

May 2016 subject report

Brazilian Social Studies

Overall grade boundaries

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 14	15 - 26	27 - 35	36 - 49	50 - 62	63 - 72	73 - 100

Standard level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 6	7 - 8	9 - 11	12 - 13	14 - 16	17 - 20

The range and suitability of the work submitted

There is a traditionally popular choice of topics for historical investigations that ranges chronologically from slavery, the rise and fall of Empire, through the crisis of the 1920s and Vargas' rise to power, and ending in the military regime and its aftermath. The investigations reflected this range, with notable efforts on Masonry and the fall of Dom Pedro, on Vargas and populism, on Medici's interference in the 1970 World Cup selections and on US fear of Goulart's socialism.

Three strong investigations into social history are also worth mentioning: these were based on the gripe epidemic in Sao Paulo in 1919, on the first favelas in Rio and on the impact of Britain's Industrial Revolution on slavery in Brazil.

Candidate performance against each criterion

It is clear that good quality detail and linkage between criteria B, C and D are essential for success.

In Criterion A (plan of the investigation) there was often not enough clarity about the scope of the investigation and the methodology to be used. There was also a weakness in gathering enough relevant supporting information (criterion B).

There was often a lack of linkage between criterion D (Analysis) and criterion B (Summary of evidence): evidence gathered **must** be appropriate and useful to the analysis.

In Criterion F (list of sources and word limit) some marks were lost because of a lack of attention to detail in the presentation, for instance in the listing of sources or in the word count.

Recommendations for the teaching of future candidates

A brief comment on approaches to successful investigations:

- There must be a plan that covers the scope and method of the investigation, which leads on naturally to an analysis of the chosen sources. Candidates may mention many sources, but three to four foundation sources may often be sufficient if they are good ones and are fully used.
- Sources chosen should demonstrate different interpretations and viewpoints on the topic discussed.

The conclusion (criterion E) needs to be short and succinct.

Standard level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 6	7 - 11	12 - 15	16 - 20	21 - 25	26 - 28	29 - 40

The areas of the programme and examination which appeared difficult for the candidates

The final question of each section was the most demanding. It was clear that in the last question of each section, where students need to use sources and their own knowledge, that not many students were prepared to relate both things.

The areas of the programme and examination in which candidates appeared well prepared

Candidates appeared to be well prepared to answer questions that only demanded the use of the sources.

The strengths and weaknesses of the candidates in the treatment of individual questions

Question 1 a/b

This question was in general answered very well.

Question 2

The source discussed the growing strength of agriculture exports from Brazil, and most candidates were able to demonstrate knowledge about the decline of industrial production.

Question 3

This question required interpretation of source D; it was mostly answered well.

Question 4

This question was much more demanding, as it was a short essay using the sources and candidates' own knowledge. However there were several pertinent answers that gave a good evaluation of the success of the process of change.

Question 5 a/b

There was good factual recall, but still a lot of mistakes were made.

Question 6

The interpretation of sources E and F was straightforward.

Question 7

This question asks candidates to evaluate the historical worth of a document. There was an improvement in the quality of responses, but there were still too many descriptive answers

Question 8

As with question 4, this was more difficult for candidates since they had to refer to their own knowledge as well as to the sources.

Recommendations and guidance for the teaching of future candidates

Students need to practice answering questions using sources and their own knowledge.

Standard level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 5	6 - 9	10 - 12	13 - 18	19 - 24	25 - 28	29 - 40

General comments

The areas of the programme and examination which appeared difficult for the candidates

Questions on economic themes and on industrialization tended to lack detailed supporting evidence.

Some good answers in Part A were produced on fertility and environmental issues, but they were few and far between. Students were well prepared to answer questions related to population growth.

There were not very many good-quality essays on history from the colonial and post-colonial periods. Candidates had difficulties answering the question regarding the dissolution of the dictatorship in Brazil.

The areas of the programme and examination in which candidates appeared well prepared

The most popular questions were on political issues and the most outstanding answers were on Q11 on Goulart. The best candidates produced in-depth knowledge and well-balanced answers.

The strengths and weaknesses of the candidates in the treatment of individual questions

Candidates had difficulty in answering questions 1 and 2, which were similar.

Question 1: only a few answers explained *industrialização do tipo substituição de importações* and its effect on Vargas and his industrial policy.

Question 2: this was a popular question, though not well-answered. However most answers explained the effect of the 1929 crash and its effect on coffee cultivation and Brazilian industrial policy.

Question 3: no comments.

Question 4: this question was well managed, with some excellent discussions.

Question 5 and 6: no comments.

Question 7, 8 and 9 were all straightforward, but were generally answered poorly with essential knowledge missing.

Question 7: presented many difficulties. Candidates were not able to analyse the policy of *Capitanias Hereditárias*.

Question 10: no comments.

Question 11 and 12: Questions regarding the dictatorship sometimes presented difficulties as students didn't focus on what was asked in the question. Candidates in general had difficulties answering questions regarding the dictatorship in Brazil, although there were some excellent answers to question 11, with a good amount of relevant detail and well-balanced analysis.

Recommendations and guidance for the teaching of future candidates

Candidates should read questions carefully, and be prepared to answer on what is required by the question. Many answers included correct information, but unfortunately much of this wasn't relevant, because the answers didn't focus on the question.

It is recommended that teachers practice essay planning and structure with students.