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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 relates to scripts marked in the UK and which were written in Centres in Tanzania, Zambia and Zimbabwe. Most scripts were neatly presented in fluent and well-expressed sentences; very few caused difficulty for the Examiner because of their poor standard of English. Many answers were arranged in accordance with the particular wording and structure of the questions set. Exceptions occurred when a question was seriously misread and the location or timing of its topic overlooked (see such examples in **Questions 8** and **11** below).

There were no cases of rubric infringement and in **Sections B** and **C** of the Paper, answers were seen to all of the questions asked. Some exceptionally good responses (full of interesting detail, well-arranged and historically accurate) were seen to **Questions 7** and **14**. But on the same two questions, other candidates scored very low marks, in scripts which were very short, largely inaccurate and barely relevant to the topic. Very few of the maps offered in **Question 13** contributed more than a mark or two to the score for that topic, while the adjacent text offered only the vaguest information on ethnic 'locations'.

Comments on specific questions

Section A

Only **Questions 2, 4** and **5** were attempted and by relatively few entrants.

Question 2

Few candidates properly understood the term 'operated'; they gave accurate detail of the slaves' capture and tribulations on land and at sea. All the other scripts scored very poorly because of their vagueness and total generalisations. Even the simple identification of the 'gainers' and 'losers' was overlooked in some answers.

Question 4

Points were credited in most Papers for various common effects of missionary activity, particularly where evidence was offered of the undermining of traditional life and culture. Detailed examples were rarely included and were mostly taken (incorrectly) from Southern African experience. Without East African examples, scripts, however competent, could barely be eligible for half of the available marks.

Question 5

Hardly any scripts scored in both parts of the topic, namely the *factors* leading to colonialisation and the *territories* taken by Britain, France, Germany and Portugal. Several scripts wandered from the regional limitation of West Africa.

Section B

In this **Section** of the Paper, **Questions 7, 8** and **9** produced a numerous response from candidates. (A popular choice for the three required essays was **Questions 7, 9** and **13**.) Only one candidate attempted **Question 10**.

Question 7

This question was a popular topic and half of the candidates who answered knew their material well and reproduced it relevantly. One entrant easily scored the maximum mark for the question; a few others were quite close to this splendid achievement. Some candidates spent too much time on the origins of the Kingdom, but this material was accepted by the Examiner when its content was topically related to developments of the mid-fifteenth century. A third of the answers were unfortunately little more than a dynastic account of the leadership of the Kingdom, with an evaluation of effect upon the growth and decline of the State.

Question 8

The first part of the topic led some candidates to write at undue length on Portuguese reasons for leaving the Congo; not totally irrelevant, of course, but out of balance in relation to positive factors for entering Angola. There were no high scores given to answers to this question, as candidates barely approached the matter of 'benefits' and 'disadvantages'. In a clearly structured question of this kind, candidates must always attempt to respond to all points of the topic as set. (Without requiring their candidates to write the full essays, Teachers could usefully guide and instruct their future examination candidates in picking out the usual three or more points of a question, using examples from earlier Question Papers, and thus, identifying the relevant *structure*.)

Question 9

In this popular question, a number of candidates had difficulty in confining themselves to the stated points of the subjects. For example, one answer included a whole page on Zwide; several answers were little more than a dynastic chronology, and a few essays moved immediately to the Ngoni dispersal after Zwangendaba's death. (In one script, the great leader was dead by the second sentence of the first paragraph.) It was difficult to give much reward to such answers as the obvious response was expected to be based upon 'arrival', 'settlement' and 'influences'.

Question 10

Very few answers were seen.

Question 11

This topic used to be popular and well-understood, but on this occasion it produced some very limited answers, all which omitted the particular causes of the Shona War.

Question 12

Few candidates satisfactorily tackled the three stated elements of the question (copper, other minerals, other economic factors). Most scripts showed little knowledge of the subject.

Section C

In this **Section** of the Paper, all questions were attempted but **Questions 13, 14 and 16** secured most responses. The more recent South African topics (**Questions 17, 18 and 19**) caused difficulty for all who attempted them.

Question 13

Over half of the entrants chose this question, but a third of these gained little benefit from doing so. Many essays included excellent detail on the causes of the migrations, but were less confident on Bantu distribution and location. Both 'South Africa' and 'before 1800' were misread or ignored, with much diversion to Central African groups and migrations northwards in the nineteenth century. Most maps were uninformative or incorrect, earning few marks.

Question 14

While several candidates answered with a standard essay on the causes of the Great Trek (not relevant here), others wrote competently about the four or five main groups of trekkers and their adventures. Some exceptionally full and accurate essays scored very high marks; they responded appropriately to the three main parts of the question - organised, travels and settlement.

Question 15

Few answers were seen.

Question 16

While generalisations (very similar to those seen in **Question 4** of this Paper) were provided by several candidates, none was able to offer relevant illustrations from *Southern Africa*, as required by the wording of the question.

Question 17

Few answers were seen.

Question 18

Topic (c) produced a near-maximum score on Nelson Mandela, full of valuable detail and comment. Other scripts included a satisfactory answer on Sobukwe's life and work, but little assessment of his importance.

Question 19

Few answers were seen.

Paper 2160/02

Paper 2

General comments

This Report relates only to those Papers marked in Great Britain. This represents a sample of scripts from a variety of countries.

Preparation, both by Teachers and candidates, is a key to success in examinations. It is pleasing to report that this lesson appears to have been well learned, and very few candidates offered themselves for examination without some clear preparation. Accordingly, only a very few candidates scored zero.

The standard of English from all candidates was high. This ability to express themselves clearly and effectively is most important as it enables strong candidates to score high marks and for the weak candidate to score the maximum number of marks commensurate with their historical knowledge.

Rubric infringements were pleasingly few. No candidate attempted more questions than were asked and only a very few attempted two questions only. There is, however, still considerable room for improvement in the examination techniques used by candidates. It is most important that candidates read the questions carefully and only answer the question that has been set. There is no merit to be gained from a superb answer to a question set on a previous occasion or from spending precious time writing 'all I know about....' a particular topic when only a small part is relevant. Whilst it is evident that many candidates do receive instruction in examination technique, it is important that all candidates are given this assistance.

Comments on specific questions

Question 1

This was a popular question but it was significant that many candidates gave far too much information about the Treaties - all that was asked in the question (and all, therefore, that was required in the answer) was for the name, date and signatories of three treaties. Many candidates spent unproductive time giving the terms of the treaties. The second part of the question was usually done well with candidates exhibiting considerable sophistication concerning the ultimate failure of Bismarck's foreign policy.

Question 2

A question that relatively few candidates attempted. Knowledge of the Russo-Japanese War was usually good. Few candidates, however, had much knowledge of the role of Rasputin. This inconsistency between the parts of the question often led to this being a low scoring question.

Question 3

A popular and often very well done question. There was good knowledge of 'splendid isolation' and especially of the factors that enabled Great Britain to follow such a policy. The ending of the policy was a little more hazy but all candidates successfully linked it to the development of better relations with France.

Question 4

This was one of the questions that suffered from the 'all I know about...' approach. The question deliberately asked for events in the Balkans in 1914 that led to the outbreak of war. A disappointing number of candidates wrote an answer that incorporated all the Balkan conflicts. A number of candidates also wrote an undifferentiated answer on the causes of the First World War which touched only briefly on the Balkans. This unfocused approach almost inevitably reduced the marks that might otherwise have been scored.

Question 5

For those candidates who had worked on the situation in Germany in the post-Versailles period, this was a straightforward question. In the second part of the question the challenges to the Weimar Republic were more commonly attempted than the Dawes Plan.

Question 6

Mussolini has lost none of his attraction to candidates. In answering this question, almost all candidates successfully focused on the question posed. This was especially important in the second part of the question where no marks were scored by discussing foreign policy. Candidates exhibited a good knowledge of the changes made by Mussolini within Italy, including some excellent descriptions of the corporate state and what it entailed.

Question 7

The most popular combination of answers was parts **(a)**, **(c)** and **(d)**. The majority of candidates managed to sustain their effort across the three sections required and very few candidates failed to complete the three sections. Part **(b)** - the Spanish Civil War - was attempted by only a few candidates, but usually to good effect. Part **(e)** - Appeasement - drew limited support but, again, was usually well done. The small number of candidates attempting part **(f)** - the role of the League in peacekeeping in the 1930s - frequently failed to see 1930 as a starting point and discussed the whole of the inter-war period.

Question 8

A popular question, usually well done. Whilst many candidates had a good knowledge of Operation Barbarossa, relatively few appreciated the significance of Stalingrad in the broader events of the Second World War – for example, as a turning point: as Hitler's first defeat; the huge psychological impact.

Question 9

For candidates who had studied the United Nations this was a straightforward question on which they scored well in the first section. In this section candidates showed good knowledge and displayed that knowledge clearly. The role of the UN in the Korean War was less well known by some candidates.

Question 10

A small minority of candidates attempted this question. Almost uniformly, the candidates were better informed on the formation of NATO than on the significance of the Truman Doctrine and its significance - despite the fact that without the Truman Doctrine there would have been no NATO.

Question 11

A significant minority of candidates attempted this question. There was good knowledge displayed of both the problems, and Mao's solutions to the problems, in both industry and agriculture. The revolutionary changes brought about were sometimes written about with considerable relish. The emergence of Deng Xioping as leader and the more liberal era that followed, was poorly understood.

Question 12

Very few attempts were made to answer this question. The few candidates who did attempt the question were poorly informed and the results were very disappointing.

Question 13

The number of candidates attempting this question was disappointing, given the continuing contemporaneity of the topic. Those candidates who did select the question usually scored well. They had a wide range of conflicts to choose from but tended to focus on the Suez War of 1956 and the Six-Day War. Knowledge of the Peace Process was very varied.

Question 14

No answers were seen to this question.

Question 15

No answers were seen to this question.

Question 16

A very few candidates attempted this question. Those that did attempt the question divided clearly into two groups - those that were answering because they had good knowledge of the process of détente, and those who had little knowledge and were writing from a basis of general information. The former scored well, the latter very poorly or not at all.

Question 17

A very few answers were seen to this question, none of them very strong. There was little appreciation of the impact of the death of Stalin or of events in Berlin from 1957/8 onwards. There was some flickering of knowledge about the events in Cuba and the Cuban Missile Crisis, but this was scant and poorly presented.

Question 18

A perhaps surprisingly popular question. Without exception candidates wrote on the first two sections so that no answer was seen on the North-South economic divide. They were well informed and presented answers on both the Tiger economies and on the exhaustion of natural resources - the latter topic is one that evokes not just an intellectual interest, but also an emotional one and candidates need to be careful to ensure that it is the intellectual arguments that they put forward in an examination paper.

Conclusion

Overall it continues to be disappointing that the questions on the period since 1945 attract less attention than those before that date. Many of the major historical events since 1945 have a major impact on the lives of the candidates. It is possible that both Teachers and candidates would respond positively, generate more enthusiasm and relate more closely to the post-Second World War period.