

## HISTORY

### Overall grade boundaries

#### Standard Level

Grade:	1	2	3	4	5	6	7
Mark range:	0-12	13-25	26-38	39-48	49-60	61-70	71-100

### History of Africa

#### Higher Level

Grade:	1	2	3	4	5	6	7
Mark range:	0-12	13-25	26-38	39-48	49-60	61-70	71-100

### History of the Americas

#### Higher Level

Grade:	1	2	3	4	5	6	7
Mark range:	0-12	13-25	26-38	39-48	49-60	61-70	71-100

### History of East and South East Asia and Oceania

#### Higher Level

Grade:	1	2	3	4	5	6	7
Mark range:	0-12	13-25	26-38	39-48	49-60	61-70	71-100

### History of Europe

#### Higher Level

Grade:	1	2	3	4	5	6	7
Mark range:	0-12	13-25	26-38	39-48	49-60	61-70	71-100

## Internal Assessment

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0-3	4-6	7-9	10-12	13-15	16-18	19-25

This was the final session of the present history programme and the final session of the present internal assessment format and criteria. There were few surprises; most candidates submitted a research essay, as they had done throughout the programme. There is thus little that is new to comment upon. The majority of work submitted was well written and carefully presented, the product of effort if not always of original thought. Presentation was often better than the analytical skills demonstrated, even so, the internal assessment mark and grade was usually higher than those scored for the externally assessed components, and frequently lifted the candidate into a higher grade.

In spite of the comments made in the above paragraph, weaknesses that have been highlighted in all previous principal examiners' reports remain. There is still a need to improve focus. The obvious way to do this is to frame the title as a question. This should impress upon the candidate that a response to the question is required in the conclusion, even if the answer is that no clear-cut answer has been found.

Evaluation of sources remains a problem for many, who seem to think that if they have used a source, it must be clear to the moderator that they think that the source is reliable. Citing sources / referencing also proved difficult for many candidates. Some gave far too few, others cited universally accepted and obvious facts, such as 'the First World War started in 1914.' A happy medium must be established. Some candidates failed to reference consistently. Likewise, consistency in compiling the bibliography is required. Far too many candidates do not list sources in alphabetical order.

Many samples submitted were very narrative. Candidates had done their research, noted and used the facts, but their essays lacked analysis.

To end on a positive note, there were excellent individual pieces of work, and whole schools where the sample was focused, analytical, carefully referenced and contained a correctly listed bibliography, which was shown to have been well used.

The present internal assessment, with 90% plus research essays, has served history candidates well. It has developed skills for both researching and writing history. The decision to change the internal assessment to a historical investigation was taken to avoid duplication of assessment tasks-the new investigation is very different from the Extended Essay (which a large percentage of Diploma Programme candidates choose to write in history). There have also been increasing problems with plagiarised pieces of work, either in part or in total, often downloaded from the Internet. Also, although beautifully presented, some samples consist of a collection of facts (and sometimes pictures) rather than an analysis of an historical thesis. A main weakness of external components is that too many candidates fail to address and answer the set of questions posed. The new form of internal assessment is intended to develop focus, evaluation and analysis, so that performance in the externally assessed components will also improve.

Advice for the future is to ensure that teachers and candidates are familiar with the new internal assessment criteria and format. From the May 2003 session, internal assessment in history will consist of six criteria / sections, which add up to a total of 20 marks. There will be a new 3/CS form, with six boxes for history teachers and moderators to fill in. The component will contribute 20% for the higher level final mark and 25% for standard level.

## Higher and Standard Level Paper 1

### Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0-2	3-5	6-8	9-10	11-13	14-15	16-20

### General comments

Approximately 60% of candidates answered the set of questions on Prescribed Subject 1: Russian Revolutions and the New Soviet State 1917-1929. The other popular choice was Prescribed Subject 3: The Cold War 1945-1964. Although there were relatively few answers to Prescribed Subject 2: Origins of the Second World War in Asia 1931-1941, a similar level of performance was demonstrated in the three sections of the paper.

This was the last examination using these particular prescribed subjects. Details of the revised history course, including the new prescribed subjects for examination from 2003 onwards, are set out in the blue-covered guide (*History*, IBO, February 2001).

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

The third question in each section proved difficult for some candidates. A minority showed little understanding of the implications of the words “assess the value and limitations of documents A and B”. Many more showed some understanding of this instruction without fully appreciating the implications of the further requirement, “with reference to their origin and purpose”. Candidates tended to examine origin more effectively than purpose. Also they tended to focus on either value or limitations; relatively few evaluated both in detail. In order to achieve high marks, candidates need to address all parts of the question effectively.

The final question in each section examines an even more demanding skill, that of synthesising a relevant selection of own knowledge and source-based evidence in examination conditions in response to a question requiring a mini-essay. Only the best candidates were able to construct a relevant answer demonstrating effective and detailed use of both documentary material and own knowledge. On the other hand, a substantial number of candidates achieved the maximum four marks available for using only documentary material or own knowledge. In order to reward more fully those candidates who successfully build a well-substantiated argument synthesising documentary material and own knowledge, these questions will in future be worth eight marks. This kind of synthesis is a very important and high-level skill, and of course it has to be taught and practiced if it is to be demonstrated in detail under examination conditions.

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

A great many answers were precise, clear and well composed. There was also evidence of further improvement in time management, with most candidates showing good management of the one hour available to them for answering four document-based questions. Candidates also seemed well prepared for answering the first question in each section, showing good comprehension of the content of the documents. Indeed, an impressive number of candidates achieved maximum marks. Many also seemed well prepared for answering the second question in each section. Although there were still some candidates who offered a paraphrase of the documents rather than striving to explain their

similarities and differences, good preparation was evident in the increased number of candidates who demonstrated the ability to sustain an effective running comparison meriting high marks. Also gratifying was the apparent attention paid by many candidates to meeting the precise requirements of the questions they were asked to answer.

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

### **Prescribed Subject 1: The Russian Revolutions and the New Soviet State 1917-29**

#### **Question 1**

Many candidates scored maximum marks here, giving themselves a good cushion to satisfactory overall achievement. The backwardness of Russia, the need for specialists in specific fields and their contribution to the progress of socialism were each mentioned in response to the first part of the question about why Lenin thought specialists were needed. The payment initially of specialists and their later embodiment in a centrally controlled state afforded no difficulty to answering how Lenin intended to secure the services of specialists then and later. The third part of the question proved more difficult for some candidates, but most identified the dangers attendant upon illiteracy as the message in the poster (document E).

#### **Question 2** *Compare and contrast Lenin's attitude to kulaks in Documents C and D.*

This question also elicited a good crop of answers. This was particularly pleasing as candidates are apt to focus upon the differences and to neglect comparison. Here, candidates recognised that both documents contained evidence of Lenin's enmity towards the kulaks and that in both documents there was recognition that the kulaks must be 'combated'. The contrasts were readily fastened upon as a matter of tone and content, with candidates identifying Lenin's proposed violent treatment of the kulaks in document C and his advocacy of collectivisation in agriculture in document D as an effective means of undermining individual cultivation by the kulaks.

#### **Question 3** With reference to their origin and purpose, assess the value and limitations of Documents A and B for historians studying the USSR under Lenin, 1918 to 1920.

Despite evidence of some lack of understanding as to what a "decree" is, candidates had little difficulty in identifying the origin of the two documents. The fact that both emanated from important figures in the Bolshevik party was widely used to argue their value. Evaluation of limitations was generally less successful, with many candidates not going beyond asserting that the documents did not portray the full picture or were "biased".

#### **Question 4** Using the documents and your own knowledge, explain the origin and nature of problems facing Lenin between 1918 and 1920.

Many answers relied heavily on extracting relevant information from the documents to illustrate the problems confronting Lenin between 1918 and 1920. There was considerably less use of own knowledge. Another major weakness was candidates' comparative neglect of the origin of these problems, though the best answers did refer to the impact of the First World War on Russia and the cumulative impact of the Tsarist regime - socially, economically and politically.

## **Prescribed Subject 2: Origins of the Second World War in Asia 1931-1941**

### **Question 5**

Most candidates showed some understanding of the political message intended by the cartoon (document B), usually explaining that the men represented the Japanese Government. Answers to the second part of the question, about the reaction of the Japanese to the United States' Memorandum of 26 November 1941, were more successful overall, explaining Japanese amazement at the Memorandum's demands and referring to the instructions issued by Japan to its representatives and military.

**Question 6** *Compare and contrast the attitude of the US towards Japan in Documents A and C.*

All responses earned credit for indicating some similarities and differences in attitude evident in the two documents, but thorough and well focused running comparisons and contrasts were rare.

**Question 7** *With reference to their origin and purpose, assess the value and limitations of Documents D and E for historians studying relations between the USA and Japan in 1941.*

As with the equivalent questions on the other prescribed subjects, only the best candidates addressed all parts of the question in detail. Evaluation of document D was generally more effective than that of E. Any analysis of the limitations of Keegan's book tended to place too much weight on the fact that it was published in 1990, long after the events it was describing and explaining.

**Question 8** *Using the documents and your own knowledge, assess the effect of the Memorandum of 26 November 1941 [Document C] on relations between the United States and Japan.*

As with question 4, most answers demonstrated more use of material from the documents than own knowledge. The other main weakness evident was that relatively few of the candidates seemed to have a good understanding of the relationship between the USA and Japan in the late 1930s and early 1940s.

## **Prescribed Subject 3: The Cold War 1945-64**

### **Question 9**

All candidates showed some understanding of why, according to document A, Khrushchev was so hostile to Kennedy when they met in Vienna in 1961. Kennedy's youthfulness and inexperience in international politics were clearly recognised, as also was his association with the Bay of Pigs fiasco. Generally, however, candidates were not able to discern that if pressure was applied to Kennedy then an alleged lack of "guts" would become apparent. In contrast, question 9(b) occasioned no difficulty. The comparative military strengths of the USA and USSR were readily identified from document B.

**Question 10** *Compare and contrast the view of Soviet missile policy given in Documents B, C and E.*

Candidates succeeded in articulating some differences. They found it more difficult to identify similarities though some managed both, as shown by the following extract:

...Documents C and E indicate the importance of the installation of missile bases in Cuba in Soviet policy. Document B supports this, through showing the increase in I.R.B.B and M.R.B.M missiles in 1961 and 1962. However, the documents disagree as to the intentions of the Soviets in placing these missiles in Cuba. Khrushchev, in Document C, maintains the missiles were installed in Cuba to “establish an effective deterrent to American interference in the Caribbean”. He is therefore arguing the missiles were for defensive purposes. Document E disagrees with this view. Kennedy views the weapons as offensive, saying they “endanger the peace of the world and the security of the United States”...

**Question 11** *With reference to their origin and purpose, assess the value and limitations of Documents D and E for historians studying the Cuban Missile Crisis.*

Much was made here of the twin factors of primary evidence and potential bias as indicating the value and limitations of documents D and E in studying the Cuban Missile Crisis. Sorenson’s role as a special advisor and member of ExComm and Kennedy’s own proclamation of a blockade gave the documents their value as primary sources. Similarly, the selfsame origins of the two documents contained for many candidates the seeds of bias and hence limitation. Surprisingly few answers were secure on the purpose of the documents.

**Question 12** *Using the documents and your own knowledge, assess the extent to which Khrushchev successfully exploited Kennedy’s inexperience in the first two years of his presidency.*

Positive features of candidates’ answers included their focus on “assess the extent” and their concern to culminate their answer with a pertinent conclusion. On the other hand, more use could and should have been made of documentary material. Document C’s reference to the stealth with which Khrushchev stationed missiles in Cuba without the US knowing was widely cited as evidence of exploitation of Kennedy’s inexperience. However, the further evidence in documents A and D that might have been utilised often went unnoticed. Use of own knowledge tended to be limited to references to Berlin, the Berlin Wall and the Cuban Missile Crisis.

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

Candidates are likely to benefit considerably from learning what different questions require of them and practising techniques in document analysis. Analysing various documents at the end of a unit is a fruitful exercise. Candidates can report back to the class, and often they will argue back and forth on what was intended by the author and why one document is more or less valuable than another. Also likely to be beneficial is timed practice using old examination papers and analysing responses against the official mark scheme (available from the publications department at IBCA). Assessing answers to comprehension questions in this way will help candidates to realise that for two marks they should be able to provide at least two valid reasons, and that when asked to explain the message of a cartoon for two marks they can earn one mark for awareness of the message and a second mark for explaining how the cartoon conveys that message.

When practicing answers to questions requiring candidates to compare and contrast views expressed in documents, particular attention should be paid to writing a running comparison rather than a separate explanation of the arguments of each document. For the source evaluation question, candidates need to realise that they are not being asked about the content as the focal point. They should be encouraged to think about the origin and purpose, and their significance for assessing value and limitations. Many candidates would achieve higher marks if they paid more attention to ‘purpose’ and the possible value of the historian’s methods and explanations.

Finally, please note that from the 2003 exam sessions onwards, paper 1 will be marked out of 25 and the assessment weighting for Standard Level will be 30%. The first question in each section will be worth 5 marks. This change will allow an instruction of “Award 1 mark for each valid assertion” instead of the instruction often used in the past “2 marks for responses indicating three valid points; 1 mark for any two valid points”. For the question involving document comparison, candidates must offer well-argued running contrasts and comparisons for maximum 6 marks from 2003 onwards. For the document evaluation question, candidates must refer to origin and purpose, value and limitations for maximum 5 marks now and 6 marks in future. For the maximum 8 marks on the synthesis question, examiners will expect detailed argument synthesising documentary material and own knowledge. If candidates make use of only source material or own knowledge then the maximum that can be obtained will be 5 marks (currently 4 marks). The changes have been made in order to aid differentiation at both Higher Level and Standard Level and do not mean that candidates will be expected to write more.

## Higher and Standard Level Paper 2

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0-5	6-10	11-15	16-19	20-23	24-27	28-40

### General comments

The overall performance of candidates was similar to that in previous November sessions, with a reasonable proportion of very good to excellent scripts, the majority satisfactory, some weak and very few very weak. No candidate appeared to be short of time, with the short scripts due to lack of knowledge. There were very few rubric offences, and even fewer of these were due to carelessness or not understanding the instruction that examples should be given from two different regions. As usual two or three candidates who had learned nothing tried to prevent their lack of knowledge being noticed, by writing one or two sentences on most of the questions in the question paper.

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

In terms of topics, 2, 4 and 6 proved more difficult (and more unpopular), although there were more satisfactory answers to topic 2 than in previous sessions, and Q.16 (topic 4) presented few difficulties. In relation to skills, as in previous sessions, too many candidates did not focus on the set question. Instead they wrote all they knew that was connected—sometimes remotely with the subject area. Whether this represents a weakness in examination technique, a lack of specific knowledge, or both, depends on each individual case. Many who did understand the demands of the question also adopted a narrative/descriptive approach, rather than a structured analytical one.

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

Again it was clear that the majority of candidates had been prepared for Topics 1, 3 and 6, and the nature of these topics makes them easier to access and understand than the other three. This is especially true for Topic 3, where the personalities (albeit unpleasant ones) of the single-party rulers are easily remembered, and Topic 5, with its chronological and event based approach. The three popular topics did produce many structured analytical answers which were based on adequate specific knowledge acting as supporting evidence.

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

### **Topic 1**

**Question 1** *Assess the aims of two countries entering the First World War. To what extent were they successful in achieving their aims?*

This was a very popular question, but often it produced poorly structured answers. Weaker candidates narrated the causes of the war, and failed to distinguish the aims and results of their chosen two countries. In the worst cases it was impossible to see which countries had been chosen. On the other hand good candidates dealt satisfactorily with the two countries' aims and results. The majority chose Germany as one example; Austria, Britain and Russia were usually selected as the second example.

**Question 2** *In what ways, and with what results for twentieth century wars, did tactics change?*

This question was usually satisfactorily answered, but often narrative/descriptive accounts were given of the two World Wars, and perhaps Vietnam. Tactics was often understood as weapons. Although individual Cold War wars such as Korea and Vietnam were appropriate, the Cold War as an entity is not applicable to this topic.

**Question 3** *Compare and contrast the causes of the Russian Civil War and the Spanish Civil War.*

A few structured comparisons were produced, but answers were not particularly strong.

**Question 4** *Analyse the use and effects of propaganda in two wars, each chosen from a different region.*

The answers to this question were weak on the whole, as propaganda in general was used. There was insufficient specific war propaganda known.

**Question 5** *Why were the intentions of those responsible for treaties rarely fulfilled?*

The few answers were mostly narratives, condemning the Treaty of Versailles.

### **Topic 2**

**Question 6** *“Opposition to colonial rule was the main reason for the formation and success of independence movements outside Europe since 1945.” To what extent do you agree with this statement?*

India, with too much early material, was generally used as an example.

**Question 7** *In what ways, and with what results, did the Second World War affect relations between colonial powers and colonial people in either one African country or one Asian country?*

Answers were too general and lacked specific examples.



### Questions 8 and 9

*Assess the main problems facing rulers of new non-European states in the ten years following independence. Examples should be given from two states each chosen from a different region.*

*Compare and contrast the social and economic changes made in Algeria and Kenya since independence.*

Very few answers submitted.

**Question 10** *Account for the successes and failures of one ruler of a newly independent non-European state in the second half of the twentieth century.*

Several African and Asian rulers were selected, and on the whole, successes and failures were defined.

### Topic 3

**Question 11** *Assess the main difficulties faced by two would-be rulers of single-party states in their bid for power.*

The answers to this question were the weakest in this section, as candidates too often either wrote about the difficulty of the state which later became single-party, e.g. Weimar Germany, or described the problems faced by the ruler after he had obtained power.

**Question 12** *Analyse the foreign policy of two rulers of single-party states, each chosen from a different region.*

Foreign policy is never as popular as questions on 'rise' or domestic policy, but satisfactory responses addressed two of the following, Castro, Hitler, Lenin, Mussolini and Stalin. Many adopted a comparative framework.

**Question 13** *Explain the successes and failures of either Mao in China or Perón in Argentina.*

This was a very popular question, with probably an equal split between Mao and Peron, both of whom were well known. Analysis could have had more depth.

**Question 14** *To what extent was the USSR an orthodox Communist state under either Lenin or Stalin?*

Genuine attempts were made by most candidates to define communism, and discuss the form it took under Lenin or Stalin. One or two weak candidates attempted both Soviet rulers.

**Question 15** *Evaluate the impact of the policies of two rulers of single-party states on the role and status of women.*

Hitler and Mao were popular choices, with a few candidates discussing Peron or Stalin. Some responses were very general, but others did contain reasonable specific examples of policies affecting the role and status of women.

#### Topic 4

**Question 16** *For what reasons, and with what results, was the League of Nations set up in 1919?*

A very popular question, often well done, but although aims or motives of the League of Nations were clearly stated, results were almost universally perceived as negative. Also many candidates presented this as their successes (few) and failures (many) essay.

#### **Questions 17, 18 and 19**

*To what extent could it be said that the twentieth century was “the century of international organizations”?*

*Evaluate the impact on social and economic affairs in one or more countries of two regional or international organizations.*

*To what extent did international organizations affect political developments in the second half of the twentieth century in two countries, each chosen from a different region?*

Very few answers, and none of particular merit seen.

**Question 20** *Explain the nature and evaluate the success of two United Nations special agencies.*

Again few answers seen, one stated that the Security Council was a special agency of the United Nations.

#### Topic 5

**Question 21** *Account for the emergence of the two superpowers between 1945 and 1950.*

Popular with answers ranking from good to elementary. Although candidates had studied this topic, too many wanted to write on the different schools of thought about the beginning of the Cold War. Few focused adequately on what the question asked, the emergence of the two superpowers.

**Question 22** *In what ways did the Cold War affect the lives of people living in two developing countries?*

Not seen.

**Question 23** *Assess the effects of events in Cuba on the development of the Cold War.*

Popular but variable. Too many narrated events in Cuba-some limiting these to the Missile Crisis. Again there was too little attention paid to the focus of the question, the effects of events in Cuba on the development of the Cold War.

**Question 24** *To what extent was the Vietnam War part of the Cold War?*

More specific details about the Vietnam War, and assessment of it as part of the Cold War was required.

**Question 25** Define “containment”, and analyse its importance in Cold War developments.

Containment was usually defined adequately, but genuine analysis of its importance in Cold War developments, was sparse.

## Topic 6

**Questions 26, 28, 29 and 30:**

*In what ways did the position of an ethnic/racial minority change in one country in the first half of the twentieth century?*

*For what reasons, and with what results, were ethnic minorities discriminated against in two countries, each chosen from a different region?*

*How and why did the position of one ethnic or religious minority change in the second half of the twentieth century?*

*“The position of any minority, racial or religious, is always difficult.” To what extent does the study of minorities in the twentieth century support this view?*

All questions produced a few answers, using either Jews in Germany or African Americans as examples. There were a few acceptable answers, but most were too general, and consisted of unsubstantiated generalisations.

**Questions 27** To what extent were gender issues affected by religious policies in one or more states?

Not seen.

## Recommendations and guidance for the teaching of future candidates

- The first priority is for better focus on the set question. Candidates must spend more time studying the questions, understanding the demands and planning a focused and structured answer. This should include a brief written plan at the top of each question.
- Many candidates need more depth and detail to their responses. This might be achieved by studying fewer topics in greater depth.
- Emphasis should be placed on the importance of analysis; analytical rather than narrative or descriptive answers are required, although it is realised that some candidates will not achieve a high level of this historical skill, but most can differentiate between cause and result, success and failure and similar concepts.
- More reading, as well as the acquisition of wider and deeper knowledge to use to support assertions or points made, should always be encouraged.

## History of Africa

### Higher Level Paper 3

#### Component grade boundaries

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

## General comments

This component was taken by 57 candidates from 4 centres, all in Africa. 18 of the 25 questions were attempted but some of these were answered by only 1 or 2 candidates. Four of the question (1,2,5 and 6), all from the period of the early nineteenth century, accounted for nearly two thirds of all the questions answered. As usual, relatively few of the questions answered came from the sections of the syllabus covering 20<sup>th</sup> century topics.

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

The relative neglect by candidates of twentieth century questions does not necessarily indicate that they find these questions difficult. It probably reflects the fact that, in these centres, the nineteenth century part of the syllabus is studied more thoroughly than the twentieth century sections. It almost certainly reflects the fact that there are still relatively few textbooks that cover the later part of the twentieth century sections of the syllabus.

Performance on open-ended questions, like Q.1 and Q.14, which leave candidates free to choose one country on which to base their answer, suggest that the candidates are not good at making the 'right' choice. Q.1 was one of the most popular questions but one of the least well answered. One of the most difficult problems faced by all candidates is that of choosing which three questions they should answer. The overall performance of too many candidates is seriously lowered by a poor mark for one question which was probably a 'poor' or 'wrong' choice. The following weaknesses are a pointed to common difficulties experienced by many candidates in answering history essay questions:

- failure to respond to all the demands of the question;
- failure to support generalisations with specific evidence;
- the inclusion in answers of irrelevant material.

These difficulties/weaknesses might often be the results of careless reading of the questions and/or too little thought being given to the all important matter of choosing the three questions to be answered. (See also Section D of this report.)

## The levels of knowledge, understanding and skill demonstrated

As always, levels of all three varied from the highest to the lowest. Almost all candidates would have gained rather more marks if their answers had contained more specific **knowledge** to support general claims or assertions. (See comments in Section C on individual questions.) This applies particularly if a question explicitly asks them to use or give specific examples (e.g. Q.8 and Q.14 in this paper). Some cases are noted in Section C of candidates failing to understand the requirements of the meaning of a question. Examples of questions where some of the requirements were not addressed were Q.6 where the words '...and with what success' were often ignored; and Q.22 where there was often no response to the words: 'How radical and how successful were the policies...?'

**Skills** required to answer particular questions vary. They are always indicated by a key word, or phrase, like: 'Account for...'; 'Analyse...'; 'When and why...'; 'Compare and contrast...'. Most candidates identify the key words and make some attempt to demonstrate the appropriate skills.

## **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 1** *Account for the growth and importance of any one African state, excluding those in Southern Africa, in the pre-colonial period. (25 answers)*

This was one of the most popular questions but half the candidates failed to score 10 marks. The states most often chosen were the Mandinka Empire and Ethiopia. The latter was accepted as appropriate as its growth began before the colonial period. In the case of the Mandinka Empire many candidates introduced irrelevant material by writing at length on its decline and fall rather than on explaining its growth. Explanations of growth rarely did justice to the importance of trade and to the efficient administrative system established by Samori. Generally this was a question where the amount of specific knowledge used was barely adequate to support the argument.

**Question 2** *Analyse the strengths and weaknesses of Muhammad Ali's policies and assess their importance for Egypt. (21 answers)*

Another popular question which most candidates answered well. Where there were weaknesses they were usually the results of a candidate ignoring major aspects of Muhammad Ali's policies. One candidate even failed to mention his creation of a standing army and several answers contained nothing on his foreign policy. More than half the essays contained no assessment of the importance of his policies for Egypt.

**Question 5** *'The results of the Mfecane were both destructive and constructive and affected areas far from its origins in South East Africa.' To what extent do you support this view? (27 answers)*

This was the most popular question. It produced answers which varied in quality from the very good to the very weak. Most candidates' answers tended to overdo the destructive side of Mfecane's impact and to be thin on examples of its constructive results. In response to the claim that it affected areas far from South East Africa, surprisingly few candidates gave any evidence of its impact as far as northern Tanzania and the shores of Lake Victoria. Most answers gave a short, but adequate, response to the last part of the question.

**Question 6** *For what reasons, and with what success, did the Boers undertake the Great Trek? (25 answers)*

This question, second in order of popularity, produced the best answers overall. Almost all candidates gave a fairly comprehensive set of reasons to the first part of the question. The second part was less well handled. A number of candidates did not identify the Sand River and Bloemfontein Conventions as the events which marked the achievement of Boer success in escaping British rule.

**Question 7** *In what ways, and for what reasons, did the attitude of European powers towards the acquisition of African territory change between 1870 and 1890? (7 answers)*

There were two very good, two very weak and three satisfactory answers here. The focus of answers should have been on the reasons why European interest changed from an interest mainly in trade and 'informal empire' involving very little acquisition of African territory, to an aggressive and competitive interest in 'formal empire'. The basic motives for this change lay in changing economic, strategic, political and humanitarian factors; and these were triggered by a chain of inter-related events, including Leopold II's activities in the Congo basin; the de Brazza-Makoko Treaty; Britain's occupation of Egypt and the Berlin West

Africa conference, which led to the ‘scramble’ for Africa. Identification of these ‘accelerators’ of the ‘scramble’ were expected for the award of a mark in the top two bands. Answers which merely listed basic, general reasons for increased European interest in the acquisition of African territory, with no supporting details and no reference to any of the ‘accelerators’ listed above, struggled to reach 8 marks.

**Question 13** *Account for the growing tension between the Boers and the British in South Africa between 1854 and 1899.* (8 answers)

There was only one good answer to this question. Four of the candidates wrote totally irrelevant answers explaining the build up of tension between the Boers and British in the 1820s and 1830s which led to the Great Trek. This question produced the most serious example of irrelevance from a group of candidates who had misunderstood the requirements of the question and ignored the dates given in the title to define the time span of the question.

**Question 14** *With reference to any one country analyse, with specific examples, the impact on Africans of the work of Christian missions.* (10 answers)

Kenya was the choice of all but two of the candidates attempting this question. There were three very good answers which were illustrated with appropriate examples. In contrast there were three answers which ignored the requirement to give specific examples of the type of impact identified.

**Question 15** *When and why did the British change their system of administration in Africa from a form of assimilation to indirect rule? What were the advantages and disadvantages of the latter system?* (11 answers)

There were a few satisfactory answers here but no good ones. An exact date was not expected to the word ‘When...?’ in the question, but the ‘1920s’, given by a few candidates, was not acceptable. No candidate gave a reasonably full explanation of why the change was made. Few candidates, for example, mentioned the changing attitudes resulting from the writings of Darwin. The weakest part of most answers, however, was to the second part of the question. Only two candidates, for example, mentioned the resentment caused amongst the African educated elite who were given no role in the system of indirect rule and resented their exclusion.

**Question 22** *How radical and how successful were the policies of either Julius Nyerere or Gamal Abdul Nasser?* (8 answers)

Most candidates showed sufficient accurate knowledge on the two leaders to support a good answer. Sadly, however, only two candidates responded adequately to the presence in the title of the two key phrases: ‘How radical and successful were the policies of...?’ These were simply ignored by the other candidates.

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

The recommendations which follow have been given in previous reports but are still relevant in the light of weaknesses identified above in the answers of some of this years candidates.

- Urge candidates to read each question more than once and to give serious thought to whether they are able to respond effectively to all its requirements before including it on their short list of the three questions that have to be answered.
- Use questions from past papers to give candidates practice in identifying the key words and phrases which are the best guide to a question’s requirements.

- Follow this with practice in writing brief plans to show that all the requirements are being covered.
- Emphasise the importance of avoiding the inclusion of irrelevant material in answers. Such material will be given no credit.
- Make it clear to candidates that it is unnecessary to write the title of the question at the beginning of an answer. It is sufficient to write the number of the question in the left hand margin.

## **History of the Americas**

### **Higher Level Paper 3**

#### **Component grade boundaries**

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

#### **General comments**

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 (Peron was the universal choice), 13, 17, and 19. Other questions that received answers were: 1, 6, 7 and 8. Questions 5, 9,10, 15, 16, 18, and 25 were not popular.

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.

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

Several candidates showed a tendency to general answers, which essentially did not address the demands of the question. For example in answering Q.19, it was evident that candidates had knowledge about the Cold War. However, this knowledge was not very well used. Many identified clearly some of the events in the question, followed a chronological order, but very few focused on ‘evaluating the impact’ of the event in the development of the Cold War, therefore losing marks. 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**

There were reported responses to the following eighteen questions

**Question 1** *Analyse the role of religion in the settlement of two areas of the region.*

Answers to this question were rather general with little appreciation of detailed knowledge about the role of religion in the settlement of two areas of the region.

**Question 2** *“The United States War of Independence had nothing in common with the Latin American Wars of Independence.” Assess the validity of this statement.*

Those few who attempted this question were more knowledgeable with regard to the Latin American Wars of independence than the United States. The quality of answers tended to be mediocre.

**Question 3** *To what extent was the United States Constitution revolutionary?*

This was a very traditional question which was generally poorly answered, although there were some candidates who did appreciate that the major issue was about whether the Constitution of the United States was ‘revolutionary’. What was lacking was mainly historical evidence to back up arguments.

**Question 4** *What were the major problems faced by two Latin American countries immediately following independence and how did they attempt to solve them?*

This question attracted very few answers, most of which were adequate narrative accounts that explained ‘what’ the problems were but not ‘how’ they were solved.

**Question 6** *Evaluate the main arguments both for and against slavery in the Americas.*

This question attracted several candidates with very poor results. Answers were mainly vague generalizations and very few candidates dealt with any specific areas or arguments in details. Most answers were not specific.

**Question 7** *Explain the reasons why compromise was no longer possible between the North and the South of the United States by 1861.*

This was a popular question and not surprisingly the responses varied in quality. There were some balanced answers which addressed the issue under consideration and were able to provide satisfactory answers. A surprising number of answers, however, showed insufficient knowledge of the topic to substantiate their argument soundly.

**Question 8** *Analyse the factors that influenced the growth of cities in Latin America in the late nineteenth century. Support your answer with specific examples from two countries of the region.*

Very few candidates selected this question. Those few answers were good and used specific examples and arguments. The main limitation was that candidates tended to use only one country of the region.

**Question 11** *Assess the success or failure of two interventions by the United States in Latin America before the First World War.*



A popular question which revealed knowledge and understanding of the topic. Solid answers focused appropriately on ‘success’ or ‘failure’ according to the United States and also taking into consideration the Latin American perspective.

**Question 12** *Compare and contrast the programmes of two twentieth century Latin American leaders.*

This was a popular question and one which was well answered, with most candidates showing sound knowledge and understanding as they compared and contrasted the programmes of two Latin American leaders. Peron was a fixed element of comparison in all the answers with both Castro and Vargas as contrasting leaders.

**Question 13** *Analyse the causes of the Mexican Revolution of 1910.*

Another popular question. Many candidates showed considerable knowledge in their answers. Most displayed some detailed knowledge of the Mexican Revolution. Better responses focused on analysing the causes in detail; others made little effective use of their knowledge, simple writing a narrative of the Revolution.

**Question 14** *In what ways, and to what extent, was the relationship of business and government changed by the Great Depression in the Americas? Draw your examples from two countries in the region.*

Many candidates answer this question with generally satisfactory results. Answers showed understanding of the laissez-faire position of the government before the Depression but were not very specific about programmes that showed the changing of the relationship. Countries selected as examples were the United States and Argentina.

**Question 17** *Analyse the role of the United States in Cuba from 1898 to 1959.*

This was a very popular question with a wide variety of results. The weakest answers ignored the time frame as well as the command ‘Analyse the role’. The best showed good analysis and detailed knowledge of US and Cuban relations within the given period.

**Question 19** *Evaluate the impact of two of the following on the development of the Cold War: the Truman Doctrine; the Marshall Plan; the Berlin Blockade; NATO.*

One of the most frequently answered questions and often, as discussed above, of disappointing quality. More often than not, students did not address the impact of any of the selected events on the development of the Cold War.

**Question 20** *Why had the civil rights movement come to the forefront of national attention in the United States by 1964?*

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 ‘by 1964’. However, the majority of answers were well focused as well as informed.

**Question 21** *Compare and contrast developments in education in any two countries of the region in the period 1945 to 1990.*

There were very few answers with very poor results. A significant lack of knowledge about the topic was noticed.

**Question 22** *“Land reform is the single most important issue in Latin America since 1945.” Evaluate this view with specific reference to one country of the region.*

There were few answers to this question. Candidates chose Argentina, Guatemala, Chile, Brazil and Cuba. Most answers showed knowledge and were generally well handled.

**Question 23** *To what extent have women increased their participation in political and economic institutions in two countries of the region since 1960?*

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 assertion in response.

**Question 24** *“Social problems were the main motivation for revolutionary changes in Latin America after the Second World War.” Discuss the validity of this statement with reference to one country of South or Central America, or the Caribbean.*

This was a popular and challenging question. Interesting, good, analytical and well-substantiated answers.

One of the major problems observed was that the students did not pay a great deal of attention to the demands of the question. Teachers should practice with their students carefully reading the IB questions. Less emphasis on syllabus coverage and more on depth, detail, understanding and developing analytical skills would be beneficial in these instances. One way in which this can be done is by providing samples of former IB papers, identifying the key words and phrases in the question, striving to understand the full requirements of the question and using their knowledge, skills and understanding to build well-targeted and well-substantiated responses. Candidates who lack adequate knowledge are unlikely to grasp the implications of the questions and knowledge is also needed to build sound answers.

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 generalisations and ‘pre-prepared’ answers.

## **History of East and Southeast Asia and Oceania**

### **Higher Level Paper 3**

#### **Component grade boundaries**

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

## General Comments

The choice of questions indicates that the vast majority of schools are still answering questions on China and Japan. There were, however, several candidates who chose questions on Australian History and this is a trend that is to be encouraged. The narrow focus on China and Asia indicates that candidates have a poor general knowledge of the geography and history of the region. This is supported by the experience of one candidate who, on Question 25, ‘with reference to one country in South East Asia’ selected India, a country that is not in South East Asia nor is part of the syllabus of this paper! In reading the G2 comments from the schools it was evident that the majority of teachers and candidates found the paper fair and accessible. However, schools are reminded that the guide recommends that they study ‘about one hundred years or about eight sections of the regional option’. If schools are only choosing 100 years of the history of China or Japan as the focus of their study then they are seriously disadvantaging their students.

## The levels of knowledge, understanding and skill demonstrated

In general, factual knowledge was satisfactory and the different levels in the performance of the candidates were determined by their ability to apply this knowledge relevantly. There was a tendency for candidates’ responses to be descriptive and to write material that was not specifically relevant to the question that was set. Candidates also had difficulty responding to questions, which involved the full chronology of an event (Q.4). The greatest need for improvement lies in candidates’ ability to exercise critical judgement. They do not have the confidence to offer opinions of their own or discuss those of historians on the topics. Only the very best candidates have awareness of historiographical issues.

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

The six most popular questions were as follows:

**Question 1** *To what extent was China’s failure to deal effectively with the West up to 1842 a consequence of its traditional attitude to foreign states?*

This was a popular question, which was generally successfully answered. Not surprisingly the causes of the Opium Wars are well known by candidates and the majority of those who answered this question were able to relate the causes of these wars back to China’s diplomatic relations with Britain and to a lesser extent Russia and the USA. Stronger answers were analytical in their discussion of these factors, weaker answers were very descriptive and some very poor essays misunderstood the question. One or two candidates started their essays in 1842!

**Question 2** *“The process of modernisation began in Japan decades before the arrival of Commodore Perry in 1853”. How far do you agree with this statement?*

Again this was a popular question. The general level of response was a little weak, primarily because the candidates needed to focus on the term ‘modernisation’. There were several responses, which knew a considerable amount about Japan pre-1853, but which were unable to discuss the issue of how much ‘modernisation’ had actually taken place in this period. Better candidates were able to knowledgeably discuss what ‘modernisation’ actually involves and relate this back to factors such as the rise of the merchant class, the money economy and

strains in feudal structures. There were some excellent responses, by some very well prepared candidates, to this question.

**Question 4** *Analyse China's attempt to modernise and overcome its weakness in the period 1862 to 1894.*

This was the second most popular question on the paper and candidates were able to discuss the Tongzhi (T'ung-chih) Restoration and the Self-Strengthening Movement in some detail. There was a considerable amount of material which could have been included in any essay on this topic: the role of the Imperial Court, the Confucian bureaucracy, the test in the 1894 Sino-Japanese War of China's modern status, etc. What was surprising was the inability of candidates to relate their responses to the dates in the question. The demands of the question are clear. Far too many candidates went past 1894, to 1900, 1911 and even, 1915! While some mention of events outside a clearly indicated end-date may be justified to make a point, too many candidates exceeded what is reasonable here.

**Question 9** *"China never fought as a nation". To what extent does this explain China's defeats by foreign powers in the period 1885 to 1900?*

The intention behind this question was for candidates to investigate China's relationship with foreign powers from the Sino-French War, through the Sino-Japanese War, and up to the Boxer Rebellion. Korea, Russia, and the USA could also have been usually included. Candidates were invited to discuss the failure of the Qing (Ch'ing) to create a sense of unity and nationhood, and to develop its military capability. In general terms responses to the question were good and indicated a sound knowledge of the issues/factors involved.

**Question 16** *Analyse the reasons for Japan's decision to attack Pearl Harbor in December 1941.*

As this question was so closely related to the Prescribed Topic on the Origins of World War II in the Pacific it is hardly surprising that this was the most popular question on the paper. It was also the most successfully answered. There were some extremely strong responses here which covered the internal situation in Japan, US-Japanese relations, the question of Russia, China, The role of the Japanese armed forces, the role of the Emperor's advisors and related themes. Weaker responses merely described what happened, but better essays included sound analysis and well-balanced judgements.

**Question 18** *'An impressive but flawed (imperfect) achievement.' Is this a fair assessment of Communist rule in China between 1949 and 1961?*

This was the most disappointing question on the paper in terms of the level of detailed and accurate knowledge candidates were able to bring to bear on the question. Far too many responses only focused on the Great Leap Forward as clear evidence that the achievements were flawed. There was little discussion of the social and educational improvements, which occurred in China during this period. What was also surprising was the inclusion, in many responses, of the GPCR. It was as if this had to be included in any essay on Mao. One, otherwise very strong, candidate dated the GPCR as starting in 1960 in order to squeeze it into the essay!

**Question 22** *To what extent did the leaders of China change the policies of Mao Zedong (Mao Tse-tung) between 1978 and 1990?*

Rather surprisingly - not answered by any candidate.

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

Candidates should be reminded of the importance of addressing all parts of a question. On this paper there were several questions, which required that a specific chronology be covered, and several candidates focused on only a few events in that time frame. Initial planning and some careful thought relating to a specific question will improve the overall standard of responses. The introduction to any history essay is crucial in setting up the parameters of any response. Better quality essays use facts and events selectively and effectively to support opinions and statements rather than demonstrate descriptive skills. Time management is not a serious problem for most candidates although there are always a handful that misjudge time allocation.

## **History of Europe**

### **Higher Level Paper 3**

#### **Component grade boundaries**

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

#### **General Comments**

The responses from the schools on the G2 forms indicated that there was a high degree of satisfaction with this paper. All the schools that responded felt that the level of difficulty was appropriate apart from one school that considered the examination too easy. All the schools, bar one, felt that both the syllabus coverage and the clarity of wording were satisfactory or good. It was clear that many candidates are more comfortable with questions that deal with political rather than social or economic history. Somewhat predictably the most popular choices on the exam paper were Questions 5, 14, 15, 16, 17 and 21 (see below).

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

In terms of the demands of the questions there did not appear to be any areas of the programme that caused the candidates any major difficulty. Very few candidates attempted questions that related to specific countries (Questions 4, 13, 18 and 24) although, as the vast majority of candidates in November are from the southern hemisphere, this is not surprising.

#### **The levels of knowledge, understanding and skill demonstrated**

The levels of understanding and breadth of knowledge varied although the general tendency was to adopt approaches that were too descriptive. Few candidates were able to analyze the material in a relevant and focused manner. Many were too concerned with making sweeping generalizations without giving specific evidence to support them. Very few candidates appear to have planned their answers on paper before beginning to write. One of the main faults with all the regional papers is that too many candidates write all they know about what appears to be the subject of the question, instead of focusing on the set question. Candidates have some problems with chronology, either by not writing about events in a logical sequence, or by ignoring the dates in the questions (see below). Even when exact dates are not known, the sequence of events should be. The usual criticism must be made that too many candidates think, that to pass the IB History exam, it is sufficient to make

unsubstantiated generalizations. It is not. Answers without relevant factual evidence to support arguments will not achieve a satisfactory grade, and descriptive accounts without explicit assessment will not achieve a 'good' grade.

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

Questions 4, 8-13, 18, 22-25 were not popular.

### **Question 1** *Why was Louis XVI executed in 1793?*

This was not a very popular question and, apart from one or two excellent answers, the vast majority of responses focused on either the causes of the French Revolution or why Louis XVI was overthrown. As neither of these topics were what the question actually asked, these candidates scored poorly.

### **Question 2** *“When one thinks of Napoleon, one thinks of war.” Discuss Napoleon’s use of war as a means of achieving his goals outside France between 1800 and 1815.*

Again this was not very popular question. The major weaknesses here were firstly, that candidates ignored the dates in the question and secondly, the inclusion by some candidates of a catalogue of Napoleon’s domestic policies. While some mention of domestic issues might be appropriate this should not be the focus of the question. One candidate answered this question by referring to Napoleon III!

### **Question 3** *Why did the Congress System collapse after 1822?*

This question was quite well answered by those candidates who chose it. There was a tendency to focus too much on the formation of the 'system' and not on its demise-but this question was, in general, soundly done.

### **Question 5** *How united was Italy by 1871?*

A very popular question. Too many answers focused on the process of unification and there were the usual batch of candidates who totally ignored the question and wrote prepared essays on Mazzini, Cavour and Garibaldi. Only the best candidates realized that, despite geographical and political unification, there were still several areas of concern in Italy after 1871-the North/South split, the role of Piedmont and so on.

### **Question 6** *Analyse the effects of the 1848 Revolution in Prussia on the eventual unification of Germany in 1871.*

The 'twist' to this question that required candidates to link the events of 1848 to German unification in 1871 came as an unwelcome surprise to most candidates. They all knew the period 1862-1871 but were extremely sketchy on 1848-1862. There were very few 'good' essays on this question.

### **Question 7** *“The most dangerous moment for a bad government is usually when it begins to reform itself.” How far do you agree with this assessment of Russia under Alexander II?*

This was only answered by a handful of candidates.

### **Question 14** *Assess the effects of the creation of the Bolshevik Party on Russia up to 1921.*

This was one of the most popular questions. Among the difficulties encountered in responses to this question was the fact that many essays started in February 1917. Another problem was that many candidates ignored the end date. Some only writing about 1917, and others going up to 1924. Another difficulty was the word ‘effect’ that demanded that candidates concentrate on the consequences brought about by the creation of the Bolshevik party. Candidates wrote about the causes of the Revolution instead. There were also some excellent essays that were knowledgeable, analytical and sophisticated.

**Question 15** *How effectively did Stalin deal with domestic opposition between 1924 and 1953?*

Another very popular question. The major difficulty here was that candidates did not cover the entire chronology. Domestic issues in Russia up to 1939 were well known, but very few responses dealt with the period 1939-1953. This resulted in a loss of marks for these candidates.

**Question 16** *“The Treaty of Versailles was fatally flawed.” To what extent do you agree with this statement?*

There were some, but very few, good essays which examined the background to, and effect of, the Treaty of Versailles. This question was not as popular as was anticipated either because there was plenty of choice on the paper or that candidates did not fully understand the word ‘flawed’. Non-native English speakers are allowed dictionaries and native English speakers should know what a flaw is.

**Question 17** *How far do you agree that the principles upon which the League of Nations was based were unsuitable for the political and economic realities of the 1920s?*

Another popular choice, although many essays foundered on the second part of the question. Candidates proved to have a sound knowledge of the strengths and weaknesses of the League. The question required knowledge of the events of the 1920s which proved challenging to many candidates. Far too many responses dealt with the 1930s rather than the 1920s.

**Question 19** *In what ways did Fascism in Italy and Nazism in Germany differ ideologically?*

Candidates did not possess sufficiently sound knowledge of the ideological background of Nazism and Fascism, which was a little surprising as this is a key focus of paper 2. Somewhat predictably many answers were mere comparisons of policies with a superficial mention of ideology in the conclusion.

**Question 20** *Why, and with what effects on Europe, was the Nazi-Soviet Pact signed in August 1939?*

Candidates knew the terms of the Nazi-Soviet Pact but were far more uncertain on the effects that it had on Europe-particularly the long-term effects. Few candidates linked the Pact to the Nazi invasion of the USSR in 1941 and no mention was made of the effect on the development of the Big Three - Roosevelt, Churchill and Stalin.

**Question 21** *Assess the impact of Nikita Khrushchev on both the Soviet Union and Europe between 1953 and 1964.*

In general candidates showed solid, accurate knowledge of Khrushchev’s foreign policies and focused relevantly on European issues. The knowledge of domestic policy was not as extensive as that on foreign policy, but in most cases it was sufficient for a satisfactory

answer. Few candidates focused on the word ‘impact’ and remained rather descriptive in their accounts.

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

As in previous years, teachers should cover topics in greater depth and demand better analytical skills from their students. One of the major problems in this paper was that the candidates did not pay a great deal of attention to the dates in the questions. A way of resolving this issue is for teachers to practice with their candidates carefully reading the International Baccalaureate questions and identifying what the scope of these questions entails. More emphasis on depth, detail, understanding and developing analytical skills would be beneficial in preparing candidates for this exam. As emphasized in previous reports, teachers can help each cohort of candidates by explaining to them the importance of reading questions carefully, identifying the key words and phrases in the question, striving to understand the full requirements of the question and using their knowledge, skills and understanding to build well-focused responses. Candidates who lack adequate knowledge are unlikely to grasp the implications of the questions, and knowledge is also needed to build sound answers. Candidates should strive to provide well-supported answers to the question asked and avoid sweeping generalizations and ‘pre-prepared’ answers. Practice on past questions should be part of every candidate’s preparation for the final exams.