

Markscheme

May 2024

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. Evaluate the impact of other civilizations on the ‘Abbasids.

The question requires that candidates make an appraisal of the impact of other civilizations on the ‘Abbasid dynasty weighing their strengths and weaknesses or otherwise. Candidates may refer to the Persian influence which moved the capital to Baghdad and provided numerous government officials. Persian styles in literature, ceremonies and cultural traditions became dominant. Persians were Shi’ites which introduced the possibility of religious conflict into the Sunni empire. The Byzantine Empire influenced the organization of the imperial government as well as military and economic developments. Asian civilizations made significant contributions in science, technology and philosophy which helped create the Golden Age of Islam and made the ‘Abbasid empire an intellectual centre. Other civilizations contributed to the wealth and trade of the Empire. Other relevant factors may be addressed, for example the destructive impact of other civilizations such as the Seljuks, Fatimids and Europeans who divided and weakened the empire, and challenged its leadership of the Islamic world. Candidates’ opinions or conclusions will be presented clearly and supported by relevant content.

2. Evaluate the importance of the Mongol invasion for the collapse of the ‘Abbasid empire.

The question requires that candidates make an appraisal of the importance of the Mongol invasions as a cause of the collapse of the ‘Abbasid empire. Causes may predate the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to the Mongol conquest of Baghdad and the execution of the Caliph which ended the ‘Abbasid dynasty. The Mongols may be seen as merely bringing an end to a dying empire which had ceased to have any authority. The ‘Abbasids had not ruled for centuries as they had lost power to the Seljuks, and their territory had been reduced by external enemies and breakaway factions. The Caliph was merely a figurehead, and the government was in the hands of regional and local powers. The Caliph and his government could not mount any defence against the Mongols as the population felt no loyalty to him. Candidates may refer to the strength of the Mongol empire which had defeated all opponents. Candidates’ opinions or conclusions will be presented clearly and supported by relevant content.

Section 2: The Fatimids (909–1171)

3. “Fatimid ideology was not an important factor for the foundation of the dynasty.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that Fatimid ideology was not an important factor for the foundation of the dynasty. Candidates may refer to Fatimid economic power which allowed them to recruit a large army and control trade routes. The widespread dissatisfaction with the ‘Abbasids on administrative, cultural and ethnic grounds provided support and recruits. Their conquest of Cairo provided wealth and prestige and their missionary programs extended their influence dramatically. Their ideology was important particularly their mysticism and their belief in the Mahdi which attracted many followers. Their inclusive religious policy which respected all faiths was a major source of strength as individuals joined the Fatimids to escape oppressive regimes. Other relevant factors may be addressed such as the personalities of early Fatimid leaders and the weakness of their opponents. Candidates’ opinions or conclusions will be presented clearly and supported by relevant content.

4. “Internal divisions were responsible for the decline of the Fatimids.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that internal divisions were responsible for the decline of the Fatimids. Causes may predate the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to the weakening of the army through ethnic rivalry and conflict. Religious tensions caused by the policies of al-Hakim weakened the unity of the state, disputes over the succession led to internal conflict and the seizure of power by viziers and military leaders caused further weakness. Sectarian differences within the Ismaili community and with other Shi’ites caused a loss of power and influence as parts of the empire broke away. The weakened government was unable to retain control of outlying areas leading to military and financial weakness. Other relevant factors may be addressed such as the strength of the Seljuks, challenges from Nur al-Din and the Crusades which brought military defeat and elimination. Candidates’ opinions or conclusions will be presented clearly and supported by relevant content.

Section 3: The Crusades (1095–1291)

5. To what extent was the Third Crusade a failure?

The question requires that candidates consider the merits or otherwise of the suggestion that the Third Crusade was a failure. Causes may predate the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to the failure to recover Jerusalem which was the aim of the Crusade, the death of Frederick Barbarossa and the collapse of the Anglo-French partnership. This limited the strength of the crusading force and the strength of the Muslim opposition curtailed military successes. Other relevant factors may be addressed, for example the recovery of the cities of Acre and Jaffa and the peace treaty which allowed Christian pilgrims access to Jerusalem and ensured that the coastline of Outremer would remain in Christian hands. This was crucial if further crusading ventures were to be attempted. The military successes of Richard I in some battles gave some hope to the Crusaders that they could defeat the Muslim forces in future campaigns. Candidates' opinions or conclusions will be presented clearly and supported by relevant content.

6. Examine the reasons for the collapse of the Crusader states.

The question requires that candidates consider the interrelating factors that led to the collapse of the Crusader states. Causes may predate the time frame but must be clearly linked to the issue raised in the question. Candidates may refer to the geographic isolation of the Crusader states from each other which made military support and co-operation difficult. Small European populations and the inability to attract immigrants limited military power. The increase in Muslim power and unity posed an increasing danger to them. The fall of Edessa and the inability of the Second Crusade to recover it showed Western weakness and encouraged Muslim attacks. Lack of co-operation with the Byzantine Empire was another source of weakness. The constant rivalries and disagreements amongst them led to disaster as shown by the fall of Jerusalem. The lack of effective support from Europe and the failure of the Crusades to recover territory and create a permanent military power exposed them to defeat. Other relevant factors may be considered such as the personality of the leaders and the changing focus and interests of Europe. Candidates' opinions or conclusions will be presented clearly and supported by relevant evidence.

Section 4: The Ottomans (1281–1566)

7. Examine the reasons for the contest between the Ottomans and the Safavids

The question requires that candidates consider the interrelating factors that led to the contest between the Ottomans and the Safavids. Causes may predate the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to the Safavid presence in Central Asia which posed a threat to the Ottomans in Anatolia. The Ottomans wished to expand to the south and west but could not do so without defeating the rival on their borders. In addition, the Safavids were rivals for the trade in Central Asia and the new trade routes in the Indian Ocean. The conflict was also caused by religious division as the Ottomans were Sunnis and the Safavids were radical Shi'ites. The Ottomans wished to protect the Sunnis in Iran and feared that the Safavids would encourage the Shi'ites in Anatolia to revolt. Both leaders denounced the other as heretical and claimed to be the leaders of the Islamic world. Other relevant factors may include the personalities of the respective leaders and the history of Sunni-Shi'ite relations. Candidates' opinions or conclusions will be presented clearly and supported by relevant content.

8. Examine the consequences of the fall of Constantinople (1453).

The question requires that candidates consider the consequences of the fall of Constantinople (1453). Consequences may extend beyond the time frame but must be clearly linked to the issue raised in the question. Candidates may refer to the strategic control of the Eastern Mediterranean by the Ottomans which endangered some European states and gave control of trade routes to the Ottomans. The conquest was a major economic bonus to the Ottomans as they controlled the terminus of the Silk Road and could force European states to accept trade terms which benefitted the Ottoman empire. The acquisition of Constantinople provided the Ottoman empire with a true capital city which increased its prestige and power. Constantinople was a centre of administration but also an intellectual and cultural centre which expanded the influence of the Ottomans. The conquest elevated the power and prestige of the sultans and provided them with increased stature in the Islamic world as they had conquered a prestigious Christian centre. The conquest created concern in Europe about the military power of the Ottomans and led to European alliances and agreements with the Ottomans which gave them formal recognition for the first time. Candidates' opinions or conclusions will be presented clearly and supported by relevant content.

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

9. Examine the influence of Catholicism on the Kingdom of the Kongo.

The question requires that candidates consider the influence of Catholicism on the Kingdom of Kongo. Consequences may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. At the end of the 15th century, the king converted to Catholicism and ordered the building of churches throughout the kingdom to promote the conversion of local people. Candidates may refer to the arrival of European priests and to the ordination of Kongolese bishops. Although Catholic missionaries tried to eliminate traditional practices, syncretic religions emerged. Kongolese deities and magic charms were integrated into Christian rituals. Catholicism reinforced the relationship with Portuguese merchants and favoured the development of trade, but it also resulted in the expansion of slavery and the political and social fragmentation of the kingdom. Other relevant interrelationships may be considered, for example, the role of traditional religion as a form of resistance against the increasing demand for human beings for the Atlantic slave trade, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. Evaluate the contribution of economic wealth to the rise of the Mali Empire.

The question requires that candidates make an appraisal of the contribution of economic wealth to the rise of the Mali Empire, weighing up its importance or otherwise. Between the 9th and the 12th century, Ghana had been the most powerful kingdom in Western Africa. Wars and competition led to the demise of Ghana and to political fragmentation until 1235, when a Mandinka noble, Sundiata Keita, unified the West Africa kingdoms under his rule and founded the Mali Empire. Candidates may refer to the control that the empire achieved on the trans-Saharan trade and on gold, salt and copper mines, on taxes levied on goods passing through their territory, to the flourishing urban markets of the empire, and to the law decreeing that all gold nuggets belonged to the king. Other relevant factors may be addressed, for example their military superiority, or that Mali Empire's rulers were Muslims and had access to the commercial network that linked West Africa with North Africa Islamic kingdoms, 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. Compare and contrast the role of Nana and Jaja in the rise of the Niger Delta trading states.

The question requires that candidates give an account of the similarities and differences between Nana and Jaja in the rise of the Niger Delta trading states, referring to both throughout. There does not need to be an equal number of each. Results may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Nana was an Itsekiri chief who in 1881 became the Governor of the Benin River post, created by the British in 1851. Jaja was the king of the new independent city-state of Opobo, founded in 1869. Both settlements were located in the Niger Delta region. Candidates may refer to the economic and political power that both achieved through the control of palm oil trade. In order to strengthen relations with palm-oil producers, Nana and Jaja appealed to marriage and blood agreements. They became the most powerful and wealthy traders in the area. Candidates may refer to their role as middlemen for European who needed to rely on them to have access to palm oil production. Jaja was more powerful as he traded directly with Britain and modernized his kingdom to maintain independence. After the 1884-1885 Berlin Conference, British sought to establish free trade and eliminate their power.

12. Discuss the role of economic power in the rise of **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 or the Hehe state under Mkwawa.

The question requires that candidates offer a considered and balanced review of the role of economic power in the rise of two of the kingdoms or empires listed in the question under the rule of the mentioned leaders. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to the economic wealth that states like the Asante achieved through their participation in the Atlantic slave trade. Although it began to decline, the trade of human beings for plantations in Brazil and the Caribbean continued in Africa. Candidates may also consider the economic power based on the production of raw materials and their trade in the international market to cover the demand of industrialised countries. Other relevant aspects may be addressed, for example, that economic wealth supported the political and military power that resulted in the rise of those states, but with a focus on the issue in the question. 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. Evaluate the impact of plantation agriculture on the Atlantic slave trade in Africa.

The question requires that candidates make an appraisal of the impact of plantation agriculture on the Atlantic slave trade in Africa, weighing up its importance or otherwise. European expansion since the 16th century was not only related to the trade in luxury goods, but also to the need for producing food and raw materials. As a consequence, plantation economies developed in the conquered territories of America and the Caribbean. Facing the shortage of labour force for agriculture, Europeans found in Africans an option to supply the increasing demand. Candidates may focus on the process of capturing human beings inside Africa and to the local authorities' involvement, or they may consider an analysis of Europeans' role to promote local participation in the Atlantic slave trade. Other relevant factors may be addressed, for example, the development of slave plantations inside Africa during the 19th century and the decline of the Atlantic trade. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. Examine the impact of the Berlin Act (1885) on the end of slavery in Africa.

The question requires that candidates consider the interrelationship between the 1885 Berlin Act and the end of slavery in Africa. Consequences may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. The Act, a result of the 1884-1885 Berlin Conference, stated that the European powers that exercised sovereign rights in Africa must help in suppressing slavery, and especially the slave trade. Nevertheless, after the conference, the European powers started the process of colonization, called the scramble for Africa, with a focus on occupation and not on slavery control. Candidates may refer to the fact that, although the Act also stated that the basin of the Congo River was not to serve as a market or route for the trade in slaves. The right of unlimited exploitation of the local labour force was granted to private companies. Other relevant interrelationships may be considered, for example, the decrease of slavery in Africa and the use of forced labour in the new colonial states, but with a focus on the issue in the question. 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. To what extent did the European demand for raw materials lead to partition?

The question requires that candidates consider the merits or otherwise of the suggestion that European demand for raw materials led to the partition of Africa. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to the demand for raw materials from Africa by industrialised European countries for the production of manufactured goods. This demand replaced progressively the slave trade during the 19th century. As a response, cash crops developed in Africa, mainly in the western region. Peanut and palm oil were the most required for the lubrication of industrial machines, but others like coffee, cocoa and rubber also became important export products. Although crops were determined by European demand, plantations were organised and controlled by African traders. As Europeans could not ensure their access to raw materials, they found in political domination a way to solve this limitation. Other relevant factors may be addressed, for example, other causes of the depression such as other economic causes and strategic factors, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. Evaluate the factors facilitating German annexation of territory in Africa.

Candidates will make an appraisal of the factors that facilitated German annexation of territory in Africa, weighing up its strengths and limitations. Candidates may focus on the political and economic factors that led to annexation. Unlike other European countries, Germany had no settlements in Africa. During the 1884-1885 Berlin Conference, Chancellor Otto von Bismarck sought to ensure German interests and started the occupation of the territories that today belong to Tanzania, Cameroon, Togo, Rwanda, Burundi and Namibia. On the basis of these occupations, Germany claimed rights of colonization on these territories that were recognised by the rest of the European countries. Other relevant factors may be addressed, for example, Germany industrialisation take-off and the production of raw materials that developed in the colonized territories, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 17.** To what extent was the determination to preserve independence the main factor in African resistance to European imperialism?

The question requires that candidates consider the merits or otherwise of the suggestion that the determination to preserve independence was the main factor in African resistance to European imperialism. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to the previous relationship between Europeans and Africans based on the slave and raw materials trade. Although the demand was then determined by the European states, Africans preserved their autonomy and their own political authorities. At the end of the 19th century, realising that the relationship was changing, and the European powers were undermining their sovereignty, movements against colonization began. Africans destroyed railways, roads, telegraph lines and other material expressions of European penetration and also organised armed resistance against colonization, like the Maji-Maji rebellion in East Africa between 1905 and 1907. Traditional authorities explicitly based resistance on the right of keeping their political independence. Other relevant factors may be addressed, for example, that Africans also resisted cultural and religious impositions, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 18.** "Apolo Kagwa was more responsible than Kabaka Mwanga for the British annexation of Buganda". To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that Apolo Kagwa was more responsible than Kabaka Mwanga for the British annexation of Buganda. Reasons may predate the timeframe but they must be clearly linked to the issue in the question. Candidates may refer to the fact that Kabaka Mwanga, who came to the throne in 1884, considered that the arrival of Christian missionaries and increasing conversions among local population threatened Buganda's political and cultural independence. He ordered the killing of the Protestant bishop and of 45 converted local people and was deposed in 1888. Kagwa was an Anglican convert who worked at the court and accompanied British penetration. To recover the throne, Mwanga agreed to grant commercial privileges to the British East Africa Company. Kagwa consolidated British power through a declaration of loyalty to the Crown but claimed in exchange the recognition of the Bugandan king's rule. This recognition implied that British would rely on local authorities to administer Buganda. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 10: Africa under colonialism (1890–1980)

19. Evaluate the impact of British indirect rule in Nigeria.

Candidates will make an appraisal of the impact of British indirect rule in Nigeria, weighing up its strengths and limitations. Consequences may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. In times of the British occupation, a Muslim traditional government ruled in the northern region. It had its roots in the Sokoto Caliphate that was founded in the beginnings of the 19th century. The government was perceived as legitimate by local people and had access to productive lands and to labour force. The British did not interfere with traditional authorities because they found that it was convenient to rely on them to ensure production and to collect taxes. Other relevant factors may be addressed, for example, that in Eastern and Southern Nigeria there did not exist a similar centralised and strong government. The result was widespread dissatisfaction with the traditional authorities chosen by the British, in Eastern Nigeria in particular. In addition the emergence of Western educated elites challenged the power of traditional authorities. Candidates may also focus on how the nature of indirect rule resulted in political divisions between the regions and differing levels of development at the time of independence. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

20. Evaluate the impact of political development in Senegal under colonial administration up to 1960.

Candidates will make an appraisal of the impact of political development in Senegal under colonial administration up to 1960. Candidates may focus on the participation of the Senegalese in metropolitan and local politics and the rights they achieved when they were granted French citizenship. Candidates may refer to the French initiative that recognised citizenship of the inhabitants of the Four Communes of Senegal, called the *originaires*, during the 19th century. Nevertheless, it was not until 1914 that they could send a deputy to the National Assembly in Paris. Only *originaires* enjoyed the benefits of political assimilation in colonial Senegal during many decades. Increased participation took place with the creation of the French Union in 1946. Anyway, it was related not only to French reforms but also to the spread of nationalism. Candidates may refer to the emergence of politicians and parties such as Leopold Senghor and the Rassemblement Democratique Africain and their role in the achievement of independence. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 21. Examine the contribution of the South-West Africa People's Organization (SWAPO) to the independence of Namibia in 1990.**

Candidates will consider the interrelationship between the actions of the South-West Africa People's Organization (SWAPO) and the achievement of the independence of Namibia in 1990. Consequences may extend beyond the timeframe but they must be clearly linked to the issue in the question. Namibia had been granted as a mandate of the League of Nations to South Africa after the First World War. As South Africa refused to leave the country, local parties demanded independence. One of them was the South West Africa National Union (SWANU), that represented the Herero. The other, SWAPO, had its basis mainly in the Ovambo people, the largest group in the country. SWAPO engaged in armed struggle in 1966, after South Africa refused to leave the territory although the United Nations (UN) declared the mandate terminated. Candidates may refer to the success of SWAPO's guerrilla tactics. Other relevant aspects may be considered, for example, the recognition of SWAPO as "the sole and unique representative of Namibian people" by the UN General Assembly, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 22. Evaluate the role of the Tanganyika African National Union (TANU) to the achievement of independence.**

The question requires that candidates make an appraisal of the role of the Tanganyika African National Union (TANU) to the achievement of independence, weighing up its strengths and limitations or otherwise. Candidates may focus on the actions of Julius Nyerere as TANU's leader in mobilising and promoting the participation of Tanganyika's people in the liberation process and his struggle to create a unified nation before independence. Nyerere toured the country encouraging people to struggle for freedom, to join trade and cooperative unions and to oppose colonial policies of land alienation. He also emphasised that TANU's aim was to fight against the racist politics of colonialism and not against white men. Candidates may refer to the rise of TANU as the main nationalist party with virtually no opposition in the country. Other relevant factors may be addressed, for example, that Nyerere negotiated independence peacefully with the British, stating that non-Africans would be integrated in society after emancipation. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 12: The Ottoman Empire (c1800–1923)

23. Evaluate the causes of the 19th century crises in the Balkans.

The question requires that candidates make an appraisal of the causes of the crises in the Balkans in the 19th century. Causes may predate the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to the increase in nationalistic movements after 1815 and the success of the Greek War of Independence which encouraged nationalistic revolts amongst Balkan peoples. Russian support for the Balkan peoples after 1850 contributed to the crises and led to the Crimean War and encouraged further nationalist agitation in the Balkans. Turkish military and economic weakness and its failure to reform the constitutional and administrative operations of government encouraged unrest and revolt. The poor treatment of non-Muslims was also a major source of agitation and demands for independence. This led to the revolt of the Serbs in 1875 which was brutally crushed by the Ottomans followed by further Russian and British intervention and war in which the Ottomans lost considerable territory. Other factors may include the imperial ambitions of Russia to destroy the Ottoman Empire and the competing ambitions of Britain, France and Austria. Candidates' opinions or conclusions will be presented clearly and supported by relevant content.

24. Evaluate the importance of military weakness as a cause of the Tanzimat reform.

The question requires that the candidates make an appraisal of the importance of military weakness as a cause of the Tanzimat reforms. Causes may predate the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to military weakness as shown by the Greek War and the challenge by Muhammad Ali which demonstrated the need for military reform. The focus of the Tanzimat on military issues indicated that they were a major cause. Growing external threats from Russia and increased Balkan nationalism made military reform crucial. The weakness of the Ottoman economy and the increased control by Europeans of its trade and finances showed a need for change in order to maintain independence and finance new initiatives. The intellectual movements of the 19th century were a powerful influence and example for those seeking reforms in law, education and politics. The abortive reform movement of Mahmud II provided encouragement and an example for reformers. Other factors may include the personalities of the leaders of the empire and influential individuals from Europe. Candidates' opinions or conclusions will be presented clearly and supported by relevant content.

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

- 25.** “The First World War was the major cause of Egyptian nationalism.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the First World War was the major cause of Egyptian nationalism. Causes may predate the time frame but must be clearly linked to the issue raised in the question. Candidates may refer to the British occupation of Egypt during the war resulting in economic hardship through inflation and near famine as cotton production replaced grains. Compulsory recruitment of Egyptians as labour troops increased resentment. The Fourteen Points encouraged Egyptian nationalists to agitate for independence but the denial of an Egyptian delegation to Versailles and the colonial nature of British reform proposals caused uprisings. Egyptian nationalism was also encouraged by the collapse of the Ottomans and the possibility of independent Arab states. The deportation of the leader of the Wafd Party at the end of the war caused a widespread outbreak of support for national independence. Other factors such as the existence of a national movement prior to the war and the post-war policies of Britain may be considered. Candidates’ opinions or conclusions will be presented clearly and supported by relevant content.

- 26.** “Economic inequality was the major cause of tension in Palestine.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that economic inequality was the major source of tension in Palestine. Causes may predate the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to extensive purchases of land by Jewish immigrants which displaced and impoverished Palestinian farmers. Foreign financial support allowed Jewish immigrants to establish industries, expand landholdings and create economic structures which allowed them to dominate the economy. Jewish enterprises refused to employ Palestinians which caused resentment as Palestinian unemployment increased. Other factors may include resentment of British policy including the Balfour Declaration and the encouragement of Jewish immigration which angered Palestinian nationalists. British attempts to limit Jewish immigration was also a source of tension. The increase in Jewish population, their development of education systems and local government as well as armed forces caused fears amongst Palestinians that they would be displaced. British suggestions of a partition plan were another major source of tension. Candidates’ opinions or conclusions will be presented clearly and supported by relevant content.

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

- 27.** Examine the reasons that led to the failure of UN intervention in Somalia between 1992 and 1995.

The question requires that candidates consider the interrelated reasons for the failure of UN intervention in Somalia between 1992 and 1995. After the downfall of President Siad Barre in January 1991, the Somali state collapsed, and power was distributed among local clans. As a result, a civil war started. Violence spread throughout the country. Half of the Somali population faced severe malnutrition and related diseases, 300.000 died and others sought refuge in neighbouring countries. The peace operation of the United Nations (UN), UNOSOM I, succeeded in the distribution of humanitarian aid and state reconstruction in 1992-1993, leading to an agreement for disarmament and reconciliation. Nevertheless, a second UN operation, UNOSOM II, led by the United States was attacked by local forces. The USA sent the military Task Force Ranger to control hostilities, but it engaged in battles where many civilians and peacekeepers lost their lives. Other relevant interrelationships may be considered, for example, that UNOSOM II failed in its aim of restoring peace as a result of its incapacity, its poor equipment and corruption, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 28.** Evaluate the impact of the Cold War in any **two** African countries.

The question requires that candidates make an appraisal of the impact of the Cold War in any two African countries, 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. The beginning of the Cold War coincided with the liberation struggle in Africa. The United States and the Soviet Union found in this process foreign policy opportunities. Candidates may refer to the fact that during the 1950s and 1960s, some newly independent African countries preferred local socialist formulas and non-alignment. They may also refer to countries that asked for aid from socialist states when they lost support from former colonisers. A special case was the Congo Crisis where the United States and the Soviet Union were both involved. Relevant factors may be addressed, for example, that the situation changed in the 1970s, when open intervention of both sides spread in Africa, mainly during the liberation wars in the Portuguese colonies. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

Section 15: Developments in South Africa 1880–1994

29. Evaluate the impact of the South African War (1899–1902) on the Boers up to 1909.

The question requires that candidates make an appraisal of the impact on the Boers of the South Africa War up to 1909. Consequences may extend beyond the time frame but must be clearly linked to the issue raised in the question. Candidates may refer to the numerous deaths in the Boer population as well as the widespread destruction of property and increases in poverty. The Boer republics lost their independence and became British colonies. However, Britain provided enormous financial support to rebuild the Boer economy and create infrastructure. Boer political power and ideology were maintained as the local African populations received no political or economic rights. Boer nationalism increased and the Boers became leaders of the new colonies and eventually the Dominion of South Africa in 1909. Britain restored the mining industry in the Boer territories and provided employment for displaced Boers. The British need to recover their international reputation and deflect criticism encouraged them to make these generous concessions to the Boers. Candidates' opinions or conclusions will be presented clearly and supported by relevant content.

30. Discuss the importance of the role of De Klerk in the ending of apartheid.

The question requires that candidates make a considered and balanced review of the role of De Klerk in the ending of apartheid. Causes may predate the time frame but must be clearly linked to the issue raised in the question. Candidates may refer to De Klerk's pragmatic view of the state of South Africa and his recognition that changes were needed. He instituted the process of change by lifting the ban on the African National Congress and freeing Mandela. He outlined the form of a new constitution with democracy and universal suffrage. This was a revolutionary action, and he further convinced his party to change their policies and bring an end to apartheid. Other factors may include the increasing demand for change by white South Africans as the economy faltered and international pressure increased. The end of the Cold War brought an end to international support and further economic and political sanctions. The heightened level of black South African resistance forced change to avoid social collapse or civil war. Candidates' opinions or conclusions will be presented clearly and supported by relevant content.

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

31. Examine the reasons for the growth of Africanist churches.

The question requires that candidates consider the reasons for the growth of the Africanist churches. Causes may predate the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to the desire by Africans to control their own churches as a symbol of freedom and as part of anti-colonial ideals. Africanist churches allowed Africans to blend Christianity with local traditions. Africanist churches were inspired by the Protestant churches which were often engaged in developing new, independent churches. Africanist churches were encouraged and financed by missionary groups who saw them as a way to spread Christianity and expand the influence of their churches. Africanist churches were supported as they allowed considerable variance based on ethnic and tribal customs and geographic locations. Candidates' opinions or conclusions will be presented clearly and supported by relevant content.

32. Examine the impact of colonialism on social and cultural values in **two African countries.**

The question requires that candidates consider the impact of colonialism on social and cultural values in two African countries. Candidates may offer equal coverage of both countries or they may prioritize their examination of one but both must be featured in the response. Candidates may refer to the degree of impact on gender relations, family structures and hierarchies and roles of women and children. They may also consider the impact of European education on social structures, roles of elites as well as dress, language and traditional beliefs. They may refer to the growth of dissent and discord in society based on the introduction of new concepts which challenged traditional ideas and values. Western forms of art, music and literature may impact ethnic groups or social classes. In addition, Western knowledge in science, technology and industry may impact living conditions, internal migration and housing. Candidates' opinions or conclusions will be presented clearly and supported by relevant content.

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

33. Discuss the effects of the 1973 War on the Middle East.

The question requires that candidates make a considered and balanced review of the effects of the 1973 War on the Middle East. Results may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to Israel's increase in military power and the election of a more hard-line government which made peace negotiations more difficult. Egypt rejected Soviet influence and associated itself with the USA which resulted in Egypt regaining some territory lost in the war. Egypt engaged in negotiations with Israel which resulted in peace between the two states. Egypt's actions led to the end of the Syrian alliance and the formation of an association of Arab states that rejected Egypt's peace treaty and left Egypt isolated for many years. The war also increased the power and influence of the PLO which gained support from Arab states and some European interests. They gained recognition in the UN and were recognized by Arab states as the international representatives of the Palestinian people. This had implications for further conflict in the region as seen in the Lebanese civil war. Candidates' opinions or conclusions will be presented clearly and supported by relevant content.

34. Evaluate the effects of the Iran-Iraq war on Iran.

The question requires that the candidates make an appraisal of the effects of the Iran-Iraq war on Iran. Consequences may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to the enormous physical damage caused by the Iraqi invasions and missile attacks on urban areas. Iranian military tactics and lack of military equipment caused the deaths of a million Iranians, often young men. The government became very unpopular and many of its supporters were removed by moderate leaders at the end of the war. The economy was in a state of collapse through a lack of trade allies and exorbitant cost of weapons. The population suffered from extensive inflation and shortages. Iran lost prestige as it failed to oust Saddam Hussein and become the leader of the Islamic world. Iran was seen as a danger by many Middle Eastern states. Its opponents became stronger through American support, and it was humiliated by being forced to accept peace terms imposed by the UN. Candidates' opinion or conclusions will be presented clearly and supported by relevant content.

Section 18: Post-independence politics in Africa to 2005

- 35.** “Civil war was the main obstacle to the political stability of 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 suggestion that civil war was the main obstacle to political stability with reference to two African countries. The two may or may not be of the same region. Nation-state building in independent Africa was a main challenge because they had to be organised inside the borders inherited from colonial times. The Organisation of African Unity (OAU), that was founded in 1963, supported the conservation of these borders. Although nationalist leaders sought to unify the newly emancipated countries, regional rivalries arose in many of them to challenge the government’s legitimacy and this led to civil wars. Ethnic issues or the control of economic resources were some of the reasons for armed conflicts that lasted years in many cases and prevented the development of nation-based programmes. Other relevant factors may be addressed, for example, that instability continued after the end of civil wars because reconstruction and reconciliation became a difficult task, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 36.** With reference to **two** African countries, to what extent was illiteracy the main challenge to African countries until 2005?

Candidates will consider the merits or otherwise of the suggestion that illiteracy was the main challenge until 2005 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. Inside colonial Africa as a whole, the illiteracy rate reached 90% of the population. Candidates may refer to the shortage of trained teachers and the lack of funds for schools and educational materials. Other relevant factors may be addressed such as the argument that illiteracy was a major barrier to economic development, technological progress and the dissemination of information on health care and other vital topics. Illiteracy limited social and political progress as the population did not have access to a range of information. Illiteracy severely limited job creation and limited the interest of foreign investors. Candidates’ opinions or conclusions will be presented clearly and supported by relevant content.
