

CONTENTS

FOREWORD	1
HISTORY (CENTRAL AND SOUTHERN AFRICA).....	2
GCE Ordinary Level	2
Paper 2160/01 Paper 1	2
Paper 2160/02 Paper 2	3

FOREWORD

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)

GCE Ordinary Level

Paper 2160/01

Paper 1

General comments

This report covers the marking of a relatively small number of scripts. Standards varied considerably; several answers (for example to **Question 8**) were awarded the highest marks, but others were incomplete, imprecise and seriously irrelevant. Several candidates omitted whole sections of the questions as set; others included extensive introductory material that may have taken twenty minutes to write but unfortunately added little to the value of the answers.

The organisation of answers and standard of English were, in most scripts, sound and fluent. Candidates are reminded that they need not copy out the question wording, but must always identify their answers by means of the question number.

Comments on specific questions

Section A

Only **Question 4** was attempted, with vague and generalised answers showing little understanding of the possible relationship between missionary activities and nationalism.

Section B

Question 7

The answers fell at the extremes of the marking scale. Vague, showing little connection to the Shona, contrasted with superior quality, covering all four aspects of the question in accurate detail.

Question 8

This popular question produced many excellent answers, with full marks for some candidates on Kalonga/Undi. Again, in two Lozi answers, the fullest detail was offered. Three candidates limited their changes by answering only on the Undi Kingdom (it was not alternative to Kalonga). Comments on the decline of the Kingdoms were accepted as part of 'development', if relevantly connected.

Question 9

Few scripts produced useful answers; most were incomplete and inaccurate. Despite the guidance in the question wording one script contained a page and a half of pre-1837 material.

Question 10

Several answers offered vague and unidentifiable comments on trading in Africa, with no connection to the Central region nor to the nineteenth century. Only one script covered all these groups of trading in full, relevant and interesting detail.

Questions 11 and 12

Question 11 was not attempted. Very few candidates attempted **Question 12**.

Section C

Question 13

This was a popular question but more than half of the answers scored poorly by not focusing on the resistance to the Dutch. Long and unnecessary introductions were offered and some candidates strayed into nineteenth century history.

Question 14

One answer on (a), (b) and (c) scored highly, especially on the first two topics.

Question 15

This popular topic produced a response from nearly all candidates but with only a quarter of them showing the expected detailed familiarity with Shaka's reforms. While many scripts dealt usefully with military changes, far fewer could summarise political reforms. Assessments of their effectiveness were regularly omitted. Surprisingly for this well-known subject, there were a number of incomplete and very short answers.

Question 16

Few answers were seen; one contained relevant detail on the first part of the question but with almost no attention to the causes of the 1880-81 war.

Questions 17 and 18

These questions were not attempted.

Question 19

Answers to this gave only a brief definition with almost no coverage of the expected economic, political and military support.

Paper 2160/02

Paper 2

General comments

Candidates appeared to have no problems in expressing their thoughts in English – the standard was uniformly high.

It was disappointing to note that the number of rubric infringements appears to be increasing – most frequently by candidates answering four questions, rather than the three questions demanded by the rubric. This means that candidates are dissipating their efforts across four answers, rather than focusing on three answers, thereby wasting the precious resource of time.

Candidates still appear, in some Centres, to have difficulty in completing three answers to the same standard – two strong answers followed by a weak one will not reflect the full ability of a candidate. This is a matter of examination technique that can be taught, alongside other skills. Teachers may wish to spend some time on teaching examination skills as this will assist all candidates, both weak and strong, to gain the maximum marks in an examination.

Although some candidates are obviously stronger than others there was no evidence this year of candidates being prematurely entered for examinations with little or no knowledge. No candidates scored zero. This is a pleasing development and indicates a growing maturity in those who manage Centres.

Overall, the Paper allowed the candidates to demonstrate to the full the level of historical knowledge that they possessed. Those with good historical knowledge were able to gain high marks and those candidates with less knowledge were able to score the maximum number of marks commensurate with their skills.

Comments on specific questions

Question 1

Bismarck continues to be both popular and well understood. Franco-German hostility was usually well treated as a precursor to the treaties in which Bismarck engaged. For those with good knowledge of the treaties – title, date, participants and terms – this was a high scoring question.

Question 2

There was good knowledge exhibited of Tsar Nicolas II and the actions that he took leading to the 1905 revolution. However, the knowledge of Stolypin and the changes for which he was responsible before his untimely death, was much weaker.

Question 3

Not a popular question. Knowledge of the Young Turks was very limited. The Balkan Wars were more familiar to candidates, but the outcomes were less well presented.

Question 4

A surprisingly popular question. The Schlieffen Plan was usually well understood, as was its failure. The linking of the failure of the Plan to the onset of trench warfare, although not asked for specifically, was a pleasing development that gained credit for candidates. As well as the strategic significance of the trench system, the micro-impact of trench warfare was sometimes represented with graphic detail – for example, ‘trench foot’ and the rat population of the trenches.

Question 5

For candidates with good knowledge of the terms of the Treaty of Versailles this was a high scoring question. A few candidates insisted on giving the non-territorial terms as well and this wasted precious time for them and scored no additional marks. The problems faced by the Weimar Republic were well known, but some candidates ran past the 1924 cut-off date.

Question 6

Mussolini, like Bismarck, is perennially popular. Candidates exhibited a strong knowledge of Mussolini’s domestic policies. Only a tiny number of candidates dealt with foreign policy and so scored zero marks. The reasons for Italian entry into World War II were less well known – many candidates mistakenly assumed that Italy entered the war in 1939 – and the overthrow of Mussolini was usually done rather poorly.

Question 7

This question was attempted by comparatively few candidates. Amongst that small group there was a weak knowledge base concerning the events that led to the Conference and its results. The reasons for the outbreak of war were better known, but only rarely linked to the Munich Conference.

Question 8

For the few candidates who attempted the question, and who were clearly well informed, this was a high scoring question. The wide range of actions under the New Deal gave candidates excellent scope to score marks.

Question 9

The most popular combination in this ‘gobbit’ question was **(a)**, **(c)** and **(d)**. Candidates made least use of **(e)** – airpower – and **(f)** – the defeat of Japan. The ‘Phoney War’ **(a)** produced some interesting and thoughtful responses. The Defeat of France **(b)** was seen only occasionally. ‘Operation Barbarossa’ – **(c)**, was both popular and well done. The attack on Pearl Harbour produced some very sophisticated answers indicating an understanding of the strategic importance of Pearl Harbour for Japanese ambitions in the whole of SE Asia.

Question 10

Another popular question. The definition of the Cold War was usually done well. Candidates then had a wide choice of crises from which to choose. In the early period the Berlin Blockade and the Korean War featured large, and the Cuban Missile Crisis in the later period. Only a few candidates failed to adhere to the boundary of the two periods.

Question 11

A less popular question that had been anticipated. The problems faced by Stalin and his solutions to them seemed to be well known, but the criticisms of Stalin by Khrushchev were less well known and appear to have acted as a deterrent.

Question 12

No answers to this question.

Question 13

Not a popular question. Those attempting the question avoided Ghana completely. The great majority described the process of gaining independence in India with only a few selecting Kenya. Those selecting India had a much wider range of actions to call upon over a much longer time frame and so tended to score higher marks. Apart from a few, well documented, incidents Kenya was less well understood.

The problems of newly independent states were not well understood – either economically, socially or politically.

Question 14

No answers to this question.

Question 15

There were a number of attempts at this question, possibly induced by topicality. A few candidates were well informed and able to answer all three parts of the question. A few were clearly answering the question using the material in newspapers, discussing the then current crisis in Iraq. This knowledge was inadequate.

Question 16

No answers to this question.

Question 17

A popular question. Candidates had little trouble in naming the permanent members of the Security Council, nor outlining the function of the Security Council. From the very wide selection of successful action by the UN to maintain peace, it was pleasing to see reference not only to African examples such as the Congo, but also to Cyprus and the Middle East generally.

Question 18

A popular question and not only as a 'last question'. A proportion of candidates attempted this question as their first question. The depletion of raw materials was a minority choice, but usually chosen by those with something worthwhile to say. Pollution produced some thoughtful answers that looked at global warming, as well as the more lightweight answers that focused on litter. Population growth is clearly a matter of personal concern to many candidates and answers were often well informed and thoughtful.