

Markscheme

November 2020

History

Higher level

**Paper 3 – history of Africa
and the Middle East**

21 pages

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Apply the markbands that provide the “**best fit**” to the responses given and **award credit wherever it is possible to do so**. If an answer indicates that the demands of the question are understood and addressed but that **not all implications are considered (for example, compare or contrast; reasons or significance; methods or success)**, then examiners should not be afraid of using the full range of marks allowed for by the markscheme. Responses that offer good coverage of some of the criteria should be rewarded accordingly.

Marks	Level descriptor
13–15	<ul style="list-style-type: none"> • Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured, balanced and effectively organized. • Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. • Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation. • Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. • The answer contains well-developed critical analysis. All, or nearly all, of the main points are substantiated, and the response argues to a reasoned conclusion.
10–12	<ul style="list-style-type: none"> • The demands of the question are understood and addressed. Answers are generally well structured and organized, although there may be some repetition or lack of clarity in places. • Knowledge is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used to support the analysis/evaluation. • Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives. • The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.
7–9	<ul style="list-style-type: none"> • The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach. • Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant. • The response moves beyond description to include some analysis or critical commentary, but this is not sustained.
4–6	<ul style="list-style-type: none"> • The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence. • Knowledge is demonstrated but lacks accuracy and relevance. There is a superficial understanding of historical context. The answer makes use of specific examples, although these may be vague or lack relevance. • There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.
1–3	<ul style="list-style-type: none"> • There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task. • Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague. • The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.
0	<ul style="list-style-type: none"> • Response does not reach a standard described by the descriptors above.

Section 1: The ‘Abbasid dynasty (750–1258)

1. “Economic development was the most significant aspect of the first century of ‘Abbasid rule.”
To what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that economic development was the most significant aspect of the first century of ‘Abbasid rule. The discussion may extend beyond the timeframe, but must be clearly linked to the issue raised in the question. Candidates may refer to increases in agricultural and industrial production, the growth of urban areas, increased standards of living and expanded foreign trade. Trade routes were opened to the Far East which enlarged both the Empire and the Islamic world. Economic development made possible the emergence of new social classes and supported scholarship in religious and secular areas. Other relevant factors may be addressed, for example the intellectual developments of the Golden Age, the creation of the ruling structure and the establishment of effective communications throughout the Empire, which expanded trade, exploration, scholarship and religious study. Candidates’ opinions or conclusions will be presented clearly and supported by relevant evidence.

2. Examine the role of religion in the maintenance of ‘Abbasid rule.

Candidates will consider the interrelationship between religion and the maintenance of ‘Abbasid rule. Reasons and results may predate or extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to the role of religion in the ‘Abbasid rise to power. Caliphs retained popular support by emphasizing the religious nature of the dynasty and support from religious leaders. Caliphs justified their power by claiming their possession of divine right to rule. Islam helped unite a large and ethnically diverse Empire. Other relevant factors may be considered, for example the role of religion in weakening ‘Abbasid power. The growth of religious dissent undermined ‘Abbasid rule as the Fatimids used their views to create powerful opposition. The tension between Sunni and Shi’a followers was a source of conflict and division. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 2: The Fatimids (909–1171)

3. To what extent did divisions within the Fatimid Empire weaken their claim to the caliphate?

Candidates will consider the merits or otherwise of the suggestion that divisions within the Fatimid Empire weakened their claim to the caliphate. Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to the declining authority of the Fatimid caliphs, which weakened their claim to the caliphate; conflicts within the Fatimid Empire weakened its ability to obtain the caliphate by conquest. Fatimid religious leaders were disillusioned by the weakness of Fatimid leaders and did not provide strong support. Other relevant factors may be addressed, for example the resurgence of the Sunni orthodoxy under the Seljuks and the failure of the Ismaili Fatimids to attract support from other Shi'ites. Their defeat by the Crusaders and the emergence of powerful opponents such as Saladin ended their chances. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. Evaluate the importance of institutions of learning (Dar al-'Ilm) in supporting Fatimid power.

Candidates will make an appraisal of the importance of institutions of learning in supporting Fatimid power, weighing up the strengths and limitations or otherwise. Causes and results may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to the importance of these institutions in producing an educated bureaucracy and the production of missionaries who converted many to the Ismaili sect and spread the influence of the Fatimids. Institutions of learning made Cairo the intellectual centre of Islam and attracted many scholars. This increased the influence of the Fatimids and supported their claim to the caliphate. The institutions of learning increased contact with the non-Islamic world, which served to expand Fatimid commercial influences and prestige. Other relevant factors may be addressed, but with a focus on the question. Candidates' opinions or conclusions will be presented clearly and supported by relevant evidence.

Section 3: The Crusades (1095–1291)

5. Discuss the importance of secular motives for those who participated in the Crusades.

Candidates will offer a considered and balanced review of the importance of secular motives for those who participated in the Crusades. Reasons may predate the time frame, but must be clearly linked to the issue raised in the question. Candidates may refer to the prospect of acquiring land, wealth and social prestige. Adventure seekers and those hoping to escape legal and financial problems were also attracted. The opportunity to become a ruler of a territory was an incentive. Opportunities for establishing trade routes, acquiring profits and monopolies inspired some. Other relevant factors may be addressed, for example the Christian tradition of pilgrimage, the desire to obtain salvation and a desire to protect the Church and demonstrate respect for the papacy. The influence of church leaders also provided an incentive. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. To what extent was Muslim success during the Crusades the result of their weapons and tactics?

Candidates will consider the merits or otherwise of the suggestion that Muslim success during the Crusades was the result of their weapons and tactics. Causes may predate the timeframe, but must be clearly linked to the issue raised in the question. Candidates may refer to the tactical skills of Muslim leaders such as Saladin, improvements in siege weapons which aided the Muslims, as did their mobility, geographic knowledge and strategy of avoiding pitched battles. Other relevant factors may be considered, such as the numerical weakness of the Western forces, the poor leadership shown in many cases by Western forces and the growing strength, unity and confidence of the Muslims after the First Crusade. Declining interest and support for the Crusades by Europe is also an important factor to consider. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 4: The Ottomans (1281–1566)

7. “A lack of opposition was the major reason for the success of Ottoman expansion.” Discuss.

Candidates will offer a considered and balanced review of the statement that a lack of opposition was the major reason for Ottoman expansion. Reasons may predate the timeframe, but must be clearly linked to the issue raised in the question. Candidates may refer to the weakness of the Byzantine Empire which was the Ottomans’ major opponent. The collapse of Tamerlane’s empire had also removed a barrier to Ottoman expansion. European opponents of Ottoman expansion were weak and divided amongst themselves. Some Balkan rulers were willing to submit to Ottoman vassalage. Other relevant factors may be addressed, for example the strong military forces organized by the Ottomans and their extensive military experience, as well as their adoption of the latest military technology and their high level of training. In addition, their tolerant rule of conquered territories attracted much support and weakened their enemies. Candidates’ opinion or conclusions will be presented clearly and supported by appropriate evidence.

8. “The Ottoman Empire made limited changes to the Islamic world.” To what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that the Ottoman Empire made limited changes to the Islamic world. The results may extend beyond the timeframe, but must be clearly linked to the issue raised in the question. Candidates may refer to the Ottomans’ continuation of the policies of their predecessors: maintaining and expanding the Islamic world, organizing the annual pilgrimage to Mecca and Medina and continuing support for the Sunni orthodoxy. They did not make extensive changes to government in the Empire, but collected taxes and allowed local authorities to rule, provided they supported Ottoman policies and demonstrated loyalty to the Empire. They did make cultural changes in architecture and the promotion of the Arabic language in poetry and literature. They also developed trade, diplomatic relations and alliances with the West. Candidates’ opinions or conclusions will be clearly presented and supported by appropriate evidence.

Section 5: Trade and the rise and decline of African states and empires (800–1600)

9. “Trade was more important than the influence of Catholicism to the rise and expansion of the Kingdom of the Kongo.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that trade was more important than the influence of Catholicism to the rise and expansion of the Kingdom of the Kongo. Candidates may offer equal coverage of the two factors, or they may prioritize their discussion of either. However, both will be a feature of the response. Candidates may refer to the external and internal trade in metal goods, cloth, pottery and ivory and the ways in which this facilitated economic growth and territorial expansion. They may note that trade first attracted the Portuguese, and that the Catholic missionary presence contributed to development in the kingdom through the establishment of schools and hospitals. The conversion of Afonso I to Christianity and the spread of a syncretic Catholicism contributed to a strong sense of national identity. Other relevant factors may be addressed, for example the importance of administrative systems, but with a focus on the issues in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. Examine the role of systems of government in the rise **and** decline of the Ghana Empire.

The question requires that candidates consider the interrelationship between systems of government and the rise and decline of the Ghana Empire. Candidates may offer equal coverage of rise and decline, or they may prioritize their examination of either. However, both aspects will be a feature of the response. Candidates may mention that the rulers of Ghana were descended from a long line of kings, arming them with a dynastic legitimacy that strengthened their authority. They commanded a highly centralized and efficient bureaucracy, raising revenue by taxing the trade in gold and salt. As the empire expanded, many states on its periphery fell under its protection. Over time, however, rival empires emerged, such as Sila, and the borderland vassal states were increasingly drawn to these new centres of gravity. The empire contracted, finally splitting apart. Other relevant interrelationships may be considered, for example the role of trade in the rise and decline, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 6: Pre-colonial African states (1800–1900)

11. Discuss the social, economic and political causes of the Mfecane/Difaqane.

The question requires that candidates offer a considered and balanced review of the social, economic and political causes of the Mfecane/Difaqane. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to the rise of Shaka and the wars of conquest unleashed by the Zulu against neighbouring Nguni kingdoms, or to his military innovations, which were then copied by his victims and used against other groups. Candidates may mention social factors, such as the use of age grade regiments, as well as the practice of capturing cattle from defeated enemies and absorbing their women and children into the Zulu state. Candidates may focus on the rapid population growth in the region (followed by a period of drought) that put severe pressure on scarce resources, competition between kingdoms for control of trade routes to the Portuguese port at Delagoa Bay and the slave raids from the Cape that destabilized Nguni society. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

12. Discuss the main reasons for the rise of **two** of the following: the Mandinka Empire under Samori Toure; the Lozi kingdom under Lewanika; the Ndebele kingdom under Mzilikazi and Lobengula; the Asante empire under Osei Tutu; the Nyamwezi under Mirambo; the Hehe state under Mkwawa.

The question requires that candidates offer a considered and balanced review of the reasons for the rise of two of the African states specified in the question. Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of both states, or they may prioritize their discussion of one. However, both will be a feature of the response. Candidates may refer to the role of charismatic leadership in winning support and maintaining the loyalty of subjects. They may stress the importance of economic factors such as trade, which often led to the ability to acquire firearms. Military conquest of rival groups may also be considered, or alternatively the ability to persuade rivals to form alliances or submit and pay tribute. The importance of efficient administrative structures may also be stressed, as well as the role of traditional religious practices and other cultural factors in contributing to the task of state-building. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 7: The slave trade in Africa and the Middle East (1500–1900)

13. “The most important reasons for the expansion of the Atlantic slave trade were rivalries and warfare between African states.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the most important reasons for the expansion of the Atlantic slave trade were rivalries and warfare between African states. Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to the warfare that contributed to the demise of powerful states such as the Songhai Empire before the arrival of Europeans, which made it easier for slavers to establish a coastal presence. They may stress how some groups took advantage of rivals by working with slavers, who provided them with firearms. Candidates may point out that rivalry had led to an existing slave trade in the region, a factor which facilitated the development of the Atlantic trade. Other relevant factors may be addressed, for example technological developments and the impact of plantation agriculture in the Americas, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. To what extent was colonial expansion the main factor in the decline of the East African slave trade?

The question requires that candidates consider the merits or otherwise of the suggestion that colonial expansion was the main factor in the decline of the East African slave trade. Candidates may refer to the British decision to outlaw the slave trade in 1807, and slavery itself in 1834. Abolition of the trade was one of the factors that motivated explorers such as David Livingstone, who viewed formal colonization as key to realizing this goal. As Britain extended its influence, its consul in Zanzibar, John Kirk, pressured the Sultan to end the trade. His decision to close the market in 1873 was a crucial moment in its demise. Candidates may argue that the presence of the Royal Navy in the Indian Ocean was another crucial factor in the suppression of the trade. They may also note that Ethiopia was not colonized and that slavery persisted in that country, or that the Germans formally abolished slavery in their territories, but did little to enforce this. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 8: European imperialism and the partition of Africa (1850–1900)

15. Evaluate the role of national rivalry in the partition of Africa.

The question requires that candidates make an appraisal of the role of national rivalry in the partition of Africa, weighing up the strengths and limitations of its significance as a factor. Candidates may argue that popular enthusiasm for imperialism was perceived as a vote-winner in Europe and encouraged governments to expand in Africa at the expense of rivals – whilst acknowledging that some historians have challenged this interpretation. They may refer more generally to rivalry between powers, Britain and France in particular. Thus, tension resulting from the British occupation of Egypt led to the breakdown of the “gentleman’s agreement” in West Africa and a scramble in that part of the continent. Similarly, Bismarck’s newfound enthusiasm for imperialism and the response of rival powers led to the Berlin West Africa Conference, precipitating a further scramble. Other relevant factors may be addressed, for example economic and strategic factors and the weakness of African states, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. Compare and contrast the activities of King Leopold II of Belgium and De Brazza in the Congo region.

The question requires that candidates give an account of the similarities and differences between the activities of King Leopold II of Belgium and De Brazza in the Congo region, referring to both throughout. There does not need to be an equal number of each. Candidates may refer to the ways in which both were motivated by annexationist ambition in the Congo. Both had economic motives and were inspired by the prospect of material gain: for personal profit in Leopold’s case and for France in the case of De Brazza. Both De Brazza and Stanley, who was Leopold’s agent, competed to sign treaties with African rulers: the “race” to Makoko was won by De Brazza. Candidates may point to the brutal and rapacious nature of Leopold’s rule, in contrast to De Brazza who was viewed as a benevolent administrator. They may also note that Leopold used agents while De Brazza was himself an explorer. De Brazza served as Governor-General of the French Congo while Leopold presided over the Congo Free State, a sort of personal colonial fiefdom. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 9: Response to European imperialism (1870–1920)

17. Examine the results of Menelik II's resistance to European imperialism in Ethiopia.

The question requires that candidates consider the interrelationship between Menelik's resistance to European imperialism and the results of that resistance for Ethiopia. Results may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to Menelik's military success at the Battle of Adowa. This meant that Italy's imperial ambitions were thwarted and Ethiopia's independence preserved. His victory led to the Treaty of Addis Ababa in which Italy rescinded its claims to a protectorate. The border between Ethiopia and Eritrea was formally demarcated to Menelik's advantage. Ethiopian sovereignty was further strengthened through a series of treaties with other European powers, and Menelik was able to expand his territory to the south. Candidates may point out that victory allowed Menelik to bolster his authority at home and embark on a series of modernizing reforms. The economy grew and there were significant developments in the fields of banking, healthcare, education and transport. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. "Collaboration with the British was mainly influenced by the prospect of political gain." Discuss with reference to **either** Khama **or** Apolo Kagwa.

The question requires that candidates offer a considered and balanced review of the statement that collaboration with the British was mainly influenced by the prospect of political gain, with reference to either Khama or Apolo Kagwa. Candidates may refer to ways in which collaboration allowed African rulers to exercise sub-imperialism over rival groups. Khama was able to guarantee the ascendancy of the Bamagwato, and indeed of his family, in Bechuanaland, while Apolo Kagwa was able to preserve the dominance of the Protestant Baganda elite in colonial Uganda. Under the Uganda Act, he became prime minister and was able to use his power to marginalize traditional rivals such as the Bunyoro. Candidates may note that Khama's decision may have been influenced by his Christianity, or his calculation that the British might prove more benevolent colonizers than the Germans or Boers. They may argue that Apolo Kagwa's decision was influenced by the example of Kabaka Mwanga, whose earlier resistance ended in defeat and exile. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 10: Africa under colonialism (1890–1980)

19. Compare and contrast the impact of German and British rule in Tanganyika.

The question requires that candidates give an account of the similarities and differences between the impact of German and British rule in Tanganyika, referring to both throughout. There does not need to be an equal number of each. Candidates may refer to the impact of economic policies on Africans: both the Germans and the British favoured the development of a cash crop economy, and Africans were obliged to pay hut tax to force them into wage labour. Candidates may also point out that neither power attempted to develop Tanganyika as a colony of settlement. For contrast, candidates may make the obvious point that unlike Germany, Britain ruled Tanganyika not as a protectorate but under the terms of a League of Nations mandate. German rule was altogether more brutal, resulting in frequent anti-colonial revolts such as the Maji Maji rebellion. Unlike the Germans, who only relinquished control of Tanganyika following military defeat in the First World War, the British encouraged nationalists like Nyerere and enacted a series of legislative reforms leading to self-government and independence. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

20. "Regional differences were the main factor in shaping political developments in Nigeria during the colonial period." Discuss.

The question requires that candidates offer a considered and balanced review of the statement that regional differences were the main factor in shaping political developments in colonial Nigeria. Candidates may note that the system of administration used by the British was based on regional differences. In the north, a system of indirect rule led to the exercise of power through the former rulers of Sokoto Caliphate. There was less opposition here than in other parts of the territory. Acephalous Igboland was ruled more directly and the paramount chiefs chosen by authorities were deeply unpopular. A modified system of indirect rule was employed in Yorubaland and this was met with considerable resistance. Candidates may point out that nationalist politics developed along regional lines, with the pre-independence period characterized by fierce rivalry between regional parties. Other relevant factors may be addressed, for example economic factors and the broader context of British imperial policy, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 11: 20th-century nationalist and independence movements in Africa

21. Compare and contrast the factors that led to the independence of Angola and South-West Africa.

The question requires that candidates give an account of the similarities and differences between the factors that led to independence in Angola and South-West Africa, referring to both throughout. There does not need to be an equal number of each. Candidates may refer to the role of armed struggle in the achievement of independence in each territory, and of factors such as racial oppression and poverty in fuelling opposition to colonial rule. Conversely, they may argue that it was external factors that led to independence in each country: in Angola, the Carnation Revolution and the collapse of the Estado Novo; in South-West Africa, political pressure on South Africa from the US and the waning of the apartheid system. For contrast, candidates may note South-West Africa's unique status as a UN trust territory and the frequent calls for Pretoria to relinquish control. They may also highlight the role of three liberation movements in Angola – the MPLA, UNITA and the FNLA – in contrast to Namibia where SWAPO was the sole standard-bearer of the independence cause. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

22. Evaluate the contributions of internal and external factors in the achievement of independence in Ghana.

The question requires that candidates make an appraisal of the contributions of internal and external factors in the achievement of independence in Ghana, weighing up the strengths and limitations of each. Candidates may offer equal coverage of internal and external factors, or they may prioritize their evaluation of either. However, both aspects will be a feature of the response. Candidates may refer to the role of Nkrumah and other nationalist politicians in the United Gold Coast Convention and the Congress People's Party, the reforms of Governor Guggisberg, post-war riots and the Burns Constitution, the Positive Action campaign, and negotiations and constitutional developments following Nkrumah's release from jail. For external factors, candidates may note the post-war economic and political weaknesses of the British and the precedent of Indian independence. They may allude to the enthusiasm of some British politicians, including Harold Macmillan, for decolonization, and the fear that Nkrumah might draw close to the Soviet Union if there were to be any further delays to independence. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 12: The Ottoman Empire (c1800–1923)**23.** To what extent can Abdul Hamid be considered a reformer?

Candidates will consider the merits or otherwise of the suggestion that Abdul Hamid can be considered a reformer. Reasons and/or results may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to his proclamation of the 1876 constitution, establishing a constitutional monarchy and individual rights. He improved Ottoman finances, reduced debt and the cost of government as well as modernizing communications, transportation and the armed forces. However, he abused the constitution to exercise absolute power. Parliament was never summoned after 1878. He eliminated opposition through extra-legal means, operated a ruthless secret police service and brutally persecuted minority groups. Other relevant factors may be addressed, for example his successes/failures in foreign relations and how they affected the improvement or modernization of the Ottoman Empire. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. Evaluate the impact of the First World War on the Ottoman Empire up to 1923.

Candidates will make an appraisal of the impact of the First World War on the Ottoman Empire up to 1923, weighing up its strengths and limitations or otherwise. Consequences may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to the dissolution of the Empire and its reduction to a limited area of Anatolia. Extensive loss of life and widespread damage to property and installations also resulted. The Treaty of Sevres provoked an armed nationalist movement under Ataturk. This war of resistance led to widespread ethnic persecutions and expulsions from Turkish and Greek territory. A war against Greece occurred in 1922 and resulted in the Turkish recovery of extensive territory, confirmed by the Treaty of Lausanne, which established the boundaries of modern Turkey. The Sultan was expelled and Turkey became a democratic republic under the leadership of Ataturk. Candidates' opinions or conclusions will be clearly presented and supported by appropriate evidence.

Section 13: War and change in the Middle East and North Africa 1914–1945**25. Evaluate British administration in Iraq and Transjordan.**

Candidates will make an appraisal of the British administration in Iraq and Transjordan, weighing up its strengths and limitations or otherwise. Consequences/results may extend beyond the timeframe, but must be clearly linked to the issue raised in the question. Candidates may refer to British policies that were successful in moving Iraq towards independence, achieved in 1932, resolved boundary disputes and provided Iraq with revenues from its oil fields. Britain did not implement a democratic state and continued to maintain military bases and oil rights, which led to unrest and demonstrations from Iraqi nationalists. Transjordan was given increased autonomy after the First World War and became almost entirely independent by 1939 and fully so in 1946. Britain provided financial support and training for the armed forces throughout the period, even after independence and Emir Abdullah's installation as king. The British support of Abdullah was instrumental in uniting the country. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

26. "Jewish immigration to Palestine was the main cause of Arab-Jewish tensions up to 1939." Discuss.

Candidates will offer a considered and balanced review of immigration as a cause of Arab-Jewish tensions up to 1939. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to increased Jewish immigration after 1919, causing the Arabs to fear the creation of a Jewish state and the denial of Arab sovereignty. British failure to accept the limits on immigration proposed in the 1930 White Paper led to riots and the Arab rebellion between 1936 and 1938. Other relevant factors may be addressed, for example increasing Jewish economic power through land purchases and industrial development, and the creation of Jewish armed forces, which threatened Arab power. British policies, beginning with the Balfour Declaration, were contradictory, which raised suspicions on both sides. Growing Arab nationalism in the Middle East also contributed to the disputes in Palestine. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 14: Africa, international organizations and the international community (20th century)

27. Examine the reasons for the successes **and** failures of the Economic Community of West African States (ECOWAS).

The question requires that candidates consider the interrelationship between the reasons for failure and the reasons for success of ECOWAS. Candidates may offer equal coverage of reasons for success and failure, or they may prioritize their examination of either. However, both aspects will be a feature of the response. They may refer to the need for economic growth through regional cooperation as a factor in the success of ECOWAS. The West African Economic and Monetary Union (UEMOA), a customs union and single currency, was created by francophone countries in 1994. Similarly, the West African Monetary Zone (WAMZ) was a monetary zone founded by other members with the aim of achieving fiscal integration in ECOWAS. The desire to preserve security led to the creation of the ECOWAS Monitoring Group (ECOMOG), a body that intervened with some success in the civil war in Liberia. Candidates may refer to political rivalries and linguistic divisions as a major obstacle to success. They may also point to political instability and the frequent coups in the region, something that ECOWAS has been powerless to prevent. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

28. "United Nations intervention was a complete failure." Discuss with reference to **two** of the following: Congo, Mozambique, Somalia, Rwanda.

The question requires that candidates offer a considered and balanced review of the statement that United Nations intervention was a complete failure, with reference to two of the four countries specified. Candidates may offer equal coverage of either of the two the countries selected, or they may prioritize their discussion of either. However, both will be a feature of the response. Candidates may argue that UN intervention in Somalia foundered when its operations were disrupted by militia activity. An American attempt to capture Mohamed Aidid failed and the UN withdrew shortly afterwards. Candidates may argue that UN intervention in Rwanda also failed. The UN Assistance Mission for Rwanda (UNAMIR) mandate was insufficiently robust and it was powerless to prevent the genocide that engulfed the country. On the other hand, the UN Operation in the Congo (ONUC) was able to partially fulfil its mission by restoring stability and preventing the secession of the Katanga region. Moreover, the UN Observer Mission in Mozambique (UNOMOZ) was successful in monitoring and verifying the ceasefire that ended that country's civil war. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 15: Developments in South Africa 1880–1994

29. Evaluate the effectiveness of protest against the segregation policies of Smuts and Hertzog (1910–1948).

The question requires that candidates make an appraisal of the effectiveness of protest against the segregationist policies of Smuts and Hertzog in South Africa. Candidates may refer to the creation of the South African Native National Congress (SANNC) in 1912, but argue that it was initially an elitist group petitioning the government for gradual reforms. Delegations were sent to London to protest the introduction of segregation policies, but to very limited effect. Candidates may point to the emergence of a more radical but short-lived opposition in the 1920s in the form of the Industrial and Commercial Workers Union (ICU). They may also note that the African National Congress (ANC) did not initially forge links with the white labour movement. Blacks were not involved in the Rand Rebellion, the most significant revolutionary challenge to the government during the segregation period. However, candidates may point out that the ANC was radicalized and revitalized following the Second World War. The Miners' Strike of 1946 marked the beginning of a more radical, mass-based opposition to white minority rule. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

30. "De Klerk's actions had limited impact on the end of the apartheid system." To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that FW De Klerk's actions had limited impact on the end of the apartheid system. Candidates may agree with the statement by arguing that South Africa was already in deep trouble by the time De Klerk became state president, with its economy in crisis, violent unrest in the townships and global condemnation of the apartheid system. Alternatively, they may stress the role of other figures, such as Nelson Mandela. Candidates may disagree with the statement by pointing to De Klerk's acknowledgement that the future of the Afrikaner people could be best guaranteed not by the continuation of apartheid but by its reform and eventual dismantlement. They may refer to his decision to unban the African National Congress (ANC), negotiate with Mandela and then release him from jail. De Klerk agreed to the creation of the Convention for a Democratic South Africa (CODESA), which paved the way for the first non-racial elections in 1994. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 16: Social and cultural developments in Africa in the 19th and 20th centuries

31. Examine the reasons for the spread of Christianity in Africa in the 19th and 20th centuries.

Candidates will consider the interrelationship of Christianity and its spread in Africa in the 19th and 20th centuries. Causes may predate the timeframe, but must be clearly linked to the issue raised in the question. Candidates may refer to the exploration of Africa and medical advances which opened Africa to missionaries. The wealth of Western Europe provided financial support for missions, imperial conquests brought military protection and improved communications. Converts were attracted by the economic and educational benefits that the Church provided. The defeat of non-Christian powers through colonial wars opened opportunities for Church expansion. Church opposition to the slave trade and support for many initiatives of social progress also attracted many converts. The prestige of the colonial powers attracted ambitious individuals who wished to associate with Western power and converted in order to be accepted by Europeans. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

32. Compare and contrast the impact of colonialism on cultural values in **two** African countries.

Candidates will give an account of the similarities and differences between the impact of colonialism on cultural values in two African states, referring to both throughout. There does not need to be an equal number of each. Consequences may extend beyond the timeframe, but must be clearly linked to the issue raised in the question. Candidates may refer to the influence on traditional art, music, crafts and literature. Traditional gender relationships and ethnic relations may be discussed, together with the influence of religion and other spiritual practices, as well as family relations including marriage/divorce, size of families and multi-generational living. Lifestyle changes, including dress and the use of media and modern communications, may also be considered. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 17: Post-war developments in the Middle East (1945–2000)

- 33.** Discuss the causes of, and the effects of, the intifadas.

Candidates will offer a considered and balanced review of the reasons for and the effects of the intifadas. Causes and consequences may extend beyond the timeframe, but must be clearly linked to the issues raised in the question. Candidates may offer equal coverage of causes and effects, or they may prioritize their discussion of one of them. However, both aspects will be a feature of the response. For causes, candidates may refer to the expansion of Israeli settlements, the domination of the Palestinian economy by Israel, which was blamed for widespread poverty, and the lack of support for the Palestinian cause from other countries, which encouraged the Palestinians to act. The effects included numerous Palestinian casualties which made the demonstrations more militant, together with Israel's loss of popularity at home and abroad. The Palestinian Liberation Organization (PLO) gained support for its two-state proposals. Other relevant factors may be addressed, for example Middle Eastern wars and the role of international organizations. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 34.** "Economic problems were the main cause of the 1979 Iranian Revolution." To what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that economic problems were the main cause of the 1979 Iranian Revolution. Causes may predate the timeframe, but must be clearly linked to the issue raised in the question. Candidates may refer to the hardship caused by periods of rapid inflation, the increased income disparity between rural and urban areas as well as social classes. The extravagance of the imperial court and the rise in military spending caused resentment. Other relevant factors may be addressed, including the lack of political debate, the ruthless suppression of opposition and alienation of supporters of democracy, and the close relationship with the United States which alienated many who resented the influence of foreign powers. The modernizing policies of the Shah offended traditionalists and devout Muslims. The ability of Ayatollah Khomeini to unify all the opponents of the Shah was a key factor. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 18: Post-independence politics in Africa to 2005

35. “Personal ambition was the main cause of ethnic conflict.” Discuss with reference to **two** African countries.

The question requires that candidates will offer a considered and balanced review of the statement that personal ambition was the main cause of ethnic conflict in two African countries. Candidates may refer to individual leaders who sought to justify their seizure of power by encouraging conflict with other ethnic groups, who were deemed inferior or hostile. They may also look at ways in which individual rulers introduced new ideologies to encourage opposition to other ethnic groups in order to seize their land, power, etc. Other explanations of ethnic conflict may be addressed, for example the role of external influences, either physical or ideological; the legacy of colonial rule; long-standing ethnic rivalries; or rapidly changing economic, social or ideological circumstances. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

36. With reference to **two** African countries, examine the reasons for their success or failure in returning to multi-party democracy.

Candidates will consider the interrelationship between success and failure in the return to multi-party democracy in two African countries. Candidates may refer to reasons for success including the collapse of the non-democratic group through war, death of a leader, internal division or external intervention. Other reasons may include the rise of a democratic leader with wide popular support and internal and/or external support, and improved economic and social conditions including better ethnic relations. Reasons for failure may include the measures of the ruling party to eliminate opposition, the lack of a credible opposition movement or leader, the failure of opponents of the regime to co-operate due to ethnic or other differences, or the intervention of external forces to support the non-democratic regime and prevent any changes in ruler. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.
