

HISTORY

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 – 13	14 – 26	27 – 38	39 – 49	50 – 60	61 – 70	71 – 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 – 13	14 – 26	27 – 38	39 – 50	51 – 60	61 – 70	71 – 100

Higher and standard level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 – 3	4 – 6	7 – 8	9 – 11	12 – 13	14 – 15	16 – 20

The range and suitability of the work submitted

This was the first session for the new programme for internal assessment in History in the November session, and on the whole the result was positive. The IB is a large global examination and it is not surprising the details of changes do not penetrate everywhere, but there were very few centres that did not apply and follow the new criteria and format. Much effort had been made at workshops to inform and publicise the changes and thanks are due to Helen James at IBCA and history workshop presenters that the change was so smooth.

There was, as in past years, and according to instructions, a wide range of work submitted, with the majority at least satisfactory. At the top end there were a pleasing number of excellent investigations, some of which rightly scored full marks. Most of the topics were appropriate, challenging and stimulating, but there were some that did not lend themselves to an in-depth investigation. These tended to be too general and imprecise, or those where the available sources were unsuitable. These often fell into one of the following two categories, either contemporary local history, such as ‘The problem of rubbish disposal in Guatemala’, or too wide main stream syllabus topics such as ‘Why did Hitler rise to power?’. Most candidates who focused on a narrow area were able to produce work with some depth of analysis. Those who based their investigation upon a question were also at an advantage.

Candidate performance against each criterion

Criterion A: Plan of investigation

Most candidates scored at least one mark here, but many found it difficult to produce an exact concise plan to show how they were going to tackle their investigation, so failed to obtain the second mark.

Criterion B: Summary of evidence

This was meant to be the straight forward part of the new IA, which would give all candidates a chance to score well, however it proved to be the section for which many schools sought clarification and many candidates experienced difficulties. It is intended that candidates research their topics, and present the factual details of their research, as well as giving appropriate references, in this section. Weaker candidates did not demonstrate thorough research and adequate supporting evidence including references, but wrote in general terms, with no references to sources, and thus did not score well.

Criterion C: Evaluation of sources

Some candidates have profited from their training in using sources in IB paper 1, and were able to refer to origin, purpose, value and limitation, and use this as a basis for their source evaluation. Others failed to state the correct title and/or author, and included only general comments. A few listed several sources, perhaps adding a brief comment, rather than thoroughly evaluating two, as advised. Many candidates chose their sources wisely and related their evaluation to the investigation, but many did not. For the latter, this was their weakest section.

Criterion D: Analysis

Able candidates were able to analyse, as opposed to narrating what happened. Indeed, there were a number of examples where the analysis demonstrated the candidates' skills of argument and deduction, maturity and knowledge. These were most impressive. The area that could be improved is to specifically refer back to the factual material in section B and base analysis upon it more than many did. Some candidates failed to place the topic in its historical context.

Criterion E: Conclusion

Very few candidates did not score at least one mark, by writing an appropriate conclusion. The main weakness was that it did not always relate to the evidence used. Some candidates were too judgemental in their conclusion.

Criterion F: Sources and word limit

A few candidates lost both marks for exceeding the word limit. This had not always been spotted and penalised by the teacher. There were cases where the bibliography/list of sources was not compiled in alphabetical order. Occasionally a candidate forgot to include one or both of the sources evaluated, and there is still room for improvement in accuracy here.

Recommendations for the teaching of future candidates

Most candidates would profit from guidance in:

- choosing a topic which lends itself to analysis, and for which adequate sources are available;
- avoiding dependence on the Internet;
- framing the topic as a question;
- writing an appropriate, personal and well focused plan;
- using the school library or other available libraries;
- referencing sources for evidence in section B;
- evaluating the sources chosen for section C, including entering title, author, publisher and date correctly;

- developing analytical skills and realising the difference between narrating or describing events and analysing them;
- ensuring that the conclusion is based on the evidence and analysis presented;
- compiling the source list;
- keeping within the word limit.

Higher and standard level paper 1

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 – 3	4 – 6	7 – 9	10 – 12	13 – 15	16 – 18	19 – 25

General comments

This was the first November examination of the new prescribed subjects and revised weightings, so teachers' feedback on G2 forms was studied with particular care and interest by the subject area manager and the grade award meeting. Data from G2 forms included the following:

Paper 1: Comparison with last year's paper

Exam paper much easier	A little easier	Similar standard	A little more difficult	Much more difficult
1	7	29	3	0

Suitability of question paper

	Too easy	Appropriate	Too difficult
Level of difficulty	0	50	1

Data was also presented of teachers' views on syllabus coverage, presentation of the paper and clarity of wording. Written comments from teachers and examiners generally adjudged the paper to be fair, accessible and with clear questions. Several teachers commented that the time allowed for the paper should be 1 hour 15 minutes. No change is possible at this stage, but the comment prompted the grade award meeting to urge that in future the 5 minutes' reading time for paper 1 be publicised on the front cover of the examination paper.

As in the May 2003 session, Prescribed Subject 1 (PS1) proved to be easily the most popular with candidates, followed by PS3 and then PS2. There seemed to be a similar range in the quality of responses across the three sets of questions. Grade distributions were similar to those in previous sessions, but it was noted that achieving the maximum mark seemed more difficult.

Areas of the programme and examination that appeared difficult for the candidates

Some candidates had difficulty in responding effectively to the second question in each section. Instead of a cross-referencing approach, they simply reported the views expressed in each source, leaving any explanation implicit rather than making it explicit. It was also clear that many candidates in some centres had only a limited appreciation of the skills and approach required to deal effectively with the third question in each section, the one requiring them to assess the value and limitations of selected sources. Some tended to focus on paraphrasing the sources or commenting mainly on the content in their attempts to assess value and limitations. Others appreciated the need to focus on origin, purpose, value and limitations but did so without much interconnection. Many candidates would score higher marks if they *used* their knowledge of each source's origin and purpose to make a thorough and critical assessment of value and limitations.

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

Most candidates showed good comprehension and extrapolation in answering the two parts of the first question in each section. They seemed particularly well prepared for answering questions related to blocks of text. Some were less successful in interpreting statistics and explaining the message portrayed in a cartoon, though the best candidates coped superbly with all these requirements, and with the second question in each section. The final question in each section is technically the most demanding. However, examiners reported that more candidates now seem well prepared for this question, with a higher proportion than hitherto making effective use of material from both their own knowledge and the source material provided.

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

Prescribed Subject 1: The USSR under Stalin, 1924 to 1941

Question 1 (a) *Who, according to Source B, were the enemies of the Soviet State and what would be their punishment?*

The skill of basic extrapolation arising from close reading of the sources was amply displayed in answering this question. The only blemish was that some candidates wrote considerably more than was required for two marks.

(b) *According to Source E, what did the show trials achieve?*

Most candidates achieved maximum marks here too, explaining that the show trials would enhance Stalin's power, install a system of mutual social control and give the illusion that enemies and spies were being tried by the people, allowing Stalin to remain in the shadows.

Question 2 *To what extent do Sources B and E support the views expressed in Source A?*

The best answers showed excellent cross-referencing, and addressed "To what extent..." effectively. The basic fault with some other responses was failure initially to establish clearly what Source A proclaimed, namely intensification of the terror, physical extermination of opponents and the role played by Stalin ("his plan of reforms"). Without a clearly established base along these lines, candidates experienced difficulty in demonstrating clearly how sources B and E supported the views expressed in Source A.

Question 3 *With reference to their origin and purpose, assess the value and limitations of Sources C and D for historians studying Stalin’s Terror in the 1930s.*

Here too answers varied considerably in quality. The format of the question was well understood by some candidates, but not others. Those that did appreciate the question’s requirements commented appreciatively on the origin and purpose of the sources and, more importantly, attempted to use this to explain their value and limitations. There was near universal recognition of Molotov’s age when making his observations of the terror and that inaccurate memory may well have affected the accuracy of his account.

Question 4 *Using these sources and your own knowledge, explain to what extent you agree with the statement in Source D that “the terror of the late 1930s was necessary” for both Stalin and the Soviet State.*

Though some candidates are still inclined to focus almost exclusively on using either their own knowledge or material gleaned from the sources, there were many excellent answers that showed good synthesis and explained in detail to what extent they agreed with the statement in Source D. Own knowledge was often used effectively to elaborate on the reasons behind the terror and to comment on the totalitarian nature of Stalin’s regime.

Prescribed Subject 2 The emergence and development of the People’s Republic of China (PRC), 1946 to 1964

Question 5 (a) *Why, according to Source A, were the peasants “no longer satisfied with the alliance” formed with the Communist Party in the past?*

One mark was awarded for each satisfactory reason, up to 3 marks. Most candidates achieved full marks.

(b) *What do the statistics in Source D suggest about grain and meat production in the period 1952-1962?*

Two marks could be achieved by stating that Source D suggested that production of both grain and meat generally rose between 1952 and 1958 (the exception being 1955-6), and that the figures suggested a severe decline in both areas after 1958 – with some improvement in 1962. If candidates did not obtain full marks it was usually because their explanations were too brief and/or not specific enough.

Question 6 *How consistent are Sources B, C and E in their depiction of progress made by China between 1957 and 1961?*

The maximum allowed by the markscheme for those who simply argued that the accounts were consistent or inconsistent was 4 marks. Most candidates achieved more than this, offering several well-argued examples of consistency and inconsistency.

Question 7 *With reference to their origin and purpose, assess the value and limitations of Sources C and D for historians studying agricultural developments in China under Mao Zedong (Mao Tse-tung).*

Responses varied in quality. Some showed good awareness of the question’s requirements plus the ability to make a sound assessment, with the statement “Lynch advises caution when using these statistics” stimulating pertinent explanations of why the figures might not be entirely reliable. Too many responses showed unreserved acceptance of the statistics.

Question 8 *Using these sources and your own knowledge, explain to what extent Mao's collectivization programmes were successful.*

Many answers demonstrated effective and substantial use of both source material and own knowledge of the first Five Year Plan and the Great Leap Forward's successes and failures in assessing the extent to which Mao's collectivization programmes were successful.

Prescribed Subject 3: The Cold War, 1960 to 1979

Question 9 (a) *What reasons are given in Source B for supporting President Johnson's actions as Commander in Chief?*

If candidates did not achieve full marks for this straightforward comprehension question it was because they did not provide a full enough statement of three reasons to merit 3 marks.

(b) *What message is portrayed by Source D?*

This question worked very well in terms of differentiation. Good candidates grasped that a key message was Johnson's less than candid public assertions about the escalation of the war by June 1965. Most candidates gained credit for a sensible suggestion regarding the contrasting sizes of the two figures (i.e. that this implied the growing powers of the President at the time, that it represented the president's attitude towards the public, etc.). Only the weakest candidates were unable to offer any sensible suggestions.

Question 10 *In what ways are the views expressed in Source A supported by Sources C and E?*

The question required candidates to identify the views expressed in Source A and find support for them in Sources C and E. Generally, candidates demonstrated effective cross-referencing and scored well. However, as with question 2, many could have scored a mark or two more by providing a fuller account of the views expressed in Source A.

Question 11 *With reference to their origin and purpose, assess the value and limitations of Sources C and D for historians studying US involvement in the Vietnam War.*

As with questions 3 and 7, answers varied from excellent to weak. Most candidates showed good understanding of the origin of the two sources and the purpose of Source C. Better candidates used that understanding when assessing value and limitations, but many answers lacked careful and critical attention to the purpose of Source D.

Question 12 *Using these sources and your own knowledge, explain to what extent you agree that "Vietnam was Johnson's war".*

A surprising and very pleasing number of candidates achieved maximum marks, making extensive use of the sources and their own knowledge in assessing in detail the extent to which "Vietnam was Johnson's War". Thorough use of material from the sources together with knowledge of containment, Johnson's decision to continue Kennedy's commitment, Operation Rolling Thunder and troop escalations enabled the development of answers that showed impressive breadth and depth. In contrast, some answers were very brief indeed, suggesting poor management of time.

Recommendations and guidance for the teaching of future candidates

Timed practice using past examination questions is the best way of sharpening the relevant skills immediately prior to the exam. Three further recommendations arise from examiners' comments on the work seen in this session. The first is that candidates should appreciate that they do not need to spend a great deal of time detailing points relevant to the two parts of the first question in each section. Questions worth 2 or 3 marks can usually be answered satisfactorily with two or three points, provided those points are clear, relevant and informed.

A further recommendation is that when the second question asks "To what extent do Sources B and C support the views expressed in Source A?", the views in Source A need to be clarified carefully and thoroughly so that relevant points in the other two sources can be related to those views, affirmatively or negatively. This final point is important for it constitutes the response to "To what extent..." and is vital for high marks. Of course, other wording for assessing cross-referencing may also be employed (for example, see questions 6 and 10) so candidates need to think about the best approach to different questions, all assessing cross-referencing skills.

Finally, it cannot be stressed too often that the fourth question in each section calls for the deployment of both own knowledge and relevant material gleaned from the sources; high marks are reserved for exactly that, with the top mark reserved for evidence of some real synthesis.

Higher and standard level paper 2

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 – 5	6 – 10	11 – 15	16 – 19	20 – 23	24 – 26	27 – 40

General comments

This was the first November session for the new history programme, but changes in the programme were minimal, and for paper two, only Topic 4 was changed, in order to emphasise the democratic achievements of the twentieth century. Few candidates chose to answer questions on multiparty states, but the ones on co-operation in international organisations were popular.

This proved a successful paper on the whole, with many candidates scoring well. The majority understood the demands of the questions, and answered them in accordance with their ability. The standard at the top of the range was high, probably higher than in previous November sessions, although of course, as is to be expected in a world wide examination, taken by very diverse candidates, standards and answers varied considerably.

In view of the minimal changes, it is appropriate to reiterate many comments made in previous reports. Too many answers continue to be narrative or descriptive, and lack exact focus on the set questions. This is partly because too many candidates start writing too quickly, and do not think and plan sufficiently. The other long standing weakness is answers which are focused on the question, but answer it in general terms, without giving specific evidence to prove their assertions. A weakness that is more common in the November session, is the failure to write in paragraphs. This has two adverse effects: the candidates lose focus, and the examiner finds it difficult to follow the candidates' train of

thought. In spite of the above comments, the majority of candidates did write reasonably constructed essays, with introductions and conclusions.

This examination reflected the pleasing situation that most candidates have studied carefully, are prepared for the paper, know what to expect, find questions that they are happy with and answer their selected two within the time allowed. There were perhaps two rubric offences, and very few cases of poor time management.

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

Topic 1 Causes, practices and effects of war

Question 1 *Assess critically three causes of the First World War.*

This was a very popular question. Able candidates ensured that their three causes were distinct and clear. Less able candidates wrote answers that included all the causes they remembered, but most reached a satisfactory grade.

Question 2 *Compare and contrast the causes of two wars (excluding the First World War) each chosen from a different region.*

Better candidates wrote in a comparative framework, and weaker candidates wrote sequentially, but tried to include some linkage.

Question 3 *Analyse the reasons for the outcome of one civil war. How did the outcome affect the country in which the war was fought?*

A few candidates understood this question to require the causes rather than reasons for the outcome. The Russian and Spanish civil wars were popular choices.

Question 4 *'The most important military development of the twentieth century was the development of nuclear weapons.' To what extent do you agree with this judgment?*

Most candidates agreed with this quotation and were able to support their verdicts well.

Question 5 *Assess the economic and social impact of either the Arab-Israeli Wars or the Vietnam War, on the countries involved.*

This question was neither popular nor answered well.

Topic 2 Nationalist and independence movements, decolonisation and challenges facing new states

Question 6 *Account for the rise of either one African or one Asian independence movements.*

China is not eligible for this topic.

Question 7 *For what reasons were India and Pakistan granted independence in 1947?*

Answers were disappointing, as they were too general.

Question 8 *How successfully did either Ghana until 1966, or Kenya until 1978, achieve the transformation from a colony to a new state?*

There were a few answers on Kenya but not on Ghana.

Question 9 *Assess the difficulties facing two ex-colonial non-European new states in the ten year period following independence.*

Answers again lacked specific details.

Question 10 *How and why did ex-colonial non-European new states try to both preserve their traditional culture and improve their economic position?*

Very few answers seen.

Topic 3 The rise and rule of single party states

Question 11 *Compare and contrast the rise to power of two rulers of single-party states.*

Castro, Hitler, Lenin, Mao, Peron and Stalin were the main choices for this very popular question, and there is no doubt that the ability of IB candidates to compare and contrast has improved considerably. The main weakness is this question is that candidates included material that belonged to ‘rule’ rather than ‘rise’.

Question 12 *Assess the methods used by either Peron or Lenin to maintain his position as ruler of a single-party state.*

Both examples were used, generally with reasonably specific evidence.

Question 13 *For what reasons, and with what results, were there so many single party states in the twentieth century?*

A few interesting perceptive answers were seen, but most were too general.

Question 14 *Examine critically the successes and failures of either Castro or Mussolini, as a leader of a single-party state.*

Although the instruction ‘critically’ in its widest sense, could have been followed more closely, with the production of in depth analysis, most answers did focus well on success and failures, and gave adequate evidence to support their views.

Question 15 *How and why was propaganda used in two single-party states, each chosen from a different region?*

Answers on propaganda are much more specific than they used to be, with considerable relevant knowledge on Hitler, Mao and Stalin.

Topic 4 Peace and co-operation: international organisations and multiparty states

Question 16 *In what ways, and with what results, did one international organisation work for peace and co-operation?*

Most candidates used the League of Nations and the United Nations, and knowledge was usually relevant and accurate.

Question 17 *How successfully did the United Nations tackle social and economic problems between 1945 and 1960?*

Greater knowledge in this area would be welcome.

Question 18 *Why and with what results did either Spain after 1975, or Argentina after 1983 become a multiparty state?*

Knowledge of Spain was better than that of Argentina.

Question 19 *Evaluate the organisation and policies of two multiparty states, each chosen from a different region.*

Not popular.

Question 20 *In what ways, and to what extent, did superpower rivalry affect multiparty states?*

Not seen.

Topic 5 The Cold War

Question 21 *In what ways, and to what extent, did mutual distrust and suspicion cause the Cold War?*

Candidates like questions on the origins of the Cold War, but far too many continue beyond origins, into a general account of all they know about the Cold War. 1950 is far enough.

Question 22 *For what reasons, and with what results, was Germany a centre of Cold War tensions between 1945 and 1961?*

Although Germany in the Cold War is a frequently studied topic, candidates tend to narrate what happened, rather than focusing on the set question, in this case, reasons and results. The geographical position of Germany is rarely mentioned.

Question 23 *Compare and contrast the part played by Korea and Cuba in the Cold War.*

This was quite popular and quite well done. The similarities and differences were worked out.

Question 24 *Analyse the nature of the Cold War and explain why, in spite of serious crises, it did not turn into a third world war.*

This proved to be a popular question, with satisfactory, and many good answers. Obviously the most significant explanation was fear of a nuclear catastrophe.

Question 25 *'The Cold War played little part in changing social and economic conditions for either side between 1945 and 1965.' To what extent do you agree with this assertion?*

The few answers seen were too general.

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

There were no significant answers to questions in this topic.

Recommendations and guidance for the teaching of future candidates

Teachers should continue to stress the necessity of spending sufficient time in studying the question paper, (if necessary, spend more than the five minutes reading time), working out exactly what the question requires, planning it and structuring and focusing it clearly and exactly. Many questions demand attention to two issues, for example ‘in what ways and for what reasons’, or ‘for what reasons and with what results’, and the necessity of answering both parts, must be understood. Candidates should be urged to plan each answer on the examination paper. Answers must fit the question, not be based on essays that are partly similar. Learned historiography, such as the theories for the origin of the Cold War, repeated without specific evidence to back them up, will not obtain credit. Indeed all assertions are only valuable if there is historical data to support them.

History of Africa

Higher level paper 3

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 – 7	8 – 15	16 – 23	24 – 29	30 – 35	36 – 41	42 – 60

General comments

This component was taken by 48 candidates from 3 centres, all in Africa. Only 12 of the 25 questions were answered and two of these by only two candidates. As usual the questions on the twentieth century sections of the syllabus were chosen by few of the candidates. Only six answers were written on the last ten questions on the paper; and well over half of all answers were on the three most popular questions: 2, 7 and 8.

Areas of the programme and examination that appeared difficult for the candidates

It would almost certainly be wrong to conclude that the comments above on the neglect of twentieth century questions means that these are perceived by candidates as ‘difficult’. It simply reflects the fact that since candidates are required to answer only 3 out of 25 questions teaching concentrates mainly on the nineteenth century part of the syllabus which provides the candidates with an adequate choice and simplifies the difficult task of deciding which three questions they are most likely to answer well. In fact all but about 15% of this years group of candidates produced work of at least a satisfactory standard; and almost 40% work of good or very good quality. The commonest weaknesses in the work of some candidates were, as usual:

- inadequate specific knowledge/evidence to support generalisations;
- a failure to respond to all parts of a question;
- the inclusion in answers of irrelevant material.

The levels of knowledge, understanding and skills demonstrated

Levels of all three elements varied from very high to low but, consistent with the favourable comments on standards in Section A the levels shown by most candidates were acceptable. Some

candidates, however, would have fared better if they had given more evidence in support of general claims or assertions. This was the case in some answers to question 12 which stated explicitly: ‘Reference must be made to specific examples’. There were also cases of candidates who did not respond to all the requirements of a question. Examples of this occurred particularly in questions 6, 7 and 8 (see section C). Most of these candidates showed some measure of the appropriate skills required to answer particular questions effectively.

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

(Comments are made only on questions answered by 5 or more candidates.)

Question 2 *‘Nineteenth century Ethiopia was not free from the threat of European and African imperialism, but fought successfully to preserve independence.’ How far do you agree with this statement?*

This was one of the most popular questions and was generally well answered by candidates who showed sound and adequate knowledge, good understanding of the question’s requirements and analytical skills capable of identifying the main reasons for Ethiopia’s successful fight to preserve its independence. Surprisingly, however, only two candidates mentioned, in this last context, the key contribution to success made by Ras Alula, the country’s greatest general.

Question 3 *Analyse the factors responsible for the expansion and strength of Buganda in the late eighteenth and early nineteenth centuries.*

This was answered by 9 candidates none of whom produced answers that were better than just satisfactory. Analysis of the relevant factors was inadequate. The specific knowledge shown was generally thin. No candidate named any of the more important Kabakas responsible for Buganda’s rise in this period. Mutesa I alone was named and only a very small part of his reign fell within the time frame set by the question.

Question 4 *Assess the impact made by the leaders of the Jihad movements in West Africa in the nineteenth century.*

Only 6 candidates attempted this question. All of them identified correctly the three Jihad leaders involved but knowledge of their achievements and impact was limited. Only one candidate made a real attempt to ‘assess’ the impact of the various movements. The rest merely described their impact very sketchily and not always accurately.

Question 6 *To what extent was the desire for military expansion the main reason for the unstable condition of Southern Africa between 1815 and 1856.*

There were 11 answers to this question. All candidates wrote about the Mfecane but only seven mentioned the Great Trek, the other great movement which contributed to the instability in this period. All agreed that military expansion was the main reason for instability but few identified any of the other reasons such as new opportunities for trade, population pressures, and climatic change which modern historians regard as relevant to this issue.

Question 7 *Account for the increased European interest in Africa after 1875 leading to a ‘scramble’ for territories in Africa after 1884.*

This was the most popular question answered by 28 candidates. Most were aware of the change in European attitudes from ‘profit without responsibility’ through trade to direct

occupation of territory. The treatment of the various interlinked events which led to the start of the 'scramble' (e.g. the activities of Leopold II; the British occupation of Egypt; the meeting of the Berlin West Africa Conference and its decisions) varied in both the detailed knowledge shown and in the skill demonstrated in composing the interlocking narrative. The question produced some very good answers.

Question 8 *For what reasons and with what degree of success, did any one uprising occur on East Africa before 1914?*

This was the second most popular question, answered by 25 candidates. Most candidates chose to write about the Maji Maji Rising but a few answered with reference to the Hehe and Nandi Risings. Almost all answers were satisfactory but many tended to be this on the degree of success, producing unbalanced answers. The fullest and most balanced answers were amongst those on the Maji Maji Rising.

Question 12 *To what extent would you support the view that the colonial period was beneficial to most African societies in terms of political stability, economics and social developments? Reference must be made to specific examples.*

This question was attempted by only 8 candidates whose conclusions were evenly divided about the view put forward in the title. Given the explicit requirement for reference to specific examples all but one answer were thin on these. The most persuasive answers came from candidates who gave firm support to the view that the colonial period was beneficial in all three respects.

Question 14 *In what ways can the Mau Mau uprising in Kenya be regarded as a nationalist struggle against European imperialism?*

Only seven candidates answered this question and all argued that the rising could be regarded as a nationalist struggle. Most of the arguments were unconvincing, given that most emphasised that active support was almost exclusively limited to the members of the Kikuyu tribe.

Question 15 *To what extent was European intervention a vital factor in the collapse of any one of the following: the Mandinka Empire; the Asante Kingdom; the Mahdist state?*

This was the most popular question – 18 answers – in the second half of the paper although, chronologically, it belonged, like the other popular questions, to the nineteenth century area of the syllabus. The majority of answers were on the Mandinka Empire and all argued that European intervention was a vital factor in its collapse. The best answers, however, agreed that Samori Toure, at various points in the empire's history, made errors of judgement which also contributed significantly to its collapse.

Recommendations and guidance for the teaching of future candidates

The following recommendations have been given in previous years but are still worth following:

- make it clear to candidates that it is unnecessary and a waste of time to write the title at the head of an answer. Simply write the number of the question in the left hand margin;
- advise candidates to read a question which they are considering as one of their three choices more than once, and to give serious thought to whether they can respond effectively to all its requirements before including it on a short list of the three questions to be answered;

- use questions from previous papers to give candidates occasional practice in identifying the key words and phrases which are the best guide to a question’s requirements;
- accompany this with practice on writing **brief** plans to show that they really can cover **all** requirements;
- emphasise the importance of excluding irrelevant material from their answers. Such material will be given no credit.

History of the Americas

Higher level paper 3

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 – 7	8 – 15	16 – 23	24 – 29	30 – 35	36 – 41	42 – 60

General comments on the overall performance of the candidates

The paper seemed to work very well, leading to a wide choice of questions and a good spread of marks. Although many of the questions related to Latin America were answered, the most popular were 12, 13, and 17. Other questions that were frequently answered were: 2, 6, 9, and 11. No questions about Canada were answered. Within the questions there was a variation of performances, from very good to very poor although the general performance was rather good. All the students answered the required three questions, thus time was not a factor. It is to be noted, however, that the Spanish version of the paper presented some problems. One of the most significant was that the translation did not use capital letters in two questions when making reference to some proper nouns, or events. However, allowance for these problems was made by the examiners at Grade Award.

The areas of the programme and examination which proved difficult for candidates

Several candidates showed a tendency to general answers, which essentially did not address the demands of the question. In general terms, questions that asked for analysis and/or evaluation tended to be less well answered than questions that asked “what” or “why”. If candidates are going to make good use of their knowledge, they must focus on the command words of the questions.

The levels of knowledge, understanding and skill demonstrated

A positive feature in many answers was that candidates showed relevant knowledge about some of the topics. The main issue would be that they use their knowledge in a more effective way by focusing consistently on each question’s requirements and resist the temptation to write all they know about the topic. But, overall many of the responses to some demanding questions showed well-prepared candidates displaying impressive levels of knowledge, skills and understanding.

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

The most popular questions were 2, 3, 4, 6, 8, 9, 11, 12, 13, 15, 17, 18, 20, 21, 23 and 24.

Question 2 *Explain how conflicts and rivalries among European nations both helped and hindered the struggle for independence in one area of the region.*

All answers to this question saw European rivalries as helping the struggle for independence in Americas. Spanish American Independence was clearly linked to Napoleon's invasion of Spain.

Question 3 *How and why did the Constitution replace the Articles of Confederation in the United States?*

This was a popular question which was satisfactorily answered. The major problem was the lack of historical evidence to back up arguments.

Question 4 *To what extent do you agree that "Caudillismo was inevitable, and even necessary in nineteenth-century Latin America"? Explain your answer by discussing the rule of one caudillo in one country.*

Some very good answers. The best treated examples were Diaz and Rosas.

Question 6 *Why did the North win the Civil War in the United States?*

This question attracted several candidates with very good results. Although some students were side tracked by causes and slavery, most developed sound arguments about economics, war technology, manpower and naval strengths.

Question 8 *For what reasons, and in what ways, did Latin America experience economic growth between 1880 and 1900? Support your answer with examples from two countries of the region.*

Rather popular question with some good and solid arguments. The major focus of examples were Argentina, Cuba, and Mexico with a great deal of emphasis on the export/import model and dependency.

Question 9 *Why did the United States reject the Treaty of Versailles?*

Some answers but with very limited knowledge of the topic.

Question 11 *"The Good Neighbor Policy enhanced both diplomatic and economic relations between the United States and Latin America." Assess the validity of this statement.*

A popular question which revealed knowledge and understanding of the topic, although some confusion about the two Roosevelts. Some good details about Mexico, the Caribbean and Pan Americanism.

Question 12 *Evaluate the role of the "rise of expectations" in the outbreak of the Mexican Revolution in 1910.*

This was a popular question and one which was well answered, with most candidates showing sound knowledge and understanding as they discussed the "rise of expectations" not only with the Diaz and Madero, but also with the other players of the Revolution.

Question 13 *How did the Depression change the role of government in two countries of the region?*

Another popular question. Many candidates showed considerable knowledge in their answers. Most candidates discussed the interventionist policies of Roosevelt and the rise of the corporate state in Argentina .

Question 15 *How and why did nationalism evolve in Latin America in the first half of the twentieth century? Illustrate your answer with examples from one country of the region.*

Several takers for this question. Nationalism was not always clearly explained (especially the cultural and economical varieties) but Peron was very popular and well argued.

Question 17 *How far did the Cold War bring changes to either Latin America or Canada in their relations with the United States?*

Very popular question with rather good results. Cuba, Argentina, and Chile were used to good effect.

Question 18 *Analyse the political impact of the Watergate Affair in the United States.*

Several candidates attempted this question, but only few produced satisfactory answers. Most of the answers related the events of the Watergate but almost none dealt adequately with its effects on U.S. politics.

Question 20 *In what ways, and for what reasons, did the African American struggle for civil rights in the United States change between the early and late 1960s?*

Generally, candidates seemed well informed on developments in the civil rights movement, but in some instances knowledge was not used to address the question effectively. For instance, some very knowledgeable candidates ignored the words “for what reasons”. However, the majority of answers were well focused as well as informed.

Question 21 *Analyse the reasons for the transition to democracy in one country of Latin America in the 1980s and 1990s.*

Some valid answers with a great deal of focus on Argentina. A significant lack of knowledge about the topic was noticed.

Question 23 *What were the goals of the reformers in one of the following movements:*

- (a) *women’s rights*
- (b) *rights of Native Americans?*

Illustrate your answer with examples from one country of the region from the 1960s to the 1990s.

The few candidates that selected this question did not seem to have a clear knowledge of the topic and could not, as a result, offer more than assertions in response.

Question 24 *“Cultural developments (literature, art, music) between the 1940s and the 1980s were instruments of social protest and change.” Using specific examples, assess the validity of this statement in either the United States, or Latin America, or Canada.*

This was a rather popular and challenging question. Although the answers were very general and very wordy, there were few candidates who showed knowledge about the topic.

Recommendations and guidance for the teaching of future candidates

The recommendations for teachers are:

- Candidates should choose questions on topics they have studied, not simply ones that seem interesting.
- When choosing questions candidates should also examine the key words, consider what the question is asking, and then decide whether they know enough to answer it effectively.
- Candidates should strive to provide well-supported answers to the questions asked and avoid use of sweeping generalizations and 'pre-prepared' answers.
- Advise average and weak candidates to answer and plan answers carefully.

History of East and South East Asia and Oceania

Higher level paper 3

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 – 7	8 – 15	16 – 23	24 – 29	30 – 35	36 – 41	42 – 60

General comments

The reactions from the schools indicated that the November 2003 paper was considered to be very satisfactory, covering the syllabus well and having an appropriate level of difficulty. As is becoming the norm very few candidates answered questions other than those set on China and Japan. The problem with this approach is that the candidates are not aware of the geography which applies to this regional paper. Once again a small percentage of candidates cannot differentiate between East Asia and Southeast Asia. China and Japan are not countries in Southeast Asia and candidates who attempted to use these as examples received no credit. Schools sometimes query this-but it is as if a question on the European Paper which deals with Scandinavia is answered with material on Spain! Another problem is that some candidates are not aware that the 19th Century deals with the time period between 1800 and 1899. Material from the 1900s should not be chosen. Having said that, the vast majority of candidates have a sound general knowledge of this regional paper and there were some absolutely excellent answers which were impressive both in their depth and breadth of knowledge.

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

The greatest difficulty is that candidates do not always understand the full implications of the question and do not take enough time to plan their essays carefully. There is some evidence that by focusing entirely on the history of China and Japan, candidates do not demonstrate comparative skills which can broaden and deepen historical understanding. Questions on social, cultural, intellectual and economic topics are poorly answered.

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

Mainstream political history questions on China and Japan are the ones with which most candidates feel comfortable. The general level of historical knowledge on these areas is very sound.

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

The most popular questions were 1, 2, 3, 7, 12, 13, 15 and 16.

Question 1 *Compare the attitudes and policies of the governments of Qing (Ch'ing) China and Tokugawa Japan towards the European powers seeking to trade with them in the late eighteenth and early nineteenth centuries.*

There were some excellent answers to this, quite difficult, question which were impressive in their scope. Weaker candidates had difficulty identifying the 'attitudes' of the two governments and assumed that by citing their explicit policies the attitudes would be implied. Some candidates only included material from the 19th century.

Question 2 *Analyse the causes and consequences for China of the Opium War (1839 to 1842).*

A very popular choice and one which was well answered. There were very few poor answers although some candidates were very sketchy on the 'consequences'.

Question 3 *"The Tokugawa Bakafu was destroyed by Satsuma, Choshu and their allies; not by the arrival of Admiral Perry". How far do you agree with this assessment of events between 1853 and 1868?*

A challenging question, which gave candidates the opportunity to make links between events and analyse the implications of actions. There were some absolutely outstanding answers which impressed the examiners with the candidates' ability. Unfortunately some weaker candidates saw the name 'Perry' and focused their responses entirely on the arrival of his ships-misunderstanding the complexity of the question.

Question 7 *To what extent did the changes brought in during the first twenty years of the Meiji Restoration (1868 to 1889) constitute a revolution?*

Although this seemed to be a relatively straightforward question many candidates saw this as a question on the reasons why the Meiji Restoration took place. While this can certainly be considered to be necessary to explain whether or not the changes were revolutionary, there must be some explanation and analysis of what actually happened in Japan between 1868 and 1889 in order to answer the question. Better candidates demonstrated the ability to define

what could be seen as being revolutionary and proceeded to frame their answers around this concept. A question which discriminated well among the candidates.

Question 12 *Analyse the reasons for and the consequences of China and Japan entering the First World War against Germany.*

This was quite a popular choice although many candidates were unable to deal adequately with the demands of the question. It has four parts-reasons and consequences both for China and Japan. Far too few candidates could fulfil all parts of the question. The reasons for China, and the consequences for Japan, were the two areas which were least well handled by the candidates. Too many candidates failed to plan their responses which often led to essays which lacked balance.

Question 13 *"Given the problems it faced between 1928 and 1937 the Nationalist Government of China achieved a great deal." How far do you agree with this assessment?*

The range of misunderstanding demonstrated by the candidates amazed the examiners. This is a relatively simple question on Jiang Jieshi's (Chiang Kai-shek) policies but it produced some extraordinary results. Some candidates wrote about why the Communists won the Civil War. Some wrote about Sun Yat-sen. Others totally ignored the question of Japan's involvement in China. The inclusion of the Sian Incident in any response was rare. Many candidates failed to identify any 'problem' and wrote generally about the failings of the Nationalist Government. Without doubt this was the most disappointingly answered question on the Paper.

Question 15 *Explain why the Jianxi (Kiangsi) Soviet has acquired such significance in Chinese history.*

Generally, and somewhat surprisingly, candidates do not do well on questions which deal with the time period 1928-1934 and which involve Mao's influence during this period. Too frequently, and here was a case in point, the importance of the Long March is overstated and the development of Mao's ideological contributions to China are underrepresented. Weaker candidates turned this into a question on why the Nationalists lost the Civil War and attributed this loss to the longevity of the Soviet. Better candidates took a longer term view of the word 'significance' and wrote eloquently on this area.

Question 16 *"Government by mass campaigns". How true is this criticism of Mao Zedong's (Mao Tse-tung's) approach to government in the period 1949 to 1976?*

Although the wording of the question seems difficult the majority of candidates were able to identify and write about Mao's policies without many problems. What absolutely horrified the examiners was the fact that in some centres candidates did not go past 1964. The non-inclusion of the GPCR in this question is a major omission. It may be that some schools are focusing on the paper 1 Prescribed Topic on Mao and are only teaching the time period included in this, 1946-1964. This is a serious mistake and the level of answers to this question shows how handicapped some candidates were in attempting to deal with a question on Mao's policies.

Recommendations and guidance for the teaching of future candidates

Candidates should be encouraged to read the questions carefully and to outline a plan before attempting them. Dates are important in limiting the scope of, or defining a time period in any question. The need for candidates to have some general geographical knowledge is crucial in

eliminating mistakes which can prove costly. The access to a wide range of opinions, interpretations and materials is also of fundamental importance. Teachers need to help the candidates to develop their own opinions on historical events by encouraging discussion and promoting well supported historical judgments by their students. The level of historical knowledge/analysis exhibited by most candidates in this examination demonstrated that there is some outstanding teaching taking place in a wide number of centres globally and these teachers/centres are to be congratulated.

History of Europe

Higher level paper 3

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 – 7	8 – 15	16 – 23	24 – 29	30 – 35	36 – 41	42 – 60

General comments

The G2 Forms returned by the schools indicated that the November 2003 European Paper was considered to cover the syllabus well and having an appropriate level of difficulty. It was evident that the questions allowed candidates the opportunity to demonstrate their historical knowledge. This knowledge was solid and in many cases quite detailed with fewer general answers. The skills of analysis and comparison were often very good although there were still too many general descriptive or narrative essays. The majority of candidates chose questions from the 20th Century and most of these dealt with the 1919 to 1945 time span. Candidates steered away from questions demanding knowledge of the policies of particular countries (Questions 13, 23, 24 and to a lesser extent 10). Examiners commented on the wide use of inappropriate quotations which were more evident in English, rather than Spanish or French, scripts.

Questions having a social, cultural, religious, and sometimes economic orientation are more difficult than those questions which have an explicitly political focus. While the candidates' historical knowledge is often sound, too much irrelevance was again apparent. Candidates still have difficulty selecting knowledge and content which is appropriate to the demands of the questions. There was also the tendency to only partially deal with questions which have a multiple focus-in many cases only part of the question being attempted (Questions 5, 16, 18 and 21). Candidates also need to define key terms or concepts in order to better focus their essays.

In general terms the quality of knowledge of European History demonstrated by the candidates is very sound. There were very few cases of centres which had not prepared their candidates well for this Paper.

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

The most popular questions were 1, 2, 5, 7, 8, 14, 15, 16, 17, 18, 19, 20 and 21.

Question 1 *What factors made it difficult to establish a limited monarchy in France between 1789 and 1792?*

This was not a popular question. Responses were generally poor as many candidates turned this in a question on the causes of the French Revolution. The term 'limited monarchy' was misunderstood by some candidates.

Question 2 *To what extent did Napoleon apply the principles of the French Revolution in France and the territories which he occupied?*

Again not that popular. A question which proved challenging for the candidates in that it required breadth and depth of knowledge. Responses were better on the application of principles in France than in Europe.

Question 5 *Why was Mazzini disappointed by the united Italy that emerged after 1871?*

This proved to be an excellent discriminator. Mazzini is the least well known of those who contributed to Italian unification and the focus of the question on Italy in 1871 found many candidates unprepared. This meant that only the best candidates could refocus their responses while weaker essays merely dealt with the process of unification.

Question 7 *"Alexander II had no one to blame but himself for his assassination in 1881". How far do you agree with this statement?*

A very popular question. Generally well handled by the candidates but there were far too many responses which merely listed Alexander's policies without focusing on them as providing grounds for discontent.

Question 8 *To what extent were Bismarck's difficulties inside Germany between 1871 and 1890 caused by his own views and policies?*

Although this is a classic question on Bismarck's domestic policies many candidates found it difficult to come to terms with his 'own views' which required some knowledge of his background and aims. There were some excellent answers which demonstrated both breadth and depth of knowledge and understanding.

Question 14 *Why did Germany sign an armistice with the Allies in November 1918?*

This question proved to be very difficult for most of the candidates although there were some outstanding answers. Many candidates totally ignored the rapidly disintegrating internal situation in Germany in 1918 and focused generally on the course of World War 1 with some simplistic comments on the fact that the Allies were winning. While the latter certainly contributes to the reasons behind the signing of the armistice there are many other key factors which must be included. Few candidates made mention of the lengthy negotiations which had been ongoing between Germany and the USA.

Question 15 *What was the impact of the First World War on Russia between 1914 and 1921?*

This was very popular and was well answered by many candidates. There was a tendency to focus entirely on the Russian Revolution and not to include the whole time period among weaker candidates.

Question 16 *What were the main factors that enabled Mussolini to rise to power and consolidate his position in Italy between 1918 and 1926?*

Very popular - although candidates were generally better on the rise to power than on its consolidation.

Question 17 *What were the aims and achievements of Stalin's foreign policy between 1928 and 1941?*

Although this is a clear focus of the History Guide the vast majority of candidates were unprepared for this question and attempted to twist their extensive knowledge of Stalin's domestic policies to fit-without much success. In one centre all of the candidates' responses were simply excellent demonstrating tremendous knowledge and understanding.

Question 18 *'Hitler's control and organization of the Nazi State was less effective than is commonly believed.' To what extent do you agree with this statement?*

A popular choice but only successfully answered by the best candidates. Weaker answers simply listed Hitler's domestic policies and did not focus on the question. Some candidates were sound on 'control' but weak on 'organization'. Better answers realized that this question focused on the recent historical debate concerning a 'weak' versus a 'strong' Hitlerian state and could refer to Mommsen and Kershaw's analysis.

Question 19 *Why did the policy of "collective security", established by the League of Nations fail to prevent the outbreak of the Second World War in 1939?*

This was probably the most popular question on the paper. Too many candidates wrote on the successes and failures of the League or on why Appeasement failed to prevent World War II. Only the best candidates were able to synthesize these key points into a comprehensive and analytical answer.

Question 20 *To what extent was the involvement of foreign powers decisive in securing a Nationalist victory in the Spanish Civil War (1936-1939).*

A soundly answered question. Weaker candidates merely focused on Germany and Italy, but better responses included Russia, Britain, France, the International Brigades and the League of Nations.

Question 21 *Why, and with what consequences for Europe, was the Warsaw Pact signed in 1955?*

This was quite popular but too many candidates tried to use their general knowledge of the Cold War from paper 2 to answer this with the result that their answers were very superficial. The reasons why the Warsaw Pact was signed were usually well known but only the better candidates could deal with its consequences. Some candidates unfortunately used material outside Europe - Cuba, Vietnam etc. as the basis of their essays.

Recommendations and guidance for the teaching of future candidates

Teachers should stress the importance of candidates explaining what they understand by the question. Putting the question in their own words or defining key terms can provide a sound basis for candidates to plan relevant answers. Candidates need to be taught how to develop an argument using historical information rather than merely listing events/facts and assuming that these have therefore an implied relevance. There are very few cases where candidates have actually thought through their own arguments. Students should use a variety of historical sources, not just a textbook. Give students practice in understanding what questions require. It is amazing how many candidates choose questions they simply cannot answer. A simple test is to give a class an old IB Paper and ask them to select the three that they would choose. Then ask the students to write a short outline of their intended essay. Teachers will be amazed, and horrified, at some of the choices. Practice makes perfect. Candidates must learn to pace themselves. They should take a few minutes to prepare each question and then start their essays leaving enough time at the end for a final proof reading.