

Markscheme

November 2017

History

Higher level

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

This markscheme is the property of the International Baccalaureate and must **not** be reproduced or distributed to any other person without the authorization of the IB Global Centre, Cardiff.

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. **If you are uncertain about the content/accuracy of a candidate’s work please contact your team leader.**

Marks	Level descriptor
13–15	<ul style="list-style-type: none"> • Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured, balanced and effectively organized. • Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. • Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation. • Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. • The answer contains well-developed critical analysis. All, or nearly all, of the main points are substantiated, and the response argues to a reasoned conclusion.
10–12	<ul style="list-style-type: none"> • The demands of the question are understood and addressed. Answers are generally well structured and organized, although there may be some repetition or lack of clarity in places. • Knowledge is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used to support the analysis/evaluation. • Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives. • The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.
7–9	<ul style="list-style-type: none"> • The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach. • Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant. • The response moves beyond description to include some analysis or critical commentary, but this is not sustained.
4–6	<ul style="list-style-type: none"> • The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence. • Knowledge is demonstrated but lacks accuracy and relevance. There is a superficial understanding of historical context. The answer makes use of specific examples, although these may be vague or lack relevance. • There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.

1–3	<ul style="list-style-type: none">• There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task.• Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague.• The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.
0	<ul style="list-style-type: none">• Response does not reach a standard described by the descriptors above.

Section 1 The 'Abbasid dynasty (750–1258)

1. Evaluate the view that the 'Abbasid Revolution was mainly a religious revolution.

The question requires that candidates make an appraisal of the view that the 'Abbasid Revolution was mainly a religious revolution, weighing up the strengths and limitations of this assessment. Candidates may agree, partially agree, or disagree with the view. They may elect to evaluate the significance of religion in the context of other aspects of the 'Abbasid Revolution, for example the relocation of the capital from Damascus to Baghdad, which empowered Iranians and lessened the power of Syrian Arabs. Nevertheless, the focus of the response will be on religion and its significance (or lack thereof). In this context, candidates may comment on factors such as discontent amongst Sunni and Shia in the Umayyad dynasty in the mid-700s, the role of key figures, such as Abu al-'Abbas al-Saffah and/or Abu Muslim Khorasani. They may also reference the importance of Silk Road garrisons in the 'Abbasid Revolution.

2. To what extent did the 'Abbasid dynasty draw upon the Sassanian heritage in the organization of its empire?

The question requires that candidates consider the merits or otherwise of the concept that the 'Abbasid dynasty drew upon the Sassanian heritage in the organization of its empire. Candidates may focus the political and fiscal structure of the empire, the use of the satrapies, the 'Abbasid court system, and the notion of the Caliph as Shahanshah, and argue that these features were legacies of the Sassanian system. The military structure of the 'Abbasids, so crucial to the establishment and expansion of their empire, was also based on a Sassanian template. Candidates may consider other explanations of the genesis of the 'Abbasid system, including the argument that the main inspiration for 'Abbasid organization came from the Umayyads and not the Sassanids.

Section 2 The Fatimids (909–1171)

3. Discuss the impact of the foundation of Cairo (969) on political **and** social developments in the Fatimid Empire.

The question requires that candidates offer a considered and balanced review that includes a range of opinions relating to the impact of the foundation of Cairo on political and social developments in the Fatimid Empire. Candidates may choose to discuss political and social developments separately or alternatively stress the interconnectedness of the two. They may note that the political focus of the empire shifted eastwards with the foundation of Cairo and discuss ways in which the cosmopolitanism of the city led to racial and religious tolerance and the inclusion of different groups in the administration of the empire. Art and culture flourished and a university was established at the Jamadi al-Awwad mosque. Candidates may stress Cairo's location as a factor that promoted intellectual enrichment, as academics from the 'Abbasid and Byzantine empires were attracted to the city.

4. Evaluate the impact on the Fatimid Empire of **either** al-Hakim (996–1021) **or** al-Mustansir (1036–1094).

The question requires that candidates appraise the impact on the Fatimid Empire of one of al-Hakim or al-Mustansir. Such appraisal could include, but need not be limited to, effectiveness of their policies, their relations with other rulers and/or religious groups or how effectively they responded to challenges to the empire. Candidates may suggest that al-Hakim had a positive impact in that he expanded the empire and was closely involved with the development of Cairo as the capital. They may also critique al-Hakim's impact, noting that he became known for his intolerance particularly towards Christians and has been perceived as being an arbitrary ruler with many decrees against religious groups. For al-Mustansir, while his 60-year reign was the longest of the Fatimid dynasty, it has associations with a period of prolonged decline. Although the empire was prosperous during the first decades of al-Mustansir's reign, a prolonged famine between 1065 and 1071, a consequence of agricultural neglect, was a watershed. From this point, Egypt endured several internal crises that were largely caused by maladministration and led to a state of almost total collapse in the government of the empire. Under this pressure, al-Mustansir summoned Badr al-Jamali, the governor of Acre, to Egypt to provide support. Henceforth, al-Jamali ruled the caliphate in all but name until 1094.

Section 3 The Crusades (1095–1291)

5. “The First Crusade (1096–1099) was motivated by religious rather than secular concerns.” Discuss.

The question requires that candidates offer a considered and balanced review that includes a range of opinions relating to the religious and secular motivations for the First Crusade. Evidence for religious concerns may include the Gregorian reform movement, which sought to assert the primacy of the pope over secular rulers, the occupation of the Holy Land by Seljuk Turks, Byzantine fears of Muslim expansion into their empire, and Church doctrine, which held that crusaders would receive absolution for their sins. For secular concerns, candidates may include Pope Urban’s speech at the Council of Clermont—where he did not mention the capture of Jerusalem as an objective—and the right of primogeniture, which may have led the younger sons of noblemen to join the crusade. Candidates may recognize that there is often some overlap between religious and secular concerns.

6. Compare and contrast the tactics used by both sides during the Third Crusade (1189–1192).

The question requires that candidates give an account of similarities and differences in the tactics used by the two sides during the Third Crusade, referring to both sides throughout. They may note the similar strategies employed by the leaders of the two sides, for example, both Salah al-Din (Saladin) and Richard I preferred to avoid pitched battles unless they felt assured of victory. Both leaders stressed unity and organization and placed strong emphasis on motivating their forces. Candidates must also focus on contrasts. They may note that the Crusaders used heavy horses, broadswords and plate armour, and relied on cavalry charges. On the other hand, the Arabs had light horses, scimitars and chain mail, and depended on speed and battlefield mobility. Additionally, the Crusaders favoured siege tactics. There may be some imbalance between similarities and differences but both elements must be present in candidates’ responses.

Section 4 The Ottomans (1281–1566)

7. Evaluate the impact on the Ottoman Empire of contest [competition] with the Safavids.

The question requires that candidates make an appraisal of the impact of competition between the Ottomans and Safavids on the Ottoman Empire. They may note the impact of military conflict, including Ottoman victory in the Battle of Chaldiran, through which the Ottomans secured their eastern frontier and brought thousands of captured Persians to Istanbul. Many of these prisoners were skilled craftsmen and intellectuals, and contributed to the cultural enrichment of the empire. The protracted series of wars fought between 1532 and 1555 were costlier and more damaging, even though the outcome was some territorial gains and the consolidation of Sunni power in Anatolia. Candidates may also note the significance of economic competition, which became more pronounced with the decline of trade along the Silk Road and growing rivalry in the carpet industry.

8. To what extent did the fall of Constantinople (1453) transform the Ottoman state?

The question requires that candidates consider the merits or otherwise of the view that the fall of Constantinople transformed the Ottoman state. They may argue that the fall of Constantinople was of major significance to the Ottomans, as the strategic importance of the city instantly transformed the Ottoman state into a major regional power. From their new capital, they could control the Black Sea and the Eastern Mediterranean, Anatolia and the Balkans. The development of Istanbul as a port and commercial city led to greater interaction with the wider Mediterranean region. This interaction included trade with the Italian city states, the result of which was the burgeoning prosperity of the empire. Alternatively, candidates may argue that the transformation of the state itself was more limited, with the Ottomans failing to adopt any administrative practices from the Byzantines, preferring to derive their cultural influences from the Seljuk Turks.

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

9. Evaluate the influence of Catholicism in the Kingdom of the Kongo.

The question requires that candidates make an appraisal of the influences of Catholicism on the Kingdom of the Kongo. They may note the impact of Catholicism on traditional African culture, for example, practices such as polygamy were shunned by the converted. Christian converts spoke Portuguese and adopted Portuguese names and clothing, and candidates may stress the growing tension and rivalry between converts and other Kongoleses. They may also focus on the impact of Catholicism on traditional belief systems. These were not necessarily eliminated, but often syncretised with Catholicism. They may look at the spread of literacy with the establishment of Christian schools and the translation of the Bible into the vernacular. Missionaries were also responsible for the establishment of at least one hospital in Sao Salvador.

10. Discuss the causes of the rise **and** decline of the Mali Empire.

The question requires that candidates offer a considered and balanced review of the causes of the rise of the Mali Empire and the causes of its decline. While they need not provide equal focus on rise and decline, the two factors must be addressed in candidates' responses. Candidates may note that Mali's rise was tied to the decline of the Ghana Empire. Sundiata Keita's defeat of regional rivals allowed him to step into this power vacuum and consolidate control of the lucrative trade in gold and salt. The empire then expanded to the Atlantic coast and became the dominant regional power. Candidates may also refer to military factors including success in warfare. For decline, candidates may address the weak leadership of Maghan Musa, whose mismanagement of revenues led to economic failure. These problems were compounded by succession disputes and the division of the empire into three, followed by the surrender of territory and loss of control of the trans-Saharan trade routes, and, finally, the disintegration of the empire.

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

11. “The social effects of the rise of the Sokoto Caliphate were more significant than the political effects.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the social effects of the rise of the Sokoto Caliphate were more significant than the political effects. Candidates may recognize that social and political effects were often closely related. For instance, the caliphate first emerged following the jihad of Usman Dan Fodio. Similarly, religious fervour and the emergence of a theocracy consolidated the power of the caliph. Another effect was the introduction of Sharia law. Candidates may address economic factors, but only in the context of social or political effects. Trade in kola nuts and gold led to the emergence of a wealthy merchant class, while revenues from trans-Saharan trade helped strengthen the caliphate.

12. “The role of religion in the rise of the Mahdist state in Sudan has been greatly exaggerated.” Discuss.

The question requires that candidates offer a considered and balanced review of the importance of the role of religion in the rise of the Mahdist state. They may choose to focus on the argument that the role of religion has not been exaggerated and note that many Sudanese Muslims were inspired by the piety of the Mahdi and the purity of his vision. He promised to revitalize Islam, introduced Sharia law and launched a jihad against infidel occupation. Candidates may also stress the role of other factors, including initial British disinterest in the Sudan as well popular resentment towards Egyptian and, later, British rule. The merchant class in Khartoum suffered due to foreign control of trade and the banning of slavery. Military conscription was also deeply unpopular. Candidates may conclude by reflecting on the extent to which religion was key to the rise of the Mahdist state.

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

13. “Rivalries and warfare between African states were the main causes of the expansion of the Atlantic slave trade.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the expansion of the Atlantic slave trade was mainly caused by rivalries and warfare between African states. They may consider the argument that rivalry and warfare debilitated African societies and left them vulnerable to the incursions of slavers. It also encouraged some states to take part in expeditions at the expense of rivals. Candidates may point out that this was not the only reason why African states became involved, as many derived commercial benefit from selling slaves to Europeans or exchanging them for manufactured goods and firearms. They may also argue that many of the causes can be found outside of Africa—most notably in the increased demand for slave labour in the sugar and cotton plantations of the Americas.

14. Evaluate the significance of colonial expansion to the decline of the East African slave trade.

The question requires that candidates make an appraisal of the significance of colonial expansion as a factor in the decline of the East African slave trade. They may consider the role of European missionaries and humanitarians who campaigned against the trade and highlighted its iniquities and/or suggest that public opinion contributed to British diplomatic pressure, which was a factor in the closing of the Zanzibar market in 1873. Conversion to Christianity also helped stigmatize the institution of slavery among Africans. Candidates may note the significance of factors other than colonial expansion—such as the decline in demand for plantation slaves in the Americas with the introduction of machinery, the expansion of legitimate trade and the role of anti-slave trade treaties—to provide context and/or a reference point for their evaluation; however, the bulk of their response must be focused on colonial expansion.

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

- 15.** Evaluate the impact of British actions in Egypt and South Africa on the partition of Africa.

The question requires that candidates make an appraisal of the impact on the partition of Africa of British actions in Egypt and South Africa. They may note that one obvious effect was the eventual colonization of those countries. In addition, British actions in Egypt led to the breakdown of the “gentleman’s agreement” with France in West Africa, while concerns over foreign control of the headwaters of the Nile led to colonial expansion in East Africa. In South Africa, candidates may note Britain’s rivalry with the Boer Republics and its expansion into the interior, which led to competition with Germany and Portugal. To provide context and/or a reference point for their evaluation, candidates may consider the impact of other factors in the partition, but the focus of the response remain on Egypt and South Africa.

- 16.** Evaluate the factors that facilitated German annexation in Africa.

The question requires that candidates make an appraisal by weighing up the strengths and limitations of the various factors that facilitated German annexation in Africa. They may, for example, consider the importance of the Berlin West Africa Conference, during which the assembled countries facilitated German actions by rubber stamping the country’s acquisition of new colonial possessions. Candidates may also focus on the role of economic factors, with Africa increasingly viewed as a source of raw materials and market for finished products, particularly following Leopold’s actions in the Congo. Candidates may also consider the role of surprise—few had expected Germany to suddenly become a player in the colonial game. While candidates may also look at general factors that facilitated colonial expansion, the focus must be on German annexation.

Section 9 Response to European imperialism (1870–1920)

17. Evaluate the factors that influenced African decisions to resist European imperialism.

The question requires that candidates make an appraisal of the factors that influenced African decisions to resist European imperialism, weighing up the significance, or not, of those factors. Candidates may note that the desire to maintain independence was a primary factor in any decision to resist, they may also suggest that access to modern firearms may have given impetus to their grievances. Candidates may suggest that large, powerful, politically unified states were in a stronger position to offer resistance than small and divided states. They may also argue that African states often chose to resist because all other options, including negotiation, had been exhausted, or because the colonizing power was determined to end their independence come what may, thus ensuring that collaboration was out of the question.

18. “The conquest and destruction of the Zulu kingdom was mainly a consequence of Cetshwayo’s poor judgment.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that Cetshwayo’s poor judgment was the main reason for the conquest and destruction of the Zulu kingdom. Candidates may agree, partially agree, or disagree with the statement. In support of the statement, candidates may refer to Cetshwayo’s apparent inability to avoid war with the British in 1879, his decision not to attack a retreating army following victory at Isandlwana, and his failure to avert open field battle against superior arms at Ulundi. To counter this, they may argue that Britain was steadfastly determined to end the independence of a powerful African neighbour, and this meant that, in the long run, the Zulu would succumb regardless of Cetshwayo’s actions. Candidates may also argue that Cetshwayo was initially successful in his resistance to the British, especially with his victory at Isandlwana, and that much of his diplomacy with the British was characterized by moderation and astuteness.

Section 10 Africa under colonialism (1890–1980)**19. Evaluate the main features of British rule in Tanganyika.**

The question requires that candidates make an appraisal of the main features of British rule in Tanganyika, weighing up the significance, or otherwise, of those factors. Candidates may offer a chronological approach that identifies the evolution of British rule in Tanganyika, from it being a British mandate, through its existence as a UN trust territory under British control, to the last years of British influence prior to independence. In this vein, candidates may suggest that British rule was shaped by specific governors, prevailing attitudes and/or international events such as the Second World War. Alternatively, a thematic approach may be adopted, through which candidates may evaluate the use of, for example, indirect rule and the efficacy of efforts (where they existed) to engage Africans in rule at a local, regional and eventually national level.

20. Evaluate the economic development of the Gold Coast up to 1957.

The question requires that candidates make an appraisal of the economic development of the Gold Coast up to 1957. They may focus on the development of private commerce, particularly in the gold mining sector with the emergence of major companies such as the Ashanti Goldfields Corporation. These companies became major employers in the region. Candidates may refer to the importance of the export market, with diamonds, pepper, ivory, grain and cocoa all prominent. Agriculture was diversified and peasant cultivators were encouraged to grow cash crops. A harbour was constructed at Takoradi, and there was development of rail and other transport infrastructures. In addition, urbanization led to the growth of an African middle class. Some candidates may argue that the colonial economy was developed under British rule to the extent where early independence became achievable due to the relatively advanced state of the Gold Coast economy.

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

21. Compare and contrast the role of the Kenya African National Union (KANU) and the Tanganyika African National Union (TANU) in the achievement of independence in Kenya and Tanganyika respectively.

The question requires that candidates give an account of similarities and differences between the roles of the Kenya African National Union (KANU) and the Tanganyika African National Union (TANU) in the achievement of Kenyan and Tanganyikan independence, referring to both throughout. For comparison, candidates may refer to the dominant roles played by Kenyatta and Nyerere in their respective movements. Both were truly national movements that were supported by most Africans, and both were prepared to negotiate and sometimes work together with the British. Further, both were regarded by the British as being relatively moderate. For contrasts, candidates may note TANU's broad-based support in contrast to Kenyan nationalism, which was more fractured. They may also note TANU's smooth path to independence, a factor related to Tanganyika's UN Trustee status. In contrast, Kenya was a crown colony—moreover, it was one with a sizeable white settler population. There may be some imbalance between comparisons and contrasts in the candidates' responses.

22. “Nationalist movements were the main factor in the achievement of independence in French West Africa.” Discuss.

The question requires that candidates offer a considered and balanced review that includes a range of opinions relating to the role of nationalist movements in the achievement of independence in French West Africa. Candidates may mention the significance of trade unionism, communism and student groups in the early growth of nationalism. They may stress the role of nationalist leaders such as Leopold Senghor—a proponent of a federal post-independence structure that would maintain the territorial integrity of French West Africa and retain strong links to Paris—who was instrumental in persuading the French to accelerate the decolonization process. Candidates may also mention Sékou Touré, who persuaded Guineans to vote against the proposed French Community and thus precipitated the breakup of French West Africa. Candidates may also discuss other factors in the achievement of independence, including the willingness of the French to encourage nationalist movements by offering self-rule and eventually full independence.

Section 12 The Ottoman Empire (c1800–1923)

- 23.** Evaluate the challenges to Ottoman power during the first half of the 19th century.

The question requires that candidates make an appraisal of the various challenges facing Ottoman power in the first half of the 19th century by weighing up the significance or otherwise of each. These challenges may include economic problems such as those related to the decline of Ottoman trade due to European powers gaining commercial monopolies in India and China. Candidates may note the conservatism of the Ottomans, who were reluctant to introduce western-style reforms or innovations because they believed Islamic civilization to be superior. They may also focus on the growth of nationalism within the empire and the revolts in Serbia, Greece and Egypt. Candidates may acknowledge the Tanzimat (Ottoman reforms), but argue that the implementation of reforms was resisted by conservatives. They may also argue that the Tanzimat offered too little and came too late to save the empire from its long-term decline.

- 24.** “The decline of Ottoman power was the main reason for the Ottoman Empire's entry in to the First World War.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the decline of Ottoman power was the main reason for the empire's entry into the First World War. Candidates may agree, partially agree or disagree with the statement. They may refer to the constriction of Ottoman territory in the decades preceding the war, and the hope that military victory would allow the empire to recover lost lands. They may suggest that the war may have been perceived as an opportunity for the empire to redeem its pride, especially after the humiliation of the First Balkan War. Candidates may note that Ottoman weakness was also a factor in her decision to ally with Germany, which was viewed as the strongest European power. The Ottomans hoped that German assistance would help strengthen its army. Candidates may mention factors other than Ottoman decline, such as the important strategic location of the empire which increased the likelihood that it would be drawn into any conflict, however they must deal with the main issue in the question.

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

25. “Allied diplomacy in the Middle East was motivated by self-interest.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that allied diplomacy in the Middle East was motivated by self-interest. Candidates may produce evidence in support of the statement, including the Constantinople Agreement of 1915, which designated the various parts of the Ottoman Empire to the allied powers and/or the Sykes-Picot Agreement, by which Britain and France envisioned the post-war allied partitioning and administration of Ottoman Arab lands. Candidates may also mention allied wartime duplicity (the promises made in the Hussein-McMahon Agreement and the Balfour Declaration were contradictory) and the conflict between Wilsonian principles of self-determination and the mandate system. They may also consider arguments against the statement, including the views that allied diplomacy during the war was focused primarily on military victory, and that mandates were ruled by allied powers with a view to preparing them for self-government.

26. Evaluate the success of Ataturk’s rule in the Turkish Republic up to 1938.

The question requires that candidates make an appraisal of the success of Ataturk’s rule in the Turkish Republic by weighing up the strengths and limitations of his policies. They may argue that he was successful in achieving the aims of his policies of secularization and westernization. These included abolishing of the sultanate, the caliphate and Sharia law, introducing the Latin alphabet, westernizing dress, abolishing the veil and improving the status of women. He also succeeded in separating religion and state and introducing a modern civil legal code and a national, western-style, system of education. Candidates may mention economic growth during Ataturk’s rule and Ataturk’s success in steering a neutral course in diplomacy. Candidates may also address failures, such as his growing authoritarianism and persecution of minority groups, for instance.

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

27. “The failure of the League of Nations to deal with Italian aggression had more significant consequences for Abyssinia [Ethiopia] than it did for the League.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the League of Nations’ failure to deal with Italian aggression had a greater impact on Ethiopia (Abyssinia) than it had on the League of Nations itself. When discussing the impact on Ethiopia, candidates may address the half a million Ethiopian fatalities, many of whom were killed by aerial bombardment and gas attacks. Ethiopia lost its independence and was assimilated—along with Eritrea and Italian Somaliland—into the new colony of Italian East Africa. It suffered five years of military occupation and the segregationist policies implemented by Italy. As well as consequences for Ethiopia, candidates must also address consequences for the League of Nations. They may examine the ineffectiveness of its response, a factor that undermined its authority and encouraged aggression elsewhere.

28. Evaluate the reasons why the United Nations (UN) failed in Rwanda.

The question requires that candidates make an appraisal of the various reasons why the UN failed in Rwanda. They may focus on the small size of the UN mission (UNAMIR), which had an initial force of just 1 400 peacekeepers. Candidates may also stress UNAMIR’s limited mandate, which did not permit armed intervention, and commander Romeo Dallaire’s failure to receive clarification from the UN of the mission’s rules of engagement. The UN also failed to respond to intelligence passed on to Dallaire to the effect that genocide was imminent. Candidates may look at Belgium’s decision to withdraw its full contingent following the murder of 10 of its peacekeepers, as well as France’s close relations with the Hutu-led government. The UN also feared a repeat of the failure of its mission in Somalia.

Section 15 Developments in South Africa 1880–1994

- 29.** “The British won the South African War (1899–1902) but the Boers won the post-war peace.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that while the British won the South African War, it was the Boers who would ultimately win the post-war peace. Candidates may support the first part of the statement by arguing that the Boers surrendered and lost their independence because of the agreements concluded in the Treaty of Vereeniging (1902). However, they may counter this and suggest that the difficulties experienced by the British during and after the war ensured that it was only the hollowest of victories; the war had been costly and protracted for the British, and Britain’s reputation was tarnished by its use of scorched earth tactics and concentration camps. When discussing the success (or otherwise) of the Boers during the post-war peace, candidates may address the failure of Milner’s Anglicization policies, the granting of self-government to the former Boer Republics, and the creation of the Union of South Africa, which was led by Boer politicians. Alternatively, they may argue that post-war reconciliation and white political and economic domination meant that both sides were “winners”.

- 30.** Evaluate the reasons why the African National Congress (ANC) adopted armed struggle.

The question requires that candidates make an appraisal of the reasons why the African National Congress (ANC) adopted armed struggle. Candidates may refer to evidence such as the apartheid laws passed since 1948 and argue that armed struggle was the ANC’s ultimate response to a racist system. They may note the peaceful campaigns and demonstrations organized by the ANC and argue that these had failed to persuade an intransigent government to negotiate. Candidates may stress the importance of the Sharpeville Massacre and argue that the government’s response to this—the banning of the ANC—dramatically narrowed the scope for more peaceful protest. They may also mention the influence of the South African Communist Party and rivalry with the Pan Africanist Congress, a movement that had already created its own armed wing.

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

31. “African Independent Churches emerged because colonial rule was unpopular.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that African Independent Churches emerged because colonial rule was unpopular. They may agree, partially agree or disagree with the statement. When arguing in support of the statement, candidates may focus on the way in which independent churches were used as a vehicle for popular opposition to the colonial state and its policies. Independent churches stood in contrast to the mission churches, which were associated with colonialism. Candidates may also look at how the colonial authorities tried to eradicate traditional practices such as polygamy and argue that independent churches were seen to be a refuge for African culture. Candidates may also look at the influence of Black American evangelism, the theology of which was strongly anti-colonial, on the independent churches. In disagreement with the statement, candidates may argue that the emergence of independent churches was due more to dissatisfaction with existing churches than to disaffection with colonial rule.

32. Evaluate the impact of developments in education in **two** African countries.

The question requires that candidates make an appraisal of the impact of developments in education in two African countries, weighing up the significance, or otherwise, of those developments to each country. Candidates may choose to focus on the neglect of academic education under colonialism, particularly in white settler colonies where Africans were prepared for a life of servitude. In other colonies, it was the Christian mission and/or Islamic schools that provided education. Further, while the academic standards of these institutions were often high, most Africans received little or no education. Candidates may also focus on how newly-independent governments faced substantial challenges in providing universal primary and secondary education. They may consider the success of some countries in meeting these challenges, especially in terms of opening opportunities in education to females. Candidates may, if they desire, adopt a comparative approach; however, this is not a requirement.

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

- 33.** “The creation of the state of Israel in 1948 was the result of tensions and instability in Palestine following the Second World War.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the creation of Israel was the result of tensions and instability in Palestine following the Second World War. Candidates may agree, partially agree or disagree with the statement. In their arguments, they may focus on tension between Jews and Arabs after the war and the declaration of open war on the British by Jewish underground groups. Candidates may note how this instability led the British to hand the decision of the future of the territory over to the United Nations. The UN ruled that it should be partitioned, a decision rejected by the Palestinians. When the British officially terminated its mandate, David Ben-Gurion declared an independent Israeli state. While the focus of candidates’ responses must be on post-war factors, to contextualize their arguments, candidates may refer to pre-1945 evidence. This may include the creation of the World Zionist Congress, the Balfour Declaration, the Peel Commission and the mass murder of European Jews during the Third Reich.

- 34.** “The outbreak of civil war in Lebanon in 1975 was mainly caused by outside interference.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the civil war in Lebanon was mainly caused by outside interference. Candidates may stress the primacy of outside interference as a cause by considering the creation of a League of Nations mandate that included Christians, Druze and Shia and Sunni Muslims within its borders. Sectarian resentments were stoked by the French, who favoured the Christian population. The volatile mix of populations was added to by large numbers of Palestinian refugees who flooded into the country following the creation of Israel and the expulsion of the Palestine Liberation Organization (PLO) from Jordan. Candidates may also mention the Israeli Special Forces raid in 1973 that went some way to destabilizing the country. Candidates may also stress the importance of domestic politics, including the weakness of the army and the creation of militias.

Section 18 Post-independence politics in Africa to 2005

35. Evaluate the responses of **two** African countries to the post-independence challenges of disease and poverty.

The question requires that candidates make an appraisal of two African countries' responses to the post-independence challenges of disease and poverty, weighing up the strengths and limitations of each of those countries' responses. Candidates may adopt a comparative approach, although this is not a requirement. They may choose from a range of case studies in their responses but many of themes addressed will be similar. For instance, candidates may refer to heavy investment of some countries in schools, hospitals and clinics, and in specialist training in health and education. Many countries used UN agencies and other non-governmental organizations (NGOs) to provide specialist infrastructure, especially in remote areas and those hit by drought and famine. Several of these also sought to achieve food security to reduce diseases caused by malnutrition. Candidates may address factors that inhibited effective responses, such as conflict, corruption, and high levels of military spending and government debt.

36. With reference to **two** African countries, evaluate the success of African states in the return to multi-party democracy in the 1980s and 1990s.

The question requires that candidates make an appraisal of the success of two African states in the return to multi-party democracy in the 1980s and 1990s. They may choose from a range of case studies in their responses. Examples that may be chosen include (but are not limited to) the following countries: Nigeria, where periods of democracy were punctuated by military coups; Uganda, where initial optimism regarding the restoration of democracy by Museveni was replaced by concerns over human rights abuses; Zambia, where similar optimism surrounded the election of Chiluba; and Ghana, where a transition to democracy under Rawlings proved to be enduring and was accompanied by impressive economic growth. Candidates may adopt a comparative approach, or an approach where the success or otherwise of the two countries is addressed separately.
