

## HISTORY

### Overall grade boundaries

#### Higher level

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 11	12 - 24	25 - 36	37 - 47	48 - 58	59 - 68	69 - 100

#### Standard level

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 11	12 - 22	23 - 35	36 - 47	48 - 59	60 - 70	71 - 100

### Higher and standard level internal assessment

#### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 3	4 - 6	7 - 8	9 - 11	12 - 13	14 - 15	16 - 20

### The range and suitability of the work submitted

The majority of the schools moderated this session complied with the appropriate format for the internal assessment. It seems to be working well and teachers and candidates are making significant advances in developing the appropriate skills although some problems are still there. The problems observed mostly in relation with references, sometimes the pages were not included in the reference, and therefore students tended to lost marks in Criterion B. Another issue seems to be that candidates still, do not have very clear the difference between B and D. On the bright side almost all the topics of the investigations were suitable and appropriate. Teachers are generally assessing but the tendency to over mark was also a factor. Regardless of suggestions made to the schools, very few teachers, made comments at the end of each section so the moderator will know why they were awarded and thus make suggestion to the teachers based on them. Overall the IA was better than in previous years.

### Candidate performance against each criterion

**Criterion A** Many students scored well in this criterion. However, it seems that it is not clear to many teachers what exactly to tell students. Candidates lost marks because either the

methodology or the scope were not clearly explained or developed. Some candidates did not clearly indicate the procedure that they intended to apply in order to deal with their subject, using their opening section simply to provide background to their chosen topic.

**Criterion B** In this criterion, the scores were satisfactory. The material that candidates gathered was not always correctly referenced, and some students found it difficult not to devote a large part of this section to analysis.

**Criterion C** There was some improvement this year with more candidates actually discussing the origin and purpose of the source and these were generally handled better than value and limitations, where broad assumptions were made. Weaker candidates still described the items, or made broad assumptions

**Criterion D** There were two fairly frequently encountered weaknesses with regard to analysis: one, some students mainly "told the story", and in consequence their analysis was limited in depth & scope; second, the analysis provided either did not fully accord with the evidence earlier presented and/or it was not fully aligned to the enquiry's stated purpose.

**Criterion E** Most students' conclusions were consistent with the preceding material.

**Criterion F** Very few pieces of work exceeded the word limit but there still seems to be an issue as to what represents a standard bibliography and many were very brief in some cases two sources.

## Recommendations for the teaching of future candidates

- It would be useful if teachers train students in two particular areas: referencing and bibliographies.
- Suggest the use of appropriated sources and skills, such as the use of end/footnotes within the summary of evidence and analytical approaches for D.
- Teacher should write comments at the end of each section

## Higher and standard level paper one

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 2	3 - 5	6 - 8	9 - 11	12 - 15	16 - 18	19 - 25

### General comments

The G2 forms sent to IBCA by the schools indicated that the May 2008 Paper One was well received. 14 centres found it easier than May 2007, 117 thought it was of a similar standard, 16 found it a little more difficult and 3 centres found it much more difficult. In terms of the

suitability of the question paper 1 school found it too easy, 221 found it appropriate and 6 centres found it too difficult. 223 schools found the syllabus coverage satisfactory or good, 5 found it poor; 226 found the clarity of wording satisfactory or good (7 found it poor); and 228 schools found the presentation satisfactory or good (zero found it poor). The comments that were received were also, generally speaking, highly complementary. "A fine paper"; "appropriate in all phases (3)"; "A worthy examination of the syllabus material"; "The paper was spot on for the students (4)"; "Questions were appropriate to the topics (5)", etc. There were one or two detracting comments - "More firsthand sources are needed; "sources too lengthy"; It was clear that the vast majority of centres found the Paper fair and appropriate. As usual Stalin was the most popular choice, followed by The Cold War and Mao.

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

Examiners reported that the paper did not present major difficulties as a whole and problems which candidates had with individual questions will be dealt with below in B iii. Three areas of concern were noted. Firstly, some examiners commented that some candidates included their own knowledge inappropriately for the first 3 questions in each prescribed section. Conversely, there was a notable lack of 'own knowledge' that was relevant for the final mini essay questions. Secondly, many candidates concentrated on the origin and limitations of the sources and did not acknowledge purpose which is a crucial part of the rubric when it comes to assessing the values and limitations of a source. Very few candidates made the point that all sources are valuable when cross-referenced with other documents and that bias in a source can make it very valuable to a researcher. Finally, there was a tendency for some candidates to refer only very vaguely to sources, for example – 'Sources A, B, C and E all suggest that...' without any direct or specific reference to the sources.

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

In general candidates demonstrated detailed knowledge of their chosen topic, and could put the sources in their correct historical context. In addition, there was evidence of sound conceptual knowledge and understanding of each Prescribed Topic. Many candidates are using sources better in the last question for each section. The approach to both the compare/contrast questions and the evaluation questions was generally better. Most students seemed prepared for the style of questions, the content and the timing of this paper.

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

Questions 1(a), 5(a) and 9(a)

Done well by most candidates. Three clear points were easily identified on all three Prescribed Topics.

## Questions 1(b), 5(b) and 9(b)

1 (b) and 5 (b) Done well. 9 (b) This was mostly done well, although some candidates did not understand the cartoon in 9 (b).

## Questions 2, 6 and 10

2. Overall this was done well, although some candidates had difficulty with this question as they discussed the statistics for both Five Year Plans. Many candidates only responded in general terms and did not use the figures from the statistics to support their analyses of whether Source D supported Source A.

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

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

Examiners again reported that although there were some excellent responses, weaker candidates merely described the content of the two sources without making any clear attempt at identifying their similarities and differences in a linked manner. End-on answers, where the first source is examined and the second source is then dealt with separately, will not achieve high marks. Many examiners reported that many candidates did attempt some linkage, even if it was only in a concluding paragraph.

## Questions 3, 7 and 11

3. Some candidates were confused by the fact that Stalin's speech was in the book by Volkogonov and were therefore not certain which part of 'origin' to evaluate for Source B. Some candidates thought that this was the first time this speech had been published.

7. Most candidates were able to identify the origin of D, but many did not understand the role of an historian/biographer. Others made comments drawn from their own knowledge about the bias of the writers, particularly Jung Chang. For E many candidates had difficulty with a table of statistics in a secondary source.

11. Too many candidates dismissed Source A as not being valuable and did not understand the role of an historian. Most candidates were better at evaluating Source C, though some candidates were overly concerned about translation issues, while others were confused by the telegram being published on an internet site.

Here again examiners commented on three areas of concern. The first has been mentioned above in that candidates neglect the importance of the purpose behind a source. A second weakness in candidates' treatment of this type of question is the misunderstanding of the role and the activities carried out by an historian. Bias in sources does not automatically mean that the source is distorted, useless and should be discounted. The final concern here is that despite being clearly led to consider the 'origins, purpose, value and limitations' of their sources, many candidates still discussed the content of the source. There was, again, a tendency to write 'note form' responses, bullet points or 'grids' that duplicated the structure of

the mark scheme and were usually labelled 'o. p. v. and l'. Comments made by candidates about problems of translation or the fact that the source is an extract from a wider source are unlikely to receive much credit. It is amazing to see the number of candidates who do not identify the date of a source.

Questions 4, 8 and 12

4. Most candidates understood this question and used source references well. Some candidates displayed quite extensive own knowledge.

8. Most candidates were able to answer this question quite well using their own knowledge and the documents. However, some candidates did not confine themselves to the timeframe in the question and discussed the Cultural Revolution. Other candidates focused entirely on the failures of the Great Leap Forward.

12. Very few candidates were able to answer this question well using their own knowledge and the sources. Most candidates just used the source material given.

Better candidates have the ability to write elegant and well synthesized mini-essays-sometimes at surprising length. The key is that this essay must focus on the question that has been set rather than merely describe related policies/events/actions.

## Recommendations and guidance for the teaching of future candidates

This section is going to be structured differently than in previous years in order to emphasize what aspects of this paper teachers should focus on, as they relate to the types of questions which are usually set on the Prescribed Topics.

Questions 1, 5 and 9

Although extremely lengthy responses for the opening questions should be avoided, students should be guided to attempt to identify 3 separate points for the first part of the question. Where they are unable to do so, they should attempt to develop the 2 points that are perhaps more obvious.

For the part b) style questions students should practice 'reading' cartoons, photos, statistics, speeches etc. Many candidates pay only superficial attention to important details or miss them altogether. In addition, they should be guided by the fact this is worth 2 marks and so should attempt to make 2 clear points about message / points being made.

Questions 2, 6 and 10

It is essential that students be taught how to structure a comparative response. End-on accounts will only achieve partial marks. Practicing identifying themes between sources is also important. Candidates should be taught to consider both similarities and differences when comparing and contrasting sources.

It would also be useful in future to practice comparing and contrasting three sources, not two, as the new syllabus (with first exams in 2010) will include this type of question for Higher Level candidates. Bullet point, grid or note form responses must be discouraged.

Questions 3, 7 and 11

Candidates should continue to be taught that these questions are focusing on the origin and purpose of the source. A source may have more than one purpose. Students need to be able to place documents in their historical context and make coherent and sensible comments on their value and limitations. Bullet point, grid or note form answers must be discouraged by teachers. Candidates are unlikely to reach the highest levels if they answer these questions in that format. In addition, simply stating origin copied from the paper is not demonstrating a skill. Having identified the origin of a source candidates must then go on to analyze its value and limitations.

Questions 4, 8 and 12

The main issue with the mini-essay question is the synthesis of the source material with a candidates' own knowledge. Again practice of these skills is essential. It would also be useful for candidates to make a brief essay plan for this question, in which they note down the sources to be used in support of their own knowledge (or vice versa). Timing is also an issue for many candidates. It is important that they practice writing an entire mock document paper before the examination – several times under timed conditions. Many candidates had simply run out of time at the end and could only write a brief paragraph for this last question. The last question should be a mini-essay and not set out in a Source A, Source B, Source C, Source D, Source E format.

## Higher and standard level paper two - timezone 1

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 4	5 - 8	9 - 14	15 - 18	19 - 22	23 - 26	27 - 40

### General comments

The total number of candidates taking Higher and Standard level History in May 2008 (based on figures available for the Grade Award in June 2008) was 30,831- an increase of approximately 10% over the candidature of the previous year. During this examination session Paper Two was set as different but equivalent papers for two different time zones. The appearance of two papers was designed to cope with problems which have occurred in the past due to the significant time differences throughout the world which have made it possible for unscrupulous candidates/websites to impart the questions to candidates in other parts of the world, thus giving some candidates an unfair advantage.

Based upon the return of G2 forms from centres (as of June 9<sup>th</sup> 2008) it was noted that in terms of the suitability of the question paper there was satisfaction by an overwhelming majority in regard to the following categories: level of difficulty (98.5% considered the paper appropriate); syllabus coverage (99% considered this satisfactory to good); clarity of wording (100% considered this satisfactory to good); presentation of paper (100% considered this satisfactory to good). In comparison to last year's paper 84% found the examination of a similar standard, 6% found it a little easier, and 10% found it a 'little more difficult' or 'much more difficult'.

Centres/teachers are encouraged to submit their comments on the examination paper and possible problems arising from it. The G2 forms are carefully scrutinised at the beginning of the Grade Award process which sets grade boundaries for the paper. Consideration of unexpected difficulties with questions is undertaken in the interests of the candidature and the integrity of the paper.

Yet again the most popular topics from which questions were selected were Topics One, Three and Five. Topic Four usually seen as a happy hunting ground for a 'League of Nations' question by many candidates was less appealing than in the past due to the linkage of the League with other organisations. Topics Two, Six and the majority of questions in Topic Four were not generally as attractive to candidates.

***It is worth emphasising once more that when, in Topic Two, there are questions requiring consideration of 'non-European new states', neither China nor Cuba under Castro is a valid choice.***

Rubric offences were rare on the whole: a few candidates answered two questions from the same section, a few used examples which were not based on the twentieth century, some actually attempted to write answers to up to 15 questions/essays- but the great majority of candidates followed instructions as to the choice of questions and the chronological limitation of Paper Two.

Lack of sufficient accurate and relevant historical knowledge on the part of many candidates remains a concern noted by examiners along with the failure to provide even the basics of an accurate chronology. To echo the report from 2007, ' While History is more than dates, it is rather worrying that so many candidates seem to be unaware of when events happened and this often resulted in a poor grasp of sequencing'.

'Historiography' in the form of name dropping or narration/summarising of Orthodox/Revisionist/Post-revisionist schools was less noticeable in relation to responses in 'The Cold war' topic though some candidates and teachers seem to believe that the ability to parrot interpretations will gain high awards. Again it is worth emphasizing that 'historiography is not a substitute for the candidate's own applied knowledge'

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

There was a heavy concentration on certain topics as noted above but within these topic areas specific questions were especially popular: Topic 1. Qs.1 and 3, Topic 3. Q11, Q12 and to a lesser extent Qs.13, 14 and 15 and Topic 5 which received particular attention to Qs.21, 22 and 24.

These aforementioned questions were very much questions focusing on mainstream subjects and one might have expected, in significantly more cases, a much sounder historical evidence base to substantiate the claims being made. While it was obvious that many students did have an understanding of the task, too often there was a failure to supply enough accurate historical knowledge to convincingly argue the point(s) raised. At times it appeared as if a general survey course approach to topics had been undertaken with a lack of corresponding depth. In this context it was also apparent that for many students responses to questions in the paper were largely centred on the United States regardless of the nature of the question. (See below for more on this).

Last year's report commented upon problems associated with responses to questions on Topic Three (The rise and rule of single-party states). It is worth repeating the comments which were expressed in relation to these, namely:

*“Rise' and 'rule' questions in Topic Three for some candidates continue to cause problems. When exactly does the 'rise' end and effective and largely uncontested single party rule commence? There needs to be some explanation as to the chronological limits set by the candidate in such cases. Some candidates simply write lengthy accounts of a single- party ruler without any real sense of what constitutes rise/consolidation/rule. Better candidates do explain the rationale for choosing specific dates/events for their chosen single party ruler/aspiring single party ruler.”*

Examiners also commented that candidates did not always show sufficient awareness of key historical terms in the question and thus failed at the outset to make clear to the examiner- or possibly in their own minds- what was meant by specific terms such as 'total war', 'détente', brinkmanship , non-alignment. Accurate definition of such terms is essential if the question's demands are to be effectively addressed.

Topic Six remains the 'elephants' graveyard' for many weaker candidates. Unable to find suitable choices elsewhere in the paper some candidates find themselves producing lightweight answers of a very generalised nature which simply lack enough historical depth and appropriate content.

## The levels of knowledge, understanding and skill demonstrated

Thematic responses continue to increase in terms of essay writing as opposed to end-on/sequential narratives and it is obvious that 'compare and contrast' type tasks are being addressed with much more confidence than previously. Candidate performance is obviously

very varied but there is evidence at the upper award levels of fine historical analysis, ably supported by accurate relevant detail.

A positive sign is that more and more candidates are spending time in writing a plan for the response and include it in the answer booklet. 5-10 minutes producing such a plan can yield beneficial results in producing a clearly structured and focused extended prose response. Such planning is to be encouraged as it helps eliminate meandering accounts which are often not only devoid of a logical structure but are marginal in terms of treatment of the task.

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

Comments are only made on the most popular questions selected by the candidature

### Topic1 Causes, practices and effects of war

1. By far the most popular question in this topic area, this is a good example of where an effectively planned thematic response is likely to produce a more effective response than the sequential treatment favoured by so many. Such end-on or sequential treatment consisted of dealing with both wars separately and then a brief conclusion as to what might be considered comparisons and contrasts in terms of causation of both conflicts.

On the other hand there was a large number of responses from many different centres which was remarkably similar in the approach- thematic admittedly, but restricted to a mantra –like formula which usually began: ‘There were four **main** causes for the First World War and these were the same as for the Second World War’ The mnemonic **M.A. I. N.** referred to **M**ilitarism, **A**lliances, **I**mperialism and **N**ationalism. It was an approach which was pursued with varying degrees of success. For the most part although ‘themes’ were identified, there was a much less convincing knowledge base to support the significance of these in either conflict.

2. For many respondents this provided an opportunity to provide a long narration/description of trench warfare and weapon innovations/developments with reference to World War One in particular. The meaning of tactics and strategies was not well understood and the linkage between the ‘changes’ and ‘outcome’ was too frequently omitted.

3. Quite a popular choice with most candidates using World War Two as an example of a war that could be considered as a ‘total war’. As in the past however, the lack of a clear definition/understanding as to what constitute the characteristics of such a conflict often led to responses that were incomplete. Some candidates still regard such a war as one which involves all nations in all continents- i.e. that total war is essentially global war. The better candidates examined the political, social and economic impact of the total war experience, making the point that even within conflicts it could be argued that war was ‘total’ for some participants, but not necessarily not for all. Using the Cold War as an example was invalid though various proxy or surrogate wars within the Cold War were acceptable (Korea, Vietnam).

4. Relatively few responses but some sound coverage of the Mexican Revolution. For the Russian Civil War too many respondents ignored the civil war emphasis and dealt with the

origins and consequences of the February/March and October/November Revolutions of 1917. Actual knowledge of when civil war broke out and who was involved was frequently quite limited.

5. Very few attempts were made in relation to this question. Of those which were, coverage was on the whole lightweight with insufficient historical knowledge provided to produce effective arguments on how exactly any change of role or status was evident in the shorter or longer term.

### **Topic 2 Nationalist and independence movements, decolonization and challenges facing new states**

This topic area was not a popular one. Candidates, despite what is stated regularly in these subject reports still use, erroneously, China under Mao and Cuba under Castro as examples of 'non-European **new states**'. **They are not!**

### **Topic 3 The rise and rule of single -party states**

11. This was the most popular question in this topic area. Rubric offences were present but minimal in relation to the regional requirement. Many candidates produced end-on/sequential accounts with a brief concluding paragraph which sought to satisfy the need to explicitly identify similarities and differences. The better responses identified themes and undertook a running compare/contrast approach throughout the answer.

12. There were few responses in relation to Nasser. Those that were seen tended to be rather general in their coverage and often failed to clearly identify aims at the outset (whether, domestic/foreign policy or personal etc.) Without this identification the answers tended to lack focus and were not always in effective in dealing with the task. Mussolini was somewhat better treated in that aims in terms of internal and external policies were better known – and consequently better addressed.

13. While this question attracted a fair few responses , with Hitler, Mao , Stalin or Castro being used as the chosen example many candidates seldom went beyond sweeping generalisations about 'brainwashing' and , in the case of Germany , generalised coverage of some activities of the Hitler Youth. Specific detail of educational programmes inside and outside the school system (and for adults as well) were not well provided. Education in Mao's China did not revolve around the Cultural Revolution and the 'Little Red Book' to the exclusion of everything else.

14. No responses in relation to Nyerere were seen by the Principal Examiner. Lenin was on the whole tackled soundly with relation to the period 1917-1924, though knowledge of his career prior to his return to Petrograd in April 1917 was lacking in most cases.

15. Candidates needed to address more than one leader to effectively tackle this task. The most popular choices were Hitler, Mussolini and Stalin. The former two examples provided an opportunity for many to list various foreign policy moves but the importance of the policies for the regime, the state, the leader could have been better developed. It was worrying to read that, according to many candidates, Stalin had no foreign policy and concentrated exclusively

on economic policies and purges. Even when some reference was made to Stalin's foreign policy it seemed to consist of the Molotov-Ribbentrop Pact of August 1939 and little else. The years 1945-53 were ignored- very curious.

#### **Topic 4 Peace and cooperation: international organisations and multiparty states**

Only Questions 16 and 17 elicited more than a handful of responses.

16. This was seen by the vast majority of respondents as their opportunity to write about the reasons for the failure of the League of Nations- and nothing much else. No other international organizations were addressed in too many cases. In this sense the demands of the question were often only partially addressed.

17. The mention of the League of Nations in the question produced a Pavlovian response in some candidates who ignored the actual requirements of the question in favour of writing general narratives about the League. With a few notable exceptions, little was known of the similarities and differences of the structure of the two organisations.

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

21. Along with Questions 1 and 11 this was one of the most popular choices on the paper. Gratifyingly there were less 'historiographical' summaries of the orthodox/revisionist/post-revisionist type (largely devoid of historical detail/knowledge) than in the past. The message concerning the inadvisability of such approaches has hopefully got through to teachers and candidates.

The better responses to this question examined the origins of the rivalry in the post -1917 context, pointing out the strategic issues involved in the 1917-19/20 period of revolution and Allied Intervention alongside the differing social/economic/political belief systems of the sides. Mutual suspicion in the interwar period was identified and the Grand Alliance formation and dissolution in the period 1941-45/46 was addressed. The power vacuum in Europe by 1945 and the jockeying for advantages- whether economic/ geopolitical of the sides was then commented upon. There was no need to go beyond 1950 as some candidates did.

22. Quite a popular question and sound knowledge was shown by the majority of respondents. Interestingly, the actual context in which the policies were developed- i.e. the specific post-war **European** situation (1945-7) was not as well known as might have been expected. On the whole however performance was creditable for the majority of candidates attempting this question.

23. This was not a popular choice, probably due to the fact that there was so much else on offer and accessible to candidates who had studied for this topic area. Those answers which were seen tended to be narrative/descriptive accounts of the wars in those areas without sufficient consideration of the influence/impact of events upon Cold War relationships/developments.

24. Clear definitions were needed for whichever two themes were selected. In the case of containment this proved a straightforward task. For the other themes however the task of

clear explanation was less effectively undertaken. For the most part brinkmanship was linked to Cuba, détente was covered satisfactorily and non-alignment was not understood.

The better responses not only offered clear and explicit definitions of the terms but were able to then put the application of the policy/theme into specific historical and accurate chronological context.

25. While not a particularly popular choice there were responses which successfully identified a variety of factors which may be seen as contributing to the cessation of Cold War hostility- ranging from economic factors to foreign policy failures, overextension of Soviet military power, the impact of Gorbachev, dissent in the Sovietized states of central and eastern Europe etc.. Those few who saw the end of the Cold War as occurring in 1962 were sadly unconvincing.

### **Topic 6 The state and its relationship with religion and minorities**

Topic 6 continues to elicit the same type of replies as in previous years and the comments made repeatedly in past years remain relevant. The following was written in the Subject Report for May 2007. The basic points continue to apply:

*'There were very few responses in this topic area. Those who did select from this area produced answers which were weak in terms of understanding of the demands of the question as well as inadequate in the provision of sufficient, accurate historical detail. It remains the case that weaker candidates appear drawn to this topic area.'*

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

Appended below are general recommendations made in relation to the May 2007 and November 2007 sessions - which are themselves largely a compilation and repetition of general points made, with regularity, concerning student performance in Paper Two -and what guidance could be provided for future candidates. **Rather than re-inventing the wheel, these points still stand as a guide for candidates hoping to successfully address the demands of this particular paper.**

*"Each year the recommendations concerning guidance for future candidates are remarkably similar, and one hopes that centres/teachers do read these and try to adapt teaching methods and candidates' approaches to dealing with the tasks set in the examination paper.*

*Although the followings suggestions may appear repetitive- they are worth repeating- **and making available to students** in order to inform candidates what examiners are looking for in the essay questions set.*

*Every essay provides a specific task for the candidate. Students need to identify the key terms in the question and plan an effective and relevant response accordingly. **Question analysis** means reading the **entire** question, breaking down the task into constituent parts or themes and then avoiding the temptation to produce an avalanche of information whose relevance to the specific demands is quite marginal.*

5-10 minutes writing a **plan** of the response is time well spent and can aid in providing a coherent and focused answer. Encourage students to include the plan within the exam answer booklet- having made sure to draw a line through the plan to indicate it is not part of the essay answer obviously

In questions relating to **Topic 3** - students must exercise great care in identifying whether questions are asking candidates to focus on **rise or rule** of single-party leaders - **or both!** Marks are lost by candidates who fail to identify the scope of these questions.

A thematic approach to essays, when appropriate, usually produces a more successful outcome. The chronological narrative often tends towards descriptive writing and curtails analytical treatment of topics.

Opinions need to be supported by relevant, accurate historical knowledge if candidates wish to achieve the higher grade bands. **There is no substitute for mastery of the material** and its focused deployment in the attempt to meet the demands of the task.

**Define** terms which appear in the questions – not only for the sake of examiners but in order to clarify the task at the outset for the candidate- 'ideology', 'limited warfare' for example - need to be explained at the outset.

**Historiography** is not the be-all and end-all of history essay writing: it should not be a substitute/ replacement for solid factual knowledge, accurate chronology and sequencing which must form the basis of any effective essays."

**Reiteration** of these points over the years has, in some cases produced a significant improvement in the way in which candidates approach question types- especially notable here being the improvement in the structuring of 'Compare/Contrast' questions. Yet much still needs to be done. Candidates must learn to focus on the specific task, must learn to read the question and answer **that question and not another!** Many students do indeed have a mastery of historical information - it is a pity to see this being squandered by a failure to think about the question and plan accordingly at the outset.

## Higher and standard level paper two - timezone 2

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 4	5 - 8	9 - 14	15 - 18	19 - 22	23 - 26	27 - 40

### General comments

The total number of candidates taking Paper Two History (Higher and Standard Level) in the May 2008 examination session in both time zones was 30, 831. The number of G2 forms

received from centres taking the Time Zone 2 examination, as of June 9<sup>th</sup> and the beginning of the Grade Award for the May session was 75.

Of those who submitted G2s, a total of 31 considered the paper to be of a “similar standard” to that of 2007. A total of 9 found it to be “a little more difficult” and 7 “a little easier”. In terms of suitability, a majority of 70 found the level of difficulty to be “appropriate” and 59 considered the syllabus coverage to be “good”. Similarly, a large majority considered the clarity of wording and the presentation of the paper to be “good”.

Comments were received from practising teachers many of whom commented on the “wealth of questions” with Questions 1, 3 and 21 being singled out as “good “thinker” questions”. The fairness of the paper was noted, as was the absence of complaints from students. There was, however, some criticism of the difficulty of the paper, given that it is for SL as well as HL students and a perception that Paper 2 demanded a higher level of analytical skill than Paper 3 because of the more “open” nature of the questions. Conversely, several teachers regretted that there were relatively few “open” questions where students could choose their own examples. In fact, there were 2 or 3 “open” questions in each topic.

As in previous examination sessions the popular topic areas remain Topic 1, 3 and 5. There were very few responses to Topic 2 and 6 and relatively few to the League of Nations/United Nations question in Topic 4.

There were very few rubric offences with only a small number of candidates answering questions from the same topic or failing to focus on material taken from the twentieth century. Where this latter rule was not observed it was often because very recent material was used.

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

There was still a tendency for candidates to confuse the rise to power with the maintenance of power by single party leaders although this was less noticeable than in previous years. Although more candidates are now planning their answers (and including their plans on their answer sheets) this practice could be more widespread and still needs to be encouraged.

Chronology continues to be a pitfall for too many, especially when a question asks that “reasons” and “results” be addressed. Arguments can be well supported by relevant, accurate factual knowledge and equally, can be undermined when candidates are unable to place events in correct sequence.

The use of historiography did seem to be rather more judicious this session with candidate using it sparingly and to support rather than to replace accurate, factual evidence. This is an improvement on previous sessions and it is hoped that teachers will continue to dissuade students from the rote learning of different historians’ interpretations particularly as preparation for answers on the causes of the First World War or the origins of the Cold War. Unfortunately, however, a new trend was noted whereby candidates from a few centres liberally peppered their answers with references to historians so that even the most well known facts were ascribed to (AJP Taylor) or (Evans). Such referencing is neither required

nor expected in an examination answer and, moreover, interrupts the fluid style of a good essay.

Abbreviations were endemic this year with many candidates using TOV in place of Treaty of Versailles and LON in place of League of Nations. Some were even more arcane. Students should be discouraged from this and they need to be made aware that, unless time is of the absolute essence, abbreviations must not be used. Neither it is acceptable to state, "League of Nations (in future to be referred to as LON)".

## The levels of knowledge, understanding and skill demonstrated

The best answers were very good indeed. Candidates who scored in the top mark band demonstrated not only sound knowledge but sound understanding of the topics. There was evidence of wide reading and an ability to produce well focused, nicely structured answers. In such cases, there was a strong impression of candidates having been able to stand back, take a broad view of what was being asked and to come up with an insightful and often, original, interpretation of the question. Where appropriate, comparative structures were used very effectively and reflected time well spent on a good plan. In many cases, weaker candidates were also able to produce sound answers to questions that were familiar suggesting that they had been well prepared and had been given ample opportunity to practice exam essay writing using past papers.

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

The majority of candidates answered from a narrow range of questions and these will be discussed below.

### Topic 1

1. This was quite popular with some centres. In most cases, a comparative structure was attempted with few resorting to an end-on approach. Rather surprisingly, the causes of the Korean War were not that well known, in contrast with previous years when candidates have often been able to deal well with similar questions. Few, for instance, were able to discuss the Mao/Kim/Stalin triangle effectively and too many neglected to mention the role of the United Nations in the hours following the invasion of South Korea. Many candidates referred at length to the Indochinese War as a backdrop to the Vietnam War and there was some confusion over Vietminh and Vietcong. The best answers came from candidates who took the time to plan their answers (essential for a compare/contrast question) and many were able to mention most of the points suggested in the mark scheme.

2. A few answers were seen and in every case candidates used suitable examples and chose from two regions. The most popular choices were the two world wars with focus either on Europe and Asia or the Atlantic and the Pacific. As is often the case with this type of question, candidates tend to use rather general knowledge rather than being able to draw upon a detailed in-depth background that enables them to refer to specific aircraft, battleships, class of submarines etc. that would enable them to achieve the highest mark bands. Also, the

importance of technological development could have been given more emphasis, given its vital role in both world wars.

3. This was a “different” question that approached the topic of the First World War from another angle. It was quite popular although candidates tended to focus on the causes of the war rather than the war itself, as had been indicated by the question. It was hoped that candidates would have been able to refer to the involvement of colonial troops from Africa and Asia, the expansion of the war to the Middle East and Africa, the role of Japan and the entry of the USA. Few were able to handle this question effectively however and, rather alarmingly, too many candidates were rather unsure of which countries were in “Europe”. The majority of answers tended towards a detailed account of the causes of the First World War, with some reference to imperialism.

4. This was one of the most popular questions on the paper with the majority of answers focusing on the Treaty of Versailles. Most candidates gave an accurate account of the main clauses of the Treaty and linked the “harshness” of the Treaty to the rise of Hitler and the adoption of appeasement by Great Britain. Only very few, however, took a critical approach to the Treaty and acknowledged more recent historiography that suggests Germany could have paid the reparations and that the Locarno Treaty of 1925 along with Stresemann’s policy of “fulfilment” suggested a coming to terms with the Treaty of Versailles. Far too many candidates continue, without pause, to pass judgement on Versailles as the death knell of Weimar Germany and the inevitable precursor of the Third Reich. A few candidates ascribed all post-war results in Europe to Versailles and did not differentiate between its clauses and those of Saint-Germain, for instance. Some more ambitious candidates chose to discuss all of the Paris Peace Settlements and this was often done quite effectively. In isolated cases, candidates attempted to turn this into the League of Nations question devoting most of their answer to the weaknesses of the League.

5. Attempted by only a few candidates, most chose to focus upon Germany, Russia or Britain and World War One. Only a few, however, read the question closely and gave due recognition to “fighting in it”, most preferring to ignore the war itself and, instead to talk only about the results. Candidates continue to have only limited knowledge of “social” conditions, although economic conditions were often discussed quite well. There continues to be confusion between “social” and “political” and some candidates resorted to narrating the emergence of Weimar Germany or the March revolution and the abdication of the Tsar.

## **Topic 2**

Very few answers were seen to Q. 6 – 10.

## **Topic 3**

11. As expected, a very popular question with many candidates segueing from Q.4 and Versailles to Q.11 and the rise of Hitler. Most answers were quite well structured with candidates discussing “methods” and “conditions”. The majority of candidates went up to 1933 and those who went further explained why they had done so by referring to the consolidation of power by Hitler after the March election in 1933. The best answers not only addressed the emergence of the Nazi party under the leadership of Hitler but also carefully

assessed the importance of the Great Depression, weighing up the impact of the worsening economy on the popularity of the Nazis. As with Q.4, the highest marks were awarded to those candidates who adopted a critical approach, well supported with good, accurate knowledge. The best answers were most impressive and demonstrated a sound understanding of the topic. Rather fewer candidates chose to write about the rise to power of Lenin and these, on the whole, were less well done. Too many resorted to writing a biographical account of Lenin starting in the late nineteenth century and barely making it to 1917. This topic is popular and ought to be well known but, in many cases, knowledge of the events of 1917 was inaccurate with several answers that placed Lenin at the forefront of the March revolution. Again, the best answers were well crafted and showed understanding as well as good knowledge. Several candidates went up to 1921, having argued that it was only after the civil war that Lenin had consolidated power. This was quite acceptable. Going all the way to 1924, however, indicated a weak grasp of what the question required in the way of analysis.

Q 12 and 13 – not many answers were seen to these questions. In most cases, candidates interpreted “regime” appropriately in Q. 12.

In Q. 13, too many failed to “assess the importance” of social and economic policies being content with narrating economic policies. Again, social policies were less well known.

14. Mussolini was the popular choice although, on the whole, candidates who chose to write about his foreign policy focused on the 1930s and lacked an overview that could have included the 1920s and the 1940s. Surprisingly few mentioned the Spanish Civil War and rarely was there an assessment of how foreign policy was actually used to support the regime. Castro was attempted by a few but there was little knowledge of his policy beyond 1962 and the Cuban Missile Crisis (which was Khrushchev’s policy rather than Castro’s).

15. This was a very popular question with candidates, for the most part, choosing Mao, Hitler, Mussolini or Stalin. Almost always quite well structured, candidates did attempt to mention “aims” and to include some measurement of how far they were accomplished. What was often lacking was good, detailed knowledge to support claims of success or failure.

#### **Topic 4**

16. This was the most popular question in Topic 4. Most candidates chose to write about the United Nations and the approach was rather narrative with reference being made to Korea, Suez and the Congo. Rarely was more than one organisation mentioned, despite the question specifically stating “organisations”.

17. This was attempted by a few, most of whom seemed to be looking for a question on the League of Nations and who proceeded to account for the weaknesses of the League. Questions that couple the League with the United Nations are commonly asked and, if they intend to look for a League question in Topic 4, candidates would be well advised to study both.

## Topic 5

21. As might be expected, a very popular question that was answered well by many candidates who had excellent knowledge of events from 1943 – 49. The best answers skilfully blended analysis and factual evidence and placed appropriate emphasis on “reasons” and “results”. As mentioned earlier, this was one question where accurate chronology was very important to establish cause and effect. Historiography was present but used sparingly and effectively in many cases. There were fewer examples this year of answers that did little more than outline the three schools of thought and this was a welcome change. Rather a lot of candidates referred back to the 1917 revolution and the support given to the Whites in the civil war, mentioned the wartime and post-war conferences and proceeded to discuss Korea and Vietnam. Better answers, however, focused closely on the events of 1943-45, with mention of Teheran and Moscow as well as Yalta and Potsdam, and handled both the break up of the alliance and the results with a good understanding of events up to 1949.

22. Very popular, this was a very focused question for many candidates. There were some good answers that demonstrated a sound understanding of developments in Germany from 1945 to 1961 and explained their impact on the Cold War. The best answers included an analysis of the division of Germany in 1945, the role of the Allied Control Council, the Stuttgart speech, the Marshall Plan, the Blockade, the 1953 Riots, entry into NATO, Khrushchev’s threats in 1958 and the building of the Wall in 1961. There was plenty to discuss here and to relate to developments in the Cold War. There were, however, too many answers that barely went beyond the Blockade and focused entirely on Berlin.

23. Not a very popular question although there some good attempts that came up with insightful comparisons.

24. Not many attempts at this question. Mostly, answers were limited to general, unsupported comments on the role of women.

25. There were quite a number of attempts at this question, all of which focused on either the USSR or the USA. Unfortunately, several candidates tried to turn this into an account of the collapse of the Soviet Union, which was not a satisfactory response. Most focused on the arms race and the impact this had upon the economy of the chosen superpower. As is so often the case, few candidates were able to make more than a few generalisations about the social effects.

## Topic 6

Very few attempts at Q. 26 – Q. 30.

## Recommendations and guidance for the teaching of future candidates

Undoubtedly, candidates are doing a far better job of focusing on and addressing the demands of the question that is being asked. The majority of answers made a reference to the question in the introductory paragraph and indicated an understanding of the task ahead. Also, most answers were structured appropriately and even where not required, attempts

were often made to adopt a comparative framework. In many cases, essay plans were included and this suggests that advice offered in previous subject reports is being applied.

All of the skills mentioned above do require that candidates have a solid knowledge of the relevant material.

The best answers truly did demonstrate a good understanding of the question being asked and in such cases, the candidates drew upon detailed, accurate knowledge. Chronology is not to be scorned, and a good analytical answer can be based upon an accurate summary of events that follow upon each other. There were many cases where candidates seemed to avoid a chronological structure like the plague and, as a result, arguments were not strongly or coherently supported. Having said that, students do need to be wary of describing or narrating events. It is rarely necessary to describe the Berlin airlift, for instance, in great detail although it may well be relevant to explain what preceded it and what took place as a result. Also, dates (accurate) are necessary and there is no substitute for knowing when events take place. There were many good answers that would have been even better with a smattering of relevant, accurate dates that anchored events firmly in place.

As mentioned earlier, historiography was used sparingly in the best answers where candidates produced thoughtful arguments well supported by good, factual evidence. Students should be encouraged to read widely and, if possible, to become familiar with the work of well known historians to deepen their understanding of History as a dynamic subject, constantly open to re-interpretation. An answer that consists of the regurgitation of rote-learned quotes from a clutch of historians, however, will struggle to get beyond the mid-range mark band.

## Higher level paper three - Africa

### Component grade boundaries

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

### General comments

The paper was taken by 190 candidates including 3 centres in the United States. There were fewer than 5 answers except to questions on which comments are made.

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

As has been the case for many years, questions on nineteenth century topics continue to be more popular. Questions on African history since independence are much less well answered and the topics may not have been taught. Topics 1 and 12 are still not taught in sufficient

depth. Otherwise the weaknesses of the candidates were not related to particular areas of the programme.

## The levels of knowledge, understanding and skill demonstrated

There was a clear range of ability all the way to the high mark bands. The major weakness is still the tendency of some candidates to generalise without supporting evidence. There are, however, fewer candidates writing unfocused narrative answers. Most candidates sought to address the demands of the questions, whose main requirements were well understood. But there was a variation in the amount of adequate, specific and accurate knowledge. Questions on Ethiopian history are still popular, partly because they focus on specific personalities. So are questions on South Africa, but they are not answered with the same depth or degree of relevance.

Many answers were well structured, looked at other factors in answering 'to what extent' questions, and showed the ability to analyse, evaluate and assess, to compare and contrast. Better candidates showed a readiness to challenge the assumptions behind questions based on quotations.

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

1. This popular question was answered but often with limited specific knowledge, for example, of the factors which facilitated the transition to legitimate trade and why the British naval blockade which sought to stop slave ships took so long to be effective. Topic I has generally not been taught in sufficient depth and there are too many rather vague descriptive answers with only implicit analysis.

2. Questions on nineteenth century Ethiopian answers are generally popular and mostly well answered, as this was, with balanced, focused assessment of Tewodros' aims and the extent to which he achieved them. Many took a sympathetic view of his good intentions and recognised that his vision of a united Ethiopia under imperial rule inspired and was later achieved by his successors.

7. As usual, this question on the partition of Africa was by far the most popular, and was answered by candidates. Some wrote generally about the partition with limited discussion of economic factors but others treated them in greater depth and considered other factors such as European national rivalry and the impact of Leopold, the British occupation of Egypt and the Berlin Conference. The best showed historical understanding of the complexity of the partition.

13. This was quite a popular question but there were too many vague generalisations and insufficient precise knowledge of regional variations in crop production and the different impact on African and European settler farmers.

15. Answers varied in depth but several had well supported explicit analysis of the emperor's reign and a clear sense of changing fortunes.

16. Answers generally had a more precise knowledge of the history of Tanganyika and Nyerere's role than of the history of Kenya. They could have been much more precise and detailed on the origin and nature of Mau Mau and the British reaction to it. The question says less peacefully and not enough candidates were aware that there was a peaceful transition to independence in Kenya in the early 1960s.

17. Answers varied in depth but many were aware of how Nkrumah and the CPP achieved a rapid and relatively peaceful transition to independence in 1957. They also understood how the deeper ethnic and religious divisions in Nigeria delayed its achievement of independence until 1960.

19. Questions on apartheid and resistance to it are usually popular but answers also often show a considerable range of relevant knowledge. Better answers showed the internal and external impacts of the Sharpeville massacre. It led to increasing international condemnation of South Africa's apartheid policies and the country's increasing isolation. Internally it led to a more militant phase as well as to increasing repression. The best answers combined an in-depth assessment of the impact of Sharpeville with an understanding of continuity as well as change in the struggle against apartheid.

20. Few answers had sufficient detailed knowledge. They hardly mentioned Museveni and the NRA and several only treated Amin.

25. The final topic on Africa since independence does not seem to be taught and candidates rely on their own knowledge which is often far too general. There were too many vague generalisations weakly related to specific countries. The social problems created by rapid urbanisation were ignored.

## Recommendations and guidance for the teaching of future candidates

The advice given in previous reports continues to apply. Candidates should be reminded of the following points.

They should be careful in their choice of questions, choosing only those about which they have sufficient knowledge to write relevant answers supported by accurate knowledge. If they lack such knowledge to answer a particular question, even if they are very familiar with other aspects of the topic, they should choose a question for which they are better prepared. Candidates will improve their overall marks with a wiser choice of questions. It is worth spending more than the five minutes reading time deciding on which three questions to answer.

Teachers could limit themselves to three to four topics but make sure that they cover every aspect of these topics. The most popular topic is the partition of Africa but it is clear that not all aspects which are specifically mentioned in the syllabus are adequately explained. Student should have copies of the relevant areas of the syllabus and be confident that they can answer on any of the bullet points within a topic.

Candidates should be given exemplars of answers so that they clearly understand the difference between narrative answers and those with explicit analysis. Teachers should discuss regularly with their students what is expected in answer to questions with such key phrases as “compare and contrast”, “to what extent”, “analyse the causes or impact or factors”, “how successfully”, “how and why” and “assess the importance or significance or contribution”. In particular they should ensure that their candidates practise answering essays which require a comparative structure and learn to avoid end- on accounts.

Some topics need to be studied in greater depth (see notes on individual questions).

Candidates should be encouraged to learn more twentieth century topics especially those which overlap with topic 2 paper 2 e.g. the rule of the United Nations, the impact of the Cold War in Africa, independence movements and new states.

## Higher level paper three - Americas

### Component grade boundaries

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

### General comments

There was not a particular problem with the paper this session. Overall this seemed to be a fair and appropriate paper for most candidates, and provided a wide choice of questions and a good spread of marks. There was a strong concentration of answers on both Latin American and US history. Unlike previous sessions, however, a number of candidates chose questions about Canada producing some satisfactory answers. Candidates answered questions from across the chronological range from the 18th century to the later 20th. The most popular questions by far were Q. 7 and Q.22 on Castro. Other popular questions were Qs 2, 3, 6, 12, 13, 14, 20 (Nixon) and 21.

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

The largest single problem noticed on the paper was the lack of understanding of what the questions were asking. The inability to recognize and address a "two part" question left many candidates with lower marks on those essays. Examples of this type of questions are: “for what reasons, and with what impact”; “for what reasons, and with what results;” “define what the Monroe Doctrine was and analyze how it was applied” etc. Candidates seemed to have more difficulty with questions that emphasized social and economic history. These topics almost invariably produced the low marks. Additionally, there were problems in question interpretation, including the writing of essays on topics outside the region as well as outside the time period. This was noticed in Q. 14 in which selected examples were Germany and the Soviet Union, and Q. 17 in which answers tended to discuss topics outside of the region.

## The levels of knowledge, understanding and skill demonstrated

The levels of knowledge, understanding and skills varied from limited to excellent. In general terms, however, the knowledge and understanding seemed appropriate with the continued problem of knowledge in depth which seemed to be lacking. Most students attempted to construct an essay with an introductory paragraph and a conclusion. Good knowledge was generally shown of the American Revolution, US Civil War, Castro, and the Cold War period. The students had a reasonably good understanding of US history but when a question required a comparison with a place outside the USA weaker students had serious problems. On the other hand, some strong analysis demonstrated by a few candidates who clearly had something to say about some questions. Also, there was generally good factual knowledge but trouble putting that into an analytical framework. However, many essays were long on description before the question is raised. Nevertheless, many of the responses to some demanding questions showed well-prepared candidates displaying impressive levels of knowledge, skills and understanding. Questions that required the candidates' own views and assessment were well treated. For example, there was good discussion with balanced judgments on Q7 and a depth of ideas and philosophy in the best work on Qs 2 and 3.

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

1. Candidates were generally quite capable of analyzing the effects of colonial rule on Native Americans and of differentiating between North and South American instances. The typical limitation was to generalize without enough supporting evidence.

2. Almost all candidates chose to write about the influence of the Enlightenment upon the independence movement in the U.S. Some wrote only on the general causes of the revolution, but quite a significant number were able to supply at least adequate knowledge of Jefferson's philosophy borrowed from Locke, etc. Good linkage between Enlightenment and Independence

3. Knowledge of the Declaration of Independence was predominantly limited to the general grievances of the American Revolution. Better essays developed the "natural rights" concepts, and good detailed analysis

6. Two part questions, such as the reasons for and impact of the abolitionist movement do not generally produce well balanced essays. Candidates focused on the "reasons" aspect and often failed to develop the "impact part of the question.

7. The reasons for the failure of compromise were a very popular question. Form the weakest to the strongest, candidates started by providing a very broad discussion of the economic and social differences between the North and South. The better essays then proceeded to develop the polarizing political, economic and social events of the period 1848-1860. Some real perception and judgment on the Compromises themselves.

8. Railroad building was a popular question that produced very few essays of high quality. Most were very broad and vague generalization of the railroads built in the U.S.

9. Theodore Roosevelt and Woodrow Wilson, Porfirio Diaz were the Presidents most often chosen for review of their foreign and domestic policy. The essays on Roosevelt, in particular, were often of high quality. There were also quite a few on this topic that were written on leaders that were not of the appropriate time period.

10. Booker T. Washington was discussed by only a few candidates who seemed to have prepared to contrast Washington with DuBoise.

11. Very few answers to this topic, but some of those went out of the region and discussed Lenin and Russian Revolution.

12. Defining the Monroe Doctrine and reviewing its application was a very popular question, often producing very sound responses. Interestingly, candidates often did a better job with the "application" aspect than with the definitional portion.

13. A question frequently addressed and with generally favorable results. Almost all candidates could make the appropriate geographic distinctions, place their actions in the correct context and differentiate the social programs. More knowledge about Zapata than Villa.

14. To my surprise, the question on governmental role changes based on the Great Depression did not produce superb essays, not even from candidates on the role of U.S. government policies. Several schools selected European countries as examples, a trend that has been remarked by several examiners.

16. Peron and Vargas were the two most popular choices for the Populist movements and candidates usually had a good body of knowledge producing favorable results.

17. Very few answers, but all of those made reference to Europe.

18. Castro's policy of independence from the U. S. was almost always the topic of choice on this question. Most were adequate to excellent. Some strong answers covered both before and after 1959 and Castro's foreign policy in Africa, Latin America and relations with USSR and China as well as USA.

20. Most candidates wrote on the Nixon administration, often characterizing his policy in Vietnam as a failure and his relations with China and the U.S.S.R. as partially successful. This produced quite a few essays of insightful analysis.

21. There were quite a few accurate and thorough evaluations of the federal governments role in the Civil Rights movement. Most concentrated on Eisenhower, Kennedy and Johnson.

22. The treatment of Batista and Castro was a very frequently chosen question. The vast majority saw some merit in both the weakness of Batista and the particular strengths of Castro.

25. Several answers on NAFTA with very little understanding of specifics

## Recommendations and guidance for the teaching of future candidates

- Candidates need more assistance in interpreting past exams questions to avoid writing out of the Region or the time period of the question.
- In particular, candidates need training in how to write comparison and contrast essays.
- Candidates need to be taught that generalizations are an acceptable starting point, but that they must provide specific, concrete evidence in order to receive adequate marks.
- Qs On the Depression and Hemispheric relations do not include GERMANY!
- Students need to learn how to construct a proper argument with supporting SPECIFIC evidence. Too many essays are still overly general.
- Students need to become appreciative of the idea that they have to interact with the content they have learned. They are still writing all they know about a subject rather than entering into a debate with the question. They need to practice constructing frameworks that will facilitate an analytical enquiry to answer the question with specific supporting evidence.
- Students need a clear understanding of the chronological framework for the subjects. Timelines need to continue to be utilized to achieve this. There were many answers that confused presidents, wars, constitutional amendments etc.

## Higher level paper three – Asia/Middle East

### Component grade boundaries

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

### General comments

Total number of candidates 192 which once again shows an increase – some US centres are preparing for this paper although most centres are from the region. There is on the whole indications that centres are being less focused on their own country's history although it is the case that Indian centres tend to only answer Indian questions which is not in the spirit of a regional paper .

There is still instances of candidates writing the answer to the question they would have preferred to see- particularly true of question 2 where they mostly wanted a Causes of the

1857 Revolt and question 19 where they wanted a to write a Causes of the 1979 Revolution answers.

Eight out of twenty five questions were not attempted

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

Political and economic history questions are generally more successful. The social cultural and religious questions tend to elicit answers which are rather general and lacking specific material.

## The levels of knowledge, understanding and skill demonstrated

Candidates have a broad knowledge of their chosen areas but do not always have enough detailed material. On the whole there was reasonable focus on the questions although where there were two strands to the question answers might be unbalanced.

At times there was knowledge and understanding but candidates were not as effective with developed analysis especially in the “to what extent” type of question.

In some centres the candidates referred to historians by name but showed very little evidence that they understood the nature of the debate amongst historians- very much a name dropping exercise.

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

1. Limited number of answers tended to rather generalised and often covered a long time frame ( fault of the question ? ) They had limited detailed material ad few actually made a judgement.
2. Many wanted this to be a causes of the 1857 Revolt and did not address the issue of how effective control was.
3. Few answers – again tended to be general though they knew who the great powers were although France was often forgotten – but did not really address the issue of results.
6. Very popular. Answers were a bit unbalanced at times with some general statements about economic exploitation with limited detail. They were much better on the issue of political frustration and some very good answers made the point that until the war Indian Nationalist Movement of limited importance..
7. Few answers which, on the whole, were rather general narratives of the Young Turks and CUP but did not address the issue of strength.

9. Not many responses but generally candidates were quite knowledgeable although one or two got the wrong Shah however the with what success element was often not addressed.

11. A few responses which succeeded in comparing and contrasting quite effectively.

13. Very popular- quite knowledgeable as one would expect. Reasonable balance of external and internal factors although at time the chronology of internal factors was a bit muddled. Some answers focused on internal weakness of GB and not internal weakness in Palestine as the Mandatory power.

14. Also very popular- again plenty of knowledge of Gandhi's methods etc. However most answers did not address the issue of a united India and where they were questioning of Gandhi's methods it was about the speed of independence that they were critical.

16. Extremely popular and on the whole very well done with answers addressing all 3 factors and making a judgement.

17. Quite popular but could have identified problems more clearly. They tended to concentrate on Nehru and Indira Gandhi received limited attention,. However there were also a few very sophisticated and wide-ranging answers to this question.

18. Reasonably popular and reasonably well done although a little lacking in detail at times on long term causes.

19. This is the question where candidates wanted causes of 1979 revolution and didn't really answer the question. Again one or two very well prepared candidates focused well on the role of "oil" in Iran.

21. Straightforward question generally well tackled in terms of causes often rather general on results.

22. Reasonably popular and reasonably well answered mot kept a balance between Nasser and Sadat and most saw the changing g relationship.

24. Surprisingly few responses and those that were seen tended to be thematic and lacking detail except for Camp David. Surprisingly few obstacles were specifically identified.

25. A limited number of responses of which several focused on Iran which was fine. One or two answered on the reign of Abdul Hamid II which I allowed as the question did not specify 20<sup>th</sup> century. However they were very lacking in specific detail and with little focus on "impact"

## Higher level paper three – Asia and Oceania

### Component grade boundaries

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

### General comments

From the G2s received from the schools most centres felt that the level of difficulty of this paper was on a par with that of last year's. Some G2s commented that it was clearly worded and accessible for the candidates. Others were pleased with the balance of the questions and the coverage of the course. Nevertheless, there was some criticism of the specialised nature of questions 3 and 8. Most centres still seem to concentrate on solely China and Japan in the nineteenth century. It was pleasing to note some excellent responses on Deng Xiaoping (Teng Hsiao-P'ing) indicating that some centres are now studying China after the death of Mao Zedong (Mao Tse-tung). There were a great many responses where the candidates wrote fluently and well, but they did not include enough specific factual evidence to support their analyses. Where this applied to whole schools it seems that the teachers may not be expecting enough precise detail from their students.

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

- Some candidates appeared to have prepared answers to set questions and they found it difficult to adapt their material in response to the specific question asked.
- This was particularly evident for questions 1, 3, 8, 16 and 18.
- 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.
- Many candidates did not have a strong sense of chronology and context.
- Candidates did not seem to understand the distinction between East and South East Asia and consequently these candidates lost a significant number of marks due to this mistake. This applied to questions 12, 21 and 22.
- Some candidates did not read question 11 properly and wrote about Europe.
- Some candidates spent too on long background information in their responses particularly in questions in 1, 7, 13, and 10.

- For some schools all the candidates made the same factual inaccuracies such as assuming that the Self-Strengthening Movement and the 100 Days Reform Movement in China were the same thing.

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

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

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

Comments are only provided on the most popular questions

1. This was a very popular question. Most candidates just examined the terms of the Treaty of Nanjing (Nanking). Many were able to describe the Canton System of Trade in detail and explain the Western traders' grievances, but many really did not address the issue of the grievances were satisfied particularly in the long term. Not many candidates mentioned the treaties with France and the USA.

2. This question was done poorly by a handful of candidates. Many just concentrated on Qianlong's (Ch'ien-lung's) obsession with Heshen (Ho-shen) and on the corruption in the court. Others confused Qianlong (Ch'ien-lung) with Tongzhi (T'ung-chih) or Guangxu (Kuang-hsu).

3. Another extremely popular question: some candidates did this very well by looking at both social and economic change in Tokugawa Japan whilst others tended to be unbalanced by either looking at all economic and political change. Many candidates did not mention "Dutch Learning" or "National Learning", but concentrated on the economic and feudal system changes in Japan. Some candidates who answered this question ignored the timeframe given and appeared to be adapting a set piece on the period 1853-1868 and also the difficulties the Bakufu had with the tozama clans.

7. Quite a popular choice, but not done particularly well. Most candidates did not really seem to understand what was meant by *the treaty ports*. Many candidates ignored the timeframe in the question and wrote about the period 1842-1860. Some discussed Christianity but concentrated on the Taiping Rebellion. Others talked about reform movements and the Boxer Rebellion, but did not link any of the material to the treaty ports.

8. Quite a popular choice, but many candidates seemed to be adapting a set piece on either economic developments in Meiji Japan or one on the extent to which the reforms in Meiji Japan transformed society.

9. This question was done very poorly by the few candidates who chose it. Most concentrated on the negative aspects of Japanese rule of Korea. Very few balanced responses.

10. There were some excellent responses to this question which was the second most popular on the paper. Many candidates wrote comprehensive and detailed running comparative analyses of the modernization and reform in China and Japan. Others seemed to know more about Japan than China. Many candidates were quite confused about the Self-Strengthening Movement and the 100 Days Reform Movement in China. They thought they were the one and the same. The latter is actually out of the timeframe for the question.

11. This question was done poorly by the small number of candidates who chose it. A few even wrote about the change in the balance in power in Europe after World War 1 with absolutely no mention of the Asia/Oceania region!

12. Very few responses and some misunderstood the question and wrote about Korea, Japan and China.

13. Quite a few responses, but many candidates wrote too much about before the timeframe in the question. Others just concentrated on the political impact of war.

16. A very popular choice: some candidates wrote excellent responses because they knew a great detail about the First United Front, but many candidates confused the First and Second United Fronts and wrote about fighting the Japanese and the leadership of both Jiang Jieshi (Chiang Kai-shek) and Mao Zedong (Mao Tse-tung). Other candidates did not seem to know much about the First United Front but answered the question in very general terms and appeared to be adapting a set piece done before on the antagonism between the Guomindang (Kuomintang) and the Chinese Communist Party.

17. Quite a popular choice: many candidates answered this question well, but others could not distinguish between the Sino-Japanese War and the Pacific War.

18. The most popular question on the paper, but most candidates only wrote about the domestic developments in relation to China becoming a major power. Many candidates wrote detailed chronological accounts of the policies and events in Mao's China. Some candidates could not distinguish between the First and Second Five Year Plans and did not discuss the Great Leap Forward. Very few mentioned China's involvement in international affairs.

19. Most candidates who answered this question could put Deng Xiaoping (Teng Hsiao-P'ing) into context in the period after 1949. Some were detailed, balanced and analytical.

20. Not chosen by very many candidates and was not done particularly well. Candidates wanted to discuss the United States' occupation rather than analyse the changes in policy.

21. Only a few responses, but most did not understand what was meant by South East Asia and used China or Korea or India as well as a South East Asian country.

22. Only a few responses, but most did not understand what was meant by South East Asia and used China, Japan or Korea.

23. Quite a popular choice: most candidates analysed why the United States got involved in a war in Vietnam and discussed some international aspects relating to this decision. However, with regard to the results most concentrated on the outcome in Vietnam and the domestic impact in the USA. Very few candidates looked at the international context.

24. A few candidates chose to write about urbanisation in China but the responses tended to look at the negative impact and contain sweeping generalisations.

## Recommendations and guidance for the teaching of future candidates

- Teachers should make sure that their students know the geography of the region and therefore the difference between East Asia and South East Asia so that candidates do not make the wrong choice of question.
- Teachers should stress the importance of reading the question properly and thus avoid costly mistakes.
- Teachers could encourage their better students to include quite a lot of precise evidence in their responses. This can be done by setting research tasks as part of the coursework.
- Similarly, the better students should also be encouraged to show evidence of wide reading and an understanding of historiography, particularly with regard to Perry's arrival and the opening of Japan and to Mao's China.
- Evidence of wide reading can be obtained by encouraging students to use a range of history books like Hsu, Spence, Gray, and Fairbank for China and by using relevant articles from magazines such as *History Today*, *History Review* and *Twentieth Century History Review*.
- Teachers should avoid preparing candidates with set pieces on a particular topic using exactly the same examples and information. Candidates who have this type of prepared answer struggle to adapt the material to the actual question asked in the examination.
- Teachers should stress that the candidates must respond to the actual question asked. Many candidates did not do this and included irrelevant material which was often out of the timeframe given.
- Candidates should be trained in answering questions that have two parts such as *for what reasons and with what results* and *compare and contrast*.
- Teachers should make sure that their students do many practice timed essays in 50 minutes which is the time students should allow for each question in the examination.
- Candidates from some schools wrote introductions that were far too long and which included too much detailed information. Some teachers appear to expect their

students to write “In this essay I will examine.....” or “This essay will....”. These techniques were rather cumbersome and it meant that the introductions tended to be very long.

- Candidates later repeated this information in the body of the essay which meant that the essays were very repetitive. This often led to time management problems for the candidates.
- Proper paragraphing is essential in a good history essay.
- Candidates should also avoid long repetitive conclusions.
- Some candidates wrote really detailed plans before writing the essay, but all too often they ran out of time to finish what they had intended to do. Plans to this degree of detail are detrimental because the candidates are wasting valuable writing time.

## Further comments

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

## Higher level paper three - Europe

### Component grade boundaries

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

## General comments

Paper Three, History presented no real problems this session and was generally well received and the standard reached by candidates was very pleasing. Numbers taking this higher Level Option continue to increase, but growth rate is not as high as for Paper Three Americas. Probably although the nineteenth century attracted fewer candidates than the twentieth century, results for the earlier period were slightly better. As always, there were certain questions that were very popular, for example, Questions 5, 7, 8, 14, 15, 17 and 20, but coverage of the paper was generally good, and answers were seen for all the questions on the Paper.

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

As in past sessions social and economic issues as seen in questions 6, 10, part of 16 and 23 presented problems. Another area that was difficult was ideology. In question 18 ideologies

were understood to mean policies and few were able to address nationalism and socialism in question 11 successfully.

Another difficulty faced by some candidates was to provide sufficient accurate specific details to support and substantiate assertions. Also some candidates found it difficult to relate their knowledge to focus exactly on the question being answered. Too many candidates failed to stay focused on the question and drifted off in to narrative of all they knew remotely connected to the question.

Candidates are not penalized for language problems, as many are not writing in their first language, but improvements could be made in use of vocabulary, such as avoiding slang, and finding a better word for create, which is rarely used correctly. Create is used for a variety of meaning when the candidate cannot make the effort to find the correct word. There were pages with ten or more 'Creates' on one page. Depending on the context some of possibilities are: establish, organize, constitute or set up.

Chronology was generally absent, and at best poor, in far too many answers

## Levels of knowledge, understanding and skills demonstrated

The vast majority of candidates did understand the questions they attempted, and did try to satisfy all their demands. Depth of knowledge varied, but was usually at least satisfactory, and for many, very good. Mainstream questions, such as 5, 7, 8, 9, 14, 20, usually contained good accurate and adequate knowledge, but surprisingly, question 15 was very popular but factual knowledge tended to be inadequate and often confused. Questions based on named people were usually answered better than those based on concepts. Comparative questions were usually at least satisfactory, and the majority were addressed in a comparative framework. The standard of analysis probably represented the ability of the candidate writing the answer, but very few serious candidates were unable to analyze. More examples of planning were seen this session, which was very pleasing.

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

1. The few attempts did try to consider both 'main cause' and 'victim', but some were more satisfactory in their attempts than others, who did fall back in to general causes of the French Revolution.
3. Some addressed the Congress System well, others concentrated too much on the Vienna Settlement.
5. This very popular question was usually well done, with good knowledge and analysis of both Cavour and Garibaldi done in a comparative structure.
7. Knowledge on both Prussian strength and Austrian weakness was commendable and it was generally well used and analyzed.

8. Too many candidates only addressed Alexander 11, and did not structure their answer on strengths and weaknesses. Knowledge and comment on Alexander was commendable

9. Candidates were knowledgeable on both domestic and foreign policies, and some very good balanced answers were seen.

14. Greater depth of knowledge would have improved most answers. Too many answers were on Germany and ignored other members of the Central Powers, and failed to mention the part played by colonial troops in winning the war.

15. This was a disappointing question. Too many answers talked about the causes of the first 1917 revolution and the overthrow of the Tsar, and knew very little about later events in 1917 with the problems facing the Provisional government and the Bolshevik Revolution.

17. Knowledge on Mussolini was generally good but not all of it was used to focus on and answer the set question.

18 This was probably the weakest of the popular questions. Leninist or Stalinist USSR and Nazi Germany were usually chosen, but answers mostly consisted of the rulers' policies rather than their ideologies.

19. Knowledge and comparison of the impact of the Spanish Civil War was rather general and simplistic with generalizations about Franco's rule of Spain and Hitler's use of the war to try out his weapons predominating. It seemed that once a candidate had started the answer he/she realized, too late, that not enough was known for a satisfactory answer.

20. Candidates considered that the main causes of the Second World War were the Treaty of Versailles, Hitler and appeasement, which were described rather than analyzed at some length, but few addressed 1939

21. This usually consisted of all the candidate knew about Khrushchev, but tying this to the quotation was usually not well done.

24. For most candidates the media meant propaganda, and they could not adequately analyze or go beyond this view

25. All answers seen were on Gorbachev, and the standard was very variable.

## Recommendations and guidance for the teaching of future candidates

- The importance of understanding the demands of the question, and how to fulfill these demands. Much discussion and practice, both oral and writing short plans is necessary.
- Give an explanation and practice of both key words and command terms.

- Stress that depth of knowledge and specific evidence are needed to substantiate or support claims made. Tell them that there is no substitute for reading.
- Chronology is important; answers must place events in a correct time scale or sequence. Time lines and charts would help.
- Explain the difference between ideology and policy, and make candidates conversant with concepts such as nationalism, totalitarian, Marxism, communism Left and right wing, etc.