

PRINCIPAL EXAMINER'S REPORT



BOTSWANA
EXAMINATIONS
COUNCIL

BGCSE HISTORY 2024

PAPER 1: STRUCTURED QUESTIONS

General Comments

The overall performance of the 2024 candidature was a near duplicate of the 2023 cohort. Like in previous years, outstanding performances, average performances and below-par performances were noticed across all Centres. As in previous years, a not so sizeable number of candidates infringed the rubric either by answering all questions in Section A or more than three questions in Section B. The following were the most popular questions across all Centres this time around: 1, 3, 4, 5 and 7.

Comments on Individual Items

Section A

1 This was a popular question across all Centres.

- (a) What does Source A suggest about the social way of life of the Khoikhoi before 1800? Explain your answer, referring to the details of the source.**

This part question was based on a pictorial source within which different aspects of the social way of life of the Khoikhoi were on display. Across all Centres there was a mixture of outstanding performances and below par performances. Candidates who performed in an outstanding manner were those who were able to extract two correct messages from the source and support each with the correct evidence from the source. Some of the candidates were able to provide more than two social aspects of the Khoikhoi, some derailed from the answer by focusing on the economic aspects. In some instances, some candidates scored two marks on account of failure to support their answers with evidence from the source. This was noticeable across all Centres. On rare occasions, some candidates across some Centres provided answers which were in the form of what they saw in the source, hence remaining at Level 1 (1 mark) because of the surface description given. Centres are encouraged to equip candidates with the requisite source interpretation skills.

- (b) Explain any two ways in which contact with the Bantu affected the San before 1800.**

A lot of candidates across a broad spectrum of Centres described the effects of the San's contact with the Bantu and failed to provide a clear explanation of factors that led to the result of the given effect. It was only a few Candidates who were able to do well in this part question, that is those who scored four to six marks, they were able to identify, describe and explain the way in which contact with the Bantu affected the San. Candidates whose answers were mere descriptions of historical facts could not progress beyond two marks. Some of the candidates only focused on the Bantu while others compared the Bantu with the San. This is a clear indication of failure of the candidates to understand the demands of the question. Centres are advised to expose candidates to questions of this nature.

2 This was not a popular question across all Centres.

- (a) What does Source B suggest about the economic lifestyle of the Bantu speakers before 1800? Explain your answer, referring to the details of the source.**

Even though it was not a popular question, most of those who answered it across all Centres were able to satisfy the requirements of the part question. Candidates who satisfied the demands of

Level 4 (6 marks) were those who were able to extract two correct messages from the source and support their answers with correct information from the source. Such correct information was and should be in the form of direct quotation from the source. Candidates at Level 2 (2 marks) fell short of supporting their answers with evidence from the source. Some candidates across all Centres did not progress beyond Level 1 (1 mark). This was the case in instances where they merely rewrote and/or paraphrased the source. Centres are advised to expose candidates to textual sources at regular intervals to help perfect their source interpretation skills.

(b) Explain any two aspects of the political way of life of the Herero people before 1800.

This part question turned out to be inaccessible to candidates across all Centres. Candidates were required to explain two aspects of the political way of life of the Herero. A lot of candidates failed to bring out the distinctive features of the political lifestyle of the Herero. Across all Centres, candidates' responses were mostly the general features of the Bantu political lifestyle. It appears candidates did not have knowledge of the political organisation of the Herero. Centres are advised to expose candidates to all specific objectives in the assessment syllabus.

Section B

3 The question was popular across all Centres.

(a) State any four aspects of the social way of life of the Toutswe Mogala people.

Even though this question was accessible, a lot of candidates failed to state all the four aspects of the social way of life of the Toutswe Mogala people. Most of the candidates identified the general social aspects of the social way of life such as marriage, religion, clothing etc. instead of providing the distinctive social aspects of the Toutswe Mogala people such as, polygamous marriages, payment of bride price and permanent settlements etc. A few candidates focused on the economic lifestyle of the Toutswe Mogala people. Centres are advised to put up measures in place which would enhance candidates mastering low order questions focused on recall content.

(b) Explain any two ways in which the long - distance trade influenced the way of life of the people of Domboshaba.

This part question turned to be inaccessible to a lot of candidates. Candidates were asked to explain the influence of long-distance trade on the lives of the people of Domboshaba. Most of the candidates were able to go as far Level 2 (2 marks). This is because they focused on giving the overview of how the long-distance trade was carried out or simply described its effect. A sizeable number of candidates could not identify the correct commodities used in long distance trade. While some could not distinguish the difference between local and long-distance trade. Centres are advised to provide candidates with the opportunities to be able to distinguish the two types of trade.

(c) Was one of the following factors more important than the others in the development of Toutswe society:

(i) arable farming

(ii) hunting

(iii) iron smelting

Explain your answer referring to (i), (ii) and (iii) above.

Across almost all Centres, candidates were able to respond correctly to the part question. Candidates who scored eight (8) marks, that is, those who reached Level 4, were able to explain the importance of each one of the factors in the part question. It is, however, worrisome that some candidates across all Centres could not correctly appraise the importance of iron smelting in the development of Toutswe society. Such candidates failed to correctly explain the effects of iron smelting for the society and remained at the description level. Some candidates confused arable farming with pastoral farming and explained the importance of keeping livestock making the answer to be irrelevant. Centres are advised to instil in candidates the understanding that historical content and analysis is confined to appraisal of events that happened in the human past. Some candidates failed to give a reasonable conclusion showing interaction of factors but instead repeated the stand and hence remaining at Level 1 (1 mark).

4 This was yet another popular question amongst candidates across all Centres.

(a) Describe any two measures that were used by Queen Nzinga to resist the Portuguese colonization of Angola during the 7th century.

A sizeable number of Candidates across all Centres did well in this part question. Candidates who reached Level 3 (4 marks) provided two measures that were used by Queen Nzinga to resist the Portuguese colonization. Most of the candidates were able to give more than two descriptions while some went on further by explaining the factors. Those who performed dismally showed a lack of knowledge on the topic.

(b) Explain any two ways in which Affonso I benefitted from his relations with the Portuguese during the 16th century.

This part question was not accessible to a vast majority of candidates across most Centres. Candidates' responses were predominantly descriptive in nature even though the part question required them to explain the ways in which Affonso I benefitted from his relations with the Portuguese. Some of the candidates related Affonso I with Angola while others could not clearly state Affonso's relationship with the Portuguese. This was a clear display of lack of content on the part of such candidates. Centres are advised to give more attention to all content in the History Syllabus.

(c) "The Portuguese colonization of Angola brought both benefits and losses to the people of Angola". How far do you agree with this statement? Explain your answer.

In this part question, candidates were required to provide a balanced appraisal based on the benefits and losses of the Portuguese colonization on the people of Angola. Across almost all Centres, candidates were able to respond correctly to the part question. Most of the candidates were able to explain at least two factors. Some of the candidates had challenges in that they could not give clear effects on the benefits and losses brought by Portuguese colonization on the people of Angola. This resulted in giving partial explanations, while some of the answers given were one sided. Other candidates remained at the description level because they could not provide the effects of Portuguese colonization on the people of Angola. Centres are encouraged to highlight the basic requirements of balancing essays as they prepare the candidates for examinations.

5 The question was popular across multiple Centres.

- (a) **Describe any two ways in which the Dutch solved the problem of the shortage of labour at the Cape from 1657.**

This part question was accessible to a significant proportion of candidates across all Centres. Most of the candidates that attempted this part question displayed a mastery of the content. Some of the candidates did not do well because they identified the Khoikhoi as slaves who provided labour to the Dutch. Nevertheless, Centres are commended for a job well done.

- (b) **Explain any two ways in which the policy of direct immigration contributed to the development of the Cape settlement during the 17th century.**

This part question was not accessible to a vast majority of candidates across most Centres. Most of the candidates were able to go as far as Level 2 (2 marks). The candidates' responses were predominantly descriptive in nature even though the part question required them to explore how the policy of direct immigration contributed to the development of the Cape settlement. They were able to describe the effects but failed to explain the factors that contributed to the development of the Cape because of the policy of immigration. While some of the candidates identified the importation of slaves to the Cape as one of the factors, which was irrelevant for this part question.

- (c) **"The Mediterranean climate of the Cape was the most important reason for Dutch settlement at the Cape". How far do you agree with this statement? Explain your answer using two other reasons as well as the one stated in the question.**

To reach Level 4 (8 marks), candidates should have explained three reasons for the Dutch settlement at the Cape including the given factor. Most of the Candidates had challenges with explaining the given factor correctly, this is because they associated the mediterranean climate with the fertile soils or the establishment of a vegetable garden. However, they were able to explain other factors very well like availability of livestock and the Cape being in a strategic location. Because of that challenge, most of the candidates remained at Level 4 (6 marks).

- 6 (a) **State any four reasons for the British takeover of the Cape in 1806.**

A fair number of candidates satisfied the demands of this part question. The part question merely required candidates to provide a reason for the British takeover of the Cape in 1806. Most candidates were able to score between 2 to 3 marks. But there were instances where candidates in all Centres provided incorrect answers by confusing the factors with those of the occupation of the Dutch at the Cape. Centres are advised to put measures in place which would enhance candidates' mastering of recall content.

- (b) **Explain any two results of the judicial reforms introduced by the British at the Cape colony between 1828 and 1834.**

This part question turned out to be inaccessible to a vast majority of candidates across all Centres. Candidates' responses mostly remained at description level while some brought in factors outside the stipulated time frames like the Circuit Courts.

- (c) **'The following factors contributed equally to the movement of the Boers from the Cape colony after 1835:**

- (i) **British land policy;**
- (ii) **rumours;**
- (iii) **reversal of annexation of Province of Queen Adelaide.**

How far do you agree with this statement?

Explain your answer referring to (i), (ii) and (iii) above.

A significant number of candidates across all the Centres was able to explain at least two factors. Some of the Candidates remained at the description level because they failed to show effects of the identified factors. Majority of candidates were clueless regarding the reversal of annexation of Province of Queen Adelaide. It is for this reason that a majority of candidates could not progress beyond Level 4 (6 marks). Therefore, Centres are advised to invest effort in ensuring that they devote adequate time to all the objectives of the assessment syllabus.

- 7 (a) **Describe any two social reforms introduced by Shaka after he took over the Zulu kingdom.**

To reach Level 3 (4 marks), candidates had to describe two social reforms introduced by Shaka. Candidates who attempted this part question fell miles away from the 4 marks allocated because they focused on Shaka's military reforms. Centres are advised therefore to give candidates the opportunity to explore all contents of the assessment syllabus.

- (b) **Explain any two causes of the Mfecane according to Julian Cobbing's new school of thought.**

For candidates to reach Level 4 (6 marks), they had to explain two causes of the Mfecane according to Julian Cobbing's new school of thought. Some of the Candidates who attempted this question could only go as far as Level 2 (2 marks), a few were able to explain one factor. This was the case because the responses provided were descriptive in nature. Once again, Centres are advised to devote adequate time to all the objectives of the assessment syllabus.

- (c) **'The Mfecane brought only negative effects on the people of Southern Africa' How far do you agree with this statement? Explain your answer.**

In this part question, candidates were required to provide a balanced appraisal of the negative and positive effects of the Mfecane on the people of Southern Africa. Most of the candidates were able to at least explain three factors. Some of the candidates' responses were unbalanced in that focus was put on the appraisal of the negative effects only without bringing in the positives. It is for this reason, therefore, that candidates could not progress beyond Level 4 (6 marks). Other candidates remained at description level because they failed to show effects of the identified factors. Centres are implored to highlight this requirement as they prepare candidates for their final assessment.



8 This was not a popular question across all Centres.

(a) Name any four items that traders brought into Botswana during the 19th century.

A fair number of candidates satisfied the demands of this part question. The part question required candidates to name any four items brought by traders to Botswana in the 19th century. There were instances where candidates brought wrong answers by identifying incorrect items. Most of the candidates were able to score at least 2 to 3 marks.

(b) Explain any two results of the Cape trade on the lives of Batswana during the 19th century.

This part question was not accessible to a vast majority of candidates across most Centres. Most of the candidates' answers were mostly descriptive hence remaining at Level 2 (2 marks). They had failed to explain the effects of the Cape trade on the lives of Batswana. Some of the candidates used the trading commodities mentioned in part (a) to try to describe the results of the Cape trade.

(c) 'The following factors were equally important in the rebuilding of the Tswana states after the Difaqane period:

- (i) diplomacy;**
- (ii) administrative skill;**
- (iii) use of force.**

How far do you agree with this statement?

Explain your answer referring to (i), (ii) and (iii) above.

To reach Level 4 (8 marks), candidates had to evaluate the extent to which each one of the given factors was important in the rebuilding of the Tswana states after the Difaqane period. Candidates who attempted this part question lacked knowledge of the identified factors; it was not even easy to describe them. Be that as it may, it should be noted that some candidates could not progress beyond Level 2 (2 – 3 marks) on account of them providing answers which were descriptive in nature. While quite a sizeable number attained Level 1 (1 mark) for giving a stand. Such candidates could not provide a correlational analysis of the factors. Centres are advised to invest effort in equipping candidates with interpretive and analysis skills given that the vast majority of items in the paper test such skills.

PAPER 2: SOURCE BASED QUESTIONS

General Comments

Most candidates did well in Section B than Section A. There were instances where candidates scored between 18 and 20 out of 20, but scored far less than half of the marks in Section A. For the first time in a long time there was a candidate who scored 65/70 in Paper 2, which is remarkable.

The pictorial sources were very clear and none of them had confusing features which could not be interpreted by candidates. Just like in the previous years, pictorial sources were easily referenced to, compared to textual sources. With the 2024 cohort there were few bizarre writings from candidates. Some of them identified in certain Centres include the following:

- In some Centres, most candidates' work was rubric. They failed to follow the instructions in the paper. They either answered only one question in Section B or in Section A they answered only one or two parts of question 1, for example they will answer 1 (a) only.
- In one Centre, one Candidate wrote about their History teacher, naming the teacher and wrote that the teacher always gave him/her an attitude. There was a lot of lamentation from this particular candidate. The same candidate also wrote a prayer to pass and prayed that 99.9% of Form 5 F leavers to go to University.
- In one Centre, a candidate wrote Question 2(b) six times. In another Centre, a candidate wrote in Setswana language saying "tota ba raya gore re kwale eng se re se itseng".

Some of the 2024 candidates showed some strength in answering source-based questions as displayed in their responses. They could display skills of answering high order questions of interpretation, analysis and evaluation. But in some instances, where they needed to refer to the sources, they tended to give general historical information without referencing.

The other observation made was that the questions in Section A (compulsory section) were from a familiar topic; CAUSES OF WORLD WAR 2. In some Centres there were indications that the topic was taught in detail as candidates could bring historical knowledge on how Adolf Hitler contributed to the war, but failed to link it with the sources, thus scoring low marks. Weaker candidates were able to score 5/30 by just giving surface description of the sources. Majority of candidates who did well ranged between 15/30 and 21/30. In one Centre there was a candidate who scored 25/30, which is very exceptional. Centres are encouraged to teach the candidates how to handle source-based questions. The idea is that candidates should not have seen the source to answer the question, they should have historical knowledge and the technique of answering source-based questions. It does not serve any purpose to equip candidates with historical knowledge with no skills of interpretation, analysis and evaluation.

In Section B, the popular questions were Questions 2, 3, 4, 8 and 12. But majority of Centres went for questions 2 and 3. Just like in 2023, question 8 and 12 were not popular with the 2024 cohort compared to the past years where most Centres attempted them.

Sadly, just like in the previous year 2023, candidates performed poorly on this section, especially questions 3(a), 3(b) and 4(a). The question that was well done by those Centres who attempted it is question 4(b) and the whole of question 12. In Section B, for example, some candidates who attempted question 2(a) wrote

about any alliance without considering the time frame. Most candidates in answering the (b) parts gave general information instead of explaining three factors. For some good candidates, they showed their historical knowledge in question 2(b) and 3(b) by explaining more than 3 factors, thus wasting time and thus failing to finish other questions. The rule is candidates should provide only three factors on the (b) parts. This will save time, and candidates will be able to have time for other questions.

Comments on Individual Questions

Section A

1 'CAUSES OF WORLD WAR 2'.

(a) Study Source A. What is the message of the source? Explain your answer using the source and your knowledge.

It was a pictorial source. The question was fairly done by majority of candidates. The demand of the question was such that candidates were to make use of the pictorial source provided to show the message of the source and use their historical knowledge. Candidates were expected to have two points. They should be able to pick two actions going on in the source and support it with historical knowledge or pick one action in the source and support it with historical knowledge and bring relevant historical information related to the source to have two points. Some candidates misunderstood the source to Hitler's disarmament during the Versailles settlement. Other candidates dwelt much on the failure of the League of Nations rather than the Disarmament Conference. Those who managed to interpret the source well were able to identify only one point and developed it and scored at Level 3, 3 marks out of 4. This is supposed to be a low order question which should be accessed by majority of candidates.

(b) Study Source B. Do you believe the claims made in this source? Explain your answer using the source and your knowledge.

It was a textual source. The language used was simple and could be comprehended by candidates. The question was fairly done across Centres. Candidates were expected to pick two claims from the source and support the claims with correct historical information. Candidates were rewarded with a mark for taking a stand, e.g. YES I BELIEVE THE CLAIMS or NO, I DO NOT BELIEVE THE CLAIMS. Some candidates in certain Centres took a stand of Yes or No and paraphrased the source instead of providing historical information. This means they scored between 1 and 2 marks out of 5. Some candidates could not pick the claims from the source and instead gave general information on the Munich Agreement or the Appeasement Policy, which put them at level 2. In some Centres candidates managed to give historical information attached to the source with two claims and thus scoring high marks. Their evaluation of these events showed how Chamberlain used Appeasement to avoid war with Hitler which took them to Level 3 and Level 4, depending on the strength of their answers. Overall, the question was fairly done.

(c) Study Source C. Why was this cartoon published in October 1939? Explain your answer using the source and your knowledge.

It was a pictorial source. It was a rich source on the Nazi-Soviet Pact signed by Hitler and Stalin with many details to pick. The contents of the picture were clear. It seemed to be accessible to few candidates who were able to unpack the details of the Nazi-Soviet Pact and how it encouraged

Hitler to expand to Eastern Europe. Most candidates across Centres did not have enough historical information on the Pact but rather wrote about Hitler's invasion of Poland. Some gave very good historical information on Hitler's Lebensraum policy but failed to reference the source, thus reaching Level 2 only. Some candidate confused the Nazi-Soviet Pact with the Anschluss. Candidates were supposed to discuss two issues from the source and relate them to the outbreak of World War 2. Overall, the question was fairly done by majority of candidates across Centres.

(d) Study Sources D and E. Which source provides more convincing evidence about the Munich Agreement? Explain your answer using both sources and your knowledge.

These were textual sources. The language was clear and could be comprehended by candidates. The question required candidates to compare two sources. Just like in the previous years, there is still a challenge on this question as some of candidates still fail to compare two sources and instead evaluate only one source even though there was a slight improvement in the 2024 cohort. Some take a stand by stating which source they think is convincing, e.g. Source D is convincing and can score only 1 mark out of 6 marks. Most candidates identified the most convincing source, but many of them failed to come up with historical facts to explain why the source was convincing. There was a lot of paraphrasing of the sources just like in the previous years. Most candidates across Centres evaluated Source D fairly well and were able to prove that it shows the failure of Appeasement Policy. Some candidates used information they wrote on Source B to answer Source D. It seemed like they understood it well as they could relate it to the invasion of Czechoslovakia and ultimately Poland, leading to World War 2. This means by evaluating one source, candidates could only score 3/7, putting them at Level 3. Source E was poorly evaluated by almost all Centres as they could not give a critical evaluation of the source. They gave brief information on the success of Chamberlain in preventing war through the Policy of Appeasement. Some preferred to paraphrase the source. In some cases, candidates gave historical information without attaching it to any source, leaving them at level 2.

Candidates failed to realise that in comparing the two sources, they are both correct, provide reliable or convincing information but there is always one source which provides more convincing information than the other on the causes of World War 2, thus failing to score all the marks for the question.

(e) Study all the sources. How far do these sources prove that Hitler's policies caused World War II? Explain your answer using all the sources.

This is a summative question. The candidates are expected to answer the question by giving a summative evaluation of all the sources. The assumption is that some sources show how Hitler's policies caused World War 2 while others do not. Therefore, candidates were expected to be in a position to identify sources that support and those that do not support the two sides of argument. To reach at least 7 marks both sides of the argument should be discussed. Reference to the source is still important but candidates were expected to just simply write "as in Source A" or "as suggested by Source C" because the assumption is that all the sources have been interpreted in the previous questions.

As is the case with the previous years, this part of the question was poorly done by the 2024 cohort. Most candidates across Centres were not able to analyse the individual sources as per the

requirements of the question. There were lots of descriptions of the sources without linking it to the question. In some instances, candidates paraphrased the sources, thus scoring low marks as they could only reach either Level 1 or 2. Some gave general information on Hitler's Foreign Policy without showing how it caused the war or without attaching it to any source, which put them at Level 2 of the answer. On average most candidates evaluated 1 to 2 sources only especially Sources C and D as they could give historical information and relate it to causes of World War 2, scoring between 4 and 5 marks out of 8. Where they failed to grasp the message of the source like in Source E, it had ripple effects into this part of the question as they lacked the skills to transcend to higher levels. Desperate candidates who lacked historical information on how Hitler's policies led to war resorted to re-writing the textual sources or paraphrasing or simple description of the sources. Candidates who attempted to reach a conclusion only summarised previous point (repetition) without evaluation.

Section B

Instructions for (a) questions

1 – 2 marks for each relevant point in the answer

1 mark for identification of a point.

1 mark for each point developed.

Compared to the previous years, the 2024 questions for Section B (a) parts, were specific about the number of items needed for each question. They were not general. This gave candidates the idea of how many points to write for each (a) part.

Instructions for (b) questions

- Level 1 : Description/identification of factors/General information [1 – 3 marks]
- Level 2: Explains one factor [4 – 5 marks]
- Level 3: Explains two factors [6 – 9 marks]
- Level 4: Explains three factors [10 – 12 marks]

The popular questions with candidates were 2, 3 and 4. Just like in the previous year, question 8 and question 12 were not popular across Centres. But those few Centres who attempted question 12 did extremely well, on both (a) and (b) parts. With question 8, candidates still have a problem of understanding the difference between “application” and “understanding” of Pan Africanism. The remaining questions were attempted by few desperate candidates who failed to score significant marks on them. It was clear they had no historical information on those questions.

- 2 A very popular question across Centres. Part A was poorly answered, and Part B was fairly done across Centres.

(a) Describe any two alliances signed by the major European powers between 1880 and 1907.

The question was clear and specific to a particular time period. Most candidates did not do well on this question as they wrote about alliances outside the time frame like the Dual Alliance and the Dreikaiserbund. Some candidates mixed up signatories of the alliances. Some failed to outline the terms. They scored between 2 and 4 marks out of 8 marks. There were few Centres where candidates were able to identify and describe the two alliances. The most common ones outlined were the Triple Alliance and the Triple Entente, scoring between 6 and 7 marks.

(b) Explain how any three events in the Balkans contributed to the outbreak of World War 1.

A very popular question across Centres but not well performed as expected. It was clear candidates have historical information on the causes of World War 1, that is why some ignored the key word 'events in the Balkans' and decided to write about any cause of World War 1 like the War Plans, the Moroccan crisis etc. Some candidates in certain Centres did well on this question as they were able to raise their answers to Level 3 and Level 4, thus scoring very good marks. They were able to explain the events like the 1908 Crisis, the First and Second Balkan wars and the Sarajevo incident fully showing the tension between Austria-Hungary, Serbia and other powers, scoring between 10 and 11 marks out of 12. It is safe to say that most candidates were familiar with the historical facts on the causes of World War 1. Some candidates in certain Centres described the events without showing how they contributed to World War 1, reaching Level 1 only. Overall, the performance on this question was fairly good.

- 3 Another popular question across Centres but not well answered on both parts. Candidates still struggle with high order questions of explaining the facts on the B parts.

(a) Outline any four points of the Disarmament Clause of the Versailles Treaty.

The question seemed friendly, but majority of candidates scored between 3 and 4 marks out of 8 marks. Candidates mostly wrote on the non-territorial terms rather than being specific on the Disarmament Clause. Some could only identify the terms and failed to outline them, for example, they will identify 'reduction of the army' and not give further information. It was noticeable in almost all Centres. But there were a few Centres where candidates did fairly well and scored between 6 and 7 marks.

(b) Explain any three ways on how the Treaty of St Germain affected Austria.

The question was poorly done across Centres. Just like in the previous years where there was a question on St Germain treaty, candidates still treat St Germain to mean Germany. Therefore, they write on the terms of the Versailles treaty. They disregarded what was in the question, i.e. affected Austria. This seemed to be a problem and delivery in class should emphasise the difference between Germany and St Germain. Some candidates were just general on the effects without stating the term and how it affected Austria, for example, Loss of territories and how it affected Austria. Some could only identify the terms but failed to show the effects, thus going only up to Level 1. It was clear most candidates are more familiar with the Treaty of Versailles than St Germain Treaty.

- 4 Another popular question in some Centres but poorly attempted at (a) part. Most candidates who answered it did well in the (b) part.

(a) Describe any four events of the Abyssinian Crisis of 1934 to 1936.

Candidates were challenged by this question as they failed to bring the four points needed and in some cases the points were jumbled up with no chronology of events. Some confused it with the Corfu incident and Manchurian crisis. Some had no idea about Abyssinia and whether it is in Africa or Europe. Some wrote as if Abyssinia is a person. Some resorted to writing about the reasons for the failure of the League of Nations instead of being specific on Abyssinia. With this, they fetched low marks. It was clear that they lacked historical content. Overall, the question was not well done by most candidates.

(b) Explain any three successes of the League of Nations in conflict resolution in the 1920s.

The question was well done by majority of Centres. Most candidates were able to bring the incidents and show how the League resolved the crisis. Only few candidates brought in the success of the League agencies like Health Committee etc, which was irrelevant to the question. Overall, the question was well done.

- 8 It was not as popular as in the previous years. It was only popular with very few Centres. Candidates who attempted performed moderately. It was clear that most schools hardly teach the topic on Pan Africanism. Where they teach it, it is like it is taught in a hurry and candidates are not given enough practice on how to answer questions on Pan Africanism.

(a) Describe any four contributions of Marcus Garvey to Pan Africanism.

Most candidates who answered this question performed poorly except in one Centre where some candidates were familiar with Marcus Garvey. Most candidates wrote about the contribution of other Pan Africanist like Du Bois and Sol Plaatje. They scored between 3 and 4 marks. In some Centres it was clear the topic was not taught in-depth as candidates displayed jumbled up information on Pan Africanism in general. In other cases, candidates simply identified the points without outlining them, thus scoring lower marks.

(b) Explain three ways in which Pan-Africanism was understood in Africa.

This question was not popular except with few candidates from certain Centres where it was discussed as a topic. Most candidates still confuse the concepts of “understood” and “applied”, which means they interpreted it wrongly; thus, they discussed how Pan Africanism was applied. They wrote about Pan Africanism in the Diaspora instead of Africa and this was significant in a number of candidates who attempted this question. Where they were supposed to explain how Pan Africanism was understood in Africa, instead they wrote on how it was applied in either Africa or the Diaspora. Some were able to identify the factors but failed to explain them, thus scoring lower marks.

- 12 **(a) Outline any four social reforms introduced by Fidel Castro in Cuba from 1959.**

It was specific to social reforms. Most candidates who attempted the question did very well except a few who included the economic reforms. The question was very accessible to most candidates. In some Centres it was clear that the topic has been taught fully as they were able to identify and

outline the social factors, scoring between 7 and 8 marks. Very few candidates only listed the reforms without describing them. Overall, the question was fairly done.

(b) Explain three ways in which Cuba helped African countries in resolving conflicts.

Candidates in certain Centres did fairly well on this question. They were able to identify the countries, conflict and how Cuba intervened to help. Some candidates explained how Cuba helped in education and health, which are social issues, thus irrelevant to the question. Some confined themselves to conflict resolution in Angola and South Africa only, thus identifying and explaining only two points. There were very few instances where candidates listed the political factors without attaching them to any African country or identifying a country helped by Cuba in Latin America, thus deeming the answer irrelevant. Overall, the question was fairly done especially in Centres where it was clear that the topic was thoroughly taught. This where candidates were able to reach Level 4, 10 – 12 marks.

Questions **5, 6, 7, 10** and **11** – Very unpopular questions to majority of Centres.

Very few candidates answered these questions and none of them scored any significant marks. These were mostly desperate candidates especially from private Centres and it was clear they had no historical content on these questions. In some cases, these candidates even attempted all the questions but failed to score significant marks. Some would use the information from the textual sources in section A to answer these questions out of desperation and to satisfy the demands of the examination. It was clear such candidates had no historical content on these questions.

NB: In Section B, the (a) parts mostly use key words like describe and outline. Candidates should be given more practise on these questions to avoid situations where they only give or identify, which are low order answers.