

# 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**

A relatively small entry for this final June paper in African History produced work of widely varying standards. **Questions 10, 12 and 13** were the most popular choices; no answers were seen to **Questions 1, 4, 9, 15 and 19**.

A small number of scripts offered outstandingly good answers. Others were adequate but showed common weaknesses of irrelevance and partial answering. Difficulties were also caused by poor grammar, indifferent punctuation and spelling.

Answers to **Section A** included vague and insubstantial responses – the type of responses which also appeared in answers to more popular questions in **Sections B and C**. But none of these topics could reasonably be considered difficult for O Level entrants, as essays from well-prepared candidates received marks in the higher bands.

### **Comments on specific questions**

#### **Section A**

##### **Question 2**

Answers to this question produced some sound essays which unfortunately could not be scored more highly as they ignored the last part of the topic – difficulties in abolishing the East African slave trade.

##### **Question 3**

Valid general points were credited in the first part of the question but no candidate could identify a particular country in the second part. Illustrations from South African history (such as the work of the Circuit Courts) could not be approved.

##### **Question 5**

Similarly here answers seen (on Tanzania) were vague and generalised, with no reference to that country at all.

##### **Question 6**

One of the few answers seen was of a distinctly superior standard. It covered all aspects of the topic, including thoughtful references to other notable African leaders in the final section.

**Section B**

**Question 7**

This produced some superior answers and others of modest standard. The high scores gained in the former arose from accurate detail, helpful chronology and a proper balance between factors relating first to 'development' and then 'decline' of the Kingdom.

**Question 8**

The answers seen were all of excellent quality, with easily-gained maximum marks for **(a)**, the Bemba. Kalonga was slightly less successful. These attractive essays correctly covered the three requirements: origins, development and importance in regional history.

**Question 10**

Some answers scored well, with accurate and well-expressed detail on both missionary efforts. Other scripts dealt with only one Mission and were vague and inaccurate. Topic **(b)**, the U.M.C.A., was misunderstood by some candidates who offered insubstantial material on universities in Africa. Candidates with limited knowledge should hesitate to answer questions where both parts are compulsory; they may be limiting their potential score to only half of the marks available.

**Question 11**

Very few answers were seen.

**Question 12**

All those answering chose to discuss Zambia. Many of the answers were short and very vague, with little or no comment on social improvements. Several essays were not confined to the post-independence period; such early material could not be credited. In contrast, some candidates provided excellent detail and useful comment on economic and social developments (or the lack of these), and enough of the political story to put the other aspects in context. (This had been expected by the Examiners, who used the word 'especially' in the question wording to encourage a wider response.)

**Section C**

**Question 13**

This question proved the most popular in the paper, with results ranging from the very limited to the maximum of twenty. The first part (reasons for settlement in the Cape) was generally adequately answered, but an explanation of the Dutch use of the land seemed to cause difficulty for some entrants; it produced imbalanced and inaccurate responses. The Examiner was surprised to note the number of answers which failed to mention the aims – or even the existence of the Dutch East India Company.

**Question 14**

Few answers were seen, but there were some of superior quality. The word 'organisation' did not deter these candidates (some writers see the Great Trek as a series of more or less coincidental movements, with no suggestion of any overall organisation), and their responses were full and detailed.

**Question 16**

Very few answers were seen.

**Question 17**

This topic produced one acceptable answer; others were vague and imprecise. Examiners were surprised that the writers of some essays made no mention of African people whatsoever, restricting their comments to Boers, 'Europeans' and 'Whites'.

**Question 18**

This question was properly understood by only one-third of the candidates who chose the topic. 'Forms of resistance' and 'mass protests' seemed to be unfamiliar phrases to some of the entrants.

**Paper 2160/02**

**Paper 2**

**General comments**

Almost without exception, candidates displayed a high standard of English and no candidate appeared to have a problem in expressing their ideas in an effective manner. Most candidates wrote clearly and concisely.

Once again, rubric infringement was virtually absent. This factor, combined with good time management, means that the overwhelming majority of candidates were able to maximise their ability to score marks.

Candidates appeared to be well prepared for the examination. Even in Centres with a small entry the candidates exhibited a degree of confidence of their historical knowledge that was very pleasing.

Despite seeing a range of excellent papers, it cannot be emphasised too strongly that the teaching of examination technique is a key element in the success of candidates. Candidates need not only a very thorough historical knowledge, but also the skills to demonstrate that knowledge in a relevant and effective way that addresses the questions posed. A candidate entering an examination with both a confidence in presentational skills and historical knowledge will have a very high potential to score high marks.

Overall, the paper continues to give candidates the opportunity to gain the maximum marks commensurate with their historical knowledge.

**Comments on specific questions**

**Question 1**

A popular question. Candidates exhibited good understanding of Bismarck's motives for alliances and also a good knowledge of their selected alliances.

**Question 2**

A question attempted by relatively few candidates. The problems faced by the Bolsheviks once they had gained power was better known than the part played by Lenin and the Bolsheviks in the overthrow of the Tsar.

**Question 3**

A question attempted by usually well informed candidates. There was good knowledge of the Young Turks and what they achieved. There was some confusion about the membership of the Balkan League, but the object of driving Turkey from Europe was well known. The details of the Second Balkan War were less well known, but most candidates were aware that the outcome was to leave Serbia as the strongest Balkan power.

**Question 4**

A popular question. The causes of the war and why the Central Powers lost the war were better known and presented than the significance of a selected land battle – this was disappointing given the large number of significant land battles. The most popular battles to discuss were The Marne and The Somme.

**Question 5**

A popular question that was usually well answered. There were some impressive and comprehensive answers to the last section of the question, with a few candidates handling the *concept* of Collective Security in a sophisticated manner.

**Question 6**

Relatively few candidates attempted this question. Almost all of the candidates attempted sections **(d)** and **(e)**. The Locarno Treaties **(a)** also attracted candidates.

**Question 7**

Mussolini continues to be an immensely popular figure. A number of candidates continue to give a life history of Mussolini as well as addressing the question – this is a waste of time and effort as no marks are awarded for this unwanted material. Although the question was very specifically directed at domestic policy, some candidates insisted on giving foreign policy problems and achievements.

**Question 8**

Hitler's consolidation of power was well known, although some candidates failed to see the significance of the Enabling Law of March 1933. The events leading to the attack on Poland were less well known and how that event led to the outbreak of the Second World War even less well known – even strong candidates sometimes failed to mention the importance of the Nazi-Soviet Non-Aggression Treaty which included the dismemberment of Poland.

**Question 9**

Most candidates attempting this question selected options **(b)** and **(c)**. The choice of a third section frequently suggested that they had little knowledge of this topic. Candidates should be aware that in gobbet questions, the marks are distributed evenly across the three sections so that a strong performance over two sections can be offset by a weak performance in the final section selected.

**Question 10**

Not a popular question. Candidates had only vague ideas as to why Germany and her allies lost the war – very few, for example, mentioned raw materials or the problems caused by troublesome allies, especially Italy. The emergence of the Cold War was better known and presented.

**Question 11**

Very few candidates attempted this question. Of these, a very few wrote well informed answers. There was better information on the situation at the end of the Second World War and the Berlin Blockade than for later periods. German reunification was poorly understood.

**Question 12**

This question was less popular than comparable questions on previous papers. The events of the Korean War were very clearly recounted by some candidates, with particular emphasis on the role of the UN.

**Question 13**

No answers were seen to this question.

**Question 14**

The two Israeli-Arab wars were reasonably well known and described. The pressures that led to the Camp David Accords and the terms of the Treaty – other than the ending of formal state of war between Egypt and Israel – were less well known.

**Question 15**

Very few answers were seen to this question. The Red Guards and their importance were much better known than the reforms of Deng Xioping.

**Question 16**

Rather surprisingly, no answers were seen to this question.

**Question 17**

No answers were seen to either option in this question.

**Question 18**

A popular question, attempted by candidates who fell into two clear categories – those who were well informed and wrote full and effective answers, and those who had little knowledge and used their general knowledge to write a weak, usually unstructured, answer.