

Markscheme

May 2025

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 importance of religious factors in the 'Abbasid defeat of the Umayyads.

The question requires that students make an appraisal of the importance or otherwise of religious factors in the 'Abbasid defeat of the Umayyads. Causes may predate the time frame but must be clearly linked to the issue raised in the question. Students may refer to the weakening of the Umayyads by increased religious conflict led by the Kharijites and the Shi'a, the opposition of Abu Muslim who claimed that rulers had to be descendants of the Prophet and raised a powerful army to oppose them. Many leading clerics and influential citizens withdrew their support from the Umayyads as they saw them as secular and materialistic and not focused on the principles of Islam. This weakened their administration and their support within the population. Other relevant factors may include the opposition of the nomadic tribes who found centralized rule oppressive as well as many non-Arab Muslims who were victims of discrimination by the Umayyads. A series of weak rulers after 743 C.E. undermined their ability to defeat the rebels. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. Examine the factors that led to the Golden Age of Islam.

The question requires that students consider the interrelationship between the factors that led to the Golden Age of Islam. Causes may predate the timeframe but must be clearly linked to the issue raised in the question. Students may refer to the intellectual traditions of Islam which respected scholars and the acquisition and expansion of knowledge. The materials acquired from other societies during the conquests provided a strong basis for study. The wealth of the empire provided support for schools and libraries as did the patronage of caliphs such as Harun al-Rashid who provided financial and political support. Religious policies which extended toleration to non-Muslims encouraged scholars from other regions to come to Baghdad and contribute their skills and knowledge. The extent of the empire and its excellent communication systems allowed knowledge to come from other advanced civilizations such as India and China. The lack of internal strife and external threats allowed the empire to focus on the Golden Age and other domestic policies. Students' opinions or conclusions will be presented clearly and supported by relevant content.

Section 2: The Fatimids (909–1171)

3. “The most important impact of the conquest of Egypt was economic.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that the most important impact of the conquest of Egypt was economic. Results may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Students may refer to the resources of Egypt which allowed the Fatimids to acquire great wealth through the development of agriculture and industry. This wealth supported the expansion of state power. Control of Egypt allowed them to control and expand trade routes in the Red Sea and the Indian Ocean. This trade expansion facilitated the expansion of missionary activity which increased Fatimid influence. Other relevant factors may include, the conquest led to the foundation of Cairo, a major urban center which increased their prestige in the Islamic world and supported their claim to the caliphate. Cairo became an important intellectual and cultural center which attracted scholars and made the Fatimid Empire the scholarly centre of Islam. Egypt was a key strategic location which allowed the Fatimids to expand their naval and commercial power in the Mediterranean. Students’ opinions or conclusions will be presented clearly and supported by relevant evidence.

4. “Fatimid ideology had little impact on the Islamic world.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that Fatimid ideology had little impact on the Islamic world. Causes may predate the timeframe but must be clearly linked to the issue raised in the question. Students may refer to their position as a division of Shi’ism which limited their influence as they were opposed by the Twelver Shi’ites as well as the Sunni division of Islam. Their declining military power and failure to gain the caliphate in 1057 reduced their influence and prestige in the Islamic world as did their defeat by the First Crusade and their loss of Jerusalem. The powerful Sunni revival begun by the Seljuks led to the expansion of Sunni teachings and new doctrines which challenged all forms of Shi’ism and dominated the Islamic world. The Fatimid division into two groups after 1094 limited their power. They were suppressed in 1171. Other factors may include their influence across the Islamic world through their extensive missionary program, their intellectual ~~power~~ **achievements** through their academic prestige and their influence in various aspects of arts and culture. Students’ opinions or conclusions will be clearly presented and supported by relevant content.

Section 3: The Crusades (1095–1291)

5. “The main reason for the success of the First Crusade was a lack of opposition.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that the main reason for the success of the First Crusade was a lack of opposition. Students may refer to the failure of the Muslim forces to prepare for the Western invasion. The Seljuk dynasty was divided and in conflict with the Fatimids, preventing a united opposition. The disunity in the Muslim world resulted in the lack of a strong leader and the existence of many small factions who failed to cooperate and occasionally joined the Westerners to gain territory from other Muslims. Other relevant factors may include the military power of the First Crusade which was composed of professional soldiers with superior equipment and skills. Their leaders were experienced soldiers and maintained their unity throughout the struggle. The crusaders possessed very high morale based on religious faith which enabled them to endure and overcome hardships. In addition, considerable advice and support was provided by the Byzantine Empire as well as the Italian city states. Students' opinions or conclusions will be presented clearly and supported by relevant content.

6. To what extent was poor leadership responsible for the eventual Christian failure in the Crusades?

The question requires that students consider the merits or otherwise of the suggestion that poor leadership was responsible for the eventual Christian failure in the Crusades. Students may refer to the weak and divided leadership of the Second and Third Crusades which contributed to their failure to reach their goals. The cynical decision by the leaders of the Fourth Crusade to attack Constantinople destroyed a Christian ally and undermined support for crusading. The constant disputes between the leaders of the Crusader states made them vulnerable to Muslim attack and led to the loss of Jerusalem in 1187. European support for crusading declined after 1099 which meant that Christian forces were weaker and European population in the Middle East was too small to maintain the Crusader states and their fortresses. Greatly improved Muslim leadership under Nur al-Din and Saladin and greater Muslim military strength began to eliminate the Christian presence after 1099. Western inability to work effectively with the Byzantine Empire removed a potential ally and limited their power. Students' opinions or conclusions will be presented clearly and supported by relevant content.

Section 4: The Ottomans (1281–1566)

7. To what extent was strong leadership responsible for the rise of the Ottomans?

The question requires that students consider the merits or otherwise of the suggestion that strong leadership was responsible for the rise of the Ottomans. Students may refer to the strong leadership and military skill of the early Ottoman leaders such as Osman and Bayezid which allowed them to expand their territory in Anatolia and the Balkans. Their soldiers were highly organized, skilful, and equipped with the latest military technology making them superior to their opponents. Their rise was helped by the weakness and disorganization of their opponents such as the Byzantine Empire and the Balkan states. Their expansion received assistance from Genoa which provided money, ships, and trade agreements in order to gain an advantage over Venice. Their rise was also helped by the invasion of Timur (Tamerlane) who devastated the area but did not destroy the Ottomans who were able to occupy the vacuum left when he died. Ottoman policies of toleration and effective government attracted support from conquered peoples and helped expand their armies through recruits and higher revenues to improve the army and maintain the state. Students' opinions or conclusions will be clearly stated and supported by relevant content.

8. Evaluate the contribution of the Ottomans to Islamic culture.

The question requires that students make an appraisal of the strengths and limitations of the contribution of the Ottomans to Islamic culture. Students may refer to the strong support of the Sunni orthodoxy and considerable support for Sufi mysticism. Other Islamic groups such as the Druze were suppressed. The Ottomans promoted poetry as the dominant literary form as well as non-fiction prose. They supported the use of Persian as the language of literature and culture. The size and duration of the Empire meant that it incorporated cultural aspects of many different style and influences. The Ottoman contribution was to synthesize different influences and then popularize them throughout the Empire. This can be shown in architecture where the Blue Mosque became a model throughout the Empire. The same process can be found in the decorative arts such as painting, weaving and calligraphy as well music, cuisine, and dress. The Ottomans were synthesizers and popularisers not originators to a great degree. Their ultimate contribution was to make their syntheses synonymous with Islamic culture over a wide area. Students' opinions or conclusions will be clearly presented and supported by relevant content.

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

9. To what extent was economic organization the main cause for the rise of the Ghana Empire (c830–1235)?

The question requires that students consider the merits or otherwise of the suggestion that economic organization was the main cause for the rise of the Ghana Empire (c830-1235). Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. Students may refer to both the development and importance of the city of Koumbi Saleh for trans-Saharan trade to and from the Ghana Empire. Additionally, students may refer to the organized trade of the abundant iron, copper, gold, and ivory along the Niger and Senegal rivers and their tributaries. Students may refer to the taxation placed on the traded products coming from Morocco to the Ghana Empire or the gold dinar taxes the merchants themselves would need to pay on both imports and exports. The organization of the tribute system over the small chiefdoms may also be referred to, which is a key focus of al-Bakri's writings. Other relevant factors may be addressed, for example the technologically advanced irrigation systems and well usage of the Ghana Empire, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. Evaluate the factors that contributed to the emergence of Swahili culture.

The question requires that students make an appraisal of the importance or otherwise of the factors that contributed to the emergence of Swahili culture. Students may refer to the importance of economic factors contributing to the emergence of Swahili culture, such as the rise of the Indian Ocean trade network, which connected East Africa with the Middle East. The influx of merchants turned cities like Mogadishu and Sofala into cosmopolitan trade centers. Other Swahili cities like Kilwa and Zanzibar grew from being agricultural towns to large cities, exporting copper, ivory, textiles, and pottery. The rise of an elite merchant class is also a result of this economic prosperity. Students may refer to the spread of Islam in East Africa bringing in a new religion, and new music, food, architecture, dress, and language with it. The large-scale immigration of Persian (Shirazi) and Arab merchants gradually homogenized with the indigenous African populations, creating the distinctive Swahili language. These cultural factors helped contribute to the emergence of Swahili culture. Additionally, students may refer to the political structure and aristocracy coming from the Arab immigrants utilized in the Swahili city states. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

11. “Economic factors were the most important cause of the Mfecane/Difaqane.” To what extent do you agree with this statement?

Students will consider the merits or otherwise of the statement that economic factors were the most important cause of the Mfecane/Difaqane. Students may refer to the rise of the Zulu military kingdom under the leadership of Shaka (1787-1828) and its origins based in economic need. The drought and the subsequent social unrest were reasons why the Zulu fought neighbouring kingdoms for water and land. Students may refer to the competition for trade at Delagoa Bay (Mozambique) and resistance to the control of the Portuguese as a cause of the Mfecane/Difaqane. Additionally, European expansion for land and resources into Natal and the Highveld are other causes of the Mfecane/Difaqane in South Africa. Students may also refer to the overpopulation due to the introduction of maize from the Americas and a resulting lack of arable land. Other relevant factors may include the presence of general warfare between tribes seeking expansion and wanting to conquer neighbouring lands. Students may also refer to the political importance of Shaka as a leader and his role in starting the Mfecane/Difaqane. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

12. Evaluate the role of leaders in the expansion of **two** of the following: the Mandinka Empire; the Lozi kingdom; the Ndebele kingdom; the Asante empire; the Nyamwezi; the Hehe state.

The question requires that students make an appraisal of the role of leaders in the expansion of two of the following: the Mandinka Empire; the Lozi kingdom; the Ndebele kingdom; the Asante empire; the Nyamwezi; the Hehe state. Students may offer equal coverage of the two case studies chosen, or they may prioritize their evaluation of one. However, both case studies will be a feature of the response. Students may refer to Samori Toure’s leadership of the Mandinka Empire. His Islamic alliance with the Bate Empire and his battles with the French are also two examples of his expansionistic techniques. Lewanika’s treaties with colonizing nations and companies, such as the British South Africa Company (BSAC), resulted in increased land for the Lozi kingdom. Mzilikazi led the migration of his people to Zimbabwe, founding and expanding the Ndebele kingdom. Osei Tutu united many separate kingdoms, thus expanding the Asante empire. Mirambo’s welcoming of missionaries resulted in temporary British military support of the Nyamwezi. Mkwawa’s victories for the Hehe state are attributed to his military strategy. Students’ 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 social and economic impact of the slave trade in Africa.

The question requires that students make an appraisal of the strengths and limitations of the social and economic impact of the slave trade in Africa, weighing up its impact or otherwise. Students may offer equal coverage of social impact and economic impact, or they may prioritize their evaluation of one. However, both aspects will be a feature of the response. Students may refer to the economic impacts such as the growth of slave trading centres such as Zanzibar. There was an increase in wealth amongst tribal leaders who organized the sale of slaves to Europeans as well as a fall in agricultural output due to population declines in some areas. Students may refer to the social impacts of the slave trade, such as the decline of population in East and West Africa due to the large numbers of slaves taken to work on plantations and in harems in the Middle East. Family life and structure was affected by the loss of population especially young men and women. Class divisions increased as the leaders became more wealthy and powerful as a result of the trade. Disruption to the economy and social structures was the result of wars and raids conducted by rival tribes to obtain slaves for the trade. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. Evaluate the impact of the anti-slavery acts of the 19th century on Africa.

The question requires that students make an appraisal of the strengths and limitations of the anti-slavery acts of the 19th century and their impact on Africa. The consequences of the acts may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Students may refer to the Anti-Slavery Act of 1807 and the prohibition of slavery in the British Empire in 1833. These acts put severe limits on the Atlantic slave trade and reduced or eliminated slaving operations and the demand for slaves which benefited the African population who were no longer victimized by the trade. The moral messages attached to the Acts helped to increase demand for an end to slavery in general. This encouraged the shift of financial interests to legitimate commerce in African goods which may have encouraged further European expansion into Africa with other effects. The Berlin Conference prohibition on slavery eliminated all slave trade by European countries, a benefit to the local populations but it also encouraged Europeans to exploit labour in Africa as was done in the Congo and elsewhere and to expand their control of African territories. The anti-slavery acts were supported by missionary groups who saw the end of the trade as part of their campaigns to convert, educate and bring progress, social and economic, to the local populations. Students may also note that despite the anti-slavery acts, slavery continued to exist, particularly to service markets in the Middle East, but the numbers of slaves were much reduced as a result of the anti-slavery acts. Students' opinions or conclusions will be presented clearly and supported by relevant content.

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

- 15.** Evaluate the role of chartered companies on the partition of Africa between 1850 and 1900.

Students will make an appraisal of the importance of the role of chartered companies on the partition of Africa between 1850 and 1900, weighing up its importance or otherwise. As a result of the Berlin Act of 1885 and the establishment of the principle of "effective occupation," European governments looked to chartered companies to guarantee both economic and political control. Chartered companies assumed the cost of expansion, protection and settlement of the regions which limited the obligations of the European governments. For example, the British South African Company (BSAC) initially made treaties with local African states, exploiting them for mining rights, and then acquired their land. As a result, BSAC took control of Rhodesia and modern-day Malawi. The Royal Niger Company's partition borders in Nigeria are reflected by the territory the company had gained. The German East Africa Company initially administered Tanzania, Burundi, and Rwanda. Students may address limitations of the role of chartered companies, such as the argument that they were used by European powers as vehicles for colonisation and colonial administration but were not themselves the reason why Africa was partitioned. Other relevant factors may be addressed, for example European nations' desire for territory and prestige, the activities of missionaries and their supporters, and strategic and economic considerations. Students' opinions or conclusions will be presented clearly and supported by relevant content.

- 16.** "Military weakness in African states was the main reason for encouraging European annexation from 1850 to 1900." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that military weakness in African states was the main reason for encouraging European annexation from 1850 to 1900. Students may refer to the Europeans' advanced weaponry, including rifles, machine guns, and artillery, which often outmatched the traditional weapons and tactics used by African armies. Additionally, the tribal nature of African states made it hard to make a unified military resistance against the European armies. European powers controlled the production and distribution of firearms, making it difficult for Africans to access modern weaponry. Students may also refer to the strong British and French naval forces that allowed them to control coastal areas and establish naval blockades. Other relevant reasons for European annexation may include economic weaknesses in Europe, national rivalry between European states, activities of economic interests such as charter companies and strategic considerations or humanitarian ideals. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

17. Evaluate the reasons for the failure of Herero and Nama resistance in Namibia.

The question requires that students make an appraisal of the reasons for the failure of Herero and Nama resistance in Namibia. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. Students may refer to the failure of the Nama and Herero to cooperate in their resistance to the Germans. The economic weakness of the Herero and Nama as a result of cattle disease as well as typhoid and malaria limited their ability to resist and forced some into co-operation with the Germans. German completion of a railway and a large influx of German settlers led to land seizures which further weakened the resistance. A vast increase in German military power coupled with a policy of extermination and concentration camps crushed the Herero resistance and reduced their numbers from 80,000 to 15,000. The Nama resistance was unsuccessful for similar reasons and was ended by the death of their leader Hendrik Witbooi. Students' opinions or conclusions will be presented clearly and supported by relevant content.

18. Discuss the factors influencing African states' decisions to collaborate with the colonial powers.

The question requires that students offer a considered and balanced review of the factors influencing African states' decisions to collaborate with the colonial powers. The factors may predate the timeframe but they must be clearly linked to the issue raised in the question. Students may refer to fear communities had after witnessing the destruction and exploitation of those who resisted collaboration. Lewanika, the king of the Lozi, was motivated by the potential advantages of being a protectorate under the British South African Company (BSAC) and the hopeful wealth and security that the British would provide his people. Other smaller nations would follow Lewanika and become a protectorate under the BSAC. Khama III in Botswana would use British support to expand the borders of his kingdom to the north. Additionally, Khama III also brought the gold mines of the Tati region under his control due to collaboration with the British. Students may also refer to other factors, such as the lack of alternative African states had or to the willingness of the colonial power to negotiate. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 10: Africa under colonialism (1890–1980)

19. Discuss the reasons that contributed to regional rivalries in Nigeria up to 1960.

The question requires that students offer a considered and balanced review of the reasons that contributed to regional rivalries in Nigeria up to 1960. Students may refer to the political reasons, such as the British systems of administration which used indirect rule through native authorities to collect taxes. The use of the Muslim Hausa-Fulani as a ruling class in the north created more division with the predominantly Christian south. The British in 1914 joined Southern Nigeria and Northern Nigeria Protectorates for economic reasons, arguably contributing to regional rivalries in Nigeria. This brought together completely different African tribes, nations, and ethnicities with a history of tension into one country. In the south, Anglican missionaries were very active in schooling in the Yoruba and Igbo predominate areas, resulting in a disproportionate amount of the nationalists being Christian. The 1954 Lyttleton Constitution, which was established by the British in attempts to create a federal system made up of three states, resulted in further rivalry as ethnic, religious, and linguistic groups were arbitrarily divided. Students may refer to other economic reasons that contributed to regional rivalries, such as migration within Nigeria, with many regions competing for pastoral lands due to droughts. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

20. Examine the reasons for the success of economic development in Senegal up to 1960.

The question requires that students consider the interrelationship between the success of economic development in Senegal up to 1960 and the reasons for the success. Students may refer to the peanut cultivation and export which became very lucrative for the French. Additionally, the railway system built initially from 1882-1886 helped lead to successful economic development, connecting Dakar to the main peanut cultivation areas and connecting Dakar to Niger (completed in 1923). Dakar, due to its trading post role, grew to be the most important city in French West Africa. Phosphate mining by the French was also incredibly successful in Senegal, but arguably not as successful as peanut cultivation. Alternatively, students may refer to the potential reasons for the slowing of economic development, such as the rigid administrative system placed over the chiefs and how this hindered the native Senegalese from thriving economically. After the Second World War the economy also slowed in Senegal due to workers revolts motivated by low wages and citizenship issues in France. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

21. “Internal factors were more important than external factors in the independence of Ghana.” Discuss.

The question requires that students offer a considered and balanced review of the statement that internal factors were more important than external factors in the independence of Ghana. Students may offer equal coverage of internal and external factors, or they may prioritize one. However, both aspects will be a feature of the response. Students may refer to the importance of internal factors, such as the rise of nationalism and the role of Kwame Nkrumah. Nationalism rose in Ghana in the 1940s, with many parties being formed, such as the United Gold Coast Convention (UGCC). The role of Nkrumah is arguably the most important internal factor for the independence of Ghana. His Convention People's Party (CPP) emerged to advocate for self-rule and independence. Nkrumah became the first head of government of Ghana post-independence in 1957. Students may argue external factors were more important in the independence of Ghana, such as the Second World War, the UN, and the influence of Indian and Burmese independence. The Gold Coast soldiers who fought for Britain had a hard time finding work, leading to the 1948 Accra riots. The UN's support of “self-determination” was motivating independence movements around the world, including in Britain's Asian colonies, thus showing Ghana that independence was possible. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

22. Compare and contrast the strategies used by the Popular Movement for the Liberation of Angola (MPLA) and the National Union for the Total Independence of Angola (UNITA) in the struggle for Angolan independence up to 1975.

The question requires that students give an account of the similarities and differences between the strategies used by the MPLA and UNITA in the struggle for Angolan independence up to 1975, referring to both throughout. There does not need to be an equal number of each. Students may refer to similarities between the strategies used by both parties, such as the use of external support, the use of guerilla warfare tactics, and attracting regional ethnic support from within Angola. A difference within external support is where it came from, as the MPLA received significant support from the Soviet Union, Cuba, and other communist countries, including military assistance, weapons, and training and the UNITA initially received support from the United States, South Africa, and China. A difference in diplomatic strategy was the MPLA's active engagement in diplomatic efforts to gain international recognition and the UNITA's maintenance of a more decentralized structure, with a stronger emphasis on tribal allegiances, specifically with the Ovimbundu people in the south. Students may refer to the similarity in the strategy of spreading of anti-colonial sentiment used by both parties to move Angola towards independence. While different ideologically, they both depended on foreign aid from diverse political views to end Portuguese colonization with independence in 1975.

Section 12: The Ottoman Empire (c1800–1923)

23. Evaluate the importance of declining Ottoman power as a cause of the 19th-century crises in the Balkans.

The question requires that students make an appraisal of the importance or otherwise of declining Ottoman power as a cause of the 19th-century crises in the Balkans. Students may refer to the failure of the Ottomans to suppress the Greek rebellion and their inability to prevent the rising power of Muhammad Ali was evidence of their declining power and encouraged Balkan provinces to demand independence. The failure of the Tanzimat reforms to improve the financial and military power of the Empire was evidence of Ottoman weakness and encouraged rebellions in the Balkans and foreign interference. Ottoman weakness led to Russian aggression and agitation in support of Balkan peoples and efforts to foment uprisings in the Balkans which resulted in the Crimean War and the Russo-Turkish War of 1877. Other factors may include the rising spirit of nationalism in Europe as a result of the French Revolution which encouraged uprising and resistance. Religious relations caused crises as the Ottomans failed to meet the demands of Christians for better treatment. Students' opinions or conclusions will be presented clearly and supported by relevant content.

24. To what extent were the Tanzimat reforms successful?

The question requires that students consider the merits or otherwise of the statement that the Tanzimat reforms were successful. Students may refer to the introduction of modern practices such as equality before the law, secular law codes, a modernized army and education system. They eliminated the janissaries, aristocratic power and limited the influence of the religious elite. The Empire was opened to Western ideas, trade, books and teachers. A new group of progressive individuals was created which led to the formation of the Young Ottomans and the CUP. The reforms failed to placate the Christian minorities which led to conflict and foreign interference and loss of territory. They failed to reform education and the army extensively due to a lack of funds. This led to government dependence on Western powers for funds which led to Western control of the economy and trade. Western control alienated traditional elements of the population. Financial weakness meant that institutions and infrastructure were not improved leading to resentment. It failed to reform the political structure leaving the Sultan with absolute power which led to Abdul Hamid ending the period and negating many reforms. Students' opinions will be presented clearly and supported by relevant content.

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

25 TZ1 & 2. Discuss the reasons for, and the results of, the mandate system in Syria and Lebanon up to 1939.

The question requires that students offer a considered and balanced review of the reasons for and the results of the mandate system in Syria and Lebanon. Students may refer to the fact that the mandates were acquired by France as a result of the Versailles treaties. France wanted the mandates for security reasons specifically to maintain French presence in the Near East and to support their control of their North African colonies. France wanted to limit British power in the region and gain access to natural resources. French control and Arab aspirations led to a revolt in Syria which was suppressed but encouraged some movement to greater autonomy for Syria leading to a proposal for independence. This was prevented by the outbreak of the Second World War. The Lebanese constitution was designed by France and divided power on religious lines. This created potential for conflict, nevertheless, French control remained ~~strong~~ strong and Lebanon was not granted independence despite nationalist aspirations. France did modernize government administration, improved the infrastructure particularly in cities. Agriculture was encouraged but economies remained weak. Education was greatly improved and reached the highest standard in the region. Students' opinions or conclusions will be presented clearly and supported by relevant content.

25 TZ3. Evaluate the contribution of the First World War to the growth of Egyptian nationalism.

The question requires that students make an appraisal of the importance or otherwise of the First World War for the cause of Egyptian nationalism. Support for nationalism was increased during the war as a result of the hardships experienced by the population. Inflation and food shortages were severe, forced recruitment of labour was extensive as well as casualties from the conflict. British control meant that they had no control over their circumstances. The resentment of Britain caused by the McMahon correspondence, the Sykes-Picot Agreement and the Balfour Declaration further strengthened the nationalist cause. The Fourteen Points raised expectations of independence, the denial of which by Britain led to further uprisings led by the Wafd party which promoted independence. Egyptian nationalism was increased by the Declaration of 1922 which began the movement to independence. It came about because the war had weakened Britain, and they were forced to make concessions to the nationalists. Other factors may include the recognition that the nationalist movement had begun before the war and would likely have continued to increase. Students' opinions or conclusions will be clearly presented and supported by relevant content.

26 TZ1 & 2. Examine the reasons that enabled Ataturk to transform Turkish society.

The question requires that students examine the interrelationships between the reasons that enabled Ataturk to transform Turkish society. Students may refer to his stature as a hero of Gallipoli and as the leader of the Turkish resistance after the First World War which drove out the Greek forces and preserved Turkish territory. This allowed him to force the Allies to make concessions in the Treaty of Lausanne and gave him enormous popularity and political influence. The collapse of the Sultanate removed any credible opposition to his plans for change. His success in modernizing and secularizing Turkey was based on the foundation begun in the Tanzimat era and continued by the CUP before and during the First World War. Ataturk increased the tempo of change which had already begun. His approach was pragmatic and limited opposition to his plans by not attempting to change the spiritual life of the population as Islam was maintained. He sought support from non-traditional sources such as the USSR with whom he made agreements on defence and trade which helped strengthen his control over the country. Students' opinions or conclusions will be presented clearly and supported by relevant content.

26 TZ3. “British policies were the main cause of conflict in Palestine.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that British policies were the main cause of conflict in Palestine. Students may refer to the Balfour Declaration which caused anger amongst Arabs as it threatened to deprive them of land and power through an influx of Jewish immigrants. British immigration policy created conflict and distrust amongst Jews and Arabs. The 1930 White Paper and its subsequent cancellation angered both Jews and Arabs who lost trust in Britain and encouraged both sides to become more militant. The 1936 Arab Revolt was caused to a great extent by mistrust of Britain and its apparent support of Jewish immigration. Further attempts in 1939 to limit immigration led to increases in armed Jewish groups who could not trust Britain to defend their interests. British inability to find and enforce a solution allowed mistrust and suspicion to grow in both groups. Other factors may be discussed such as increased Jewish economic power and growing poverty in the Arab population, large amounts of external support for the Jewish population caused resentment amongst the Arabs. As Jewish military and political influence grew Arabs became more hostile. Students’ opinions or conclusions will be clearly presented and supported by relevant content.

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

27. “The Southern African Development Coordination Conference (SADCC)/Southern African Development Community (SADC) was largely unsuccessful.” Discuss.

The question requires that students offer a considered and balanced review of the statement that the Southern African Development Coordination Conference (SADCC)/ Southern African Development Community (SADC) was largely unsuccessful. Students may refer to the relative failure of the SADCC/ SADC to achieve its goal of economic integration and development of all SADCC/SADC members. Arguably, there was still a high dependence on apartheid South Africa, despite the SADCC/SADC’s work for countries like Swaziland, Lesotho, Zambia, and Zimbabwe. Throughout the 20th century, trade barriers and tariff disputes continued to hinder the free movement of goods and services within the region. While some countries made progress in terms of economic growth and development, others lagged behind, leading to imbalances within the SADC. Additionally, the SADCC/ SADC’s response to the HIV/AIDS pandemic faced challenges in terms of coordination, resource allocation, and healthcare infrastructure. On the other hand, there was an overall increase in trade between southern African nations because of the SADCC/SADC’s work. Additionally, other notable successes include the mediation efforts in the conflicts in Angola, Mozambique, and the Democratic Republic of Congo (DRC). Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

28. Compare and contrast the impact of **two** UN specialized agencies on Africa.

The question requires that students give an account of the similarities and differences between two UN specialized agencies in terms of their impact on Africa, referring to both throughout. There does not need to be an equal number of each. Students may refer to the similarities between the positive impact of the International Fund for Agricultural Development (IFAD) and the World Health Organization (WHO), with both providing aid to many African nations. Both IFAD’s monetary aid to the African countries in the Sahel in the 1970s and WHO’s work against yellow fever in Africa can be argued to have been successful. IFAD financed numerous rural development projects across Africa aiming to improve agricultural productivity, increase rural incomes, and reduce poverty. WHO eradicated smallpox, with the last case occurring in Somalia in 1977. A difference between the target of UN specialized agencies’ impact could be addressed, such as the focus on the protection of cultural and natural heritage sites by UNESCO and the focus on the protection of children in Africa, including addressing issues like child mortality, nutrition, and access to education, by UNICEF. Students may also refer to how the impact of the World Bank Group (WBG) and United Nations Development Programme (UNDP) were both considered successful at reducing poverty in African nations.

Section 15: Developments in South Africa 1880–1994

29. Examine the political and social consequences of the discovery of gold in the Boer republics.

The question requires that students consider the interrelationship between the discovery of gold and resulting political and social consequences. Students may refer to the increased power of the Transvaal State led by Paul Kruger. They expanded their military, sought to expand international trade links and developed diplomatic relationships with Germany and Portugal. Their strengthening caused friction with Britain, which sought to limit their influence. Britain had previously sought to end the independence of the republics for strategic reasons and there was now an economic imperative for achieving this goal, as more aggressive imperialists such as Rhodes, Milner and Chamberlain emerged as important policymakers. The friction resulted in violent confrontation in the Jameson Raid and the South African War of 1899-1902. Social consequences may include a vast increase in population after the discovery of gold. The rural, conservative Boer society was challenged by rapid urbanization and a large influx of outsiders who challenged Boer values. The Boers became more militant in defence of their culture and limited the rights of outsiders. The influx of native Africans to work in the mines upset the Boer position on racial superiority and led to further determination by the Boers emphasize their national values. The resentment of outsiders at their treatment by the Boers was another source of tension which led to conflict with Britain. Students' opinions or conclusions will be presented clearly and supported by relevant content.

30. To what extent was the Soweto massacre the main cause for the changing nature of opposition to apartheid in the 1970s and 1980s?

The question requires that students consider the merits or otherwise of the suggestion that the Soweto massacre was the main cause for the changing nature of opposition to apartheid in the 1970s and 1980s. Students may refer to the increased radicalization of opposition after hundreds of people, including children, were killed by security forces in the 1976 Soweto Uprising, sparked by student protests, further galvanizing opposition to apartheid. Guerrilla attacks on government targets increased, with railway attacks and raids across multiple South African cities. As a result of the Soweto massacre, many organizations outside of South Africa received more support and military training, with the exiled liberation movements receiving new members fleeing political persecution in South Africa, further encouraging the struggle against apartheid. The anger felt in the townships contributed to an eruption of violence in the 1980s, a development which contributed to the emergence of new political groups such as the United Democratic Front and an official declaration of a State of Emergency. Other relevant causes of the changing nature of opposition to apartheid in the 1970s and 1980s may be addressed, for example, the international anti-apartheid movement which gained momentum prior to the massacre, with calls for economic sanctions, divestment, and boycotts against South Africa. Additionally, students may refer to pre-existing radicalized groups like Umkhonto we Sizwe (MK), the armed wing of the ANC. However, students should stay focused on the issue in the question. Students' 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 impact of colonialism on the role of women in **two African countries.**

The question requires that students make an appraisal of the impact of colonialism on the role of women in two African countries. Both countries will be a feature of the response. Students may refer to the introduction of Western role models and institutions may have created new opportunities for women in education, employment outside the home and the opportunity for greater personal and financial independence. Colonialism may have brought changes in social situations such as slavery, polygamy and family structure. In addition, women may have acquired political rights, improved legal standing with respect to property and family status. The introduction of secular law codes may have reduced the power of religious groups and other cultural traditions which limited women's rights. Colonial impacts may have been limited by the strength of traditional cultures and religious groups as well as mistrust of colonial powers and their ideas. A lack of resources to support change may have limited impact, as well as the practice of indirect rule which limited the involvement of colonial powers in the domestic affairs of the population. Students' opinions or conclusions will be clearly presented and supported by relevant content.

32. To what extent did emigration positively impact **two African countries?**

The question requires that students consider the merits or otherwise of the suggestion that emigration positively impacted two African countries. Both countries must feature in the response. Students may refer to emigration as a way to relieve the pressures of population on land and resources. Emigration may have relieved or limited internal political and/or ethnic tensions in countries with competing ethnic groups. Extensive emigration may have encouraged other countries to provide aid or assistance to address the issues which provoke emigration. Other factors may include the loss of educated and talented individuals who sought opportunities elsewhere. These losses were harmful for developing states. Forced emigration may have increased the risk of conflicts and internal dissension leading to protest and conflicts. Extensive emigration could undermine domestic and international confidence in the future of the country, discouraging investors and limiting growth or causing a decline in the economy. Emigrants may have become a focus for individuals seeking to organize political change in their home country through unrest or invasion. Students' opinions or conclusions will be presented clearly and supported by relevant content.

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

33 TZ1 & TZ2. Examine the reasons for the rise and fall of the United Arab Republic (UAR).

The question requires that students consider the reasons for the rise and fall of the United Arab Republic (UAR). Students may refer to the heroic status of Nasser in the Middle East as a foundation for interest in a united Arab republic. The population and government of Syria were attracted to the idea of union with Egypt to limit Western influence and to defend Syria against a communist coup. The fall of the UAR resulted from Nasser's approach to the administration of Syria, he dismantled all the political parties and alienated Syrian leaders. Egyptians were placed in charge of Syrian administration which caused resentment in all areas of the Syrian government and army who saw the Egyptians as arrogant and of inferior ability. Syrian business leaders were alienated by Egyptian socialist policies. Egyptian insensitivity to the differences in history, culture and outlook led to unpopular policies and resentment. In addition, opposition to the UAR was funded by Saudi Arabia which was opposed to Nasser. The result was a coup in 1961 which ended the UAR.

33 TZ3. "External factors were the cause of the 1948–49 War." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that external factors were the cause of the 1948-49 War. Students may refer to the inability of Britain to devise a compromise plan and the withdrawal of Britain from the mandate created a power vacuum which Jews and Arabs were anxious to fill. The pressure from the United States for an increase in Jewish immigration angered Arab states anxious to maintain an Arab majority. The UN partition plan further angered the Arab majority and the lack of any enforcement left violence as the only way for the two sides to achieve their goals. Other factors may include the historic tension and outbreaks of violence in the mandate since its creation. The increasingly militant, armed and trained Jewish and Arab militias created a greater prospect for war. Jewish militancy after the Second World war was increased and led to attacks on Arab communities. The Jewish decision to declare Israel an independent state. was an immediate cause of hostilities. In addition, Arab superiority in numbers caused them to think that victory would be easy, leading them to declare war. Students' opinions or conclusions will be presented clearly and supported by relevant content.

34 TZ1 & TZ2. To what extent was the 1979 Revolution caused by opposition to western influence?

The question requires that students consider the merits or otherwise of the suggestion that the 1979 Revolution was caused by opposition to Western influence. Students may refer to resentment by progressive Iranians to the CIA coup of 1953. The dominance of the USA as arms supplier, business partner, cultural model and ally increased resentment by Iranians. In addition, the Western support of the secularization of the White Revolution was resented by religious leaders and traditional sectors of the population. Western values were denounced by religious leaders and nationalists who resented their growing influence. Other factors may include the economic mismanagement of government resources leading to inflation and recession. This alienated the urban classes who had supported reform. The conspicuous wealth and extravagance of the Shah was a large source of opposition. The undemocratic and brutal nature of the regime increased opposition amongst the middle and intellectual classes who demanded a democratic constitution. The charisma of anti-Western leaders such as Khomeini unified the opposition forces to bring about the Revolution. Students' opinions or conclusions will be presented clearly and supported by relevant content.

34 TZ3. To what extent was the White Revolution successful?

The question requires that students consider the merits or otherwise of the suggestion that the White Revolution was successful. Students may refer to the expansion and modernization of industry which created substantial economic growth, expanded the size and wealth of the middle class and increased per capita income. The literacy program and reforms of education led to substantial increases in literacy and access to education for women and rural populations. There was progress on social issues which involved the expansion of women's economic, legal and political rights as well as extensive improvements in health care. Land reform was undertaken to improve the life of the rural population. This was not a great success as many tenants did not receive adequate land grants and were forced to sell and move to cities. The program angered the rural landlords who became powerful opponents of change. Social reforms caused opposition from the religious establishment which organized opposition to the government against legal and social changes. Government corruption angered the population and increased opposition to the changes which were ended by the Revolution of 1979. Students' opinions or conclusions will be presented clearly and supported by relevant content.

Section 18: Post-independence politics in Africa to 2005

35. “Economic breakdown was the main result of ethnic conflict.” Discuss with reference to **two** African countries.

The question requires that students consider the merits or otherwise of the statement that economic breakdown was the main result of ethnic conflict in **two** African countries. Students may refer to the destruction of industries, farms and transportation networks which produced extensive unemployment, loss of property, food shortages, famine and increased poverty both for individuals and the community. Ethnic conflict discouraged investment and trade relations which put further burdens on the population and may have led to migration or the loss of life. Deaths or injury to workers in key sectors often resulted in major economic consequences. Other relevant factors may include widespread death from conflicts and violence, forced migrations and emigration leading to loss of population. Political collapse led to long-term unrest, intervention by foreign powers, authoritarian rule and societal collapse. Students’ opinions or conclusions will be presented clearly and supported by relevant content.

36. Evaluate infrastructural development as a reason for economic growth with reference to **two** African countries.

The question requires that students make an appraisal of the importance or otherwise of infrastructural development as a reason for economic growth in **two** African countries. Infrastructural development was crucial to establishing trade links and connecting vital resources with populations and production facilities. Transportation networks allowed for efficient movement of goods, the opening of new markets and improved access to goods for the population and entrepreneurs. Good infrastructure attracted investment capital to the country and helped establish stable trade links to increase exports. Social infrastructure such as health care, education and water and sanitary systems were crucial to the development of an effective labor force which could support further development and attract business and investment. Other relevant factors may include stable governments which could provide security for people and property from both internal and external threats, legal systems that could provide security for property and personal rights and external trade agreements could increase trade and investment. The presence of raw materials was often a key basis for development. Students’ opinions or conclusions will be presented clearly and supported by relevant content.
