

# CONTENTS

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FOREWORD .....	1
HISTORY (CENTRAL AND SOUTHERN AFRICA).....	2
GCE Ordinary Level .....	2
Paper 2160/01 Paper 1 .....	2
Paper 2160/02 Paper 2 .....	4

## FOREWORD

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This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**

# HISTORY (Central and Southern Africa)

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## GCE Ordinary Level

Paper 2160/01

Paper 1

### General comments

Scripts for marking in the U.K. came from Centres in Botswana, Malawi, South Africa, Uganda and Zambia. Three larger Centres produced many sound answers, occasionally of an excellent standard. Most other (smaller) Centres were varied and showed weaknesses of irrelevance, lack of knowledge and inadequate material. The standard of English used caused the Examiner some difficulty in understanding two scripts.

#### *Numbering the Questions*

It is advisable to number all questions answered, using the numbers printed in the Question Paper. **Question 7** cannot become another '**Question 1**' as in one script. In very weak answers, the Examiner may not be able to distinguish the features of **Question 4** (if un-numbered) from those of **Question 16**. The question wording need not be copied out by the candidate. There is no advantage in answering more than the required number of three questions.

#### *Wording of the Questions*

Candidates should carefully study the wording of their chosen questions before writing anything. In **Question 11** many candidates wrote at length (for example, a page or so of manuscript) on *causes* of the risings, rather than on *events*, as instructed. Several entrants included both, while one omitted results entirely while wasting time on lengthy causes.

#### *Length of answer*

In providing answers of only 20 lines or less candidates cannot expect to attract, at the best, more than a quarter or a third of the total available marks, even when every word is relevant and correct. 'Average' and 'Good' answers normally require text of two or more pages of the usual answer paper or booklet, both to cover all required parts of the topic and to include valid detail.

### Comments on specific questions

#### **Section A**

In **Section A** of the Paper, **Questions 1, 3 and 5** were not attempted and few responded to **Question 6**.

#### **Question 2**

The term 'legitimate trade' was rarely understood and little was known on the decline of the slave trade in West Africa.

#### **Question 4**

Only one candidate (of a handful) made any precise reference to the Church Missionary Society in Nigeria; other answers were vague and generalised. Points about Southern Africa cannot be included in this section.

#### **Question 6**

Very few responses to this question.

## **Section B**

All the questions in **Section B** were attempted; more than three-quarters of the candidates chose **Question 7**, while **Questions 9** and **11** were also popular.

### **Question 7**

Some sound and detailed answers were seen though a quarter of the many essays submitted failed to reach an acceptable mark. There was some confusion between Central and Southern Africa and in some scripts the migratory routes were included, though not required. Some short answers appeared in summary form (the causes of the immigrations such as 'over-population', 'witchcraft' etc.); not incorrect though the structure of the question in two main parts would suggest that a simple list of five or six such headings – without supporting material – would be inadequate.

### **Question 8**

Two-thirds of the answers were satisfactorily informed and relevantly stated.

### **Question 9**

With few exceptions, most candidates offered full descriptions and, in the better answers, a balanced estimate of Sebitwan's importance (omitted from some essays). The detail and accuracy of one script was awarded an almost perfect score.

### **Question 10**

All the missions attracted some response with the Universities Mission to Central Africa being the most popular and best-known topic. A smaller number of answers were also well informed of the Paris Evangelical Mission.

### **Question 11**

As indicated in the **General comments**, a high proportion of answers disappointingly consumed valuable examination time on causes of the two wars. This fault, and others, produced very low scores for half of the candidates choosing this question.

### **Question 12**

Of the small number of scripts read, the development of Zimbabwe produced two satisfactory answers which covered the three aspects indicated. Candidates who did the Malawi essay unfortunately offered no substantial material.

## **Section C**

In **Section C** of the Paper, **Question 13** attracted many candidates and number **17** also proved popular. **Question 19**, on the African National Congress, was not offered.

### **Question 13**

While a majority of answers was satisfactory in standard (and two were exceptionally good), the others- about one-third of the attempts - failed on serious grounds of historical inaccuracy and an imbalance between the two parts of the question. For such a frequent topic the causes of colonisation were surprisingly poorly known. One answer stayed almost entirely with the frontier wars of the nineteenth century.

### **Question 14**

All four topics were offered with the best material and comments on importance in **(c)** and **(d)**. The 1820 settlers puzzled some candidates.

### Question 15

Of the small number of responses, the satisfactory ones chose Sobhuza as their favourite, while others supplied insufficient information and offered no comparative opinion.

### Question 16

With one exception the answers were all on Botswana. Many answers, however, were so vague as to time and place, and in other respects, that they scored very little. The Examiner expected specific details of Mission locations, leaders, religious and other activities, and some estimate of influence or national development.

### Question 17

This popular topic produced a wide range of responses, including scripts marked from the minimum to almost the maximum score. Most candidates found it difficult to avoid providing economic effects and these were credited when they were inter-woven with important social or political factors. But large sections on purely economic results of mining could not be similarly rewarded.

### Question 18

The few candidates that attempted this looked at (a) and (b) only. The Jameson Raid was well known, while black participation in the war proved elusive for candidates.

**Paper 2160/02**

**Paper 2**

### General comments

A representative sample of scripts, from a variety of countries, was marked in Great Britain.

It is pleasing to record that this year the proportion of candidates scoring zero declined, but there was still a disappointing number of candidates with this score. Centres should consider very carefully whether to enter very weak candidates as a zero scored is demoralising and demotivating both for the candidate and for the Teacher(s) concerned.

The standard of English continues to remain high and all but a very small minority were able to express themselves clearly and effectively. This facility enabled the strong candidates to score high marks and for the weak candidate to gain the maximum score commensurate with their historical knowledge.

Rubric infringement continues to be a matter of some concern. A significant minority of candidates attempted only two questions rather than the three questions that the Paper requires. This suggests that there is still room for Teachers to work with candidates to improve their examination techniques. A common form of rubric infringement in previous years that was not evident this year was the answering of only two sections of a multiple choice question (e.g. **Questions 3, 12 and 15**), in which three sections had to be attempted. Clearly, candidates are receiving instruction in examination technique and this is to be applauded.

Candidates, even within a single Centre, can produce a wide range of marks. Where a candidate has been well prepared and can clearly express his or her thoughts and knowledge in a succinct manner, the candidate will maximise their score and perform to the very best of their ability. Preparation, both by candidates and by Teachers, is a key to examination success.

## **Comments on specific questions**

### **Question 1**

A number of candidates answered this popular question by focusing exclusively on either the foreign policy problems facing Bismarck or the domestic problems. This led to them scoring only a limited number of marks as the question required both areas to be addressed. Where candidates appreciated the full scope of the question, there were some very good, high scoring answers.

### **Question 2**

The small number of candidates attempting this question divided clearly into those who understood the material well - and scored highly - and those who exhibited little knowledge and understanding.

### **Question 3**

The most popular of the parts to this question were **(a)**, **(d)**, **(e)** and **(f)**. The majority of answers to these sections were well done, and this was especially so of **(e)** - the assassination of the Archduke. Part **(b)** - the Moroccan Crises - saw some well-constructed answers, but the majority lacked a sound knowledge base. The Russo-Japanese War, somewhat surprisingly, attracted few candidates.

### **Question 4**

A popular question. The question clearly asked for the non-territorial terms of the Versailles Treaty, yet many candidates insisted upon giving the territorial terms, sometimes alone, and sometimes in addition to, the requirements of the question. Before answering, candidates must be encouraged to read the question carefully.

### **Question 5**

A popular question, but one in which many candidates spent an excessive amount of time and energy on the first part. It was not unusual to find over three quarters of the answer devoted to the organisation of the League. Despite this, many candidates showed good knowledge of the organisation itself and also of the factors that produced its decline, as well as a good range of examples. On the whole, a high scoring question.

### **Question 6**

Another popular question that was usually well done. Candidates tended to answer the last two parts of the question together which was sometimes confusing.

### **Question 7**

Mussolini is always popular. The many candidates who attempted this question tended to concentrate on the first part of the question. A large minority of candidates failed to observe the '... after 1930' injunction and gave many details of earlier exploits which took their time and energy and scored no marks for them. As with **Question 4**, a careful reading of the question could have saved many candidates much fruitless effort.

### **Question 8**

A question that was less popular than expected. It was, however, usually answered well with candidates showing a good knowledge of Five Year Plans and Collectivisation.

### **Question 9**

Surprisingly few candidates attempted this question. Those that did attempt the question were usually well informed and gave some especially good answers on the 'Phoney War' period.

### **Question 10**

No answers to this question.

### **Question 11**

A popular question, usually well answered. The cut-off of 1951 defeated some candidates who insisted on writing about events of the 1960s, especially the Cuban Missile Crisis.

### **Question 12**

The most popular parts of this question were **(a)**, **(c)** and **(e)**, with a smaller number attempting **(b)** and **(d)**. No answers were seen to part **(f)**. Answers were usually well informed, this being especially so of the Long March **(a)**.

### **Question 13**

The few answers to this question were rather weak. The American involvement in Vietnam now clearly lacks the 'immediacy' it once enjoyed and has yet to assume its rightful place in the teaching of history.

### **Question 14**

No answers to this question.

### **Question 15**

Answers to this question focused on the Japanese parts, **(a)**, **(b)**, **(c)**, **(d)**, rather than the Latin American elements, **(e)**, **(f)**, **(g)**. Of these answers, the invasion of Manchuria was not popular, with candidates preferring the Second World War and the Japanese recovery from that event. There were some strong answers to this question but also a minority of candidates who were poorly informed.

### **Question 16**

No answers to this question.

### **Question 17**

A popular question. Candidates tended to focus on the first part of the question, using a wide variety of examples. The problems facing newly independent states were, usually, addressed only briefly and with a clear lack of understanding.

### **Question 18**

No answer was seen to part **(c)**, but parts **(a)** and **(b)** proved to be popular if, frequently, poorly answered. Many candidates chose to interpret pollution as being the dropping of litter and little else, ignoring the wider, more significant, issues. The population explosion was often interpreted as being population movement - a narrow definition that gained little credit. The small proportion of candidates who were well informed and addressed the wider issues, scored high marks on this question.

It is worth noting that the period of history since the Second World War is almost as long as that from the beginning of the syllabus to the outbreak of the Second World War. Disappointingly, there is an overwhelming concentration of teaching on the early parts of the syllabus. Many candidates might be more attracted to those elements of modern history that have clearly had an impact on their own lives.