

November 2013 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 - 41	42 - 52	53 - 63	64 - 100

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

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 9	10 - 21	22 - 30	31 - 41	42 - 52	53 - 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 - 31	32 - 42	43 - 53	54 - 64	65 - 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

Some centres are still using the old 3/CS form instead of the new version on which the teacher(s) name should be printed and which should be signed by the teacher and the student. In two cases, some of the students had not signed the form 3/CS to state the work was their own and in one case the teacher did not sign the form.

As stated in May 2013, some centres made comments on the work submitted and this is always helpful to show the reasoning behind the mark awarded. However, these comments should be in black or blue ink (or on a separate sheet of paper) and not red or green to avoid confusion with the moderators' marks.

### The range and suitability of the work submitted

There was a great variety of topics from different time periods and generally these topics seemed to reflect the candidates' own interests. There seemed to be fewer topics chosen directly from the syllabus. Mostly these topics were suitable and very few indeed broke the ten year rule. In some centres the candidates focused on local history topics and generally these were very good.

However, as has been mentioned before, the questions formulated by the candidates often need to be more focused and narrow in scope in order to meet the demands of an assessment with a 2000 word limit. Where the research question has been carefully thought out the resulting assessment will be more effective. This is especially the case where two opposing points of view can be shown. Where the question is more general the resulting assessment will usually lack depth and analysis. Some samples questioning the historical validity of a film or literature were effective, but this type of assessment can also lead to description rather than analysis. Assessments evaluating conspiracy theories should be avoided.

The range of sources used also varied enormously. Some centres encouraged candidates to use the internet to find primary evidence, for example from newspapers online. Some weaker

candidates used non-academic sources from the internet or encyclopaedias such as Wikipedia and Encyclopaedia Britannia or were content to use school text books or general history books.

Very few samples did not use the required format of the Internal Assessment.

## Candidate performance against each criterion

### Criterion A

A surprising number of candidates did not state the research question clearly in the plan and so lost marks unnecessarily. Method should include specific reference to the sources used in the assessment and the reason why these were chosen. It is not sufficient just to state which sources were used in section C. Nor is it appropriate to write about method as being “inductive” or “deductive”.

It is not necessary to state what will not be included in the investigation. This does not add marks but merely “wastes” words which could be used elsewhere. The same goes for long introductions or background descriptions rather than addressing the actual scope of the research question. Some centres seem to have encouraged their candidates to understand scope as stating various questions relating to the topic which was very confusing and did not show the issues involved in the original research question.

This criterion was the least successful.

### Criterion B

This ranged from excellent to poor; although overall the standard appears to be rising. The most successful candidates realised the information had to be relevant and organised with accurate referencing to appropriate sources. The least successful candidates included a lot of irrelevant background material or they mixed analysis and factual information and used few sources. These were usually of a general nature or they were non-academic internet sources. Sometimes no sources at all were used.

Bullet points can be used in this section but they must be organised. It is not particularly useful to state the information from each source separately but to organise all the evidence coherently either by theme or chronologically (rather than by source).

There appears to be a growing tendency to use footnotes to add extra information. **Teachers are reminded that footnotes should be used to reference the sources used and not to avoid the word count by using footnotes.**

### Criterion C

Generally the understanding of what is required in this criterion has improved and there are fewer occasions where a candidate merely describes the source. However, the evaluation in many cases was weak. Too often the origin of the source was not clearly stated. Value and limitation are still seen in terms of usefulness. Limitation was not clearly stated and the reasons for bias not understood.

The main problem here however seems to be in the selection of the sources to be evaluated. Too often the sources in C had not been mentioned or used in Section B. Also, too often the sources chosen were not relevant to the research question. It seemed difficult to understand why they had been chosen, as reference to the sources has to be made in Section D. A very short extract from a longer source like a book is not suitable. This has been stated before in last November's report. However an essay from a selection of essays can be an appropriate source.

Candidates should also be reminded that a primary source is not inherently better than a secondary source and that because a book has been translated it inevitably has limitations.

#### **Criterion D**

The more successful candidates analysed critically the evidence already presented in Section B and addressed the research question. They discussed the significance of the two sources evaluated in C and some were able to show they understood the issues posed by the research question and discuss different historians' opinions, often in depth. Others described different viewpoints without analysing them.

Weaker candidates or those whose research question had been too vague or generalised merely repeated or paraphrased information already stated in Section B. Their work did not contain any analysis and so only reached the low mark bands. A great number of candidates introduced new information which had not been covered in Section B, so their work could not score well. Too many candidates did not refer to the sources evaluated in Section C and so could not reach any higher mark band.

There is a significant connection between a weak research question and a weak analysis.

#### **Criterion E**

In most cases the conclusions were consistent with the material presented and relevant to the research question. However, some did not receive full marks because they presented new information, personal opinions or were not focused on the research question.

#### **Criterion F**

Some moderators have found that although the word count on the title page was stated as 2000 this was not the case and the investigation was much longer.

**Teachers should not sign the form 3/CS until they are completely sure of the accuracy of the word count.**

The number of students who are not able to list a bibliography correctly is surprising, as this is not a skill limited to the study of history. It does not matter which standard academic format is being used, it should be used consistently.

The quality and quantity of sources used varied enormously and candidates used an impressive selection of sources, many from the internet. On the other hand many students are still using inadequate internet sources or general history text books and encyclopaedias. As their sources lack depth, so does their work.

Nevertheless, it should be noted that some students used an interesting and extensive variety of sources and listed them correctly. The depth of their research was shown in the marks obtained.

## Recommendations and guidance for the teaching of future candidates

- Candidates should have access to the criteria of the internal assessment during the whole time they are working on it. This should be at least the 20 hours of class time. This suggested by the History Guide.
- The candidates should understand the importance of each of the descriptors of each criterion. These should be made clear to every student, even the weakest, for whom more explanation may be necessary.
- Time in class should be given to the identification, classification and evaluation (not merely description) of sources.
- In all work, standard academic means of referencing should be used, not just in the investigation.
- Careful advice on the formulation of the question; perhaps peer review of different kinds of research question.
- Look at some successful examples from the past and, again, utilize class discussions to ascertain why they were awarded certain marks.
- Advise the students on how to structure their task and give them a final check list

## Higher and standard level paper one

### 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 - 6	7 - 9	10 - 12	13 - 15	16 - 25

#### General comments

The G2s received from the schools indicated that the November Paper received a mixed reaction. 80% saw the clarity of wording as good or better; 86% saw the presentation of the paper as good or better. The difficulty of the paper received a somewhat contradictory response. While 92% of respondents thought that the difficulty of the Paper was appropriate 32% considered it more difficult than last year's Paper. Several centres commented on the inappropriateness of the subject - Manchuria - on a Route 2 Europe and the Middle East option. This shows a serious misunderstanding of the syllabus. The subject matter for this Prescribed Subject is clearly shown in the Guide and has no relationship to the Higher Level Options. Comments were, as usual somewhat polarized depending on the standpoint of the responder. They ranged from "Good to see a significant area used for this paper rather than an obscure treaty/event"; "An excellent Paper One" and "the document was clear and of an appropriate size" to "Cartoon was of a poor quality, hard for students to decipher".

#### Principal examiner in Spanish

The following is based on the marking of 176 Spanish scripts and 52 English ones - some of the following may only apply to Spanish scripts.

- The text did not seem to pose any specific difficulty to candidates. Every bullet in the markscheme (with the exception of some own knowledge material included in question 4) was seen throughout the different responses assessed.
- Candidates, on the whole, did not seem to have had major problems with the timing of the Paper. Most exams provided answers to all four questions.
- However, few scripts reached the higher levels of overall performance.

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

**Question 1**

a) and b) worked well. Many candidates got full marks for both and there were very few 0 (zeroes) awarded in either 1a or 1b. A small number of candidates wrote lengthy narratives and, consequently, lost time.

**Question 2**

Performance on comparisons was stronger than on contrasts. For these, there was a tendency to name something that appeared in one source but not in the other (eg "Source A mentions Manchukuo; Source C doesn't") and for which no credit was awarded. Also, some answers contrasted the origins of the sources, which was not relevant to the question that asked about the "views expressed". Although links were attempted, they were not always effectively developed and/or didn't make specific reference to the elements in the sources to support the claims. These are all issues that have been observed in the past and addressed in previous subject reports. Unfortunately in the Spanish scripts there is clear evidence that teachers do not seem to be passing this onto their students.

**Question 3**

The responses to this question have become rather formulaic. In the first place, there are still many candidates who conclude that all primary sources are valuable and no secondary source is. Subjectivity in a source does not necessarily constitute a limitation; in the same way as primary sources are neither reliable nor valuable *per se*. Secondly, effective/explicit links between origins and purpose, on the one hand, and value and limitations on the other were seldom offered. In relation to the evaluation of the specific sources on this paper, a number of candidates identified Source D correctly (a statement made by Lord Lytton to the House of Lords, 1932) but instead evaluated the Lytton Report to which the speaker refers in his speech, consequently losing marks. The evaluation of Source E was usually weaker than Source D with general statements such as "It is reliable because it is a newspaper" or "It is unreliable because a cartoon can be interpreted in many ways" indicating that many candidates need more practice in the evaluation of visual sources.

**Question 4**

A considerable number of responses were based on the sources alone (and thus the maximum to be awarded was 5 marks of a total of 8). Material discussed in these answers should be structured and geared to respond to the challenges of the specific question as opposed to offering only a summary of the sources.

## Recommendations and guidance for the teaching of future candidates

- Teachers should encourage candidates to answer Q4 making reference to both the sources and outside knowledge and with specific focus on the demands of the question. Source evaluation should be practiced with particular emphasis on

developing an awareness of the importance of the audience, context, and dates of publication for each source; thus moving away from formulaic responses. It should also include the evaluation of sources such as cartoons, charts, photographs, maps, *etc* as well as written sources. Teachers should draw their students' attention to the fact that Q2 asks for comparisons and contrasts of the views held by the sources and not their provenance.

## 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

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

Some candidates had evident difficulty in understanding what the question was asking them to do. This was especially the case for Questions 2 and 3 (please see below).

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

The interpretation of the two Sources prescribed in Question 1 was often handled well.

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

#### Question 1

- Many answers correctly identified three immediate consequences. However a few candidates were confused by the fact that Nasser did not support Arafat.
- Many answers correctly noted Nasser's control of the oil supply through the Suez Canal, and the concern of the Western powers queuing up for it. However relatively few responses referred to Nasser's parsimonious attitude.

#### Question 2

Many candidates did not fare well on this question. With regard to comparisons, although the majority of responses mentioned the growth of Nasser's status in the Arab world, other comparisons tended to focus on factual agreements between



Sources A and E, rather than on similarities in the views expressed. Some answers stated that there was a change in the balance of power, but without any further explanation. Likewise contrasts tended to be in terms of fact, rather than demonstrating differences between the views of each source.

### Question 3

Some answers were disappointing because their source evaluation was based partly, or entirely, upon the sources' content, rather than the sources' origin and purpose. (Evaluation in terms of purpose was frequently neglected). Most students appeared to be more comfortable when dealing with Source D, where they had little difficulty in identifying D's value and limitation in terms of its origin.

### Question 4

Some of the answers were too short – possibly because candidates ran out of time. The more effective responses were those that moved beyond simply summarising the contents of each Source, instead applying the material therein to provide an explicit explanation of the consequences of the Suez Crisis up to the end of 1959. Only a minority of answers included some relevant own knowledge (and one could not credit reference to events and developments that occurred after 1959 eg mention of Camp David).

## Recommendations and guidance for the teaching of future candidates

- As the above comments would suggest, future candidates are advised not only to time themselves more carefully in the exam, but also to ensure that their answers are closely related to the questions' precise requirements.

### Further comments

It was pleasing to encounter the occasional answer of high quality, but one rarely found scripts where the responses were consistently strong across all the answers.

## 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

## General comments

Overall, the majority of students had understood the content of the sources on this paper. In addition, most students demonstrated an understanding of the theme of the paper. From the G2 forms both the clarity of wording and the presentation of the paper were considered good to very good. G2 forms suggest that over 50% of respondents thought the paper was at the appropriate level, however just over 40% described the paper as too difficult. Around a third of G2 respondents described the difficulty of the paper as similar to last years, whereas 50% saw it as a little more difficult, with a further 15% considering the paper to be much more difficult. The perceived difficulty referred to in the G2 focused on the specific challenges of the final question.

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

Candidates demonstrated a general understanding of the topic of the paper, but often lacked development in their responses. Many responses covered only one or two points for questions that offered several marks. Some candidates demonstrated only a very general knowledge of the specific theme/topic.

**As far as** Question 1(a) is concerned, this was often addressed with only one or two key points, with some making only one developed point. For Question 1(b), some candidates only gave one point regarding the message of the photo, whilst in Q2 candidates usually attempted to identify one comparison and one contrast question; however the question requires more than only one or two points of linkage. There were many candidates who offered incomplete linkage for contrasts and it is important to note that tables or bulleted responses should be discouraged as these do not facilitate developed linkage.

In answering Q3 candidates attempted to find values and limitations from the content of the sources rather than the origin and purpose. Identifying the origin does not automatically result in attaining a mark as candidates are required to use the origin and purpose to assess the values and limitations of the sources. A small number of candidates discussed the *wrong* document in their responses to both Q2 and Q3.

The final question was sometimes poorly executed due to insufficient time to complete a coherent response. Generally candidates attempted to use the document material however the synthesis of this with their own knowledge was very limited. A number of candidates had not addressed the specific question and had written answers about 'Why the Velvet Revolution was successful' and did so in a much more general way.

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

Most scripts seemed to reflect a sound basic understanding of the theme and topic of the paper.

The majority of candidates had adopted an appropriate approach to each style of question, and most had attempted to answer all four questions.

There continued to be some improvement in the structure and focus of responses for Q2 and Q3. Most candidates also attempted to use or refer to documents 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

### Question 1

- (a) The majority were able to find two or three points. Many candidates presented three clear points, usually as three developed sentences, which related to the markscheme. However, a minority offered only one extended point.
- (b) Candidates had little difficulty here. Most had two clear points regarding the message of the photograph which related to the markscheme.

### Question 2

The majority of candidates attempted some linkage between the two sources. There were still a few 'end-on' accounts where students discussed the sources separately. In addition, Candidates should be aware of 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.

This question seems to be straightforward for most candidates in terms of identifying comparisons but was more difficult in terms of direct contrasts.

### Question 3

There was an increase in stronger responses to this question this session, and there continues to be some improvement in how students approach Q3. Although many candidates are limited to attaining 3 or 4 marks as the evaluation of the sources was not sufficiently thorough for the top marks. Many candidates continue to make vague statements regarding the value of a document as 'primary' without going on to explain why this is a value. Students should be able to identify the origin and interpret the purpose of each document and then use this information to evaluate the values and limitations. Many candidates did not give the purpose of the document, and then omitted an evaluation of the purpose.

### Question 4

There was a marked lack of detailed own knowledge in many of the responses to this question. There were two common limitations to responses: Firstly, many candidates did not address the specific question, *ie* 'the extent to which those involved in the

build-up to the Velvet Revolution would regard the revolution as successful'. Many students wrote generally on the reasons for the revolution's success. Secondly, many candidates demonstrated very limited knowledge of events in Czechoslovakia. There were some excellent and well-detailed responses – but these were exceptional. From the G2 forms it was clear that this question was perceived as more difficult than previous papers' questions.

Another issue for Q4 remains timing: some candidates only manage to write a brief paragraph in response.

## Recommendations and guidance for the teaching of future candidates

- Teachers are reminded to teach and review *all themes* in the bullet point list for PS3. Many candidates seemed to lack detailed knowledge of the Velvet Revolution in Czechoslovakia.
- Encourage students to find more than one or two points for Question 1(a).
- Practice interpreting the message of a variety of sources – not just cartoons. Other types of documents should be considered – statistics and graphs, photographs, speeches *etc.* Students should not simply describe content; they need to be able to identify the message.
- Students should practice identifying similarities and differences between documents. Examiners are not necessarily looking for balance between comparisons and contrasts – but they do need to identify several developed links for a 6 mark question. It could be 3-3; 2-4; 4-2. Many seem to look for only two broad points of linkage. A key issue for some students is that they spend too long elaborating at length on the same point, or they repeat the same comparison or contrast a number of times.
- The evaluation of sources from their origin and purpose to find values and limitations should be consistently practiced. Students should address the full provenance of a source and be aware of author, audience, context and date of publication. Too many students are still focusing on the content of the sources. Students should also be encouraged to develop specific evaluation points for the documents they are asked to evaluate.
- Students should be prepared for question 4 and practice using the documents and the skill of synthesizing their own knowledge to answer a specific question. Students should be reminded that only material that is specifically relevant to the given question will be rewarded.

- Practice past papers or past paper style questions under timed conditions. This will help students to better manage their time.
- Teachers should share markschemes and Subject Reports with their students as this will help students understand examiners expectations.

**Further comments**

Bullet point or note-form responses to each of the questions should be discouraged.

## 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

As in previous sessions, the most popular question were from Topics 1, 3 and 5 with relatively few responses to the questions in Topics 2 and 4 (the exception being Q7 from Topic 2 where many candidates seized an opportunity to write about the Weimar Republic). The majority of candidates chose to write about the alliances as a cause of the First World War (Q2), the establishment of a totalitarian state in Nazi Germany (Q16) and importance of “mutual fear and suspicion” in the breakdown of post-war relations that gave rise to the Cold War (Q25). Overall, the level of detailed knowledge was quite good though there were rather too many candidates who resorted to pre-learned responses that skirted over the general demands of the questions but rarely got to grips with relevant analysis. There were relatively few excellent answers but candidates did seem quite well prepared for the topics they chose.

A total of 86 G2 forms were received, an increase on the 70 received in response to the November session in 2012. Just over 96% of respondents found the paper to be of an appropriate standard, with 3% finding it to be too difficult and 1%, too easy. Similarly, in comparison to last year’s paper, 80% found it to be of a similar standard, 8% a little easier, 7% a little more difficult, 2% found it to be much easier and 2% responded N/A. In terms of clarity of wording, over 88% of respondents found the clarity of wording to be good, very good or excellent and, similarly, 93% considered the presentation of the paper to be very good or excellent.

All centres are reminded to encourage teachers to complete the G2 forms after the candidates have sat the exams: opinions as to the suitability of the papers, as well as comments on the accessibility of individual questions, are taken into account in the setting of the Grade Award boundaries.

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

There were very few rubric offences this session and only a small minority of scripts were unfinished. This suggests that most candidates effectively allocated the time allowed to answering the requisite two questions. Now that booklets with the entirety of each candidate’s work are submitted, it is easier to determine whether answers have been planned. This important part of the exam process, however, could be further improved if candidates approached it less as an exercise in jotting down random facts and, rather, as an opportunity to organise relevant knowledge into a focused argument that addresses the question. Often, candidates had good knowledge but could have been more effective in applying it to support

their arguments. For example, Q16 asked about the methods used by either Hitler or Stalin to establish a totalitarian state after coming to power, but too many candidates went no further than listing methods and neglected to assess “with what success”. Careful planning may have helped to develop responses more fully.

In relation to previous sessions, it was gratifying that there were fewer responses that listed what candidates perceived to be historiography, *ie* the rapid fire approach of naming and quoting historians with no reference to how these comments would fit into the general framework of an argument. Even so, candidates still seem overly dependent on narrating the “orthodox”, “revisionist” and “post-revisionist” interpretations of the Cold War. As always, a little of this goes a long way and is best used alongside good factual evidence to support arguments put forward in response to the question.

## The levels of knowledge, understanding and skill demonstrated

For the most part, responses were well-structured and candidates referred to the question in the opening paragraph. This approach helps to bring focus to the answer and gives examiners an indication that the candidates have grasped the gist of the question.

In the G2 forms, it was notable that many respondents were pleased with the use of command terms listed in the glossary that comes at the end of the IB History Guide, although there is, of course, the addendum that, **“other terms may be used to direct students to present an argument in a specific way”**. For the most part, candidates appeared to have little difficulty in responding appropriately to the command terms. The G2 forms indicated little criticism of the coverage of the syllabus in the paper and most candidates seemed to have enough relevant knowledge to choose two questions from different Topics.

The better responses demonstrated a sure and confident handling of relevant material. Not only did these candidates know their facts, they were able to get to the heart of a question and to use their knowledge effectively to marshal impressive arguments. Such responses indicated that candidates, prior to the exam, had given considerable thought to how they would answer a question on the origins of the Cold War, for example. It is clear from the “themes” listed in the History Guide what kind of material needs to be covered to prepare for the exam and time is well spent on discussing these topics, as well as encouraging candidates to peruse past exam papers in order to consider how they would respond to questions.

Unfortunately, evidence of wide reading was rare and candidates need to be reminded that learning a few quotes by famous historians is not as useful as taking the time to read their books.

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

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

**Question 1**

This was a popular question and most candidates understood the demands sufficiently to address all parts (two civil wars and both the economic and political causes). Although, as one examiner stated, for the most part, one war was dealt with more effectively than the other. By far, the most popular choices were the Spanish Civil War and the Chinese Civil War. With regard to the Chinese Civil War, some candidates attempted to address both periods (1927-36 and 1946-49) and, at times, got mired in the downfall of the Qing dynasty and so rarely got as far as the victory of Mao Zedong and the PLA. Fortunately, quite a few chose one or the other and this was quite acceptable. The better responses did include some discussion of differing ideologies and were able to explain the divergence of the GMD and the CCP at the time of the Northern Expedition and the “White Terror”. As for the Spanish Civil War, for the most part, candidates began with general statements about the state of the economy before the rule of Primo de Rivera, narrated some events of the 1920s up to the Great Depression and rarely went much beyond the emergence of the Second Republic, although there was much to discuss about the period when political and economic divisions reached breaking point.

**Question 2**

Possibly the most popular question on the exam paper, it allowed candidates to demonstrate their knowledge and understanding of events that led to the outbreak of the First World War. The focus was on the alliance system and most responses reflected some knowledge of how the Triple Alliance and the Triple Entente came about, although there was rather limited discussion of how these arrangements either did or did not commit countries to support each other in 1914. For the most part, better responses did consider how far the Triple Entente, for example, was a) an alliance system and b) committed its members to support each other in time of war. Such responses also distinguished between the outbreak and the expansion of the war, concluding that although alliances may not have contributed to the outbreak, they did contribute to the expansion of the war. Weaker responses narrated the role of imperialism, militarism, nationalism and, often as an afterthought, alliances and so demonstrated relevant knowledge but rather weak analysis.

**Question 3**

Although the collapse of collective security is usually a popular topic, not many responses were seen to this question. Those that were seen did, mostly, refer to the Manchurian and Abyssinian crisis and delved a little deeper to mention Munich, the invasion of Poland and the outbreak of the Second World War as “consequences”. Although rather too many turned this into a “weaknesses of the League of Nations” response, there were a few that were able to bring in other factors such as domestic politics/popular opinion in Britain and France; the economic impact of the Great Depression; fear of Communism; determination to avoid another “Great War” *etc.*

**Question 4**



Very few candidates answered this question.

#### **Question 5**

Very few candidates answered this question.

#### **Question 6**

A few responses were seen, mostly to the role played by technology in the outcome of the Falklands/Malvinas War. Unfortunately, the level of detailed knowledge was limited, for the most part, with candidates offering rather narrative accounts with little reference to technology.

### **TOPIC 2: Democratic states – challenges and responses**

There were very few responses to the questions in this Topic, with the exception of Q7.

#### **Question 7**

The majority of responses addressed the challenges faced by the Weimar Republic and this was quite appropriate as the question stipulated “up to 1939”. For the most part, responses were rather uniform in their pessimistic overview of Weimar. There was evidence of accurate information including the roll-call of coups, economic problems *etc*, but rarely was there recognition that such problems were dealt with. Nor was there a reminder that the Republic survived until democracy was destroyed by Hitler. The better responses were rather more nuanced and gave the Weimar Republic some credit for governing Germany for twelve years and included some analysis of the final challenges.

### **Topic 3: Origins and development of authoritarian and single-party states**

#### **Question 13**

By far, the most popular choices of single party leaders were Mao and Hitler with candidates who chose this question addressing both leaders and explaining, to some extent, the context for their rise to power. Perhaps it was not surprising that knowledge of Weimar was somewhat more detailed and that the economic and social problems confronted by Jiang Jieshi and the GMD were rather less well known.

#### **Question 14**

Not many responses were seen to this question and, for the most part, Castro was a more popular choice than Perón. As is so often the case, however, candidates knew more about Castro’s rise to power than his rule and so detailed knowledge of his policies was rather limited.

**Question 15**

This was quite a popular question with candidates choosing, in about equal numbers, Nazi Germany, China and the USSR. There was fair knowledge of the internal opposition present in these states although “nature and extent” were rarely developed. Unfortunately, with regard to the USSR, there were several responses that were limited to narrative accounts of the rise to power of Stalin. Although listing the “troika”, “United Opposition” *etc* could not really be considered “internal opposition” to the state, this material could have been made more relevant had candidates focused on factionalism and the opposition expressed to the New Economic Policy (NEP), for example.

**Question 16**

This was a very popular question with Hitler the more popular choice of subject. Most candidates who chose this question began with a definition of “totalitarian” and there was good knowledge of the various methods used to tighten control over the population. Some responses did tend towards a narrative of Nazi policy towards the Church, education, women *etc* and “success” was often dismissed rather briskly. Overall, there was an assumption that Nazi Germany was, indeed, a totalitarian state and all that was required of a candidate was to describe how this was achieved. There was, however, much to argue over and it was a pity that more attention wasn’t paid to the chaotic administrative structure of the state that, according to Ian Kershaw, belied the appearance of order and efficiency. Similarly, Stalin’s Soviet Union was also assumed to be a totalitarian state with few responses proffering an argument to the contrary. This is not to say that there is a “right answer” but some indication of whether or not there is a possible counter-argument can often make a response more analytical in structure and content.

**Question 17**

Very few candidates answered this question.

**Question 18**

Q18 was another popular question with Hitler (yet again) the most popular choice. This was a straightforward question and candidates had a fair idea of how it should be approached. There were some good responses that discussed promises to increase employment; “restore” a more authoritarian state; quash communism; provide welfare; remove the burden of Versailles, *etc*.

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

Very few candidates offered responses to this topic.

**Topic 5: The Cold War****Question 25**

A popular question, most candidates did quite well, demonstrating enough knowledge to make a reasonable judgement on whether or not mutual fear and suspicion was an important factor in the worsening of superpower relations. Many candidates recognised this as a post-revisionist argument but most did not belabour this point and resisted listing historiographical narratives. Unfortunately a few candidates did little other than regurgitate a collection of quotations from various historians (though, mostly, these were authors of well-known text-books) having, presumably, been taught that this was the best approach to answering a question on the origins of the Cold War. A more effective way to prepare would be to have a good, accurate knowledge of events supported by wide reading and for responses to focus explicitly on the question. Although there was a precise timeframe (1945-50) surprisingly few candidates went up to 1950 although some mention of the Korean War and NSC 68, for example, would have been appropriate. It is a good idea for candidates to pay attention to dates that may be included in a question as these are often an indicator of events that could be mentioned and that will, undoubtedly, be of relevance to the question.

**Question 26**

Very few candidates answered this question.

**Question 27**

A few responses were seen but this was not a popular question. For the most part, candidates who chose to write about détente did have some idea of why it was adopted and abandoned although detailed knowledge was, on the whole, limited and not always accurate. This is an important stage in the Cold War and there is much to discuss with regard to why the USSR and the US chose to mend relations and move towards arms limitation as well as better diplomatic relations, at least up until 1975. Disappointingly, this seems to be a rather less well-known topic.

**Question 28**

There were a number of responses to this question although detailed knowledge was, surprisingly, quite limited. Although Vietnam and Afghanistan could have yielded some interesting comparisons and contrasts, most responses were on Vietnam and Korea. Few were analytical and accurate knowledge too sparse to allow for much analysis. This was a pity as the structure of Paper 2 explicitly encourages the comparison and contrast of wars, leaders, *etc* from different regions and different time periods.

**Question 29**

Very few candidates answered this question.

### Question 30

Just as ‘the origins of the Cold War’ is a popular topic with candidates, so is the end of the Cold War/collapse of the USSR. There were quite a few responses to this question and most did make a fair effort to discuss both economic factors and the arms race. Unfortunately knowledge was rather limited, and so analysis was not, for the most part, well-supported. There was some mention of *perestroika* (and *glasnost*) although few candidates demonstrated sound understanding of what this policy was intended to address. Too many responses included accounts of the planned economy, dating back to Lenin but candidates did not have the time to give an account of the difficulties facing the USSR from 1922 onwards. Whereas, in the great scheme of things, these may have been quite relevant, they were not as relevant as the failure of Gorbachev to fix the terminal decline of the Soviet economy and so time would have been better spent focusing on the 1980s. Surprisingly little was known about the arms talks that took place between Gorbachev and Reagan, although most candidates did mention the “Star Wars” initiative (SDI). Few responses went up to 1991.

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

- Not surprisingly, given the wide range of abilities, responses vary quite a lot both in the material chosen for discussion and in structure. For the most part, candidates could improve their performance in this component by becoming familiar with the detailed specifications outlined in the IB History Guide. The themes to be studied are clearly stated and familiarity with the terminology used will allow candidates to answer questions that may ask about guerrilla warfare or totalitarianism, for example, with good knowledge and understanding. Similarly, the material for detailed study is included as an indication of what or whom “named questions” will ask about (eg questions that ask specifically about Hitler or Perón). There will, however, be “general” questions (that do not specify a particular war or leader) and so candidates may also be able to use other leaders/states/wars they have studied as part of a national curriculum. Add to this, a familiarity with the command terms and all candidates should be able to enter the exam feeling confident that they have a good idea of what to expect. The rote learning of possible responses is not a good approach and rarely works well. Far better for candidates to be familiar with the IB History Guide and to understand how it applies to their syllabus and then to use this to plan their revision. It can also be very helpful to regularly remind candidates of where and how topics they study are likely to appear on the exam paper. One last point – this is a twentieth century, world history paper and being able to stand back from events to see how they link with others across the globe during a given time period helps candidates not only to answer questions that ask for examples “from two different regions” but also to appreciate more fully the global implications of historical events.
- On a more practical basis, candidates need to learn the dates of important events and to use these accurately to demonstrate understanding of cause and effect in history. Similarly, thematic rather than narrative answers work best and practice at timed essay

writing can be a useful way to help candidates to plan and write focused, well-supported responses that answer the question.

## Higher level paper three – Africa

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 6	7 – 12	13 - 18	19 - 24	25 - 29	30 - 35	36 - 60

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

#### Question 1

This question was not popular with candidates. The question required candidates to discuss the similarities and the differences between the rise of Unyamwezi under Mirambo and the Hehe under Mkwawa. The comparisons made could have been on the reasons for the rise of the two kingdoms, their military techniques, and influence by the Ngoni *etc.* Candidates should have also looked at economic factors such as the importance played by trade in slaves and ivory (long distance trade). In general candidates were expected to discuss clearly the similarities and the differences between the two communities.

#### Question 2

This was a popular question. Candidates were expected to discuss the reasons for the rise of the Mahdist state and then the nature of the state itself between 1881 and 1895. Both sections had to be handled in order to meet the criteria for a high mark band. Candidates should have discussed the rise of Muhammad Ahmed ibn Abdallah as the Mahdi. Many candidates focused more on the reasons for the rise of the state and therefore said very little on the nature of the Mahdi state. They should have discussed why the aim of the Mahdi was to purify Islam and set up a pure Islamic state. The control of the area by the Egyptians and the reasons for the Muslims being unhappy should have also been considered. It was also important for the candidates to explain why the Mahdi was popular, among the Danaqla who supported slave trade and the Baqqara who were cattle keepers.

On the nature of the state candidates should have clearly identified the role of Islam in the new state, eg the emphasis on Sharia Law, the persecution of Christians, provinces headed by amirs, the emphasis on the payment of zakat *etc* among other factors.

#### Question 3

This was a popular question that expected candidates to discuss the social, economic and political organization of the Mandinka Empire. Many of the candidates focused

more on the economic and political organization but said very little on the social organization. There was a clear indication that candidates had good knowledge of this particular topic.

#### Question 4

This was another popular question. A *to what extent* question, it meant that candidates were expected to discuss the extent to which the rise of strong leaders and kingdoms was the most important effect of the Mfecane, alongside an analysis of other effects of the Mfecane. In the end they needed to deduce which of the factors was (or were) more important. Many of the candidates had good knowledge of the topic, but critical analysis was lacking and more factors should have been discussed before drawing a conclusion.

#### Question 5

This was a very popular question with candidates. The question expected candidates to have a clear idea about the factors that contributed to partition. They should then have explained to what extent economic factors were the most important among all the factors. Many of the candidates did not elaborate well on the economic factors. Candidates who scored highly looked at a range of different historical approaches and tried to analyse them before either supporting the hypothesis or refuting it.

#### Question 6

This question expected candidates to have a good understanding of the role of the Berlin West Africa Conference in the scramble of Africa, among other factors. They should then have been able to explain the respective importance of the conference in relation to the other factors discussed. Many of the answers in this question were very narrative. Many of the candidates wrote about the Berlin West Africa Conference, but did not explain exactly how it contributed to the scramble. They also failed to analyse the other factors in detail and this led to low scoring.

#### Question 7

This question had two parts to it. Firstly candidates were required to discuss the reasons for Menelik's resistance to the Italians and secondly, the reasons why his resistance was successful. This question demonstrated that candidates had very good knowledge of the reasons for Menelik's resistance, but there should have been a more detailed and substantial discussion of the reasons why his resistance was successful. To score high marks, candidates were required to handle both sides of the question.

#### Question 8

This was a very popular question. It required candidates to have a detailed understanding of the Maji Maji Rising. Candidates were required to discuss both the causes and the effects of the Rising. Secondly they were also to explain the factors

for the failure of the Rising. It was very clear that candidates had very good knowledge of the Maji Maji Rising. Many of the candidates handled both sides of the question and therefore scored well.

#### **Question 9**

This was not a popular question. It was a very direct question which expected candidates to have detailed knowledge of the Anglo-Asante wars between 1873 and 1900. They were then expected to use their knowledge to discuss the causes and effects of the wars during the period stipulated by the question. Those who answered the question did not use detailed knowledge of the topic to answer the question.

#### **Question 10**

This was not a popular question. Candidates were expected to have a detailed knowledge of Khama's collaboration with the British between 1875 and 1895. The question had two parts to it. Firstly candidates were expected to discuss the reasons that led to Khama's collaboration with the British, and secondly they were expected to discuss the effects of that collaboration.

#### **Question 11**

This question expected candidates to have a clear understanding of the apartheid system between 1940 and 1980 and in specific the creation of the Bantustans. Candidates were expected to explain the reasons for the creation of the Bantustans after which they were also to explain in detail the impact of the Bantustans on the lives of black South Africans in particular. Many candidates who tackled this question displayed very good knowledge of the topic, but critical analysis was lacking. Some of the candidates spoke generally about the apartheid system with very little focus on the creation of the Bantustans.

#### **Question 12**

This was a popular question that expected candidates to have good knowledge of South Africa between 1948 and 1980. Specifically, candidates needed to have good knowledge of the resistance to apartheid in South Africa. The question required that candidates discussed the extent to which they thought resistance was effective. This meant that candidates had to look at the successes and failures of the resistance carried out by various groups in South Africa. Many of the candidates who answered this question had good knowledge of the various movements that existed against the apartheid system. A key element of the question was for candidates to highlight clearly the successes and failures of these movements: some of the candidates failed to do this adequately.

#### **Question 13**

This was not a popular question. The question demanded that candidates had detailed knowledge of Kenya during the period of British rule between 1895 and



1963. Candidates were expected to discuss the successes and failures of British rule in Kenya. These could have been classified into social, economic and political factors.

#### **Question 14**

This was not a popular question. Candidates were required to evaluate the successes of colonial administration in the Gold Coast in the years 1890-1957. This was a very direct question which could have been handled very well by candidates who studied the Gold Coast.

#### **Question 15**

This was not a popular question. Candidates were expected to select two regions and then discuss the impact of Islam in those regions between 1800 and 1960. Candidates who attempted this question should have written more on the actual cultural impact of Islam and also the trade impact. Those who attempted the question focused more on the physical impact, (i.e. the construction of mosques and the use of the Arabic language). There was also some discussion with regard to its impact on education. Generally, there should have been a much more substantial discussion of the impact of Islam in this question.

#### **Question 16**

This was not a popular question. Candidates were required to select either South or West Africa in the twentieth century up to 1960 and discuss the major changes that took place with regard to the role of women. This question required candidates to have a good knowledge of the role of women in traditional society so that the change in their role could be made clear.

#### **Question 17**

Candidates were required to discuss both the reasons for and impact of the collapse of the Central African Federation. The question was very direct and required candidates to explain why the Federation collapsed, and then assess the effect of its collapse especially on the member states.

#### **Question 18**

This question required candidates to have good knowledge of the Mau Mau and the role it played in the attainment of independence in Kenya. The question also expected candidates to discuss other factors that were responsible for Kenya attaining independence. Those who attempted the question failed to display a good command of the topic and so were not able to clearly bring out the role of the Mau Mau. Similarly they failed to discuss the other factors that contributed to Kenya's attainment of independence and therefore failed to meet the demands of the question.

#### **Question 19**

This question required candidates to have good knowledge of the factors leading to independence in both Nigeria and Ghana. Candidates should have then been able to discuss why Nigeria gained independence after Ghana. This was another very direct question which required candidates to have not only very good knowledge of the reasons for independence in the two countries but also expected them to effectively compare these factors with the aim of demonstrating why Ghana attained independence before Nigeria.

#### **Question 20**

This was not a popular question. Candidates were required to discuss the role played by both UNITA and MPLA in Angola's attainment of independence. Very good knowledge of the two parties was a must for a candidate to score higher marks. This question focused on only these two parties so dealing with other factors for independence in Angola was not necessary.

#### **Question 21**

This was another very direct question that required candidates to identify any two countries and then explain why single-party states were established in them. Candidates were required to discuss the reasons for the establishment of single party states. This question was not popular with candidates.

#### **Question 22**

In order to respond effectively to this question, candidates needed to select two post-colonial states and discuss specific social and economic challenges that those states experienced up to the year 2000. Many candidates selected Uganda and South Africa. The challenges to be discussed differed from country to country and therefore candidates had to be very specific. Social challenges would include illiteracy, the lack of medical facilities, ethnic conflicts *etc.* Economic challenges would include over-reliance on agriculture, poor infrastructure, high levels of debt *etc.* Lack of money and mismanagement of funds all contributed to challenges in various African countries. Detail was lacking in many of the scripts where this question was attempted.

#### **Question 23**

This was a popular question that expected candidates to have a detailed knowledge of the Abyssinian crisis as well as the other reasons for the failure of the League of Nations. The focus of the question was the Abyssinian crisis being a death blow to the League of Nations; therefore it was important for the candidates to explain the role that the crisis played in the collapse of the League of Nations. Candidates needed to highlight the effects of the crisis including issues such as the loss of faith in the league from many smaller nations – a significant factor in that it culminated in the League not being taken seriously. The crisis demonstrated the failure of collective security and the limited impact sanctions (the key actions the League could take against an aggressive country).

On the other hand candidates should have also explained the impact of the great depression and the Manchurian Crisis in the collapse of the League of Nations. In their conclusion candidates were expected to explain the extent to which they agreed with the hypothesis after considering all other factors. Candidates should have given detail not just on the Abyssinian Crisis, but also the other factors that contributed to the collapse of the League of Nations.

#### **Question 24**

This question required candidates to select any two African countries and explain why they got involved in the Cold War and what the effects of that involvement were. Candidates had a wide variety of countries to choose from, including Congo, Angola, Namibia, Ethiopia *etc.* Some of the reasons for involvement would include the fact that some of them were looking for allies against their enemies back at home, in some cases the USSR and US who were looking for allies in Africa would offer assistance as was the case in the Congo. Candidates were required to be very specific because different countries had different reasons for getting involved in the Cold War. The effects also depended on the country for example civil war in Congo became more complicated with the involvement of the superpowers and wars fought in Congo led to death, destruction and United Nations involvement. Candidates had to have very detailed knowledge of whatever country they selected. This was not a popular question.

## 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

The November 2013 exam was based on the fourth year of the implementation of the 2010 History Syllabus. The number of candidates who sat the exam continued to grow, having risen by over 7% from the previous year.

The number of G2 responses received from schools was 26 at the time of Grade Award in December 2013. G2 responses continue to be relatively few in number and thus the data collected may not represent a statistically representative sample. Complaints centred on: Section 7 (neither question tested mainstream knowledge on the Depression in the region; Section 10 (both specific questions); Section 8 (both questions on social history and focused on minorities), and most G2s objected to the presence of three specific questions on Canadian history. Responses from schools 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.

61% of the respondents thought the exam to be at the appropriate level, whilst 38% considered it to be too difficult. In comparison to the November 2012 paper, 38% thought the exam to be of a similar difficulty level, 19% regarded it as a little more difficult and 38% thought it much more difficult. In terms of clarity, 30% assessed the exam as “Good” and 34% as “Very Good”. Presentation was judged as “Very Good” by 42%. 12% of the respondents thought the questions were not accessible to candidates irrespective of their ethnicity.

The syllabus recommends that three sections are covered completely. This should give students at least six questions from which to choose. If just a selection of bullet points from a range of sections is studied, it is likely that the candidates could end up with a very limited choice or, in the worst case scenario, no questions at all that they could answer in the examination.

Once more, the topics receiving most attention this session were: the United States Civil War; the Mexican Revolution; the Emergence of the Americas in Global Affairs (related to the application of the US foreign policy to one nation of the Americas); the Cold War and the Americas, and Civil Rights and Social Movements in the Americas. The most popular questions were questions 5-6-7-9-11-12-14-18-19-21.

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

There appeared to be weaknesses in the treatment of topics such as: nation-building and challenges; the Great Depression and the Americas; the Second World War and the Americas, and Into the twenty-first century. Responses related to these topics were largely unsuccessful. Knowledge on Canadian history was barely satisfactory in general terms.

A number of candidates appeared to encounter difficulty in finding relevant questions. Given the extent to which the questions chosen were concentrated on a more narrow range of selections than is typical, it could be argued that the other portions of the curriculum appeared difficult to candidates. However, it might also be argued that a few questions were focused on very mainstream subjects, were easily understood and also allowed candidates to demonstrate knowledge of their national histories.

Some time management problems were noted where candidates extended such depth on one or two essays that it did not allow them time to address a third choice. There were many candidates who only wrote 1 or 2 essays.

Questions on social history were chosen (questions 14, 15, 16 and 22) but still represented a rather weak performance, overall. The use of vague generalizations and descriptive commentary limited the awards for many of the social history essays. Responses were often repetitive and lacked specific knowledge or analysis that would have demonstrated depth of understanding.

There were some questions that often produced particularly irrelevant content and which suggested a limited understanding of either terminology, or the time frame of the topic (*ie* questions 2, 4, 8, 13 and 16). These will be discussed in the comments on individual questions.

There were many instances of candidates appearing to write preconceived responses rather than ones that were tailored to the question posed. Examples include question 19 in which many essays proved a broad review of Cold War foreign policy confrontations between the US and the USSR, or question 21 in which candidates broadly developed leaders from the Civil Rights Movement, without focusing on the specific role of Dr Martin Luther King. There were quite a few instances of candidates not understanding the demands of the question. It is important that candidates receive practice and training in interpreting the 'demands' of a question.

Depth in knowledge and in analysis continues to be an exception. Some responses revealed in-depth and largely accurate knowledge that was not well applied as evidence. These responses were largely narrative and/or descriptive with implicit links to the question or some very limited critical commentary at best.

Where candidates did attempt to respond to the actual question many of them did not include enough specific, detailed factual material to illustrate and support their comments. It was worrying to read well-written and reasonably focused answers based on sweeping and largely unsupported generalizations.

A number of candidates still find synthesis between knowledge and critical commentary difficult; only stronger candidates developed this synthesis successfully. Although there is a

growing attempt to integrate historians' interpretations within a flowing argument, most candidates state rather than evaluate these viewpoints. Where a comparative structure was attempted, responses lacked depth and breadth.

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

Candidates seemed well-prepared in the following topics: United States Civil War and the Mexican Revolution. Responses on McCarthyism represented tremendous depth as to the foreign policy context of the era, but the relationship to domestic elements was not always made with clarity. Knowledge of the Civil Rights Movement was sometimes expansive, though some had difficulty in focusing on the thesis presented (Dr Martin Luther King's role).

In general, writing skills have improved and the majority attempted to structure their responses coherently. Some wrote clearly focused and relevant introductory paragraphs and conclusions which offered a clear synthesis of the arguments presented in the body of the essay. Most candidates managed to score some marks in spite of weak responses as they showed some understanding of the historical context. There is also some movement away from lengthy background knowledge and more focus on the timeframe demanded by the question, as well as more notable attempts to organize responses thematically rather than chronologically. On the whole, candidates attempted to provide a comparative structure for those questions that demanded it. Responses to two-part questions reflected more balance in the stronger candidates.

Answers contained more depth of knowledge and analysis for political history than for social history.

The best responses revealed focus on the demands of the question, in-depth and accurate knowledge applied consistently as evidence, command of chronology, coherent structure and well-developed and well-supported arguments.

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

### Question 1

This was a relatively popular question with varying levels of performance. Several responses lacked specific knowledge of the Declaration of Independence and resulted in descriptive accounts on the causes of the American War of Independence.

### Question 2

This question was seldom chosen. There seemed to be little understanding of the term "Native Americans" and a highly generalized knowledge of the impact of the wars of independence on them.

### Question 3

This question was not very popular; responses were barely satisfactory and consisted of a description of a few of the causes of the War of 1812.

#### Question 4

This question was chosen by a surprising number of candidates, but many appeared to have chosen it as a last resort (it was done very poorly). Most responses contained sweeping generalizations or a narrative account of successive *caudillos*, rather than analysis as to the reasons for the emergence of *caudillos*. Most candidates chose examples not relevant to the nation-building period which reflected lack of knowledge on the *caudillo* phenomenon after the wars of independence.

#### Question 5

This was a very popular choice and was among the more successfully answered questions. There were some very high level responses with good in-depth critical analysis as to the Union v. Confederacy strengths. Better responses challenged the statement, supported their arguments with detailed evidence, and organized their answers thematically. Weaker answers wrote extended background on the causes of the Civil War, described the Union strengths, lapsed into a narrative of the whole war and included irrelevant material (beyond the beginning of the war).

#### Question 6

This was quite a popular question but there were many rather disappointing answers. There was, in many cases, limited specific knowledge of the Reconstruction Amendments. Some candidates interpreted "amendments" as "changes". Few candidates challenged the statement successfully. Most agreed with the statement but failed to substantiate their arguments sufficiently. Several candidates appeared to have been prepared to answer another question related to the Reconstruction period.

#### Question 7

This question was frequently chosen and mostly resulted in rather weak responses. The quality of knowledge was not often extensive, with descriptive material the norm. For too many these questions seem to be an 'easy option'.

#### Question 8

Only a few responses to this question and with extremely weak performance; answer revealed poor understanding of the philosophy of "*indigenismo*" or its impact.

#### Question 9

This question was popular and the responses to it were uneven. Cuba was by far the most common example. Stronger essays provided depth of knowledge as to specific ways and discussed effects competently. Weaker responses were largely descriptive of some of the ways, failed to address the effects or did so in a rather limited or generalized manner. In several responses synthesis between knowledge and critical

commentary was not well developed. Most candidates ignored events and policy prior to 1898, with the exception of some linkage to the Monroe Doctrine. Quite a few candidates extensively developed the essay past the 1929 end date and heavily applied the relationship of the US to the Castro regime.

#### **Question 10**

This question was chosen by very few candidates. While a few responses were sound, others addressed the nature rather than the impact of Canada's participation in the First World War. Candidates who addressed the impact considered few aspects.

#### **Question 11**

This question was done by a reasonable number of candidates. The best responses were organized thematically with running comparisons and contrasts. However, responses did not show depth of knowledge on both leaders *and* the challenges they faced. Many answers addressed challenges vaguely, described both leaders' policies, or only dealt with Obregón.

#### **Question 12**

This was a popular question with varied results. Some candidates addressed both the arts and education with limited results. The best responses dealt with the arts and made a clear connection between the Mexican Revolution and the changes in the arts. Weaker answers applied limited knowledge to support their arguments or made sweeping generalizations.

#### **Question 13**

This was a question chosen by many candidates who had no relevant or accurate knowledge on Mackenzie King's approach to the Depression. Most candidates addressed Roosevelt's New Deal. Some misunderstanding was noted as to the role of Mackenzie King who was occasionally placed as a member of the US government. This may indicate candidates had not been trained to answer a question on Canada's response to the Depression.

#### **Question 14**

Question 14 was a popular choice with many using the USA as a case study but with rather weak results. Many candidates focused on the causes of the Depression, mentioned the problems caused by the Depression and then made unsubstantiated or poorly supported assertions on the impact of the Depression on the arts.

#### **Question 15**

This question was addressed by a limited number of candidates with rather disappointing results. While most candidates followed a comparative structure, the



knowledge on the treatment of Japanese Canadians and Japanese Americans was limited in detail and accuracy.

**Question 16**

This question produced the poorest essay responses. Most responses revealed meagre knowledge on the Holocaust itself and no real understanding of the reaction to it.

**Question 17**

This question was addressed by few candidates who either had no accurate knowledge on the topic or provided limited explanations of a few of the causes of Canada's Silent Revolution.

**Question 18**

This was one of the favourite questions; however the levels of performance varied and the choice of leaders was narrow. Better responses wrote answers clearly focused on the demands of the question, structured the response coherently and applied accurate and in-depth knowledge on successes and failures. Some historiography was applied effectively. Weaker answers lapsed into a descriptive account of some successes and failures of the selected regime.

**Question 19**

This question was fairly popular and produced a wide range of quality in the responses. There was a clear attempt to address both reasons and effects though many responses revealed some imbalance in the treatment of both parts of the question. Many candidates spent considerable time developing the historical context of McCarthyism by reviewing the origins of the Cold War. In some cases they effectively related these issues and events to the Red Scare, but in other cases, the essays lacked the analysis to show this linkage.

**Question 20**

This was a question that was chosen by relatively few candidates with rather limited knowledge on Nixon's covert operations and their impact on the government of Chile. Most candidates focused on the reasons why Nixon intervened in Chile, referred to the covert operations and their impact in a generalized way. Other candidates wrote extended narrative accounts on the topic.

**Question 21**

This was one of the most popular questions, but the quality of the responses varied markedly. Better responses challenged the statement quite successfully. However, where there was focus on the question, there could have been much more detail on the extent of the influence of Martin Luther King. A considerable tendency was to briefly mention the role of Dr King and then to move on to a description of other

leaders. Many answers consisted of broad assertions with little detail or focused on the influence of the US Presidents rather than on other leaders of the Civil Rights Movement.

### Question 22

The question was chosen by a considerable number of candidates who showed some understanding of the context. They referred to the hippies as the representatives of the youth culture at the time, but did not know much about the broader impact of youth culture. Most responses used the US as the case study.

### Questions 23

This question was chosen by a small number of candidates and it was done very poorly; answers lacked focus and knowledge of the challenges was very limited or non-existent.

### Questions 24

This seemed a question that several candidates chose as a last resort because of its poor results. Responses gave evidence of a limited understanding of the demands of the question and largely consisted of unsupported generalizations on the influence of the media.

## Recommendations and guidance for the teaching of future candidates

- Reviewing past exams and discussing the various command terms and demands of the questions is strongly recommended.
- Teachers should stress that the candidates must respond to the actual question asked, pay attention to the timeframe demanded by the question, and address the person or event used in the question. Some candidates did not do this and included irrelevant material.
- It is important for teachers to instruct students that the twelve topic areas correspond to specific time periods and that not all questions will establish chronological parameters. Nevertheless, there are expectations that the examples applied must fit within the topic and its chronological era.
- 'Unpacking' the task remains crucial in addressing the question effectively. Before writing a response, setting aside 5-6 minutes to prepare a plan is time well spent (in spite of the usual student protestations that it is a waste of valuable time!). Plans enable candidates to write well-structured, more focused and more balanced responses.
- Proper paragraphing is essential in a good history essay. A thematic approach to essays, when appropriate, usually produces a more successful outcome.

- Teachers will help candidates if they give them timed essay exams (writing an essay in 45 minutes).
- Teachers should continue to encourage students to support their arguments with relevant, accurate and detailed evidence.
- Students should be encouraged to consider challenging all or part of a thesis position stated in a question as long as they can support the position with factual content.
- Candidates need to evaluate historians' interpretations, rather than to simply state their views. Name-dropping and referring to school text book authors does not constitute a discussion of historiography.
- Candidates need to be reminded that social history questions should not be chosen unless the student has extensive content knowledge to substantiate the analysis.
- Descriptive accounts will seldom reach a high mark level on questions of any type, but are particularly limiting on social history questions.
- Teachers would be advised to strongly urge those candidates who write nearly illegible script to change to print. If the examiner is required to make long pauses or to go back and forth in an attempt to read the content of the essay, it is quite difficult to maintain an understanding of the essay's meaning. In most cases, this is an issue that can be addressed early in the relationship between teacher and student and which will help the candidate receive a full appreciation of his or her knowledge.

## 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 - 29	30 - 35	36 - 60

### General comments

This session there were a few more centres that chose this option (the total number was 31). From the nine G2s received, 89% felt that this paper was of an appropriate standard whereas 11% thought that it was too difficult. 67% felt that it was of a similar standard or easier than the November 2012 paper whereas 22% thought that it was slightly more difficult and 11% said that it was much more difficult. 67% indicated that the paper was clearly worded, but 33% thought that this aspect was only 'fair'. The majority thought the presentation was satisfactory or good and only 11% said that this was fair. The G2 responses represented a very small sample of teachers and it would be very helpful if more centres chose to send a response.

Several of the written comments indicated that the respondents were pleased with the inclusion of two questions for section 12 on Mao's China, whilst some did not like this and they felt Deng should have been included. Others thought that the coverage of the syllabus was narrow. In section 8 both questions required knowledge of New Zealand and in sections 5 and 9 there were questions about less frequently chosen countries. Teachers, however, should be aware that they should teach all the bullet points in a section otherwise candidates run the risk of not being able to answer some questions. In this paper, a number of questions were broad and they required candidates to cover a great deal of material in order to answer both parts of the question: this particularly applied to questions 9, 10, 12 and 14. Question 14 in particular appeared to pose significant difficulties to candidates and the reasons for this – alongside the broad nature of the other questions mentioned above – were taken into account in the marking process.

It is pleasing to note that teachers and candidates seem to be more familiar with the structure of the syllabus. The introduction of section headings appears to have been beneficial to candidates because this session there were considerably fewer candidates who made 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. This session most of the candidates answered these questions appropriately.

Most centres still seemed to concentrate on China and Japan or China and India. This session there were fewer responses on a range of Southeast Asian countries and New Zealand than there were in November 2012, but more chose to write about Singapore. 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 centres it seems that the teachers may not be expecting enough precise detail from their students.

In this session, there was still evidence that some centres insisted on candidates learning the same set detail for a prepared response. Candidates need to be encouraged to respond more appropriately to the actual questions asked.

It was also pleasing to note that there was 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, 11, 12, 13, 14, 19 and 20.

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 establish what was meant by the terms: 'system of trade in China' (3); 'point of collapse' (4); 'clothes but not its soul' (7); 'defining moment' (11); 'social and economic policies' (19); 'power struggle for control' (20) and 'demographic changes' (24) struggled to come to grips with those questions.

Many candidates did not have a strong sense of chronology and context.

Some candidates 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 5, 7, 8, 9, 11, 12, 13, 19 and 20.

For questions 8 and 11 some candidates chose to dismiss the main subject of the question fairly quickly and discuss many other factors and/or events that they felt were 'important' or 'defining moments'. They could not score highly unless they had first fully analysed the main subject.

Questions 9, 12 and 14 were broad and many candidates struggled to cover the amount of material required to answer both parts of the question.

Many candidates referred to historians by name but in a forced and unnatural manner and 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.

As well, there were some excellent responses to question 22 where the candidates used Singapore as their case study.

The best responses were on the Tokugawa Shogunate (4); the Meiji period (7); whether China's response to the Treaty of Versailles was a defining moment (11); the Taisho democracy in Japan (13); the Cultural Revolution (20) and the reasons for Singapore's success (22). They displayed a mastery of historical knowledge, considerable analytical skills and the ability to structure thematic responses.

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

Comments are only provided on the most popular questions.

### Question 3

A significant number of candidates chose this question, but many struggled to actually identify a range of reasons why Westerners were dissatisfied with the Chinese system of trade. There was a tendency to be narrative about the Macartney, Amherst and Napier trade missions and the causes of the Opium War. The best candidates were able to place the dissatisfaction of the Western powers within the context of differing concepts of trade and the overall clash of cultures. Not all candidates discussed the consequences. Weaker candidates confused the events/treaties between the two Opium Wars.

### Question 4

There were quite a few responses and, generally, this question was done well. Weaker candidates just described Tokugawa Japan. Very weak candidates mainly focused on the arrival of Perry and his impact. Better candidates were able to analyse the changing nature of Tokugawa society before 1853 and gave much detail about

the changes in the economic and feudal system as well as the impact of both 'Dutch Learning' and 'National Learning' and the role of the tozama clans and thus identified the ways in which all these factors undermined the Shogun's authority.

#### **Question 5**

There were very few responses to this question and generally it was done poorly: largely because responses were mainly narrative and concentrated too much on Jinnah and the later period that is covered in Section 5.

#### **Question 7**

This was a popular question which was very well done overall. Better candidates defined the terms in the introduction and looked at the political, military, economic and social/cultural aspects. Some challenged the assumption in the question, but most agreed with it. Yet others argued there were some radical changes. A few weaker students wrote too much about clothing as they took the quotation too literally.

#### **Question 8**

This was a very popular question, but overall it was not done particularly well. Most candidates dismissed Sun fairly quickly and concentrated on other factors that led to the revolution. This approach was not appropriate, because unless Sun Yixian's role was analysed in depth and in context the discussion of other events only partially addressed the question. Better candidates were able to have a comprehensive discussion about Sun's ideology, revolutionary activities in China and abroad and his influence as well as identify some other key related factors that contributed to the 1911 revolution. Many weaker candidates did not seem very aware of the short term factors that contributed to the revolution and discussed very long term factors only.

#### **Question 9**

There were a small number of responses to this question. Generally, they were very narrative and concentrated too much on Gandhi and Jinnah. There was little analysis of the impact of the Second World War on India and Britain or of the roles of Wavell and Mountbatten. There was not much information provided on the fifteen years prior to independence.

#### **Question 11**

This was a very popular question. Weaker candidates did not know much about the terms of the Treaty of Versailles with regards to China and were unable to show the links between the Treaty and the May 4th Movement. Others just presented material about Yuan Shikai and the rise of warlordism. Some tried to do a set piece about whether the May 4th Movement was a turning point and discussed other irrelevant events. Some candidates tried to completely challenge the question and say it was not a defining moment and then just discussed other 'defining moments.' This was inappropriate unless China's response to the Treaty of Versailles was analysed in

depth as well. Many candidates failed to take into account the longer term effects of the movement and focused only on immediate impact. Better candidates were able to analyse in detail the cultural and political aspects of the May 4th Movement and assess the impact.

### **Question 12**

This was one of the most popular questions on the paper, but overall candidates found it difficult. There were many candidates who did not come to grips with the issue of the Japanese invasion. They tended to write set pieces on why the GMD lost and why the CCP won. Some candidates discussed the Japanese invasion quite well but did not follow through with the second part of the question with regards to the CCP victory in 1949. There was very limited detailed knowledge of the Sino-Japanese War. Some of the better candidates were able to discuss different historians' perspectives.

### **Question 13**

This was quite a popular question. Most candidates did it reasonably well and discussed internal and external problems and the consequences. Better candidates had a comprehensive knowledge of Japanese domestic politics in the timeframe given. Many candidates did too much on international factors and not enough on domestic issues. Weaker candidates tended to focus only on a few problems, rather than the complex set of issues facing Japan at the time. Some candidates had the tendency to write a set piece on the rise of militarism.

### **Question 14**

A number of candidates chose this question. It was a difficult question because it went beyond the material in Section 7 and overlapped with material in Section 11 and Question 21. Very few candidates knew much beyond the US Occupation. Many candidates wrote generic responses about the US Occupation that lacked focus on economic development.

### **Question 16**

Very few candidates answered this question. Most of the candidates discussed New Zealand in much greater detail than Australia, and therefore, the responses were weak.

### **Question 17**

A small number of candidates chose this question and it was done quite well with relevant detail.

### **Question 19**

This was one of the most popular questions, but it was not done particularly well even by better candidates. Only a handful of candidates knew about social policies, other



than the Agrarian Reform and the Marriage Act, such as health measures, education, literacy campaigns and family life in the communes. Many candidates seemed to be writing a set piece about how Mao established a socialist state (this was a question in a previous examination) and many confused social policies with socialism and did not define the terms in the introduction. Some candidates discussed the 3 and 5 Antis, the 100 Flowers and Anti-Rightist campaigns without analysing the social impact. They did not distinguish between social and political policies and too many political factors were discussed. All candidates tended to be better when discussing the economic policies.

### Question 20

This was the other most popular question. The quality of the responses ranged from excellent analyses of the nature of the Cultural Revolution to narratives. Overall, it was done very well, but weaker students struggled with the structure. Most candidates tended to argue that the Cultural Revolution was carried out in order for Mao to hold on to power. Better candidates were also able to discuss the ideological components and the role of the Gang of Four. Some of the better candidates were able to discuss different historians' perspectives.

### Question 22

This question was chosen by a small number of candidates and, generally, it was done quite well. Candidates discussed a wide range of factors.

### Question 23

There were very few responses to this question. Generally, they were very weak. They focused on Thailand and insufficient historical information was provided.

### Question 24

There were a limited number of responses to this question. Better candidates understood the question, defined the term 'demographic' and wrote relevant responses.

## 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 and/or factors including compare and contrast; to draw detailed concept maps. Setting research tasks as part of the coursework also helps students to gain in-depth knowledge.
- Similarly, the better students should also be encouraged to show evidence of wide reading and an understanding of historiography, particularly with regard to Tokugawa Japan; the Meiji period in Japan; the May Fourth Movement in China; the impact of the Japanese invasion on Chinese domestic politics; and Mao's China.
- Evidence of wide reading can be obtained by encouraging students to use a range of academic history books 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.
- 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 are rather cumbersome and simplistic and they lead to overly long introductions. 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 directly engage with the question 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 ‘dissatisfied with’; ‘the consequences’; ‘point of collapse’; ‘reasons’; ‘consequences’; ‘compare’; ‘contrast’; ‘clothes but not its soul’; ‘defining moment’; ‘Japanese invasion and occupation’; ‘ultimate victory’; ‘fail to solve’; ‘social’; ‘economic’; ‘control over the future’; ‘demographic changes’ *etc* throughout the response as part of the analysis and also in the conclusion.
- 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*.
- Teachers should make sure that their students do many practice timed essays in 45 minutes which is the time students should allow for each question in the examination (with a further five minutes of planning).
- The importance of planning each essay during the examination needs to be emphasized. Before writing a response, 5 or so 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 also make sure that students are familiar with the markbands shown in the subject guide on pages 77-81.

### Further comments

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

## Higher level paper three – Europe and Middle East

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 5	6 – 11	12 - 17	18 - 24	25 - 30	31 - 37	38 - 60

### General comments

There were more candidates overall for this paper and the quality of answers was on the whole good with very few very weak scripts. There were more high quality scripts than in previous sessions.

This indicates that there was good preparation especially for some of the more popular questions *eg* Question 11 where knowledge was thorough and reasonably wide-ranging including a number of factors with excellent focus on the question.

Nevertheless some popular questions elicited answers which indicated some major gaps in the candidates' knowledge base; this was particularly the case with question 15 on Weimar Germany. (See below for more detail.)

As a general comment on the use of historiography to support answers there was some improvement with less use of the phrase "some historians" without mentioning names or ideas. However it would be beneficial to candidates if they were introduced to more recent historiography *ie* when considering causes of the First World War, Taylor and Fischer are now rather outdated.

Once again there were a significant number of scripts which did not focus sufficiently on the question and provided pre-prepared answers. More disappointing were the scripts where the answer demonstrated a clear understanding of the question, constructed a reasonable argument but did not support their answers with specific detailed knowledge. The synthesis of factual knowledge and analysis is a key historical skill.

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

Comments are only provided on the most popular questions.

#### Question 1

There were relatively few answers to this question and most tended to be weak and focus on the causes of the revolution with limited assessment as to the extent that the "aims" were achieved.

**Question 2**

Very few answers to this question and knowledge lacked detail as to objectives.

**Question 3**

This was quite a popular question and there were some very good answers which showed wide-ranging knowledge and understanding with continuous links to the question even when considering events in Prussia. Some answers discussed most of the points addressed in the mark scheme covering the whole period. Weaker answers would confine themselves to economic and military weakness in the 1850s/60s.

**Question 4**

This was a quite popular but not always well done question with some candidates unable to distinguish between a German and Prussian nationalist. Some focused on Bismarck's foreign policy after 1871 however a few did focus well and even made reference as to how the Federal German Constitution favoured Prussia.

**Question 5**

There were few answers to this question and these tended to be weak and not clear as to what the Ottoman Empire was – one wrote about Austria-Hungary.

**Question 8**

A limited number of responses were seen here. Where candidates used Russia as the focus this was considered acceptable (Northern Europe). Some of these were quite good and covered the whole period in the question others were weak and focused only on Alexander II.

**Question 9**

A very popular question and there were some good attempts to focus on the quotation. There was sound knowledge of the reign of Alexander III and in many cases the term "reactionary" was clearly understood in other cases there appeared to be some confusion. Knowledge was stronger on politics than the economy. Weaker answers focused on Alexander II, as they knew very little on Alexander III.

**Question 10**

Quite a popular question but some candidates (especially in English responses conflated the Bolsheviks and the Soviets). There were, however, a considerable number of answers which did know the difference and did compare and contrast with some success – the phrase "the role of the Soviets" is in the guide.

**Question 11**

This was a very popular question and better answers covered a range of factors as well as German policy. There was some good detail and some use of historiography

much of which could be updated. In the best answers good knowledge was combined with analysis to reach a conclusion in weaker answers an almost straight line was drawn from the formation of the German Empire to the outbreak of war in 1914.

### Question 12

Again, a popular question with some answers demonstrating a good in depth knowledge of the settlements as a whole and not just Versailles. The ability to discuss both short term successes and failures in a balanced fashion was also evident. Many merely described the terms of the Treaty of Versailles with limited analysis except to assert that the economic terms were a major factor in Hitler's rise to power (the end date for this section is 1923). Others took the opportunity to write an essay on the League of Nations. (The last bullet in the guide is clear on the treaties that should be studied).

### Question 13

There were very few answers to this question and most tended to be rather general. However, one or two that were seen had reasonable knowledge of events in Jordan and Iraq. There were more answers to questions in this section than is usual in November.

### Question 14

There were a reasonable number of responses to this question and some answers showed knowledge of British policies but were less able to identify "reasons". Weaker responses ignored the dates in the question and wrote about the post-1945 period in a general manner.

### Question 15

This was the question where candidates were not well prepared and whilst the markscheme makes clear that there is a lot to write about, the expectation was for some detailed knowledge. This is a mainstream topic and candidates should have a sounder knowledge. Many answers were highly generalised and showed little or no knowledge of the political problems of the early period and quite often less for the later period confining themselves to limited assertions that the Depression happened and the Nazis came to power. Only in a few answers was there any real consideration of the impact of the political parties' inability to cooperate undermining democracy especially in the years 1929-1933.

Many blamed Proportional representation for all political problems. Spanish responses had a sounder knowledge of early political problems including threats to the republic (Spartacus, Kapp Munich etc).

There was better knowledge of economic problems and some reasonable attempts to compare and contrast however even here many candidates seem to think that Reparations was the direct cause of the hyperinflation and that there was hyperinflation in the later period.

Most answers made an attempt to compare and contrast.

#### **Question 16**

This was quite a popular question and many candidates were able to make informed comment on the divisions in Spanish society but were less clear about ideological divisions (and of the political groups that supported different ideologies) and were rather weak on the detail for the immediate pre war period of 1931-1936

#### **Question 17**

This was a popular question with some good answers, which did focus on, the areas outlined in the question. Some made the point that Stalin was merely extending the policies of Lenin so that transformation was limited which has some validity.

Knowledge was sound on the whole with economic policies being well known although more could have been made of the extent to which collectivisation transformed both the economy and society of rural areas.

At times there appeared to be some confusion over “social and political “policies with some candidates seeing the purges as a social policy. Most answers focused on the Stalinist period with some even going as far as 1953. A few focused on the rise to power or foreign policy.

#### **Question 18**

There were some answers to this question, which were quite well done with some good knowledge and some balanced analysis.

#### **Question 19**

Answers to this question tended to focus on the division of Germany and holding back communism which was reasonable up to a point but there need to be more on the social and economic problems. Few answers considered the extent to which these problems had been overcome.

#### **Question 21**

This was reasonably well done and candidates were able to consider the issues of social and economic problems from a reasonably secure knowledge base.

#### **Question 22**

This was quite a popular question with some secure knowledge especially for the period up to 1973 however the dates are up to 2000. Answers, which stopped at the 1973 conflict, would not reach higher mark bands. A few answers showed good understanding of the reasons for continuing tensions.

#### **Question 23**



Many who answered this question wrote about Britain but narrated the Beveridge reforms and had limited comment on their impact. Very few covered the fifty-year period.

#### **Question 24**

Again Britain was a popular focus but with some generalized answers. Very few knew enough to write detailed answers on education and make some links to changing social structure.

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

- Teach the all of the bullet points in the chosen sections of the guide and the detail contained within those bullets. Thus if teaching Germany 1919-1933 candidates must know more than just about reparations and Hitler coming to power.
- Candidates should be reminded to answer the questions on the paper not ones they have pre-prepared. They should practice identifying key words in the questions to ensure a tighter focus.
- Remind candidates of the need to support their assertions/analysis with facts.