

Markscheme

November 2023

History

Higher level

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

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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	- 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	- 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	- 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	- 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	- 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	Response does not reach a standard described by the descriptors above.

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

1. “Centralized government was the most important reason for ‘Abbasid economic success.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that centralized government was the most important reason for Abbasid economic success. Candidates may discuss ways in which the establishment of a centralized government led to the creation of effective financial, legal and communications systems, which aided commerce as well as the peace and security of the Empire. Powerful viziers exercised tight control over provincial governors and the civil service was extensive and cohesive, bringing in revenues for the treasury through a range of taxes. The expansion of the Empire and its extensive diplomatic contacts provided new markets and materials for the economy. Candidates may discuss other relevant factors: the advancement of science and technology which helped expand commercial opportunities; the continued growth of the Empire which enabled merchants to establish markets in Africa and Asia; the social status of merchants in the Islamic world which encouraged them to continue their efforts to develop the economy. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. “Religious conflict was the main reason for the breakdown of ‘Abbasid authority.” To what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that religious conflict was the main reason for the decline of Abbasid authority. Candidates may refer to religious conflict with the Umayyads and the Fatimids which caused a loss of Abbasid power. Other sectarian groups engaged in periodic uprisings which further weakened Abbasid authority. Internal struggles between the Shi’a and Sunni factions caused internal dissension and political factionalism. Attacks from Christian forces such as the Crusaders and Byzantines further weakened Abbasid power. Other factors in the breakdown of Abbasid authority which may be addressed include: the size of the Empire and its cultural diversity, which made control difficult; the decline of dynastic authority in the 9th century and the financial weakness caused by excess and corruption, which undermined the central authority; the rise of powerful military groups such as the Seljuks which resulted in the drastic reduction of Abbasid authority. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.

Section 2: The Fatimids (909–1171)

3. Discuss the reasons why the Fatimids failed to successfully claim the Caliphate.

Candidates will offer a considered and balanced review of the reasons why the Fatimid dynasty failed to successfully establish a 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 fact that the Fatimid claim came at a time when their military power was declining; they faced challenges from the Umayyad dynasty which was seizing their territory. Their Ismaili doctrine was not accepted by the majority of the Islamic world, which made their claim to the Caliphate unpopular. Their religious position was further weakened by sectarian divisions within the Ismaili community which lessened their credibility as the leader of Islam. Candidates may also discuss the emergence of powerful rivals such as the Seljuks, who had arisen to claim the Caliphate and sought to suppress the Fatimids. The political and racial divisions and conflicts within the Fatimid Empire made them less able to exert their authority. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question, and candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. Evaluate the impact of institutions of learning on the Fatimid Empire.

The question requires that candidates make an appraisal of the impact of institutions of learning on the Fatimid Empire, weighing up their strengths and limitations. Consequences may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to strengths such as the establishment of academic institutions such as Al-Azhar and Dar-al-ilm, which added to Fatimid prestige in the Islamic world and supported their claim to be its leader. The institutions attracted scholars from all countries and faiths. This caused Cairo to replace Baghdad as the intellectual centre of Islam, positioning the Fatimid Empire at the cultural heart of the Muslim world. Foreign scholars expanded diplomatic relations and promoted commercial activity, thus enhancing trade across the region and contributing to the economic success of the Fatimids. The institutions of learning trained many Ismaili missionaries and contributed to the strengthening of Fatimid government by training skilled administrators. Limitations may include the sectarian nature of education in academic institutions, which occasionally led to revolts against the Fatimids. Candidates' opinions or conclusions will be clearly presented and supported by appropriate evidence.

Section 3: The Crusades (1095–1291)

5. “Secular motives were the main reason for involvement in the First Crusade.” Discuss.

Candidates will offer a considered and balanced review of the statement that secular motives were the main reason for involvement in the First Crusade. Reasons may predate the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to the fact that the Crusades offered participants the chance to acquire land, titles, material wealth and an enhanced reputation. Crusaders were forgiven their debts and would have a chance to display their military skills, participate in a grand adventure and escape problems in Europe. The merchants and mercantile towns joined the Crusading movement for great commercial opportunity through charges for equipment, transportation and the chance to gain trade rights. Other factors may be discussed: the religious tradition of pilgrimage was a strong inducement, as was the chance of obtaining salvation through a papal grant of absolution for participants. Another religious motive was the papal desire to support the Orthodox Church and repair the Great Schism of 1054. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates' opinions or conclusions will be presented clearly and supported by relevant evidence.

6. Discuss the view that Islamic military power was the main reason for the failure of the Crusades.

Candidates will offer a considered and balanced review of the view that Islamic military power was the main reason for the failure of the Crusades. Causes may predate the time frame but must be clearly linked to the issue raised in the question. Candidates may refer to the increased size and improved tactical skills of the Islamic forces, such as in siege warfare. The emergence of superior military leaders such as Saladin and Baibars gave them a further advantage. The morale of the armed forces was very high as a result of victories. Other relevant factors may be discussed: the declining support for the Crusading movement which reduced the size of their armies and morale; the poor quality of Christian leadership as shown in the Second, Third and Fourth Crusades, which resulted in numerous defeats and further loss of support. Failure to co-operate with the Byzantine Empire was another reason for failure. The political unity of the Islamic world was a further source of their strength. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates' opinions or conclusions will be clearly presented and supported by relevant evidence.

Section 4: The Ottomans (1281–1566)

7. To what extent was the contest between the Ottomans and the Safavids caused by religious differences?

Candidates will consider the merits or otherwise of the suggestion that the contest between the Ottomans and the Safavids was the result of religious differences. Causes may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to the Ottomans, who were the leaders of Sunni Islam, while the Safavids supported the Shi'ites. This competition for the leadership of Islam led to conflict. Other relevant factors may be addressed, including the Safavid presence in Iran which posed a threat to Ottoman borders. The Safavids were of Turkish origin and had many supporters inside the Ottoman Empire, which made them a strategic and religious threat. The Ottoman sultan, Selim I, was an aggressive individual who sought to crush any potential sources of opposition. The Safavids were seen as a distraction to the strategic goal of expanding into the Middle East and Europe, and as such they had to be eliminated. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the suggestion, but their opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.

8. Discuss the view that the Ottoman Empire made few changes to the Islamic world.

Candidates will offer a considered and balanced review of the view that the Ottoman Empire made few changes to the Islamic world. The consequences may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to the fact that the Ottomans continued administrative and government forms established by the Abbasids. They did not interfere significantly with local customs or replace local officials in conquered areas, as long as taxes were paid and no opposition arose. Candidates may discuss changes such as the new legal codes introduced during the reign of Suleiman the Magnificent, and the expansion of the presence and privileges of non-Muslims. Some cultural changes took place as the Ottomans promoted Persian as a language of culture and supported the Sufi sects within Sunni Islam. The establishment of Istanbul as the capital increased the power and prestige of Islam and made it the economic and intellectual capital of the Western world. The greatest change to the Islamic world was its expansion under the Ottomans and its development of diplomatic relations with Europe and the recognition of the Empire as a world power. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

9. “The main impact of trans-Saharan trade was the Islamization of West Africa.” To what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that the main impact of trans-Saharan trade was the Islamization of West Africa. Consequences may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to the role of Muslim traders from North Africa, who sought to convert West Africans to their faith. Traders in the Ghana Empire preferred to deal with fellow Muslims, and while the empire itself was not Islamic, Muslim converts were involved in its administration. Mansa Musa made Islam the state religion of his Mali Empire, while other polities in the region such as Songhai and the Hausa city states were also Islamic. Candidates may disagree with the statement by arguing that the main impact of trade was not the spread of Islam but the rise of great empires. Additionally, Islamization was limited due to many in the region continuing to follow traditional belief systems. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.

10. Evaluate the importance of economic organization to the rise and expansion of the Kingdom of the Kongo.

Candidates will make an appraisal of the importance of economic organisation to the rise and expansion of the Kingdom of the Kongo, weighing up its significance or otherwise. Candidates may refer to ways in which the growth of the kingdom was fuelled by the trade in slaves and ivory, with the Congo River connecting it to the continental interior. A sophisticated regional economy resulted with the capital, Mbanza Kongo, emerging as a centre of trade. Artisanal goods such as copper ware, cloth and pottery were produced, and the expansion of the capital stimulated food production in the countryside. Candidates may look at ways in which economic activity was promoted by the use of the nzimbu shell as a currency, and how the state was able to raise revenue through an effective system of taxation. Candidates may consider limitations such as the role of non-economic factors on the rise and expansion of the kingdom. These may include leadership, political organisation and the introduction of the Catholic faith. Both importance and limitations must be clearly indicated but there does not need to be an equal focus on each. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question.

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

11. Compare and contrast the rise of the Sokoto Caliphate and the rise of the Mahdist state in Sudan.

Candidates will give an account of the similarities and differences between the Sokoto Caliphate and the Mahdist state in terms of their rise, referring to both throughout. Factors identified may predate the timeframe but they must be clearly linked to the issue raised in the question. For comparison, candidates may note the importance of charismatic leadership and religion, with Usman Dan Fodio using jihad to conquer the Hausa states while Mohammed Ahmed led a religious rebellion against Egyptian rule in Sudan. Each used economic factors to win support: Usman was backed by poor peasant pastoralists while the Mahdi was supported by merchants whose trade had been suppressed. For contrast, candidates may focus on political structure: Usman built a loosely federated Caliphate, while the Mahdi's successors tried to create a more centralised state. The rise of the Caliphate was boosted by the emergence of a strong market-based economy, while the economy of Sudan declined following the death of Mohammed Ahmed. The Sokoto Caliphate inspired other jihads and enjoyed good relations with its neighbours, while the Mahdist state fought wars against Ethiopia and was invaded by the British. Both similarities and differences must be clearly indicated but there does not need to be an equal number of each.

12. “The most important factor in the rise of African states was political.” Discuss with reference to **two** of the following: the Mandinka Empire under Samori Toure; the Lozi kingdom under Lewanika; the Ndebele kingdom under Mziklikazi and Lobengula; the Asante empire under Osei Tutu; the Nyamwezi under Mirambo; the Hehe state under Mkwawa.

Candidates will offer a considered and balanced review of the statement that the most important factor in the rise of African states was political, with reference to two of the named states. Factors may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may discuss the personality and leadership ability of the named individuals in the question. They may consider the role of military organisation and conquest of neighbouring states, as well as use of diplomacy and persuasion in allowing states to achieve ascendancy in their region. They may also discuss the success of leaders in responding to external threats. This may include the use of strategies of resistance and/or collaboration in combatting the threat of colonisation. Candidates may disagree with the statement by considering other factors in the rise of African states, including economic structure, success in trade, religion, and traditional cultural practices and belief systems. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement, but their 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 main impact of the slave trade on Africa was loss of population.” Discuss.

Candidates will offer a considered and balanced review of the statement that the main impact of the slave trade on Africa was loss of population. Consequences may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to the loss of many millions due to the Atlantic and East African trades, and the long-term economic consequences of demographic decline. Those taken were typically young adults who were healthy and productive. Others who avoided capture were reluctant to engage in agricultural activity for fear of enslavement. Candidates may discuss other impacts, such as the legacy of warfare among African groups due to slaving raids, as well as the break-up of powerful states which were destabilised by the trade. They may argue that the later colonisation of the continent was facilitated by this fragmentation, by the enormous wealth that accrued to Europe due to the trade, and by the racist attitudes which accompanied it. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 14.** Compare and contrast the reasons for the decline of the Atlantic slave trade and the East African slave trade.

Candidates will give an account of the similarities and differences between the reasons for the decline of the Atlantic and East African slave trades, referring to both throughout. For compare, candidates may refer to the importance of moral condemnation in the decline of both trades. The emergence of an abolitionist movement in Britain contributed to the 1807 Slave Trade Act and the decline of the Atlantic trade, while missionary explorers like Livingstone were at the forefront of the movement to end the East African trade. Similarly, laws such as the 1807 Act and the 1833 Abolition of Slavery Act, and the enforcement of these laws by the Royal Navy, were key to the decline of both trades. For contrast, candidates may note that the collapse of the East African trade was sudden, with the closing of the markets in Zanzibar in 1873 proving a decisive factor, while the decline of the Atlantic trade was more drawn out, and due largely to economic and technological changes which over time reduced the demand for slaves in the Caribbean. Both similarities and differences must be clearly indicated but there does not need to be an equal number of each.

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

- 15.** “The main economic cause of the partition of Africa was Europe’s need for raw materials.” Discuss.

Candidates will offer a considered and balanced review of the statement that the main economic cause of the partition of Africa was Europe’s need for raw materials. Causes may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may discuss factors such as European demand for West African raw materials like ground nuts and cocoa, but especially palm oil. King Leopold’s interest in the Congo, with its abundance of ivory and rubber, was another stimulus to partition. Other areas were similarly desired for their commodities: Egypt for its cotton, and Southern Africa for minerals, where commercial chartered companies played a role in the partition. Candidates may disagree with the statement by discussing other economic causes of the partition, such as the need for new markets and outlets for investment of surplus capital. They may also note that even after the partition, most raw materials imported by European powers were sourced from outside Africa. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 16.** Examine the impact of British concerns over the sea route to the east on the partition of Africa.

Candidates will consider the interrelationship between British concerns over the sea route to the East and the partition of Africa. Impact may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Candidates may refer to the argument that a major cause of the partition was Britain’s seizure of territory in Africa in order to secure strategic points on the sea routes to its empire in India, and the response of other European powers to these moves. Britain took the Cape from the Dutch in 1806 and attempted to federate all of South Africa later in the century. Candidates may also consider Anglo-French rivalry in Egypt. This resulted from the construction of the Suez Canal, which opened up a shorter sea route to the East. French anger at the British military occupation of Egypt caused the breakdown of the “gentlemen’s agreement” in West Africa, precipitating more colonisation in that region. Similarly, British concerns over the activity of German explorers in East Africa, and its fear that its rival might seize the headwaters of the Nile and threaten its rule over Egypt, led it to firm up its position in Uganda. While other, relevant, interrelationships may be considered, the bulk of the response will remain on those raised in the question.

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

17. Examine the significance of political and economic factors to Menelik II's successful resistance to imperialism.

Candidates will consider the interrelationship between political and economic factors and Menelik II's success in resisting imperialism. Factors may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of political and economic factors, or they may prioritize their examination of either. However, both aspects will be a feature of the response. Candidates may refer to Menelik's success in winning the support of other princes in the region. This allowed him to send out a huge army to meet the Italians at Adwa. His diplomatic prowess led to the Treaties of Wuchale and Addis Ababa with Italy, while an Anglo-Ethiopian Treaty demarcated frontiers that were favourable to the Ethiopians. The founding of Addis Ababa as a permanent capital in 1887 was another key moment in establishing Ethiopia as a modern state capable of resisting colonisation. Candidates may note that success in trade allowed Menelik to import firearms, while he used economic incentives such as railway concessions to improve relations with other powers such as France and Russia. While other, relevant, interrelationships may be considered, such as the significance of military factors to the success of resistance, the bulk of the response will remain on those raised in the question.

18. Evaluate the effectiveness of Kabaka Mwanga and Apolo Kagwa's responses to the threat of European imperialism.

Candidates will make an appraisal of the effectiveness of Kabaka Mwanga and Apolo Kagwa's responses to the threat of European imperialism, weighing up the strengths and limitations of the response of each leader. Factors may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of the two or they may prioritize their evaluation of either. However, both rulers will be a feature of the response. A comparative approach may or may not be used. Candidates may evaluate Mwanga's response to the presence of European missionaries: his decision to execute converts led to intervention and defeat by the British. They may argue that Mwanga then achieved some success by ceding partial sovereignty to the British East Africa Company in order to regain his crown. He signed treaties with Lugard, but then changed his mind and declared war on Britain, leading to defeat and exile in 1898. Candidates may argue that Apolo Kagwa's strategy of collaboration was more effective. He negotiated the Uganda Treaty, making Buganda a British protectorate but winning a privileged position for his community within the new colonial order. Both strengths and limitations must be clearly indicated but there does not need to be an equal focus on each.

Section 10: Africa under colonialism (1890–1980)

19. Evaluate the impact of British economic and social policies in Kenya

Candidates will make an appraisal of the impact of British economic and social policies in Kenya, weighing up their success or otherwise. Candidates may offer equal coverage of economic and social policies, or they may prioritize their evaluation of either. However, both aspects will be a feature of the response. Candidates may refer to the construction of the Uganda railway, which encouraged economic activity in the interior and made European settlement viable. They may note the government's encouragement of a cash-crop economy based on the production of tea and coffee, but argue that it failed to promote industry or otherwise develop a more diversified economy. Social policies included encouraging European migration to the White Highlands; however, this led to the expropriation of Kikuyu land and a major squatter problem, both of which were factors that contributed to the Mau Mau uprising. Some education was provided for Africans but it was mostly vocational and of limited quality, and traditional cultural practices were suppressed. Both success and limitations must be clearly indicated but there does not need to be an equal focus on each. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question.

20. Evaluate the impact of French colonial rule in Senegal.

Candidates will make an appraisal of the impact of French colonial rule in Senegal, weighing up its strengths and limitations. Impact may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Candidates may refer to economic development in the colony, which focusing on peasant production of cash crops for export. However, the majority of Senegalese remained poor. There was an attempt to develop infrastructure, especially roads and railways, with limited provision of education and health facilities. Candidates may emphasise the positive impact of some political policies, such as the policy of assimilationist policy which was followed in the Four Communes. However, this was not extended to other areas of West Africa, and the tenor of colonial rule remained largely racist. Later, moderate nationalism was encouraged, with Africans permitted to sit in the National Assembly, and constitutional reforms following the Second War granted limited self-rule and universal suffrage to Senegal. Candidates may refer to the French attempt to create a new West African Community, the failure of which led to full independence in 1960. Both strengths and limitations must be clearly indicated but there does not need to be an equal focus on each.

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

- 21.** Evaluate the significance of internal and external factors to the achievement of independence in Angola.

Candidates will make an appraisal of the significance of internal and external factors to the achievement of independence in Angola, weighing up the importance or otherwise 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 evaluate the significance of internal factors such as the racist policies of the colonial government, which grew as a result of the expansion of the white settler community after 1945 and which contributed to the growth of African nationalism and the outbreak of liberation war. They may also consider the importance of ethnic factors in the emergence of nationalist movements which fought for liberation, and the role of leaders, as well as labour disputes such as the Baixa de Cassanje revolt. For external factors, candidates may examine the support of newly-independent African states which offered cross-border military bases to nationalist groups, as well as the support of rival superpowers of the three nationalist parties. The significance of the Carnation Revolution in Portugal may also be considered. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question.

- 22.** Compare and contrast the contributions to independence of Nkrumah in the Gold Coast and Nyerere in Tanganyika.

Candidates will give an account of the similarities and differences between the contributions to independence of Nkrumah in the Gold Coast and Nyerere in Tanganyika, referring to both throughout. For compare, candidates may refer to the two leaders' charisma and dominance of their respective nationalist movements: the Convention People's Party in the Gold Coast and the Tanganyika African National Union in Tanganyika. Both were on the political left, yet each was able to persuade Britain that its interests would be best served by a swift handover of power to Africans. Each enjoyed a good relationship with colonial administrators - Nkrumah with Lyttleton, Nyerere with Turnbull - and used this influence to urge constitutional reforms accelerating the move to independence. For contrast, candidates may note that Nyerere was viewed as a relatively moderate, unlike Nkrumah, who spent time in jail following the Positive Action Campaign. Nkrumah, unlike Nyerere, had to win over the intransigence of traditional authorities, and had bigger obstacles to overcome due to the Gold Coast being the first African country to achieve independence. Contrastingly, Nyerere benefited from Tanganyika's status as a UN Trust Territory. Both similarities and differences must be clearly indicated but there does not need to be an equal number of each.

Section 12: The Ottoman Empire (c1800–1923)

- 23.** Evaluate the impact of Muhammad Ali's challenge to Ottoman power.

Candidates will make an appraisal of Muhammad Ali's challenge to Ottoman power, weighing up its importance or otherwise. Candidates may argue that Muhammed Ali's challenge to Ottoman power was significant by stressing ways in which he gained military strength through modernization. This influenced the Ottomans to begin improving their own military. Ali's rise to power showed the Ottomans their weakness, to the point that they needed allies to defend their Empire. Ali conquered Syria and threatened Istanbul, forcing the sultan into an alliance with Russia, a remarkable diplomatic development. Ali's power also forced the sultan into a treaty with Western powers which gave them the commercial domination of the Empire and crippled the Empire's finances with long-term consequences. Candidates may argue that the most significant impact was that Egypt became an independent state, resulting in a major loss of territory, wealth and prestige for the Empire. This encouraged other regions to seek independence. They may argue that the impact of Ali's challenge was limited, as the Empire was already in a significant state of decline even prior to his emergence. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 24.** Examine the importance of the First World War to the rise of Ataturk.

Candidates will consider the inter-relationship between the First World War and the rise of Ataturk. Candidates may examine Ataturk's status as a nationalist leader prior to 1914; however, Gallipoli made him a national hero and respected soldier. The Turkish defeat led to the sultan signing the Treaty of Sevres which created great resentment amongst Turkish nationalists, who looked for a leader for the resistance. In addition, the sultan's actions caused loss of support for the Ottomans and the imperial form of government. Candidates may examine how Ataturk's fame allowed him to take advantage of the unrest and become leader of the resistance to Sevres and the Ottomans. The First World War helped create the Russian Revolution and provided an opportunity for Ataturk to gain an alliance with the Bolsheviks against the West. Ataturk got Russian arms and used them to drive out the Greeks and then the British from Istanbul. Candidates may argue that this made him a national hero and leader of the reform movement. Ataturk used his power to end the Empire, evict the sultan and force the Allies to replace Sevres with a new treaty and make himself head of the Turkish republic. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 13: War and change in the Middle East and North Africa 1914–1945

- 25.** Evaluate the impact of the Declaration of Independence on British influence in Egypt.

Candidates will make an appraisal of the impact of the Declaration of Independence on British influence in Egypt, weighing up its importance or otherwise. Impact may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may evaluate significance by arguing that impact was limited, referring to the fact that the Declaration of independence was made unilaterally by Britain to protect its interests in an independent Egypt. No Egyptian input was permitted, and the head of the Wafd was deported. Britain retained control of the Suez Canal, the defence of Egypt, foreign relations and the Sudan. Britain intervened in the work of the constitutional convention to create a more democratic framework. Candidates may argue that the impact was significant by referring to the creation of an Egyptian parliament, and a growing nationalist movement which put some limit on British power. Nationalist agitation forced Britain to reduce its influence through the 1936 Treaty of Alliance. Both significance and limitations must be clearly indicated but there does not need to be an equal focus on each. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question.

- 26.** Discuss the importance of economic issues to the Arab–Jewish dispute in Palestine up to 1945.

Candidates will offer a considered and balanced review of the importance of economic issues as a cause of the Arab-Jewish dispute in Palestine up to 1945. Causes may predate the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to the impact of large Jewish land purchases supported by foreign capital and organised by Zionist agencies such as the Jewish National Fund. This caused landlessness, displacement and unemployment amongst Arabs. The wealth provided by outside sources gave Jews an economic advantage which caused resentment. Jewish industries and businesses displaced many Arab enterprises, leading to unrest, aided by the Jewish refusal to employ Arabs, leaving them in poverty. As the economy developed Jewish communities became increasingly urbanised, with the majority employed in relatively well-paying jobs. Candidates may also discuss the great influx of Jewish refugees in the 1930s, which caused the Arabs to fear being overwhelmed and heaped further economic distress on Arab communities. This contributed to the outbreak of the Arab Rebellion of 1936-38. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question, and 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. Evaluate the success of the Organization of African Unity (OAU) up to 2000.

Candidates will make an appraisal of the success of the Organisation of African Unity up to 2000, weighing up its strengths and limitations. Factors identified may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to successes such as the OAU's contribution to ending colonialism and the apartheid system in South Africa. Its Liberation Committee was established for this purpose. They may note that it was successful in promoting regional economic integration, working with organisations such as ECOWAS, SADC and the EAC. It collaborated with the UN, working towards conflict resolution and solving social problems such as refugee crises. Candidates may also refer to failures, such the inability of the OAU to achieve closer integration due to fundamental ideological differences concerning Pan-Africanism among its members. Its non-intervention policy severely limited its capacity to respond to internal crises or civil wars, or to help rid the continent of dictators and despots. Candidates may also note its inability to prevent the withdrawal of Morocco from membership following recognition of the independence of the Western Sahara. Both strengths and limitations must be clearly indicated, but there does not need to be an equal focus on each.

28. “The Cold War had limited impact on African countries.” With reference to **two** African countries, to what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that the Cold War had limited impact on African countries, with reference to two countries. Impact may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of the two countries, or they may prioritize their assessment of either. However, both aspects will be a feature of the response. A comparative approach may or may not be used. Candidates may agree with the statement by referring to the fact that many countries managed to remain neutral during the Cold War, while the likes of Ghana and Tanzania were leading members of the Non-Aligned Movement. Countries received limited financial support from superpowers, and regional issues and organisations played a more important role in shaping diplomatic alignments than superpower rivalry. Candidates may disagree by arguing that some countries were destabilised due to superpower interference, or that they found themselves involved in proxy wars with neighbouring states. They may note that superpower support sometimes had the effect of propping up corrupt and unpopular governments. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence and sound argument.

Section 15: Developments in South Africa 1880–1994

- 29.** Discuss the consequences of the South African War up to 1909.

Candidates will offer a considered and balanced review of the course of the consequences of the South African War. Consequences may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to lasting Anglo-Boer animosity, largely due to Boer anger at British wartime practices such as scorched earth tactics and use of concentration camps. They may discuss the impact of the Treaty of Vereeniging, which brought an end to the war and to the independence of the two Boer Republics. The post-war Milner government introduced policies which were aimed at Anglicizing the Boer population. However, these were a failure. After Milner's departure British policies were more conciliatory, allowing the creation of Boer political parties and granting self-government to Transvaal and the Orange Free State. Candidates may discuss the impact of the 1909 Union Act which led to the formation of the Union of South Africa. This was dominated by Afrikaner political interests, to the complete exclusion of the African majority. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question, and candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 30.** "The Black Consciousness movement had a greater impact on resistance to apartheid than the African National Congress." Discuss.

Candidates will offer a considered and balanced review of the statement that the Black Consciousness movement had a greater impact on resistance to apartheid than the African National Congress. Candidates may offer equal coverage of the two, or they may prioritize their discussion of either. However, both will be a feature of the response. Candidates may discuss the significance of Black Consciousness in reinvigorating resistance to apartheid following the banning of the ANC. They may note its role in radicalising young Africans and the importance of student activism to the Soweto Uprising. They may discuss the impact of Biko as an icon of the struggle. Candidates may disagree with the statement by stressing the importance of the ANC in creating a mass movement against apartheid, and its involvement in protests like the Defiance Campaign. It continued to operate in exile, and through its armed wing, Umkhonto we Sizwe, following its banning. They may note that the influence of Black Consciousness faded following Biko's death, with groups like the UDF becoming more significant. The unbanning of the ANC and the release of Mandela provided the final impetus to the end of apartheid. Candidates may agree, partly agree or disagree with the statement, but their 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. Evaluate the reasons for the growth of the Africanist churches.

Candidates will make an appraisal of the reasons for the growth of the Africanist churches, weighing up their importance or otherwise. Reasons may predate the time frame but must be clearly linked to the issue raised in the question. Candidates may emphasise reasons such as the desire of African Christians to be separate from European control, and the schismatic traditions of the Protestant founders of the churches, which encouraged a desire for independence. Africans wanted churches that would incorporate African culture with Christian teachings and to allow different African ethnic groups to establish their own unique organizations, as was done in Ethiopia, Nigeria and other places. Africanist churches were centres for the training of African clergy and teachers which added to their appeal, and they helped expand cultural awareness. Candidates may stress that the establishment of the churches was in some cases supported and encouraged by European missionaries as a means to convert Africans to Christianity and limit the spread of Islam. Both importance and limitations must be clearly indicated but there does not need to be an equal number of/focus on each. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question.

32. “The impact of emigration was more positive than negative.” Discuss with reference to **two** African countries in the 20th century.

Candidates will offer a considered and balanced review of the statement that the impact of emigration was more positive than negative, with reference to two African countries. Consequences may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of the two countries, or they may prioritize their discussion of either. However, both will be a feature of the response. A comparative approach may or may not be used. Candidates may refer to negative impacts such as loss of population, specifically skilled members of the labour force. Emigration may create tensions with neighbouring countries who do not wish to accept large numbers of people from other countries. Similarly, migrants may form political resistance groups and encourage uprisings in the home country. Candidates may refer to positive impacts by stressing how migrants who can be of benefit through remittances and by using their positions to give economic, educational or diplomatic assistance to the home countries. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 33.** Evaluate the short-term factors that contributed to the outbreak of the 1948–49 War.

Candidates will make an appraisal of the short-term causes of the 1948–49 War, weighing up their importance or otherwise. Causes may predate the timeframe but must be clearly linked to the issue raised in the questions. Candidates may stress the importance of factors such as the aftermath of the Holocaust, which created enormous pressure for mass Jewish emigration to Palestine. This aroused Arab hostility in Palestine and from the surrounding Arab states. British post-war weakness led to a decision to abandon the mandate. Their actions led to a state of anarchy leading to communal violence and full-scale civil war in Palestine. Candidates may stress the significance of other causes such as the UN decision to divide Palestine, which roused great hostility amongst the Arabs as they stood to lose substantial territory. Widespread foreign financial and military support for the Jewish population encouraged them to take a militant approach in their relations with the British and the Arabs. The Jewish population declared the existence of the state of Israel which led to a full-scale invasion of the territory by The Arab armies and the onset of war. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 34.** “Economic factors were the most important cause of the 1979 Revolution in Iran.” Discuss.

Candidates will offer a considered and balanced review of the statement that economic factors were the most important cause of the 1979 Revolution. Causes may predate the timeframe but must be clearly linked to the issue raised in the question. Candidates may argue that economic factors were important by discussing policies such as land reform, which alienated landowners and had limited benefits for the landless. Government industrialization, infrastructure projects and military spending provided benefits but also created waste, corruption and inflation. High military spending diverted resources from public welfare and the opulent spending of the court created economic problems. Candidates may disagree with the statement by discussing the significance of other causes, for example greater women's rights and changes to western dress, which caused resentment and resistance amongst conservative elements. Religious leaders mobilized resistance to modernization and westernization, particularly the Shah's alliance with the USA and oil companies. The Shah's brutal authoritarian government alienated the middle classes and progressive elements who had supported him. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates' opinion or conclusions will be clearly presented and supported by appropriate evidence.

Section 18: Post-independence politics in Africa to 2005

35. Evaluate the impact of military rule on **two** African countries.

The question requires that candidates make an appraisal of the impact of military rule in two states, weighing up its strengths and limitations. Impact may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may prioritize the discussion of one state but both must be a feature of the response. They may emphasise positive impact by discussing how military rule could remove a leader or group which was unpopular or harmful to the interests of the state. It could end civil strife or ethnic tensions, and project an orderly image to the outside world which could restore confidence amongst allies and investors. In the best case, it could provide a period of hiatus during which a new civilian government could be organized. Candidates may stress negative impact by examining how military rule could establish a principle of autocracy, preventing any progress toward multi-party democracy or civilian rule. The military could be dominated by one ethnic group, leading to persecution of individuals and other ethnicities. The military could use its power for corrupt and self-serving purposes, to the detriment of the population. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

36. "Political stability was the most important reason for economic growth and development up to 2005." Discuss with reference to **two** African countries.

Candidates will offer a considered and balanced review of the statement that political stability was the most important reason for economic growth. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may prioritize the discussion of one country but both must be a feature of the response. They may refer to the argument that political stability provides confidence and encouragement to investors, both foreign and domestic, and businesses to expand the economy. Emigration of skilled individuals may be reduced and skilled labour from other countries may be attracted. The destruction and waste of internal strife and conflict are eliminated. Other relevant factors may be discussed, for example the discovery of strategic resources or minerals which would attract capital and support growth. New international support from allies or international agencies may support growth with capital and skills training. New leadership or political programs may introduce new ideas for development and mobilize the population and resources that can support growth. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question, and candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.
