood that the evidence presented needed to directly relate to the question. Those who were less successful in this section often included a great deal of background material or evidence that was related to the general topic but did not reflect the specific issue addressed by the research question. There was also an increased tendency in this set of samples to blend analysis in with the factual evidence. This can impact the marks for both Criterion B and D.

The quality and quantity of the sources used for this section seemed more limited in this cohort of samples. This is particularly true of the mid to lower mark range. There seemed to be more reliance on sources of a non-academic nature, which led to the use of very general information and a lack of specific detail. The lack of referencing was noted on a few of the samples.

### Criterion C

Most candidates correctly evaluated two sources for this criterion with some reference to origin, purpose, value and limitation. Stronger candidates selected appropriate sources that were significant to the research and fully developed their discussion of the required components. Less successful candidates were often able to address origin and purpose but when discussing value and limitation they did not reference the source's origin and purpose. This led to a great deal of discussion covering utility but not historical significance and reliability. When candidates are deciding what source to evaluate **it should be the full source** and not simply an "excerpt" from a source. A small number of candidates continue to simply describe the source instead of following the format for evaluation using origin, purpose, value and limitation. This limits the mark awarded to the lower levels.

### Criterion D

This session included samples showing critical analysis of the evidence in Section B, explicit awareness of the significance of the evaluated sources and, where appropriate, an understanding of differing historical interpretations for the topic, which achieved marks in the upper band level. These candidates often demonstrated an in-depth understanding of the research they presented and were able to develop analysis that encompassed the full research question. At the lower mark levels candidates often included new evidence, which should have been placed in Section B, lacked critical analysis of the evidence and showed little or no awareness of the significance of the evaluated sources. There continues to be a clear connection

between a weak or broad research question and limited depth and focus in the analysis. Some candidates and centres continue to lose marks due to a lack of referencing in this section. **If references are not included** two marks is the maximum award available to the candidate.

### Criterion E

Conclusions were generally consistent and satisfactory. In situations where candidates did not receive full marks they were often not consistent with the material presented or introduced new evidence.

### Criterion F

Candidates at the upper level presented appropriate source lists using a standard citation and referencing method. They included a variety of source material with detailed use of the sources throughout the work. At the mid and lower mark levels there was a good deal of inconsistency in the method of referencing. Basic conventions were often ignored or overlooked in the presentation of the source lists. The quality and quantity of the sources used by candidates were at times limited. The use of non-academic sources continues to be a concern and more guidance on this is recommended.

Most samples stayed within the word count limit and most candidates now place their word count appropriately on the title page. There was also more consistency exhibited by the teachers this session in awarding the appropriate level of marks to candidates who did not place the word count on the title page.

## Recommendations and guidance for the teaching of future candidates

- Centres need to foster the inclusion of teacher comments showing the rationale for the marks awarded with the internal assessment samples. This can be on the work itself or on a separate page.
- Candidates need to be given guidance on the design and creation of a narrow and focused question.
- Centres need to work with candidates to develop a more thorough understanding of scope and method of investigation within the framework of the Plan of Investigation.
- The appropriate use of evidence and analysis needs to be a priority for the candidates in their development of the internal assessment investigation. The presentation of analysis within the evidence section and the introduction of new evidence in the analysis section limit the quality of each of the sections of the investigation.

- Source selection, for the work in general, and for evaluation, is an area that would be beneficial to develop for most centres in their introduction of the IA to candidates. Candidate practice in the evaluation of sources with reference to the origin, purpose, value and limitation would be helpful. The relationship of value and limitation to origin and purpose is particularly essential to a full understanding of the evaluation process.
- Correct citation and referencing styles need to be introduced and demonstrated for candidates. Attention needs to be drawn to the requirement for references for both Section B and D.
- Centres need to foster a full understanding of the difference between an appropriate or comprehensive source list, a source list and a limited source list for Section F. The quality and quantity of the sources used by candidates contributes to the placement of their list on this continuum.

## Higher and standard level paper one

### General comments

The G2 forms sent to IBCA by the schools indicated that the November 2012 Paper One was generally well received. For PS1 95% of the centres responding found the paper to be appropriate in its level of difficulty. 98% 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: “No problems”; “Fair and clear. Well done.” One centre found the focus on the Åland Islands and Corfu to be too narrow.

In the case of PS2 and PS3 G2 forms were only received from 10 centres for each Prescribed Subject respectively. For PS2 100% found the level of difficulty to be appropriate and 100% found the clarity of wording to be satisfactory or good. 100% found the presentation to be satisfactory or good. For PS3 66% found the level of difficulty to be the same or easier than last year while 27% found it more difficult. 91% found the clarity of wording to be satisfactory or good and 91% found the presentation of the paper to be satisfactory or good. In some G2s concern was expressed over the length of the attributions in the sources.

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 which appeared difficult for the candidates

The gravest concern seemed to be the amount of time allocated for the paper. This was felt to be especially true for candidates writing in a second language. **Centres need to be reminded that candidates are allowed five minutes reading time.**

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

Most scripts seemed to reflect a sound understanding of the theme/topic of the Paper. Indeed, this was reflected in the G2 forms that were overall generally satisfied with the Paper, the topic and the sources.

The majority of candidates understood how to approach each style of question, and had attempted to answer all four set questions. There was some improvement in the structure and focus of responses for Q2 and Q3. Most candidates also attempted to use or refer to all the sources in their mini-essays. Overall, most candidates seemed to have a basic understanding of what was required for each question.

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

### Prescribed subject 1 – Peacemaking, peacekeeping – international relations 1918-36

#### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 2	3 - 4	5 – 7	8 - 10	11 - 13	14 - 16	17 - 25

#### Question 1

- (a) Many candidates found three valid points here.
- (b) This proved to be a little problematic as candidates were uncertain of the actual sequence of events. Several candidates wrote that it was Wilson himself who had rejected the League of Nations and he was therefore passing the log to the dove when, in reality, it was the Senate later in November 1919 that failed to ratify League membership.

#### Question 2

There was a tendency to describe the content of the sources in an end-on fashion among the weaker candidates. The question was approached superficially by some candidates, and these responses only made one or two points of comparison and/or contrast. There were some bullet point / note form answers. This is a format that is to be discouraged.

#### Question 3

This evaluation question remains problematic for many students who again attempted to find values from the content of the sources **rather than the origin and purpose**. In addition, too much time is spent describing the origin and purpose rather than using them to analyse the sources' values and limitations. Generally speaking Source A (Wilson's speech) was better handled than Source D (the extract from Kallis' book).

#### 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 (1920-1925) and included details about Manchuria and Abyssinia. Other candidates turned this into a more general "successes and failures of the League of Nations" question focusing on issues that were not to do with "collective security" and "peacekeeping". There were, however, some excellent answers that blended the

sources with the candidates' own knowledge and, most importantly, were clearly focused on answering the question.

## Prescribed subject 2 – The Arab-Israeli conflict 1945-79

### Component grade boundaries

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

#### Question 1

- (a) Many candidates gained two out of the available three marks. In such cases the third mark often eluded them because they did not include a reference to the “oil” aspect of Gromyko’s speech.
- (b) The cartoon was often interpreted well. However some candidates assumed that the ‘\$’ signs held onto by Sadat and Begin represented the US gaining economic benefit from the Peace Agreement, rather than these ‘\$’ symbols showing the financial inducement that the US was offering to the two parties.

#### Question 2

The stronger answers were based upon the candidates’ understanding that the question required a comparative analysis of the two sources with regard to their views about Camp David & the Peace Agreement - rather than the exclusive identification of comparisons & contrasts in terms of the sources’ factual detail. Also some potentially rewarding analyses required explicit linkage between the sources in order to warrant higher marks.

#### Question 3

It was pleasing to note that fewer candidates than in previous exam sessions described the origin & purpose of the sources in excessive length before moving on to undertake an actual evaluation of these sources in terms of their origin & purpose. However some answers were weakened by the offering of “stock” answers that could be applied to sources in general, e.g. “The source is valuable because of hindsight”, or “We cannot trust it because it is biased”. A more explicit linking of such comments to the particular source’s origin & purpose was required. One also encountered comments based upon the erroneous assumption that “primary is good, & secondary is bad”.

When evaluating source B (Jimmy Carter), some answers suggested that one limitation of this source was the fact that the US favours Israel. While this is generally



true, in this case Carter's comments suggested a more stringent view (that the Peace Treaty gave Israel "renewed freedom to.... confiscate, settle & fortify the occupied territories").

#### Question 4

The better answers were based upon a clear & thoughtful application of the sources in order to consider the significance of the Peace Agreement (rather than offering a simple summary of what each source said). One had hoped for a more frequent provision of **relevant own knowledge**, & the absence of the latter meant that many answers, although well focused, could not gain more than 5 marks.

### Prescribed subject 3 – Communism in crisis 1976-89

#### Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 2	3 - 5	6 – 7	8 - 10	11 - 14	15 - 17	18 - 25

#### Question 1

- (a) Most candidates did well here. It was a straightforward source, and more than the three points required could be readily identified. A key problem is that some students only offer one or two points for this question.
- (b) Two marks were easily obtainable – but as in May, there was a tendency for some students to merely describe the content of the source without attempting to interpret the 'message'. There was some concern expressed on the G2 forms concerning the difficulty of interpreting source E.

#### Question 2

The vast majority of candidates attempted linkage between the two sources and the marked decline in end-on responses continued this session. Responses could be improved by highlighting to students the need to identify more than one or two points of similarity and difference for this question. Note-form or bullet point answers should be discouraged.

#### Question 3

There were some good, thorough, evaluations and there has been some improvement overall in how students approach this question. However, a key limitation is that they mimic [or have been taught to] the note-form structure of the

markscheme. Some candidates waste time copying out the entire provenance of each source, do not properly interpret the purpose of the source and only make vague statements on the value of each source without completing an explanation of why this makes it valuable. This is also the case with limitations of the source – although responses tend to be better for limitations - students often simply comment that it is 'biased' or 'lacks hindsight'. While these evaluation comments might be valid - they should be made **as specific as possible** to the source under investigation.

#### Question 4

Generally, there has been an improvement in the number of students attempting this question and the quality of their responses. Most students attempted to use the sources in their answers, although many did not include much detailed own knowledge. The better responses set up clear lines of argument, used the sources [not merely referring to them] and added in some own knowledge to support their points. Nevertheless, timing continues to be an issue for some students, as a minority of candidates did not attempt this question or had written only a couple of brief paragraphs.

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

Teach and review **all** themes in the bullet point list for the chosen Prescribed Subject. Prepare students for combined themes across two bullets as well as specific themes that focus on an element of the bullet.

- Encourage students to find more than two points - this is a three mark question

Candidates must practice interpreting the **message** not merely **describing the content** of a variety of sources – not only cartoons but photographs, statistics, paintings, posters, speeches etc.

- The importance of identifying several points of comparison and contrast is fundamental to succeeding with this type of question and should be taught. Although examiners are not looking for an exact balance between comparisons and contrasts - candidates need to identify more than one comparison and one contrast. It is a six mark question. Candidates should be discouraged from over-elaborating or repeating the same point.
- Evaluation from the Origin and Purpose to *find values and limitations* needs to be better prepared. Too many students are still focusing on the content of the sources. Students should be aware that after stating the origin and interpreting the purpose of a source they must evaluate these to find its values and limitations.
- Practice of timed papers is important - as timing is frequently an issue. Give students, particularly those that find managing their time difficult, an idea of how long they should spend on each question. Although most students now explicitly use or refer to the sources there is a **very limited** amount of own knowledge being included, and

students need to be reminded to include details of events, dates and historiography, where relevant.

## 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 third (November) session of examination of the 'new' History curriculum. The topics receiving most attention were Topics 1, 3 and 5. As was the case in previous sessions, of the 30 questions available the great majority of candidates attempted relatively few of the questions. As noted in the reports for the November session in 2010 and 2011 this is doubtless 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 of World War Two: this year (question 1) and the Cold War (in particular tasks related to the origins of this latter conflict - question 25) or the break-up of the Soviet Union (question 30). The focus of question 30 was often confused in candidates' minds, with many seeing the task as one about the end of the Cold War rather than the collapse of the USSR. This session the most popular questions were questions 1, 4, 6, 10, 13, 14 (with Peron as the selected leader), 16, 18, 25 and 30. Again 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. As will be noted in coverage of individual questions there was, at times, a disappointing grasp of historical knowledge relating to what could be considered mainstream topic areas.

The number of G2 responses received from centres was 70 (significantly lower than last year) at the time of Grade Award in December 2012.

In terms of clarity of wording and presentation of the paper respondents gave approval ratings (satisfactory and above) of 91.1% and 100% respectively.

G2 responses indicated that in the opinion of respondents, the November 2012 Paper 2 was, **in comparison to the previous year's paper**, 'a little easier' (5.8%), 'of a similar standard' (72.5%), 'a little more difficult' (18.8%) and 'much more difficult' (1.5%). For some reason 1.5% recorded their response as 'not applicable'. Generally the great majority found the paper to be 'appropriate' (91.4%) while 8.6% believed it to be 'too difficult'.

These responses from centres, 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.

### 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 were insufficiently focused on the set task. To repeat the comment made in relation to candidate performance in the November 2010 session and which was repeated in last year's report (2011):

*'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 still remain cases of candidates writing 'learned' or 'prepared responses' which do not focus effectively upon the **specific task**. This is especially the case with responses dealing with the origins of the Cold War (question 25). Such answers often ignore key terms in the question and produce generalized narratives which appear to be template responses to the origins of the Cold War regardless of the particular focus of the question. The regurgitation of 'historiography' in the form of describing the various schools of thought regarding the Cold War (orthodox, revisionist, post-revisionist etc. is however, much less in evidence. Such an approach tends to describe views without showing effective historical knowledge of events noted in the question.

## 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 repeated and emphasized in both the November 2010 and November 2011 Subject Reports and remain relevant and applicable to responses in essay writing in relation to Paper 2 for the November 2012 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 fail 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.'*

The best responses revealed a command of historical detail and the ability to select and deploy relevant, accurate historical knowledge in well-structured essays. Some centres have prepared students well not only in ensuring that content is mastered but that such content is shaped and effectively applied to the demands of the question.

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. It was obvious that many candidates in this particular session had taken time to write a plan for their essay and this helped provide a framework for a structured response.

G2 responses regarding the questions were often contradictory. Some respondents commenting on the 'fair', but at times, 'challenging' nature of questions while others were worried by the fact that the essays were 'quite narrow in their focus', 'restrictive', 'very specific'. One respondent believed that the use of the command term 'Assess' was unfair as it did not appear in the History Guide glossary of terms. The Guide (p.90) does, however, make it clear that **'other terms may be used to direct students to present an argument in a specific way'**. 'Assess' is not an uncommon term in past papers.

With regards to the criticism that questions were at times 'too narrow' (questions 5 and 6 were noted here by one respondent), it has to be made clear that these are noted in the Guide as areas which may be used as the basis for specific questions ('Material for detailed study') and the fact that the candidates from this centre did not presumably study these areas does not mean that other centres had neglected them. Indeed question 6 was a popular question. Centres are reminded that the topic areas will provide 3 specific questions on material for detailed study and teaching of the topic should take this into account.

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

### Topic One: Causes, practices and effects of wars

#### Q.1

This was a very popular choice but the level of knowledge of the peace treaties (1919-1920) was remarkably limited in many cases. Many answers focused exclusively upon Versailles and treated the question as one on Germany, Hitler and the origins of the Second World War. Relatively few candidates actually knew of any other treaty in the period. Answers did note 'other factors'- such as appeasement for example but too many responses were unable to address the issue of the treaties sufficiently.

It is not enough to dismiss or accept the claim with relation to the treaties - relevant knowledge is essential. Given that Prescribed Subject 1 for Paper One is a very popular choice for candidates it is curious as to why there was not more specific detail and historical knowledge shown about the significance of the arrangements made in Paris with the defeated Central Powers. When candidates did show an awareness of more than Versailles and its significance answers were much more focused on the task.

**Q.2**

Very few answers were seen in relation to this question on guerrilla warfare.

**Q.3**

Not a popular question

**Q.4**

Foreign contribution to the outcome of the civil war in Spain was a popular choice with some very detailed responses that showed a good grasp of the nature, extent and significance of foreign intervention and some consideration of domestic factors in explaining the Nationalist victory.

No answers were seen in relation to the civil war in Nigeria

**Q.5**

Not a popular choice though both the Nicaraguan Revolution and the Iran-Iraq war are both noted as 'material for detailed study' in the Guide and as such form a legitimate basis for specific questions.

**Q.6**

This was quite a popular choice and on the whole quite well done. Most answers used the two world wars as the basis for their response and were able to illustrate the argument with relevant detail as to how and why technological developments contributed to victory (or not) in the case of some candidates who selected Vietnam as one of the two examples.

**TOPIC 2: Democratic states- challenges and responses**

Of the six questions in this topic area only one question received significant attention and that was Q.10.

**Q.10**

The focus of the question was the failure of democracy in Germany (1919-33) with particular reference to the impact of economic problems and constitutional weaknesses. It was not a question on the rise of National Socialism per se though a few candidates took the opportunity to deal with it as such. Weimar Germany offered some candidates the chance to examine in detail the economic crises which troubled the Republic as well as specific constitutional provisions which were used/misused /abused by 1933 to bring about the end of accountable government in Germany. There were some very strong answers which were able to trace and critically comment upon the problems associated with each of the major factors noted in the question as well as other factors. Some candidates seemed to be confused at times by the crisis of 1923 - often mixing it up with the Great Depression. Weaker candidates did not show awareness of any period of progress in the timespan, falling back upon the argument of the 'inevitability' of democracy's failure from Weimar's establishment.

**Topic 3: Origins and development of authoritarian and single-party states****Q.13**

A popular question on the contribution of ideology and popular support to the rise to power of two leaders (each chosen from a different region). Lenin, Mussolini, Stalin, Hitler and Mao were the most common examples. The best responses were able to provide a clear explanation of the ideology of the aspiring leader and critically assess to what extent it was appealing whether to the general populace or, in the case of Stalin, to Party members, and why that was the case – or not. Some very good responses were evident with accurate historical knowledge provided to substantiate the answer.

**Q.14**

Most answers focused on the social and economic policies of Peron (none on Nasser were seen) and the quality of responses varied widely. Too many responses were



insufficiently supported by relevant historical detail - or focused too much on Eva Peron at the expense of a wider consideration of the domestic policies of Peron. 'Other factors' were considered in the better responses

**Q.15**

Very few responses

**Q.16**

A very popular question requiring candidates to define totalitarianism and assess the extent to which it was achieved in Hitler's Germany. Working definitions varied in quality and quantity of coverage but in the best cases students identified a variety of areas for consideration in the definition and then examined the ways in which the totalitarian goal was pursued and the extent to which it was accomplished. The identification of opposition and its elimination - whether through Gleichschaltung, the use of force, education, propaganda, scapegoating/negative cohesion, the provision of economic and social policies to alleviate the suffering of the Volk was at times very well evidenced indeed.

Weaker responses tended to be characterized by a weak understanding of the term 'totalitarianism' and by descriptive accounts of domestic policies in Germany 1933-45 which were not sufficiently linked to the question of the attempt to achieve complete control over every aspect of the life of the people.

**Q.17**

Not a popular question.

**Q.18**

This too proved a popular question. No number of examples was required but given the use of the term 'single-party leaders' (plura!) it was expected that more than one would be selected in order to build a credible argument relating to the rise to power of twentieth century leaders. Since it was a rise to power focus, details about the use of force in power were irrelevant - and some candidates were penalized because of their emphasis on the period after the assumption of control. The better answers provided two, or at times three, examples to illustrate their arguments and were able to show that in some cases force was subordinate to political manoeuvring and the

collaboration of elites or vested interests, while in other cases the use of force was vital for the coming to power of the selected leader.

#### **Topic 4: Nationalist and independence movements in Africa and Asia and post-1945 Central and Eastern European states**

Very few answers were seen relating to this section though in question 19, some candidates chose to deal with the rise of nationalism in India with mixed success. A scattering of responses were seen in relation to question 20 and some creditable attempts were made to compare and contrast the methods used to achieve independence in the Indian subcontinent and Algeria.

In one case (question 24) an answer was seen in relation to the contribution of Jinnah to the achievement of the independence of Pakistan which was well constructed and showed a very sound grasp of the independence struggle in the subcontinent and the significance of Jinnah's role. A few answers on Mugabe (question 24) were seen but these tended to be general narratives of the period from UDI and/or the war (Chimurenga) in Rhodesia/Zimbabwe with insufficient focus on the actual leadership of Mugabe.

#### **Topic 5: The Cold War**

##### **Q.25**

This proved an extremely popular question. It is however worrying that so little appears to be known in terms of historical detail about Potsdam, by so many candidates. The date and context of Potsdam was often unknown or wrongly stated. Potsdam was often confused with Yalta and the issues at Potsdam were often not well known. Sovietisation and the Marshall Plan were better dealt with on the whole but given that previous reports have noted the need for better grasp of the details of key conferences in this period it is disappointing that candidates seem to be content to provide generalized responses /template answers to the origins of the Cold War/breakdown of East-West relations. Those candidates who did show a command of the issues at Potsdam were able to link this successfully to the other two areas and produce polished and thoughtful responses.

##### **Q.26**

Relatively few responses seen- presumably questions 25 and 30 were more appealing.

**Q.27**

No responses seen to this question

**Q. 28**

Castro was by far the most popular choice for candidates who chose this question. For weaker students responses tended to dwell on the Missile Crisis - or even accounts of the rise to power of Castro. Little was known of events 1959-61 or of events after 1962 thus limiting candidates in their attempt to analyse the role of Castro in the development of the Cold War.

**Q.29**

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).

**Q.30**

Along with question 25 this was the most popular question in this topic. Some excellent responses were seen in which candidates provided detailed knowledge of the policies implemented from 1985 and their impact upon the USSR. The treatment of 'unintended result' was impressive in some cases where candidates critically assessed the motives of Gorbachev and the unforeseen consequences as a result of opening up the 'Pandora's box' of reforms. Other factors were also examined in the best responses. At times, though, some candidates tended to treat the question less as one on the break-up of the Soviet Union and more as a question on the reasons for the end of the Cold War which was, unfortunately, not the focus of the task. Presumably candidates had been prepared for an 'end of the Cold war' task and were determined to write about this regardless of the specific task indicated.

## Recommendations and guidance for the teaching of future candidates

Below are **repeated once more** the standard recommendations for the teaching and preparation of future candidates which should be considered in conjunction with the 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 then 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.

## Higher level paper three - Americas

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 5	6 – 11	12 - 18	19 - 24	25 - 30	31 - 36	37 - 60

### General comments

This was the third year for the implementation of the current History syllabus and thus it would be expected that programmes and teachers have adapted to the changes prescribed. The N12 exam saw a significant increase, (nearly 15%), in the number of candidates who sat for the Americas exam.

The G2 responses were a rather small sample of the centres and teachers who participated in the N12 exam (with only 17 responses from the 79 centres which sat the exams), thus the data obtained may not provide a statistically significant representation as to teacher's perspectives on the various issues.

82% regarded the exam difficulty level as appropriate while 14% thought it too difficult. This reflects a slight, (3%), increase in perceived difficulty as compared to N11. This data is in some conflict with the fact that nearly 12% found the exam much more difficult than the previous year, while 23% judged the N12 version slightly more difficult. It is the opinion of the standardization team that the exam was a little more difficult, due to the rather large number of comparison and contrast questions, along with a few questions requiring a rather narrow interpretation of historical knowledge. Nonetheless, we found the exam to afford a quite reasonable range of choices that were appropriately aligned to the History syllabus and which provided an opportunity for the vast majority of candidates to exhibit the knowledge gained from their study of the curriculum.

Clarity of wording was assessed as "Good" by 60% and "Satisfactory" by the remainder. This is an improvement over the N11 evaluation, when 9% labelled the clarity as "Poor." Nearly 90% thought the questions assessable to all candidates with special education needs. More than 94% regarded the questions as assessable to all candidates irrespective of their religion, gender or ethnicity.

For information and stimulation of discussion, the N12 exam had 9 questions specific to the United States, 6 questions specific to Latin America, 3 questions open to any country of the region, 3 specific to the US or Latin America, 2 specific to Mexico and 1 question specific to Canada (Although candidates had the option of addressing Canadian history in the 3 additional questions open to any country of the region).

We **continue to suggest** that programmes encourage their teachers to participate in the G2 process and to be as specific and thorough as possible in their criticisms and suggestions.

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

Weaknesses within a specific geographic portion of the Americas or within a specific chronological portion of the curriculum were not apparent. However, there were many instances in which candidates appeared to respond to a presumed or preconceived question, rather than the actual question presented on the examination. The tendency to respond with descriptive or narrative answers remains perhaps the greatest challenge for candidates. Additional limitations were reflected, for instance: failure to structure the essay in the format required by the question (i.e. comparison and contrast); stating rather than analyzing or contrasting historian's interpretations; failure to provide critical analysis; inadequate synthesis or failure to develop historical processes; inclusion of content outside the timeline of the question and use of broad, sweeping generalizations. There continued to be too many instances of candidates' addressing only one or two questions.

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

Candidates appeared particularly well-prepared to address the response to the Great Depression (but perhaps more so as to Argentina and Brazil, than the US). The economic motives responsible for US expansionist foreign policy was addressed with considerable knowledge. The foreign policy of the US during the Cold War and the variations of US administration's approach to the Vietnam War were also areas of strength. Lastly, depth of knowledge as to the Mexican Revolution was demonstrated.

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

### Question 1

The question of Bolivar's political contribution was not frequently attempted and generally produced unfocused narratives.

### Question 2

Knowledge as to the motives for issuance of the Monroe Doctrine was generally limited to brief and narrow descriptive statements. Depth of either knowledge or analysis was seldom demonstrated.

### Question 3

Challenges as to the establishment of political systems between 1800 and 1840 was seldom undertaken, with the exception of Peru (which produced fairly good responses).

**Question 4**

Rather surprisingly, discussion of the effects of the Mexican-American War was a very infrequent choice.

**Question 5**

Many candidates chose to answer the reasons for and effects of Abraham Lincoln's decision to issue the Emancipation Proclamation in January of 1863. Very few addressed the timing of the document or developed the multiple reasons for its issuance. Frequently, the focus was on Civil War causes. Also, long-term effects were generally developed to the exclusion of short-term impact.

**Question 6**

Analysis of the social and economic "success" of Reconstruction was a moderately popular question. Responses often represented a good level of knowledge as to the social impact, but were very limited as to the economic aspects.

**Question 7**

Assessment of a Latin American leader in respect to achieving his economic aims was not accomplished at a high level. There was a tendency to either not focus on economic objectives or to choose a leader outside the time frame. Those who focused on Díaz generally produced the stronger essays, though they were often too descriptive.

**Question 8**

Examination of the reasons for African American migration during the Great Migration was generally limited to broad generalizations regarding the conditions of the South, with some awareness of the North's greater opportunity. Detailed commentary or analysis was rare. Some candidates confused migration and immigration.

**Question 9**

Many candidates chose to respond to the question as to the economic motives for US expansionist foreign policy and often were able to produce essays of depth and breadth. Critical analysis and application of specific examples was a capacity often demonstrated. There were some instances of candidates addressing events and issues outside the timeframe of the question.

**Question 10**

The reasons for or against participation in World War I by Latin American countries generally produced poor results. Often, the focus shifted to the nature of the participation, rather than the motives. Some candidates focused on the US, rather than Latin America.

**Question 11**

Assessment of whether the aims of Villa and Zapata were achieved by 1920 often produced essays demonstrating good knowledge of the Mexican Revolution. However, the ability to focus on the specific question was infrequent. More depth of knowledge was shown as to Zapata's aims than those of Villa.

**Question 12**

Analysis of Cardenas' attempts to renew the Mexican Revolution produced a quite limited number of quality responses and the question was not often selected. Answers were usually based on relevant but not in-depth knowledge.

**Question 13**

Analysis as to the response of one Latin American country to the Great Depression was one of the most popular choices and often produced very strong results. Argentina and Brazil were the common choices and candidates demonstrated very good depth and breadth of knowledge. Stronger efforts included substantial analysis and provided a balanced assessment, in some cases including historiography. The weakest responses tended to focus on the causes or conditions, rather than the response. A few candidates mistakenly addressed the response in the US.

**Question 14**

Assessment of Franklin Roosevelt's New Deal was a popular choice. Often, candidates spent too much time focused on the causes of the depression or the Hoover response. Others were able to identify New Deal programmes, but were inconsistent in accurately defining the programme's intent or effect. There were many examples of unsupported, but strongly stated opinions as to the extent of either a positive or negative outcome.

**Question 15**

Those candidates who chose to address Franklin Roosevelt's application of the Good Neighbour policy were generally able to define the policy and comment upon some of the motives for its initiation. Few were able to effectively analyse the effects it had in relation to US-Latin American policy.

**Question 16**

Discussion of the impact of inter-American diplomacy was rarely attempted. The focus was almost exclusively on the era of World War II.

**Question 17**

Analysis of Diefenbaker's domestic policy was rarely chosen and produced little depth or breadth in most cases.



**Question 18**

Comparison and contrast of the rise to power of two populist leaders in Latin America was quite popular and the focus was almost exclusively on Perón, Castro, and to a lesser extent, Vargas. Responses were often among the best of the session. Some candidates did not limit their analysis to the “rise to power” and addressed the period of their rule. Those who chose Vargas seldom were specific as to the time period of their remarks.

**Question 19**

The extent to which Eisenhower’s ‘New Look’ departed from Truman’s foreign policy was frequently answered and produced essays with a very wide range of quality. Given the extremely broad and extensive historical base of knowledge that exists for this question, the approaches were quite varied. Some concentrated on European Cold War issues, while others focused on Asian and/or Latin American issues or events. Essentially, the question required a comparison/contrast approach, contributing to the rather concentrated emphasis on this style question and perhaps a higher level of difficulty for the exam.

**Question 20**

Comparison and contrast of the nature of US involvement in Vietnam was frequently chosen and there was no particular trend as to the administrations that were selected for the question. Again, the range of quality was considerable. Weaker responses provided a narrative or addressed issues other than the ‘nature’ of the involvement. Some candidates took what appeared to be a preconceived approach toward comparison of the public’s opinion toward the war. There was also a tendency to overly develop the historical background to the war.

**Question 21**

Comparison and contrast of the tactics of two civil rights organizations did not produce many responses of good quality. The problems varied but often included essays that addressed individuals rather than organizations. The Black Panthers were often chosen though they were not organized until 1966.

**Question 22**

Assessment of feminist movements almost always focused on the US, but contained mostly broad generalizations inadequately supported by specific knowledge. Even those that included specific examples seldom addressed the effects of the movement.

**Questions 23 and 24**

The questions were seldom chosen and few, if any, answers of quality appeared. Sweeping generalizations were the one constant and there was little evidence of preparation for either of the two issues – globalization or environmental concerns.

## Recommendations and guidance for the teaching of future candidates

- It is essential that teachers and programmes place emphasis upon understanding the ‘new’ history syllabus and the choice of three sections to cover in detail. While the apparent problems in this regard seemed to slightly decline, there are still G2 comments, along with evidence from the candidate essays that suggest many programmes are attempting a study of the syllabus that is far too encompassing. It is also helpful for teachers to review with their candidates the markband descriptors so that students will incorporate more of the required elements into their essays.
- Teachers would greatly assist their students by reviewing past exams and discussing the various ‘demand words and phrases’ that are typically applied. This could well be incorporated into daily lesson plans through discussion and implemented into the tests or evaluation procedures used throughout the year. In particular, skills such as ‘comparison and contrast’, ‘to what extent’, ‘analyse the issues’, ‘how significant’, etc. are the ones that will be of greatest benefit. In this regard, it is helpful for students 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.
- Candidates rarely benefit from the practice of questions perceived as commonly set from previous versions of the exam. If this is seen as useful, there should be appropriate caution as to the dangers of not responding to the question posed. This continues to be a significant factor in limiting the success of candidates. Candidates should also be reminded of the particular areas of their programme’s curriculum where depth has been achieved and which would likely yield the best choices for successful essays.
- While such instances were in decline for the N12 exam, teachers should continue to remind candidates as to what constitutes the “Region of the Americas”, so that few apply knowledge lacking in relevance (i.e. history of Europe, Asia, etc.). Also, emphasis needs to be placed on the differences between independence movements and civil wars as well as the distinction between domestic and foreign policy.
- Continue to encourage candidates to place their answers in the corresponding historical context.
- Encourage candidates to **challenge the views** stated by the question.
- Remind candidates that their responses should reflect in-depth knowledge of the **history of the region** and their arguments should be well-supported. Before attempting an answer, candidates should make sure they possess adequate

knowledge of the topic.

## 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 – 12	13 - 18	19 - 24	25 - 31	32 - 37	38 - 60

### General comments

From the eight G2s received, all felt that this paper of an appropriate standard. Those who felt that it was of a similar standard or easier than last year's paper were equally divided at 43% each and only 14% felt that it was slightly more difficult. The majority indicated that the paper was clearly worded and the presentation was satisfactory or good and only 13% said that these were poor. The introduction of the section headings was considered to be a positive move by most of the respondents, but many felt that the lack of information beforehand about this change may have affected some candidates.

Several of the written comments indicated that respondents were pleased with the balance of the questions, whilst some others felt that the coverage of the syllabus was narrow. This was particularly in relation to Sections 2 and 4. There was some criticism of the narrowness of the questions: question 8 named a rebellion that is not mentioned in the subject guide; question 19 required a very detailed knowledge of the Cultural Revolution. Question 5 was hard because it required the candidates to examine a wide sweep of Indian history from 1850 to 1914. This question erroneously overlapped sections 1 and 3. Some also felt that question 11 really required knowledge from section 4 as well as 6 for it to be answered properly. These issues were taken into account in the marking process.

Teachers and candidates seem to be more familiar with the structure of the syllabus. Over time, the introduction of section headings will be beneficial to both teachers and candidates because it will mean that teachers can direct the candidates to look for the appropriate sections in the paper. If candidates know which sections, and therefore which questions, to look for it should help them to avoid making the costly mistake of writing about the wrong time period, geographic area 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. It was pleasing to note that in this session most of the candidates answered these questions appropriately.

Most centres still seemed to concentrate on China and Japan or China and India, but there were a significant number of responses on Southeast Asia and New Zealand. 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.

In this session, there appeared to be less responses where the all the candidates from one school had learnt the same set detail for a prepared response. Candidates seemed to respond more to the actual questions asked.

It was also pleasing to note that there much less use of idiosyncratic abbreviations. Hopefully, the comments in previous examiners' reports have alerted teachers to this issue. Only **commonly used standard abbreviations** such as CCP and GMD (KMT) should be permitted.

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

- Some candidates appeared to have prepared answers to set questions and they found it difficult to adapt their material in response to the specific question asked. This was particularly evident for questions 3, 4, 5, 11, 12, 13 and 19.
- 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 in the introduction what was meant by the terms: "in decline" (3); "economic exploitation" (5); "a turning point" (7); "warlordism" (11); "militarism" (13); "impose his will" (19); and "role and status of women" (23) 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 names of the centuries. For example early nineteenth century means early 1800s, and consequently some candidates a lost significant number of marks due to this mistake. This particularly applied to question 3.
- Some candidates ignored the timeframe given in the question and consequently did not score highly. This particularly applied to questions 3, 4, 12 and 13.
- Some candidates spent too on long background information in their responses particularly in questions 4, 5, 7, 11, 12, 13 and 19.
- 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 comments on paper 2 regarding historiography are equally valid here.

## 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 24 on the impact of immigration on New Zealand between 1945 and 2000.
- There were also some excellent responses to question 23 where the candidates used either New Zealand or Singapore as their case study.
- The best responses on whether the Boxer Rebellion was a turning point (7); warlordism and Yuan Shikai (11); the survival of the CCP (12); the rise of militarism in Japan in the 1930s (13); Mao and the Cultural Revolution (19) demonstrated effective analytical skills and the ability to answer the question thematically. These responses also used very detailed historical knowledge to support the analysis.

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

Comments are only provided on the most popular questions.

### Question 3

To what extent is it true to say that the Qing (Ch'ing) Dynasty in China was already in decline by the early nineteenth century?

A significant number of candidates chose this question, but overall it was not done particularly well. Most candidates did not have a detailed understanding of the reigns of Qianlong (Ch'ien-lung) and Jiaqing (Chia-ching); corruption; tribute trade system; and the White Lotus and Miao rebellions. Many students made some general comments about the Macartney, Amherst and Napier trade missions, the Canton system of trade and the First Opium War and then ignored the time frame and concentrated on the Taiping Rebellion and even the Boxer Rebellion. A few unfortunate candidates misinterpreted the timeframe and wrote about China in the early 1900s – a costly mistake.

### Question 4

Compare and contrast the responses of the Chinese and the Japanese to the arrival of Western imperialists until 1868.

This question was chosen by quite a number of candidates, but the majority found it difficult. Many candidates wrote separate narratives about each country. Others misunderstood the question and ignored the timeframe given and they used it as an opportunity to compare and contrast the Self-Strengthening Movement and the Meiji reforms. It is possible that these candidates may not have specifically studied section 2 in the syllabus. The best responses were from candidates who did address the question in the given timeframe and who developed an analytical compare and contrast framework covering such issues as attitude to foreigners, philosophy; power of the central government, trade, treaties, Western actions, internal issues and the awareness of the need for change.

### Question 5

“Economic exploitation rather than political frustration was the main reason for the emergence of a nationalist movement in India between 1850 and 1914.” To what extent do you agree with this statement?

This question was chosen by candidates essentially looking for a Great Revolt (Indian Mutiny) question and consequently many struggled with the breadth required. Most tended to give a narrative account of the causes of the Great Revolt (Indian Mutiny) and did not examine the emergence of a nationalist movement in the period afterwards to 1914. Most likely these candidates had studied section 1, but not section 3.

### Question 7

“A turning point in China’s history.” To what extent do you agree with this statement on the Boxer Rebellion?

This was a very popular question and there was a full range of responses. Most candidates attempted to define what was meant by “turning point”. The best responses were equally divided between those who decided that the Boxer Rebellion was a turning point and analysed in detail its consequences and those who challenged the assumption in the question and argued, using evidence, that it was merely a continuation of existing problems. Weaker candidates merely gave a narrative account of the causes and consequences. A few chose to almost ignore the Boxer Rebellion and instead identified other events as turning points. This approach was not appropriate, because unless the Boxer Rebellion was analysed in detail this discussion of other events was irrelevant.

### Question 9

Compare and contrast the roles of Gandhi and Nehru in the independence movement in India.

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. Generally, the responses were narrative rather than a compare and contrast analysis.

### Question 10

Compare and contrast the extent to which Japanese expansion in Southeast Asia during the Second World War influenced the nationalist movement in **two** countries in Southeast Asia.

Only a few candidates tackled this question and most chose to look at Indonesia and Vietnam. Many candidates wrote separate narratives about each country rather than a compare and contrast analysis. They seemed to focus on the war and the details of the Japanese occupation rather than its influence on nationalist movements. Some candidates erroneously chose China as an example.

### Question 11

In what ways, and to what extent, was Yuan Shikai (Yuan Shih-k'ai) responsible for the rise of warlordism in China in the early twentieth century?

This was one of the most popular questions on the paper and there was a full range of responses. The better candidates defined 'warlordism' and were able to link its emergence to Yuan Shikai's (Yuan Shih-k'ai's) rule: betrayals; relationships with political parties; lack of effective central government; international pressures; and provincial military power. Some identified the contribution of other factors both before and after his rule. Weaker candidates wrote narrative responses about his time as President. A few candidates confused the terms "landlords" and "warlords" and consequently could not really come to grips with the question.

### Question 12

How and why did the Chinese Communist Party survive between 1927 and 1937 despite serious threats to its existence?

This was one of the most popular questions on the paper. The better candidates were able to provide detailed knowledge about the CCP during this period. They discussed events, Jiangxi (Kiangsi) Soviet, ideology, CCP leadership struggle, the Long March, Mao's leadership, propaganda, the threat of Japanese invasion, Yan'an (Yenan) Soviet and the weaknesses of the GMD. Weaker candidates wrote narrative accounts of the Long March; confused the Jiangxi (Kiangsi) and Yan'an (Yenan) Soviets; and thought that Mao the only leader of the CCP.

### Question 13

Analyse the factors that led to the rise of militarism in Japan in the 1930s.

This question was a popular one. Many responses were fairly narrative in their approach and a number got bogged down in background material well before the

given timeframe. Not many displayed detailed knowledge of the domestic politics during the given timeframe and too many candidates only discussed the Manchurian Incident and external factors. The best answers examined the international setbacks of the 1920s and 1930s; the impact of the Great Depression; party politics of the 1920s; the failure of the parliamentary system; the political assassinations; and the influence of the ultranationalists.

#### **Question 14**

Examine the reasons for Japan's initial victories and for its eventual defeat in the Pacific War (1941–1945).

This question was chosen by quite a few candidates, but, overall, it was not done particularly well. Most candidates put too much emphasis on Pearl Harbor and the atomic bombs and too little on Japan's failure to exploit resources in Southeast Asia and match the technology and the strategic skills of the United States as the war developed. Only few essays showed an accurate understanding of the geopolitics of the region and were able to explain the Co-Prosperity Sphere, analyse the effectiveness of it and discuss its decline when Japan over extended.

#### **Question 19**

“The Great Proletarian Cultural Revolution (1966–1976) was Mao Zedong's (Mao Tse-tung's) last great effort to impose his will upon China.” To what extent do you agree with this statement?

This was the most popular question chosen and there was a full range of responses. The best candidates explained the background; analysed Mao's political power and suggested that “his will” and a desire for revenge were just as important as ideology; questioned Mao's leadership and control of events; and discussed the role of others including the Gang of Four. The weakest responses stressed the background of the GLF; Mao's hatred of the reformers and described the course of the Cultural Revolution. Some candidates appeared to be using a set piece of a political, economic and social analysis of whether Mao's policies benefitted China.

#### **Question 20**

Evaluate the foreign policy of China's government between 1949 and 1976.

Quite a number of candidates chose this question and it was generally done well. Most candidates examined both Sino-Soviet and Sino-American relations as well as the Korean War, China's attempts to be part of the non-aligned movement; China's policies towards Tibet, Taiwan and Vietnam; and relations with India. The best responses brought out clearly the pragmatism of Chinese foreign policy and they gave credit to the role of others besides Mao. The weakest candidates only looked at Sino-Soviet relations.

#### **Question 23**



In what ways, and with what results, did the role and status of women change in any **one** country of the region in the second half of the twentieth century?

A significant number of candidates chose this question. The most popular countries discussed were New Zealand, Singapore and China. Most were of a high standard because they were relevant, detailed and analytical and obviously written by candidates who had studied this section. 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

Assess the impact of immigration on any **one** country of the region between 1945 and 2000.

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.

### 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.
- Teachers should make sure that their students know which sections of the syllabus they have studied and therefore the corresponding question numbers in the examination.
- 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 British in India; Tokugawa Japan and Perry's arrival; the Boxer Rebellion; warlordism in China; militarism in Japan; 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 and address the timeframe given. Many candidates did not do this and included irrelevant material.
- Clear essay writing guidelines should be taught whilst providing candidates with enough flexibility to be able to properly express themselves.
- 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 “in decline”; “responses of”; “a turning point”; “causes”; “consequences”; “compare”; “contrast”; “responsible for”; “serious threats”; “rise of”; “initial victories”; “eventual defeat”; “impose his will” 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. They need to encourage quality writing and could refer to good practice in, for example, The Concord Review.
- Candidates should be familiar with the meanings of command terms listed on page 90 of the subject guide.
- Candidates should be trained in answering questions that have two parts such as In what ways, and for what reasons...; Compare and contrast...; Explain why... and assess the consequences ...?; Analyse the causes and the consequences...; Explain and analyse...; Explain how and why...; For what reasons, and with what results...?; In what ways, and to what extent...?; Examine the reasons for...initial victories and ... eventual failure.; examine ... both regional relations and world affairs...; 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 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, for their own sake, 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 and Middle East

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 6	7 – 12	13 - 17	18 - 24	25 - 30	31 - 37	38 - 60

### General comments

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

Candidates are not always reading the questions correctly; they see a familiar term such as “Paris Peace Settlements” and write an answer that reiterates the terms of the peace settlements with a focus on Versailles. It is important that candidates are made aware of the other treaties that made up the peace settlements (eg: Trianon)

They are not always meeting the demands of the question: structure, compare and contrast questions are frequently poorly answered, knowledge is present but is not applied effectively. Similarly the command term assess especially in relation to change over time is often not responded to effectively.

However a major concern is when candidates clearly understand the question, have a line of argument in response to the question and make reasonable points which **they then fail to substantiate with factual knowledge**. Good essays are a balance of relevant detailed knowledge and analytical comments which relate to the question.

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

Candidates had better knowledge of the 20<sup>th</sup> century especially the Treaty of Versailles, Russian revolutionary period and some aspects of the German Inter war period. For the earlier period Bismarck’s Foreign Policy and Tsarist Russia 1853-1905 were also well known

Essay structure is improving and many candidates take the time to do a brief plan which is clearly of benefit.

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

### Question 1

Not very popular and not very well tackled. Candidates had an understanding of the causes of the French Revolution but were often vague on the ideas of the Enlightenment and were thus not able to make links or “assess the contribution of those ideas:

### Question 2

Some good responses but on the whole candidates lacked detailed knowledge to support their ideas particularly when considering Napoleon gaining power. Few were also aware of Napoleon becoming Consul for Life etc. On the other hand better answers were able to consider how he retained power by restoring stability internally as well as his military successes.

### Question 3

A reasonably popular question and many candidates were able to write essays, which showed some understanding of the decline of Austria and showed some knowledge. However too many wrote arise of Prussia answer with limited links to the question. Spanish language candidates seemed to find this question particularly problematic writing instead, in many cases, on the events of Italian Unification. It was clear that they had not been prepared for all the bullets in this section of the programme.

### Question 4

Quite a popular question and many answers showed a pleasing knowledge and in most cases kept within the timeframe. Analyses of failure were not particularly strong “Bismarck failed because the First World War broke out” is not convincing. On the other hand there was some good structure with his aims identified and then related to his diplomacy. A surprisingly large number of candidates made little or no reference to the Congress of Berlin.

### Question 5

Few if any responses to this question.

### Question 6

As above

### Question 7

As above

### Question 8

As above

### Question 9

A very popular question and candidates had reasonable knowledge of Russian history. "Causes" were more effectively tackled than "consequences" In many cases there was little detail on events between 1906 and the outbreak of war, many contented themselves with a comment about 1905 being "a dress rehearsal for 1917"

Some candidates were determined to write about Alexander II and the bulk of their answers were focused on his reforms rather than the short term causes of 1905. However there were some very good quality responses seen which not only addressed causes but were also able to analyse the consequences of limited reform post 1905 with supporting detail of the Duma period.

### Question 10

Reasonably popular with candidates. Many answers were more effective in identifying contrasts than comparison. Surprisingly little was known about two such important figures at a key point in Russian history. Analysis was limited with "Lenin the brains and Trotsky the brawn" of the revolution. Many candidates tried to answer a different question and went on to discuss the Bolshevik Consolidation of power and even the Stalin period.

### Question 11

This was quite a popular question and there were some excellent answers which focused on the experiences of the population during the war years. Britain and Germany were the most popular examples.

However far too many read the question as being the consequences of the war and especially Versailles on the German population with rather simplistic analysis referring to economic problems and humiliation or listing the terms of the treaty and stating it made the Germans unhappy.

### Question 12

This was very popular and not well done. Many candidates merely listed the terms of the Treaty of Versailles because that was what they knew and then stated that this led to the rise of the Nazis thus oversimplifying the question.

Some turned their answer into a failure of the League of Nations essay, which was not relevant here.

There were however a sufficient number of good answers which focused on both defeated and victorious nations and linked political difficulties to the terms of various treaties.

### Question 13

A number of answers to this, candidates were knowledgeable as to why the Revolt occurred but were less clear on the immediate consequences of the revolt and tended to make links to the Arab/Palestinian conflicts which were rather tenuous at times.

#### **Question 14**

Again quite popular: some answers considered problems in the 20s and 30s with the emphasis on the violence in the mandate whilst others again focused violence in the post war years with little reference to Britain's situation post World War II.

#### **Question 15**

This was a popular question with many candidates showing a good level of knowledge. The 1930s were much better known than the 1920s and there was a limited understanding that Mussolini was on the whole pursuing a foreign policy that linked him to France and Britain rather than Germany until the crisis in Abyssinia. Candidates did, on the whole, keep a focus on the question.

#### **Question 16**

This was by far the most popular question on the paper with Germany, rather than Britain, as the chosen example. Unfortunately the vast majority of candidates turned this into a rise of Hitler question, which in itself is not unreasonable. Many used the Ruhr Crisis, hyperinflation etc. as problems caused by the Depression. The links were often unsubstantiated by detailed knowledge or inaccurate support. Many candidates believed Hitler had won an electoral majority by January 1933 because of high levels of unemployment.

However the greatest weakness was the limited knowledge of Reichstag politics in the years 1929-1933 or of the collapse of the parliamentary system, which provided an opportunity for political extremism. They knew Weimar governments dealt ineffectively with crises but were unable to say why or how German politics became so polarized, paralyzing the governments of Muller or Brüning.

#### **Question 17**

Reasonably popular and most answers identified security as a key aim of Stalin's foreign policy. There was extremely limited knowledge of events in the 1930s. Most knew of the Nazi-Soviet Pact but nothing else and stated that Stalin had no foreign policy except to establish Socialism in One Country In the 1930s! Knowledge of post-1945 tended to be more detailed although very few answers could see that Stalin's methods were for most of the 1930s not expansionist and he was seeking allies diplomatically whereas in post-1945, force or the threat of force was his method of establishing Soviet security.

#### **Question 18**



Reasonably popular and often there was good solid knowledge of Khrushchev's domestic policy. Most answers kept a good focus on the question and did not lean towards Cold War issues. Knowledge was quite strong and covered key aspects of the economy and politics. Better answers were able to make a link between failures in domestic policy and Khrushchev's fall from power.

**Question 19**

This produced some good knowledgeable answers, which actually considered change over time, although some had a tendency to focus on economy and society without making a link to the changing nature of the regime. There could have been more detail on the political aspects.

**Question 20**

There were few answers here and they were often weak. The candidates were unclear as to the nature of social welfare and not able to list the various benefits. There were some excellent answers using post-war Britain as an example knowledge of the benefits and also knowledge of the political consensus that supported this provision until the 1980s.

**Question 21**

A specialist choice and, where candidates chose to answer, it was because they felt confident in their knowledge and understanding. Good detailed well-focused answers on the whole.

**Question 22**

Not many responses to this question. There was limited coverage of the time period with a tendency to focus on 1978-1983. There was also limited identification of "obstacles to peace" answers tended to be a narrative.

**Question 23**

Limited number of responses and on the whole they lacked detail about the changing nature of economies and societies as well as technologies which allowed the growth of the popular music industry.

**Question 24**

A limited number of responses which were generally weak. However, one or two good answers which indicate that where schools focus on this part of the programme candidates can score well.

## Recommendations and guidance for the teaching of future candidates

- Teachers must ensure **that they teach all the bullets** in the section of the programme they chose and not just the areas they are most familiar with. Questions can be set on any of the material within each section and if candidates are not taught the whole section they are at a disadvantage.
- Stress the need to answer the **question set on the paper**. Using past questions is good practice however candidates will not score highly if they do not focus on the question.
- Candidates should be very clear of the demands of the paper. It appeared that many of the Spanish language candidates only answered 2 questions.