

# Markscheme

November 2021

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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts.</li> <li>• Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation.</li> <li>• Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer.</li> <li>• 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.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives.</li> <li>• The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant.</li> <li>• The response moves beyond description to include some analysis or critical commentary, but this is not sustained.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.</li> </ul>
1–3	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague.</li> <li>• The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Response does not reach a standard described by the descriptors above.</li> </ul>

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

1. Evaluate the impact of the Sassanians on the ‘Abbasid dynasty.

Candidates will make an appraisal of the impact of the Sassanians on the ‘Abbasid dynasty. Impacts may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may evaluate the impact of an evolving Persian political culture. Persians replaced Arabs in many political positions and Persian administrative methods were employed. Persian traditions were used for court ceremonial and government structures and the Persian tradition of a standing army was introduced to bolster the ruler’s power. Another impact is that the caliph adopted the Persian tradition of emphasizing the religious basis of his power and used theologians to support this view. Persian literature and poetry became widespread. In 946, the Persian Buyeh family removed all power from the caliph and reduced him to a figurehead. However, candidates may note that the Shi’ism of the Persians never replaced the Sunni Orthodoxy as the official religion of the empire. Arabic remained the language of government and many Arabs held high positions in government. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. To what extent can Harun al-Rashid be considered a successful ruler?

Candidates will consider the merits or otherwise of the suggestion that Harun al-Rashid was a successful ruler. Examples of successes or otherwise may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to his establishment of the House of Wisdom and the creation of the Golden Age. He expanded the territory of the empire to its greatest extent and developed diplomatic relations with China and the Holy Roman Empire, as economic development and trade reached their apex. However, his reign also experienced numerous uprisings against the empire, which resulted in the loss of control over North Africa. In addition, he was not able to eliminate the challenge to his authority from the Umayyad dynasty in Spain. His failure to create an effective succession plan led to civil war between his sons and a significant weakening of the ‘Abbasid Empire. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

## Section 2: The Fatimids (909–1171)

3. “The impact of the Fatimid conquest of Egypt was mainly economic.” Discuss.

Candidates will offer a considered and balanced review of the statement that the impact of the Fatimid conquest of Egypt was mainly economic. Examples of impact may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to the Fatimid development of agriculture and industry in Egypt. Low tariff policies encouraged trade and created enormous wealth. The cultivation of cash crops and flax was encouraged and these were traded for goods from across the region, as Cairo and Alexandria became the most important commercial centres in the Mediterranean. However, the conquest of Egypt also had a strong political impact as it raised the prestige and military power of the Fatimids and supported their claim to the caliphate. Egypt became a strategic base for the expansion of Fatimid missionary efforts in Africa and Asia, and Egypt's wealth allowed the creation of a university and support for intellectual and cultural developments, which raised Fatimid prestige. It may be noted that political, religious and intellectual developments were made possible by economic development in Egypt. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. Examine the contribution of religious relations to the maintenance of power of the Fatimid Empire.

Candidates will consider the interrelationship between religious relations and the Fatimid Empire's maintenance of power. Candidates may refer to Fatimid toleration of the Sunni majority in their empire. This created internal peace, as did their harmonious relations with Christians and Jews. The employment of individuals by merit and not religious faith was crucial to maintaining and expanding power, both politically and economically. The Fatimids prospered by maintaining good commercial relations with Italy and Constantinople and welcoming foreign merchants to the empire regardless of their faith. However, increasing conflict with Sunni powers such as the Seljuks began to weaken their power outside Egypt, and caused them to be attacked and defeated by Saladin. Conflict with the Crusaders and the schism within the Isma'ili community contributed to their collapse. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

**Section 3: The Crusades (1095–1291)**

5. Evaluate the reasons for the success of the First Crusade (1096–1099).

Candidates will make an appraisal of the reasons for the success of the First Crusade. Reasons may predate the timeframe but must be clearly linked to the issue raised in the question. Candidates may evaluate the military and logistical assistance provided by the Byzantine Empire, the military skills of the Crusaders, particularly in siege warfare, and the quality of military leaders in developing strategy and tactics. In addition, the high morale of the Crusaders, inspired by religious dedication, allowed them to persevere and overcome the numerous hardships experienced during the campaign. The financial assistance and transportation provided by Genoa and other Italian cities was crucial to success. The internal weakness of the 'Abbasid Empire and conflicts between individual Muslim states and rulers also played a key role, as opposition to the Crusaders was greatly weakened. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. Evaluate the impact of the Hospitallers and Templars on the Crusades.

Candidates will make an appraisal of the impact of the Hospitallers and Templars on the Crusades, weighing up the strengths and limitations of their contributions. Impacts may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may evaluate the provision of military support to the Crusader states, which often lacked adequate military forces, and the garrisoning of castles that protected trade and pilgrim routes. The military orders also provided medical care for soldiers and support for the poor. Their ability to raise funds in Europe and to recruit volunteers to serve in the Holy Land provided long-term support to many of the Crusader states and the Crusading movement. Candidates may argue that their extensive military experience and discipline was a valuable addition to Crusading armies and individual rulers. Their religious zeal and unbending attitude towards Muslims did create friction and led to unnecessary strife and conflict. Their refusal to follow the orders of other military leaders contributed to the defeat at Hattin and the loss of Jerusalem. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

**Section 4: The Ottomans (1281–1566)**

7. Evaluate the reasons for the rise of the Ottomans in Anatolia.

Candidates will make an appraisal of the reasons for the rise of the Ottomans in Anatolia, weighing up the importance or otherwise of these factors. Reasons may predate the timeframe but must be clearly linked to the issue raised in the question. Candidates may evaluate the significance of the power vacuum created by the collapse of the Seljuks, the economic strength of the Ottomans based on their fertile lands and control of trade routes, which allowed them to recruit larger armies and purchase the latest technology, and the expanded power resulting from their conquests in the Balkans. The strength of Ottoman leaders was an important factor, particularly their willingness to use new technology and tactics. External factors may be evaluated as the Ottomans received aid from the Genoese, who wished to trade. Tamerlane's conquests failed to destroy them and created an opportunity for expansion when his empire collapsed and the Byzantine Empire was losing power in Anatolia. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

Candidates will make an appraisal of the contribution of the Ottomans to Islamic culture, weighing up the strengths and importance or otherwise of this contribution. The results may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may evaluate religious contributions in which Sunni orthodoxy was strengthened and Shi'ism suppressed. Sufism was expanded under the Ottomans, who supported and popularized this spiritual, mystic movement. The dervish movements were encouraged in order to liberalize religious practice and loosen prohibitions on coffee, tobacco and music, thus making Islamic culture less austere. The Ottomans promoted a sense of Muslim power and superiority and supported strong resistance to Western ideas and culture. In literature, they expanded printing, particularly in Arabic, and promoted Persian styles in literature and poetry. They made the Ottoman world more cosmopolitan by introducing Greek, Anatolian and Asian styles into architecture, music, art and literature. Their extensive trading networks brought a range of influences from the Orient in food, dress, and scientific and technical knowledge. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

9. Examine the significance of trade routes to the rise **and** decline of the Ghana Empire.

The question requires that candidates consider the interrelationship between trade routes and the rise and decline of the Ghana Empire. Factors considered may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of rise and decline, or they may prioritize their coverage of either. They may examine the advantageous location of the empire, which was situated at the nexus of a complex series of trade routes linking North Africa with the goldfields to the south. The empire was enriched by taxes levied on goods such as gold, salt, copper, and leather goods, leading to urbanization and the development of a sophisticated market economy. Over time, new kingdoms rose and encroached on these trade routes, threatening its economic lifeblood. The discovery of rich new goldfields in neighbouring states meant that trade routes shifted to these new centres of supply, bypassing the Ghana Empire and contributing to its eventual implosion. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. “The most important factor in the rise of the Mali Empire was its military organization.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the most important factor in the rise of the Mali Empire was its military organization. Candidates may refer to Sundiata Keita, the warrior-prince who founded the empire by building a powerful army and achieving military victories over his rivals. Sundiata's army was highly organized and armed with poison arrows, javelins, stabbing spears and chain armour. His elite cavalry divisions, known as *farari*, were particularly effective in battle. War canoes were used to expand territory along the Niger river and its tributaries. Other relevant factors may be addressed, for example the decline of the Ghana Empire, which created a power vacuum and new opportunities for expansion, and the significance of the trade in gold and salt, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.



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

11. Evaluate the importance of social and political organization to the rise of the Sotho.

The question requires that candidates make an appraisal of the importance of social and political organization to the rise of the Sotho, weighing up the strengths and limitations of both factors. Candidates may offer equal coverage of social and political organization, or they may prioritize their evaluation of either. However, both aspects will be a feature of the response. Candidates may refer to the role of Moshoeshe as a leader and diplomat. He offered sanctuary to groups fleeing the Difaqane, used the *pitso* to consult with Sotho elders before making important political decisions, and preserved Basotho independence by combining resistance with wily diplomacy with the Boers and the British. Social traditions, such as initiation ceremonies and age grades, were promoted as a way of strengthening cultural identity. Moshoeshe encouraged the activity of French missionaries, who brought with them education and healthcare. Other relevant factors may be addressed, such as economic factors, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

12. "The main effect of the rise of the Sokoto Caliphate was economic change." To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the main effect of the rise of the Sokoto Caliphate was economic change. Candidates may refer to the results of the political centralization which followed the creation of a single caliphate by Usman dan Fodio. Centralized power led to a more integrated and diversified economy, with cash crops like cotton and indigo introduced alongside the more traditional agricultural practices of pastoralism and food production. Islamic scholarship helped create an educated and efficient bureaucracy, paving the way for an urban economy and the emergence of a new class of traders and merchants. Neighbouring states paid tribute, swelling the coffers of the caliphate. Other relevant factors may be addressed, for example religious changes and spread of jihad, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

13. “The growth of the Atlantic slave trade was mainly an extension of existing practices of slavery in African societies.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the growth of the Atlantic slave trade was mainly an extension of existing practices of slavery in African societies. Candidates may discuss that slavery was a long-standing institution in many parts of West Africa and that it had contributed to the success of empires such as Mali and Songhai. The legacy of animosity created by the existing trade meant that some African groups were prepared to act as middlemen for the Europeans by procuring slaves from the interior. Candidates may discuss other ways in which European slavers were adept at exploiting divisions and rivalries among Africans. Candidates may disagree with the statement by arguing that other factors were more important causes of the expansion: the demand for labour in the sugar plantations of the New World; advances in maritime technology; or the demand in African societies for goods such as cloth, beads, gin, and firearms. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. Evaluate the role of humanitarian factors in the decline of the East African slave trade.

The question requires that candidates make an appraisal of the role of humanitarian factors in the decline of the East African slave trade, weighing up the importance or otherwise of these factors. Candidates may argue that the decline came from pressure exerted by abolitionists in early nineteenth century Britain, or the decision of the British to abolish the trade across their empire in 1807 and the institution of slavery itself in 1833. They may highlight the role played by Christian missionaries and explorers, such as David Livingstone, and argue that it was the introduction of colonial rule that brought an abrupt end to the trade in many areas. Similarly, humanitarian factors lay behind British Consul John Kirk’s decision to force Sultan Barghash to close the slave market in Zanzibar in 1873, a key development in the decline of the East African slave trade. Other relevant factors may be addressed, such as the falling demand for slaves in the Ottoman Empire, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

15. “Strategic factors were the most important reasons for the partition of Africa.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that strategic factors were the most important reasons for the partition of Africa. Candidates may discuss the significance of South Africa during the early period of the partition, where Britain was determined to extend and strengthen its control of the subcontinent. This was due to the strategic importance of this region on the sea route to its empire in India. Concerns over the security of the Suez Canal zone led to Britain’s military occupation of Egypt in 1882. The fallout from this development contributed to the breakdown of the “gentleman’s agreement” with France in West Africa, accelerating the colonization of this region. Similarly, colonial activity in East Africa may have been prompted by competition between European powers to control the headwaters of the Nile river. Other relevant factors may be addressed, for example national rivalry and economic causes, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. “The Berlin West Africa Conference had little impact on the partition of Africa.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the Berlin West Africa Conference had little impact on the partition of Africa. Candidates may agree with the statement by arguing that the partition was already well underway in many parts of the continent prior to Bismarck’s decision to hold a conference in 1884. They may argue that the conference focused mainly on relatively minor issues such as territorial and commercial disputes between Leopold and other powers in the Congo basin, and these rivalries had little to do with the deeper causes of the partition. Candidates may disagree with the statement by referring to Bismarck’s use of the conference as a means of promoting and legitimizing Germany’s claims to colonies in Africa. This elicited a response from the other powers, who rushed to exclude Germany from other parts of the continent. Candidates may also refer to the agreements reached in Berlin regarding the need for effective occupation and argue that this may have precipitated a “second scramble”. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

17. “Strong African states resisted imperialism while weaker states collaborated.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that strong African states resisted imperialism while weaker states collaborated. Candidates may agree with the statement by referring to factors such as centralized political structures, large professional armies and access to modern weaponry. All of these made possible the resistance of stronger states, such as Menelik’s Ethiopia or Cetshwayo’s Zulu Kingdom. Conversely, they may argue that weaker states recognized the futility of resistance and had little choice but to come to terms with the colonizer. Alternatively, candidates may disagree with the statement by referring to weak states that resisted, or strong states that collaborated. Examples may include Buganda, which collaborated with Britain to gain political and economic advantage through the exercise of subcolonialism; or the doomed, desperate resistance of groups such as the Herero and Nama. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. “The most important reasons for British intervention in the Asante Wars (1873, 1896, 1900) were economic.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the most important reasons for British intervention in the Asante Wars were economic. Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to economic factors such as the British desire to control the goldfields of Asante. As well as gold, Asante produced large quantities of rubber and cocoa, and the British were determined to break its monopoly of the lucrative trade between the coast and the hinterland. Candidates may discuss strategic factors including their support of the Fante, the traditional foe of Asante, or their wish to exclude France and Germany from the region. Candidates may also discuss more specific factors, such as the Asante incursion into British territory in 1873, the refusal of the Asantehene to submit to British protection in 1896, or the Golden Stool incident in 1900. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

**Section 10: Africa under colonialism (1890–1980)**

19. Compare and contrast the impact of settlers in **one** British colony and **one** Portuguese colony.

The question requires that candidates give an account of the similarities and differences between the impact of settlers in one British colony and one Portuguese colony, referring to both throughout. Impact may extend beyond the timeframe, but it must be clearly linked to the issue raised in the question. Candidates may note that the settler presence often led to political radicalization, with settlers demanding residential segregation and the economic subordination of Africans. They may refer to resulting tensions between colonial officials and settler groups, or to ways in which the settler presence delayed the march to independence. Candidates may refer to more specific developments, such as the roles played by settler communities in the causes and course of the liberation wars in Mozambique and Angola, in the Mau Mau rebellion in Kenya, in the creation of the Central African Federation, and in the Unilateral Declaration of Independence in Rhodesia.

20. “The impact of colonial administration was entirely negative for the Senegalese.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the impact of colonial administration was entirely negative for the Senegalese. Impact may extend beyond the timeframe, but it must be clearly linked to issues raised in the question. Candidates may discuss enduring poverty in colonial Senegal, especially in rural areas, where authorities failed to diversify or develop an economy based mainly on peasant cultivation of cash crops. Alternatively, they may discuss that colonial authorities did introduce basic healthcare and western education, though provision was sparse and low in quality. Some members of the African elite had access to tertiary education in France. Candidates may argue that citizenship rights were available to Africans in the four communes, or that the preservation of chiefly authority meant that the impact of colonial administration was in any case minor in many areas. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 21.** Compare and contrast how independence was achieved in Tanganyika and South-West Africa.

The question requires that candidates give an account of the similarities and differences between the achievement of independence in Tanganyika and South-West Africa, referring to both countries throughout. For comparison, candidates may note the dominance of a single nationalist movement in each country (TANU and SWAPO respectively), which provided a focal point for opposition. Similarly, the two movements were dominated by a single charismatic leader, Julius Nyerere in Tanganyika and Sam Nujoma in South-West Africa. Candidates may also note pressures for independence in both colonies resulting from their special status as UN Trust Territories. For contrast, they may highlight the differences between Tanganyika's peaceful achievement of independence and South-West Africa's prolonged armed struggle. They may also argue that the struggle in South-West Africa was complicated by the presence of South Africa as a racist occupying power, a factor that contributed to the later achievement of Namibian independence.

- 22.** Evaluate the contribution of political parties to the achievement of independence in French West Africa.

The question requires that candidates make an appraisal of the contribution of political parties to the achievement of independence in French West Africa, weighing up their importance or otherwise. Candidates may evaluate the importance of the Rassemblement Democratique Africain (RDA), a grouping of parties from all parts of French West Africa, which ensured that nationalism developed a strong cross-regional character. This party, which included political heavyweights like Felix Houphouet-Boigny and Leopold Senghor, sat in the French parliament and worked closely with French Communists, leading to some support for independence in the metropolis. They may evaluate other parties such as Sekou Toure's Democratic Party of Guinea, which voted against plans for an independent regional community in 1958, thus hastening independence from France but scuppering proposals for a post-independence federation. Other relevant factors may be addressed, for example the willingness of the French government to smooth a path to independence by enacting legislation such as the Loi Cadre of 1946 or the 1958 Constitution. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

**Section 12: The Ottoman Empire (c1800–1923)**

23. “Rising nationalism was the main reason for the decline of the Ottoman Empire in the early 19th century.” Discuss.

Candidates will offer a considered and balanced review of the view that rising nationalism was the main reason for the decline of the Ottoman Empire in the early 19th century. Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may discuss the rise of nationalism caused by the French Revolution, which inspired subject groups within the Empire such as the Greeks to revolt, and European powers such as Russia to expand at the expense of the Ottomans. Other reasons may include the increased Western control of trade routes from Asia and Africa, which reduced Ottoman economic power, and Western advances in science and technology that gave them a powerful military advantage over the Ottomans. Candidates may discuss the Ottoman failure to modernize their government, economy, education system and military, which made them much weaker than the Western powers, who were expanding aggressively. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. To what extent was fear of Russian expansion the main reason for Ottoman entry into the First World War?

Candidates will consider the merits of the suggestion that fear of Russian expansion was the main reason for Ottoman entry into the First World War. Candidates may refer to Ottoman territorial losses to Russia in the 19th century, which caused fear of Russian ambitions. Ottoman weakness in the Balkan Wars emphasized how vulnerable they would be to future Russian aggression. Entry into the war on the German side gave them a chance to defeat Russia. Their failure to reach a diplomatic agreement with the Triple Entente made the Ottomans fearful that the Triple Entente would give their territory to Russia as a reward for participation in a European war. Candidates may argue that extensive German military and economic support to the Ottomans prior to the war had solidified relations and caused the Committee of Union and Progress to become pro-German. Improvements in the Ottoman army made them more confident in confronting Russia, as did German naval support in the Black Sea. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

25. Examine the reasons for, and the results of, the mandate system in Syria and Lebanon.

Candidates will consider the interrelationship between the reasons for and the results of the mandate system in Syria and Lebanon. Candidates may offer equal coverage of reasons and results or they may prioritize their examination of one of them. However, both reasons and results will feature. Candidates may examine the Sykes–Picot agreement which assigned Syria and Lebanon to France. France acquired the mandates leading to economic and strategic advantages, and this balanced British power in the region. Creating the mandates allowed France to deny self-rule to the Arabs, which was consistent with their colonial policy in Africa. For results, candidates may examine French expansion of Lebanon at the expense of Syria and their favouring of the Maronite Christians in Lebanon. This led to constant unrest and outbreaks of rebellion in Syria and Lebanon, which caused the French to grant limited self-rule in both colonies but not independence. French favouritism of Christians caused sectarian violence in Lebanon. The French did introduce modern administration and legal systems. They built infrastructure in both mandates and improved the education system, but economic development was limited. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

26. To what extent were attempts at modernization in Iran **or** Saudi Arabia **or one** North African state successful?

Candidates will consider the merits or otherwise of the suggestion that attempts at modernization in Iran or Saudi Arabia or one North African country were successful. Candidates may refer to developments in economic and industrial development, evidence of new technology in transportation, infrastructure and communication, as well as changes in social structure, family life, women's rights, religion and education. The degree of modernization may be assessed with respect to changes in political and legal systems, as well as relations with other countries. Candidates may consider attempts at modernization from their chosen country that span across several changing governments in the country. Political reform may also be considered where appropriate. The degree to which new ideas and ideologies were accepted may also be considered. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.



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

27. “The Economic Community of West African States (ECOWAS) was more successful than the Southern African Development Coordination Conference (SADCC).” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that ECOWAS was more successful than SADCC. Successes or failures may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of ECOWAS and SADCC, or they may prioritize discussion of either. However, both will be a feature of the response. Candidates may refer to the success of ECOWAS in achieving economic integration, or to its military interventions in civil wars which promoted regional stability. They may also address rivalries and divisions among its members, problems that also beset SADCC. Candidates may refer to SADCC’s contribution to the achievement of majority rule in South Africa, or to South African intervention in civil wars in Angola and Mozambique prior to 1994, a factor that weakened its members and undermined its effectiveness as an organization.

28. Examine the consequences of siding with the United States **or** the Soviet Union for **two** African countries during the Cold War.

The question requires that candidates consider the interrelationship between the decisions of two African states to side with the United States or the Soviet Union during the Cold War and the consequences for these countries. Consequences may extend beyond the timeframe, but they must be clearly linked to the issue of siding with a superpower. Candidates may offer equal coverage of the two countries or they may prioritize their examination of either. However, both will be a feature of the response. Candidates may refer to financial aid provided by the superpower, which promoted economic development, or they may stress that this aid was highly conditional and often came in the form of military equipment. These factors could strengthen military juntas, perpetuate corruption and/or dictatorship, and exacerbate civil conflict. Candidates may also point out that siding with one superpower typically led to destabilization by the other, or that accepting superpower backing often entailed involvement in wars by proxy. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

### **Section 15: Developments in South Africa 1880–1994**

- 29.** Compare and contrast the nature of segregation and apartheid policies.

The question requires that candidates give an account of the similarities and differences between the policies of segregation and apartheid, referring to both throughout. There does not need to be an equal number of points on each. For comparison, they may refer to the oppressive and discriminatory nature of the two systems, each of which was designed to achieve the political and economic domination of white over black. Among other things, each system aimed to achieve residential segregation of the races and enforce a colour bar in the workplace. For contrast, candidates may argue that apartheid policies were more radical and systematic in their scope and implementation than segregation. Apartheid sought to extend legislation to areas not covered under segregation laws, such as public amenities and sexual relations. Candidates may argue that unlike segregation, the policies of Grand Apartheid were introduced in an attempt to engineer the complete separation of the races.

- 30.** Evaluate the contribution of township unrest in the 1980s to the end of the apartheid system.

The question requires that candidates make an appraisal of the contribution of township unrest to the end of the apartheid system, weighing up its strengths and limitations as a factor. Candidates may refer to the immediate response to township unrest of the government. President P W Botha declared a state of emergency and announced the creation of a multi-racial tricameral parliament, which, it may be argued, was a first step towards reform of the system. Candidates may also evaluate the general sense of crisis which now pervaded the apartheid system, or to the damage inflicted by the unrest on an already beleaguered economy. They may argue that unrest contributed to the emergence of new political actors, such as the United Democratic Front and COSATU. In the absence of the banned ANC, these groups provided a focus for further resistance and helped draw international attention to apartheid. Other factors may be evaluated, for example, the global economic boycott of South Africa, or debates for reform within the ruling National Party, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

31. “Anti-colonialism was the most important reason for the creation of the African Independent Churches.” To what extent do you agree with this statement?

The question requires that candidates consider the merits of the statement that anti-colonialism was the most important reason for the creation of the African Independent Churches. Candidates may refer to political movements for independence which supported their creation and the desire to create independent churches that would be free of European church hierarchies. There was a desire to create a new style of church which would integrate Christian and African tradition. African churches could also help Africans adapt to modern views which were alien to their traditions. The creation of African churches was inspired by the Protestant traditions of schism and independence which allowed considerable individuality in the application of Christian values. The movement to create African churches also grew because it served the needs of Africans and could be adapted to reflect the views of individual countries or ethnic groups. Other relevant factors such as the work of missionaries or geo-political events may be discussed but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by relevant evidence.

32. With reference to **two** African countries, evaluate the impact of technological developments on society.

Candidates will make an appraisal of the impact of technological developments on two African countries, weighing up the strengths and limitations or otherwise. The impacts may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of both countries or they may prioritize their evaluation of one. However, both countries will be a feature of the response. Candidates may evaluate the impact of technology on industries, employment, urbanization and economic systems. They may address the impact of information technology on education, new political ideas, lifestyles and family life, or stress the importance of developments in transportation on trade and the environment. Candidates can evaluate both positive and negative impacts. Both strengths and limitations must be clearly indicated, but there does not have to be an equal focus on each. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 33.** Evaluate the impact of the Six Day War on Israel and Arab states up to 1978.

Candidates will make an appraisal of the impact of the Six Day War on Israel and Arab states, weighing up the importance or otherwise of this impact. Impacts may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may evaluate increased Israeli territory and improved strategic position, the problems created by large numbers of Arab refugees inside Israel, increased security for Israel after the defeat of opponents, increased guerrilla attacks on Israel and the creation of the PLO as a political and military opponent, and increased international opposition based on the fate of the Palestinians and the Sinai region. Impacts on Arab states may include the sense of humiliation and enmity amongst Arab states after the defeat; the collapse of Nasser and Egypt as the leading Arab power and the emergence of Saudi Arabia as the new power; new governments in Egypt and Syria with close ties to the Soviet Union; determination by Arabs to avenge the loss leading to the Yom Kippur War and a further Arab defeat. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 34.** To what extent were the economic and social policies of Nasser successful?

Candidates will consider the merits or otherwise of the suggestion that the economic and social policies of Nasser were successful. Candidates may refer to his land reform policies, which transferred wealth to middle- and low-income farmers; the Aswan Dam which increased arable land but decreased fertility and damaged the environment; industrialization policies based on state ownership, which created rapid growth but were inefficient and caused increased debt and a poor credit rating for the state. The nationalization of the Suez Canal was a major economic initiative, but its impact was lessened by wars with Israel, which caused it to be closed. Nasser increased employment for many young people in government service, but lack of funds created debt and high levels of inflation, as did his high military spending. His overall inability to expand the economy led to widespread unemployment and social unrest. His social policies were successful in expanding education, improving working conditions, and achieving greater equality and more rights for women. The influence of religion was reduced as society was made more secular. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

**Section 18: Post-independence politics in Africa to 2005**

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

The question requires that candidates make an appraisal of the impact of military rule in two African countries, weighing up its strengths and limitations. The evaluation of impact may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of positive and negative impacts or they may prioritize their evaluation of one of them, but both aspects must be a feature of the response. Candidates may refer to positive impacts such as the restoration of internal peace; the eviction of unpopular governments or leaders and the creation of stability, which might foster economic growth, trade and investment. Negative impacts such as reductions in freedom and civil rights, elimination of democratic institutions, increased ethnic divisions and corruption may be referred to. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 36.** Evaluate the impact of neo-colonial economic exploitation in **two** African countries.

Candidates will make an appraisal of the impact of neo-colonial exploitation in two African countries. Impact may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Both strengths and limitations must be clearly indicated, but there does not have to be an equal focus on each. Candidates may refer to limitations such as loss of control over natural resources, tax revenues and trade terms and the activities of foreign enterprises. In addition, they may address the loss of local industries and reductions in living standards and working conditions. Governments may have been pressured into alliances, trade pacts or diplomatic positions, and the internal political system or leadership may have been influenced or altered. Positive impacts may include the possibility of foreign investment, which developed infrastructure, training facilities and industries, contributing to future growth. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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