Diploma Programme
Programme du diplôme
Programa del Diploma

Markscheme

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History

Higher level

Paper 3 – history of Africa and the Middle East

21 pages

International Baccalaureate®
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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. "Military weakness was responsible for the fall of the Umayyads." To what extent do you agree with this statement?

   The question requires that candidates consider the merits or otherwise of the statement that military weakness was responsible for the fall of the Umayyads. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to the growth of widespread armed opposition particularly in Iran where powerful armies were raised by Abu Muslim, tribal and sectarian opponents joined the revolt to produce an overwhelming force. Other relevant factors may be addressed: the lack of support from non-Arab Muslims, alienation caused by the centralized and elitist government, religious opposition which claimed the Umayyads were sinful and impious usurpers and an increasing unwillingness of many citizens to serve the state. A series of weak Caliphs after 740 was also a factor. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. Examine the reasons for the development of the Golden Age of Islam.

   The question requires that candidates consider the inter-relationships between various causes and the development of the Golden Age of Islam Causes may predate the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to the fact that secure trade and communication routes allowed knowledge to flow into Baghdad from a vast area from North Africa to India. The political and financial support of scholarship by powerful leaders such as Harun al-Rashid was crucial. Other relevant factors may be addressed, for example the Islamic tradition of scholarship as well as the collection and preservation of knowledge from conquered territories provided extensive material for study, the wealth of the empire provided support for scholars, the Islamic traditions of religious tolerance encouraged scholars from other religions to participate in the intellectual advances. Candidates' opinions and conclusions will be presented clearly and supported by appropriate evidence.

Section 2: The Fatimids (909–1171)

3. To what extent were economic factors mainly responsible for the foundation of the Fatimid dynasty?

    The question requires that candidates consider the merits or otherwise of the suggestion that economic factors were mainly responsible for the foundation of the Fatimid dynasty. Causes may predate the time frame but must be clearly linked to issue raised in the question. Candidates may refer to merchants who supported Fatimid ideals. They helped transport missionaries to expand Fatimid influence over a wide area and the income from trade supported the growth of the army and government. The wealth from the acquisition of Egypt expanded the army, built institutions of learning and expanded Fatimid missionary work. Candidates may also refer to the support of the Berber tribes which provided a powerful military force, the weakness and unpopularity of the Abbasids and Fatimid policies of religious toleration and ethnic diversity allowed them to attract talented individuals. Their interpretation of Islam and the concept of the Mahdi attracted many people with spiritual interests. Candidates' opinions or conclusions must be clearly presented and supported by appropriate evidence.

4. "The most important reason for the success of the Fatimid Empire was effective leadership." Discuss with reference to **two** of the following: al-Mu'izz (953–975); al-Hakim (996–1021); al-Mustansir (1036–1094).

    The question requires that candidates offer a considered and balanced review that the most important reason for the success of the Fatimid Empire was effective leadership. Candidates must refer to **two** of the leaders named in the question. Causes may predate the time frame but must be clearly linked to the issue raised in the question. Candidates may prioritize their discussion of one leader, but both will be a feature of the response. Candidates may refer to the achievements of their chosen leaders in territorial and economic expansion, religious relationships, support of learning and the expansion of the Ismaili faith. Maintenance of power and control; of military and political factions and unrest may also be examined. Other relevant factors may be addressed such as Fatimid religious and ethnic relations, strength of their opponents, economic power, and the appeal of the Ismaili philosophy. Candidates' opinions must be clearly presented and supported by religious evidence.

Section 3: The Crusades (1095–1291)

5. "Superior tactics were the main reason for the success of the First Crusade." To what extent do you agree with this statement?

    The question requires that candidates consider the merits or otherwise of the statement that superior tactics were the main reason for the success of the First Crusade. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to the fact that the members of the Crusading army were all professional soldiers with a high degree of training and equipment which gave them a tactical advantage. Crusaders were skilled in siege warfare which allowed them to capture Jerusalem and other cities. Their leaders were skilled in warfare and understood tactics. Other relevant factors may be addressed, for example the political and military disunity of the Muslim forces, the religious zeal of the Crusaders maintained their morale and allowed them to overcome hardships, the logistical and strategic advice provided by the Byzantine Empire as well as the economic support provided by the Italian city-states. Candidates' opinions or conclusions must be presented clearly and supported with appropriate evidence.

6. Evaluate the impact of the Crusades on the Byzantine Empire.

    The question requires that candidates make an appraisal of the impact of the Crusades on the Byzantine Empire. Consequences may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to positive impacts such as the success of the First Crusade which weakened the Muslims and added territory to the Byzantine Empire, the prospect of further assistance from the West raised Byzantine morale. Negative impacts may include the ongoing disputes with the Crusaders which destroyed the hope of co-operation and caused a loss of territory. The powerful Muslim response to the Crusades endangered the Byzantine Empire. The Fourth Crusade captured and looted Constantinople which crippled the Byzantine Empire. Byzantine territory was destroyed by Christian armies on their way to the Crusades. The collapse of the Crusading movement removed any hope for the Byzantine Empire in their struggle with the Muslims. Candidates' opinions or conclusions must be presented clearly and supported by appropriate evidence.

Section 4: The Ottomans (1281–1566)

7. Evaluate the effects of the foundation of the Ottoman Empire on Europe.

    The question requires that candidates make an appraisal of the effects on Europe of the foundation of the Ottoman Empire weighing up its importance or otherwise. Consequences may extend beyond the time frame but must be clearly linked to the issue raised in the question. Candidates may refer to the loss of territory by European powers in the Balkan region, The changed strategic situation as the Ottomans threatened Italy and the Eastern Mediterranean. The Ottoman capture of Constantinople was a severe physical and psychological blow to the Christian world. It also gave the Ottomans control of the trade routes to Asia which limited the power of Venice and others and may have inspired the search for new routes to Asia. Ottoman government attracted many immigrants from Europe which was a major loss of intellectual, artistic, and commercial talent, the refuge provided for minorities fleeing European persecution served to further strengthen the Ottomans. Ottoman diplomacy succeeded in making treaties with some European states which divided Europe and limited its ability to resist Ottoman and Islamic expansion. Candidates' opinion or conclusions will be presented clearly and supported by appropriate evidence.

8. Compare and contrast the contribution of **two** of the following to the power of the Ottoman Empire: Mehmet II (1451–1481); Selim I (1512–1520); Suleiman the Magnificent (1520–1566).

    The question requires that candidates give an account of the similarities and differences between two of the individuals named in the question in terms of their contribution to the power of the Ottoman Empire referring to both throughout. There does not have to be an equal number of each. Results may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to their military records, their territorial acquisitions and conquests, their establishment and operation of government and legal systems, their relationships with subject peoples, their economic polices including trade, the nature, and results of their interactions with foreign powers. Candidates may also refer to their development of educational, intellectual, and cultural institutions and the impact of these on the power of the Empire. Candidates' opinions and conclusions must be clearly presented and supported by appropriate evidence.

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

   9.   To what extent was the Almoravid jihad the main reason for the decline of the Ghana Empire?

   The question requires that candidates consider the merits or otherwise of the suggestion that the Almoravid jihad was the main reason for the decline of the Ghana Empire. Candidates may offer equal coverage of the rise of the Ghana Empire as the richest state in West Africa since the 9th century and of Almoravids leadership as the main Muslim dynasty in Northern Africa between the 11th and the 12th centuries. They may also analyse the religious, political, and commercial relationship between the Ghana Empire and the Almoravids. Candidates may refer to the basis of Ghana Empire's power related to gold and copper trade and to Almoravid's conquests. Other relevant aspects may be considered, for example, the existence of competitive merchants and chiefs that rebelled against Ghana's king, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

   10. Evaluate the impact of the Indian Ocean trade on the emergence of a cosmopolitan Swahili culture.

   The question requires that candidates make an appraisal of the impact of the Indian Ocean trade on the emergence of a cosmopolitan Swahili culture, weighing up its strengths and limitations or otherwise. Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to the emergence of city-states alongside the Eastern Africa coast because of the engagement of local people in the trade of goods like gold, crystal rock or ivory that were sold in the Indian Ocean network, mainly to Muslim Arabic and Persian merchants. Other relevant factors may be addressed, as the archeological evidence of mosques that shows the conversion of Eastern Africa city-states inhabitants to Islam and the rise of Swahili language as a result of the combination of Arabic and local African languages. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence

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

11. Examine the importance of Usman Dan Fodio's actions to the rise of the Sokoto Caliphate.

The question requires that candidates consider the interrelationship between Usman Dan Fodio's actions and the rise of the Sokoto Caliphate. Results may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Dan Fodio was a Fulani preacher who criticized Hausa rulers of nowadays Northern Nigeria for their unorthodox Islamic practices and sumptuous lifestyle. He also questioned the exploitation of people of Fulani and Fulbe origins, as well as of Hausa peasants, who suffered the imposition of heavy taxes, while only an aristocratic elite enjoyed royal privileges and the access to communal lands. Candidates may refer to Dan Fodio's army that he organized with the participation of dissatisfied peoples and to the war that led to the conquest of Hausa Kingdoms and the foundation of Sokoto Caliphate. Candidates' opinions or conclusions will be presented and clearly supported by appropriate evidence.

12. "British intervention was the main reason for the emergence of the Madhist State in Sudan." To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the suggestion that British intervention was the main reason for the emergence of the Mahdi State in Sudan in 1881. During the 19th century, Egypt controlled Sudan and exploited its natural resources and labor force. At the same time, Great Britain increased its influence in Egypt, mainly after the acquisition of Ismail Pasha's share of the Suez Canal in 1875. British intervention included the designation of a governor in Sudan, George Charles Gordon, who sent Christian missionaries to the country. Considering this background, candidates will refer to the rise of Sudanese cleric Muhammad Ahmad, who organized military forces against the Egyptian government and besieged Khartoum, naming himself the Mahdi and creating a new state. Other relevant factors may be addressed, as the religious nature of the Mahdi, who attacked Egypt and Sudan's British governor, claiming the right of restoring Islamic principles. 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. "Rivalry between African states was the main reason for the expansion of the Atlantic slave trade." To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that rivalry between African states was the main reason for the expansion of the Atlantic slave trade. Many African states transformed their economies to make the slave trade their most important activity, ensuring a permanent provision through the organization of wars of capture that implied access to weapons distributed by Europeans. Candidates may offer equal coverage of the competition that emerged among African rulers for the access to weapons or they may prioritize the assessment of the Europeans' actions aimed to create or awaken rivalries between them. Other relevant factors may be addressed, for example, that rivalry resulted in local rulers' increased participation to prevent marginalization from the benefits of trade and loss of political power, or also to avoid their own people's enslavement. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. Examine the contribution of the rise of legitimate commerce to the decline of the Atlantic slave trade in the 19th century.

The question requires that candidates consider the interrelationship between the rise of legitimate commerce and the decline of Atlantic slave trade in the 19th century. This trade had enabled the provision of a labor force for the plantations of continental America and the Caribbean for more than three hundred years. Nevertheless, the capture of human beings as a central activity began to be replaced in Africa by the production of raw materials. This trade was named legitimate commerce because Great Britain had prohibited slave trade in 1807. Candidates may refer to the importance that these raw materials had to Western industrialized countries for manufacturing goods. Other relevant aspects may be considered, for example, that enslaved Africans transformed themselves in the most important workforce inside the continent, as main producers of raw materials for the industrialized world. 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. Evaluate the significance of missionaries and explorers to the growth of European activity in Africa.

Candidates will make an appraisal of the significance of missionaries and explorers to the growth of European activity in Africa, weighing up its strengths and limitations. Results may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. When Europeans began to expand in order to find new trade routes in the 15th century, they circumnavigated Africa settling factories and forts only on the coasts. They did not start exploring the continent inland until the 19th century, when Christian missionaries and explorers arrived. While the first wanted to convert local people, the others claimed scientific purposes, like the study of wildlife. However, they also looked for natural resources and the course of main rivers to facilitate penetration. Candidates may offer equal coverage of the activities developed by missionaries and explorers. Other relevant factors may be addressed, for example, the importance of their actions as preparatory to the colonization process. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. Compare and contrast the consequences of the activities of King Leopold II of Belgium and De Brazza in the Congo region.

The question requires that candidates give an account of the similarities and differences between the activities of King Leopold II and De Brazza in the Congo region, referring to both throughout. There does not need to be an equal number of each. King Leopold promoted the exploration of the area through the African International Association (AIA), and created the Congo Free State, while De Brazza was an explorer himself and his activities led to the formation of French Congo. Both signed treaties with local chiefs to obtain rights on the territory and exploited resources using local labour force. Nevertheless, Leopold's activities became notorious for the extreme violence against Africans inflicted through concessionary companies. The consequences of exploration may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may list and explain the kind of actions that Leopold and De Brazza developed in order to compare them.

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

17. "German military power was the main reason for the failure of the Herero and Nama resistance in Namibia." Discuss.

The question requires that candidates offer a considered and balanced review of the role played by German military power in the failure of the Herero and Nama resistance in Namibia. The territory had been colonized in the late 19th century by Germans, who appropriated the lands that belonged to local communities and distributed them among European settlers. As pastoralist people, the Herero and Nama were particularly affected because they lost access to water and land. Besides, they were transformed into enslaved workers. Candidates may offer equal coverage of the actions that both communities started to recover their lands and of German military strategies against them, including surprise attacks. Candidates may refer also to the imprisonment of local people in concentration camps, where they were subjected to forced labour. Other relevant factors may be addressed, for example, the army arrested men, women, and children, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. Examine the reasons for the Asante resistance to British intervention in the 19th century.

The question requires that candidates consider the interrelationship between the Asante resistance and British intervention in the 19th century. The abolition of slave trade by Great Britain in 1807 had affected the Asante economy because they were main providers in the traffic of human beings. The British began to patrol their territory in order to verify the effective end of slave trade and at the same time extended their influence to gain control of the Asante area. Candidates may refer to the extent of British territorial intervention that led to the 1873, 1896 and 1900 wars. Other relevant aspects may be considered, for example, that the objective of Asante resistance during the confrontations was to keep their sovereignty in the face of the colonialist expansion of Great Britain, which eventually established a protectorate along Asante territories and incorporated them into the Gold Coast colony in 1902. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 10: Africa under colonialism (1890–1980)

19. "Economic and social developments in Kenya under British rule up to 1963 were mainly negative." Discuss.

The question requires that candidates offer a considered and balanced review of the statement that economic and social developments in Kenya under British rule up to 1963 were mainly negative. Colonialism in Kenya promoted agricultural production for international markets. European settlers were given large tracts of land from which the traditional owners were dispossessed. Their economic status was reduced to that of wage labour. Living conditions were poor and mobility was limited by pass laws. Homelessness increased and many were reduced to living in poverty in cities. These conditions fuelled the growth of the Mau Mau Rebellion. In addition, education and other social supports were limited. A system of racial discrimination limited the opportunities of native Kenyans. Other relevant factors may be addressed such as the availability of some higher education through missionary schools and the gradual emergence of a Kenyan middle class and a growing number of government officials. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

20. Evaluate the impact of German and British rule in Tanganyika up to 1961.

Candidates will make an appraisal of the impact of German and British rule in Tanganyika up to 1961, weighing up their strength and limitations. After occupation, Germans organized a military regime and promoted a plantation economy. They also developed a relationship with local rulers in order to have access to the local labour force. After Germany was defeated in the First World War, the colony's administration was assigned to Great Britain, as a mandate of the League of Nations that turned into a trusteeship in 1945. The British put into practice a centralized civil government, but they also appealed to the intervention of native chiefs at the local level and developed cash crops. Candidates may offer equal coverage of political and economic results of German and British governments, or they may prioritize their evaluation of social changes. Candidates may refer also to the level of power that both colonial rules granted to traditional chiefs. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

21. Evaluate the impact of external factors on the liberation war in Angola.

The question requires that candidates make an appraisal of the impact of external factors on the liberation war in Angola, weighing up their importance or otherwise. The two most relevant local movements that participated in the war were the Movement for the Liberation of Angola (MPLA), related to the Third World interests, the Soviet Union and Cuba, and the National Union for the Total Independence of Angola (UNITA), initially allied with China, but supported subsequently by the United States and South Africa. In times of the Cold War, and as a consequence of Angola's rich natural resources, the ideology of the triumphant movement became an international matter of interest, mainly when the leftist MPLA began to gain power. Candidates may offer equal coverage of the different countries that intervened in the war and of the interests they represented. Other important aspects may be addressed, such as Angola's relevance to colonial Portuguese government and its international allies. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence

22. Examine the contribution of Nkrumah and the Convention People's Party (CPP) to the achievement of independence in Ghana in 1957.

The question requires that candidates consider the interrelationship between the contribution of Nkrumah and the Convention People's Party (CPP) and the achievement of independence in Ghana in 1957. After the Second World War, British colonial government began to grant political participation to local people in Gold Coast. As a result, the United Gold Coast Convention (UGCC) emerged. Although their members asked for self-government in the shortest time possible, it was a conservative party that mainly searched to protect local businessmen's interests. Things changed with the return of Kwame Nkrumah from the United States and the United Kingdom, where he had been studying for ten years. Facing popular discontent with economic and political conditions, Nkrumah promoted the Accra riots and founded the CPP in 1949, launching the Positive Action campaign. Candidates may offer a coverage of the activities that Nkrumah and the CPP developed in the following years, examining their effectiveness to reach emancipation. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 12: The Ottoman Empire (c1800–1923)

23. "Economic factors were the main reason for the Ottoman's weak response to European challenges in the second half of the 19th century." Discuss.

The question requires that candidates offer a considered and balanced review of the statement that economic factors were the main reason for the Ottoman's weak response to European challenges in the second half of the 19th century. Causes may predate the time frame but must be clearly linked to the issue raised in the question. Candidates may refer to the lack of industrial development, the dependence on foreign countries for loans to maintain the government, the domination of trade by foreign merchants which limited development. The Ottoman taxation system was antiquated and could not support the expense of modernization. Other relevant factors may include, a weak military lacking modern weapons and training, a population divided by ethnicity and religion leading to internal revolts, opposition to modernization from the religious leaders and a succession of weak leaders who were unable to bring needed change. Candidates' opinions and conclusions must be presented clearly and supported by appropriate evidence.

24. "Political repression was the main reason for the growth of the Committee of Union and Progress up to 1909." To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that political repression was the main reason for the growth of the Committee of Union and Progress up to 1909. Reasons may predate the timeframe but must be linked to the issue raised in the question. Candidates may refer to the suspension of the Constitution of 1876 by Abdul Hamid and his repressive 30-year regime which angered the supporters of political change. Many citizens who had acquired a modern education and knowledge of the outside world were frustrated by the lack of political and social progress. The increasing control of the economy and industry by foreign powers and the military humiliations of the Empire, encouraged nationalists to support change. Many minority groups joined the CUP in the hopes of escaping the oppression they suffered under Abdul Hamid. The CUP program to develop social reforms and a more secular state attracted many supporters especially amongst the educated. Candidates' opinions or conclusions must be clearly presented and supported by appropriate evidence.

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

25. Discuss the reasons for, and the results of, the mandate system in Iraq and Transjordan.

The question requires that candidates offer a considered and balanced review of the reasons for and results of the establishment of the mandate system in Iraq and Transjordan. Candidates may refer to the creation of these mandates, which were the result of the Versailles Conference attempting to regulate the administration of the territory acquired by Britain in the Middle East, after the First World War. Britain acquired these mandates for strategic and economic reasons. When discussing Iraq, candidates may refer to the creation of the kingdom of Iraq with Feisal as king with an Iraqi parliament being created in 1924, although Britain retained influence. The discovery of oil gave a major boost to the economy and the infrastructure and boundary disputes with Turkey and Saudi Arabia were resolved. There were outbreaks of rebellion by nationalist groups which were suppressed, however anti-British agitation continued due to the presence of British bases and the domination of the oil industry by British interests. Britain declared Iraq an independent state in 1932. Transjordan was recognized as an independent state, separate from the Palestine mandate in 1923, with British control over the army and, after 1928, British guidance in foreign affairs and finance, with Britain subsidizing the state. By 1946 it was an independent state with Emir Abdullah as king. There was limited opposition to the British mandate due to the need for subsidies and the popularity of Abdullah.

26. Examine the political and economic developments up to 1945 in **one** of the following: Iran; Saudi Arabia; **or** a North African state.

The question requires that candidates consider the interrelationship of political and economic developments up to 1945 in one of the following: Iran; Saudi Arabia; a North African state. Candidates may offer equal coverage of each, or they may prioritize their examination of one of them. However, both aspects will be a feature of the response. Candidates may refer to the nature and development of the political system including its structure, constitutional type, and individual rights. Economic developments may involve industrialization, development of resources, trade links, infrastructure, and changes in government economic policies as well as changing employment patterns and standards of living. Candidates' opinions and conclusions must be clearly presented and supported by appropriate evidence.

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

27. Evaluate the impact of the failure of the League of Nations to deal with Italian aggression in Abyssinia.

The question requires that candidates make an appraisal of the impact of the failure of the League of Nations to deal with Italian aggression in Abyssinia, evaluating the impact of the League's failure internationally. Italian invasion took place in 1935. The aggression was not a surprise for the League of Nations because their members knew that a military Italian garrison had been stationed near the Ethiopian border in November 1934. Nevertheless, the international organization did not take any action to prevent the aggression and after the invasion their members only applied economic sanctions that did not affect vital Italian resources. Candidates may refer to the discredit that the absence of intervention implied for the League of Nations. Other consequences may extend beyond the timeframe to include the approach of Italy to Germany prior to the Second World War. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

28. Evaluate the effectiveness of the policies of the Economic Community of West African States (ECOWAS).

The question requires that candidates make an appraisal of the effectiveness of the policies of the Economic Community of West African States (ECOWAS), weighing up its strengths and limitations or otherwise. This organization was created in 1975 with the aim of removing obstacles for the circulation of goods, capitals and people in Western Africa and promoting regional integration. Candidates may offer equal coverage of ECOWAS' protocol that allowed free displacements and cross-border activities, including trade, and of the absence of improvements in communication and transportation to allow travel amongst the different countries. Candidates may refer also to the lack of policies to prevent discrimination against migrants. Other relevant factors may be addressed, such as the evaluation of how the imposition of colonial borders, preserved after independence, altered traditional circulation since political boundaries did not always coincide with ethnical, cultural or economic areas. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence

Section 15: Developments in South Africa 1880–1994

29. Discuss the view that strategic reasons were the main cause of the South African War (1899–1902).

The question requires that candidates offer a considered and balanced review of the concept that strategic reasons were the main cause of the South African War. Causes may predate the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to the British view that a wealthy Transvaal was a threat to British colonies in Southern Africa. German support for the Transvaal was seen as a threat by Britain to British territory and interests. The Transvaal blocked British strategic goals such as the Cape to Cairo railway. Other relevant factors may be addressed such as the imperialist ambitions of Rhodes, Chamberlain and Milner, the British desire to obtain the wealth of the Transvaal by any means (the Jameson Raid). Boer fears of losing their society and culture to an influx of British miners and settlers encouraged resistance. The inability of the two sides to reach a diplomatic solution meant that armed conflict was the only method remaining. Candidates' opinions or conclusions must be clearly presented and supported by appropriate evidence.

30. Evaluate the reasons for the National Party election victory in 1948.

The question requires that candidates make an appraisal of the reasons for the victory of the National Party in the 1948 election. Causes may predate the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to the revival of Afrikaner nationalism by the Broederbond in the 1930s which created a political movement to assert Afrikaner control over the British and native populations. Support of Britain in the Second World War was very unpopular with the Afrikaner population. Growing native economic power threatened Afrikaner jobs and increased native political militancy which threatened Boer political and social power. The growth of the native population and their migration to the cities were seen as a threat by Afrikaners. The apparent failure of the segregation system to limit native influence led to a call for stricter measures. This resulted in increased support for the National Party which promised increased Afrikaner political and economic control. Candidates' opinions or conclusions must be presented clearly and supported by appropriate evidence.

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

31. Compare and contrast the reasons for the spread of Islam and Christianity in Africa in the 19th century.

The question requires that candidates give an account of the similarities and differences between Islam and Christianity in terms of the reasons for their spread in Africa referring to both throughout. There does not have to be an equal number of each. Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to the influence of conquest, invasion, or colonialism by supporters of each, the influence of missionaries, the influence of other individuals such as merchants, explorers, or traders. The nature and attraction of the doctrines of each may be considered as well as practical inducements or advantages offered by each as well as the influence of local political leaders, or other influential groups or individuals. Candidates' opinions or conclusions must be presented clearly and supported by appropriate evidence.

32. "Colonialism brought limited educational benefits to Africa." Discuss with reference to **two** countries.

The question requires that candidates offer a considered and balanced review of the statement that colonialism brought limited educational benefits to Africa. Candidates may refer to the fact that the small number of schools provided meant access to schools was limited and educational materials were not plentiful and of lower quality. Many schools were religious in nature, which could limit curriculum and access, and some schools were designed to serve the needs of the colonial powers and focused on specific skills and did not provide higher education or the development of a professional class. Colonial school systems may also have weakened local traditions and cultures. Other relevant factors may be addressed: missionary schools offered opportunities for advanced study overseas which produced many leaders; the creation of rudimentary school systems provided a basis for future development of education; and the concept of education as crucial became an important goal for independent states. Candidates' opinions or conclusions must be presented clearly and supported by appropriate evidence.

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

33. Evaluate the effects of the Six Day War for Israel.

The question requires that candidates make an appraisal of the effects of the Six Day War on Israel weighing up the positive and negative impacts. Results may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to territorial acquisitions by Israel, improvement of their strategic position, increased support from the United States, defeat, and humiliation of its two strongest enemies (Egypt and Syria) and the increase of disunity amongst its Arab opponents. Candidates may also refer to the problems created by an increase in the Palestinian population of Israel, increased militancy of groups such as the PLO, refusal of Arab nations to negotiate a peace treaty, increased support for Egypt and Syria from the USSR, Arab determination to recover territory and prestige which meant that future conflicts were very likely. Candidates' opinions or conclusions must be presented clearly and supported by appropriate evidence.

34. "Nasser's social and economic policies were mostly beneficial for Egypt." To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that Nasser's economic and social policies were mostly beneficial for Egypt. Candidates may refer to nationalization of the Suez Canal and other foreign industry, land reform, increased agricultural output and investment in industry, modernization of the economy and increased employment. This may be counter-balanced against high rates of inflation, inefficient industry, high rates of unemployment, increased government debt and a collapsing economy. High rates of military spending compounded economic problems and limited development. Social reforms may include modernizing education, health care, and better working conditions. A more secular society and increased rights for women were also instituted. These reforms were generally successful although there was some backlash from militant religious groups against these new ideas. Some of the reforms were negated or suspended due to an increasingly authoritarian political culture. Candidates' opinion or conclusions will be presented clearly and supported by appropriate evidence.

Section 18: Post-independence politics in Africa to 2005

35. To what extent were economic problems the main cause of ethnic conflict in **two** African countries after independence?

The question requires that candidates consider the merits or otherwise of the suggestion that economic problems were the main cause of ethnic conflict in two African countries after independence. As colonial borders were preserved, it implied the coexistence of different cultural or ethnic groups inside the same independent African country. Although some theoretical analysts consider that conflicts arose among communities of different historical identities because they had been forced to live inside the same state, others state that economic interests were the real cause that led to the rise of confrontations attributed to ethnic reasons. Candidates may offer equal coverage of the situation in the two countries, or they may prioritize their discussion of one of them. However, both countries must be a feature of the response. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

36. Evaluate the success of the return to multi-party democracy in the 1980s and 1990s in **two** African countries.

The question requires that candidates make an appraisal of the success of the return to multi-party democracy in the 1980s and 1990s in two African countries, weighing up its strengths and limitations or otherwise. After the independence struggles in Africa, the most common solution proposed by nationalist leaders was the one-party state. The reason that justified this choice was the need for a new nation state to develop a common political and economic programme without wasting efforts in the competition between different political parties. However, the emergence of autocratic governments at the hands of a small elite or a single person, gave place to demands that resulted in the extended application of multi-party system. Candidates may refer to the level of democratization and legitimacy that this system implied in both countries, and they may evaluate whether autocratic practices disappeared or not. Other relevant factors may be considered, for example, corruption and fraudulent elections. Candidates' opinions or conclusions will be presented and supported by appropriate evidence.