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# Markscheme

**May 2019**

**History**

**Higher level**

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

22 pages

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

| Marks | Level descriptor   |
|-------|--|
| 13–15 | <ul style="list-style-type: none"> <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 | <p><b>PDF Compressor Free Version</b></p> <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. To what extent did military power play a role in the ‘Abbasid rise to power?

Candidates are required to consider the role of military power in the rise of the ‘Abbasids. Candidates may refer to the rebellion started in 747, led by Ibrahim the Imam and supported by the people of Khorasan, the battles in Nishapur, Gorgan, Nahavand and Karbala, and the ultimate revolution commanded by Abu al-Abbas as-Saffah in 750–751. Candidates may also suggest that the ‘Abbasids relied heavily on Persian military strength from the Khorasan, where there was both Arab and non-Arab opposition to the Umayyads. Candidates may suggest that the ‘Abbasid rise to power was fuelled by increasing criticism of the Umayyads, who were accused of turning the Caliphate into a dynastic institution, which was dependant on bureaucracy. Candidates may refer to the role of religious opposition to the Umayyads and the ‘Abbasid ability to attract religious leaders to their cause.

2. “The Sassanian heritage had a significant cultural and political impact on the ‘Abbasid dynasty.” Discuss.

Candidates are required to offer a considered and balanced review of the opinion that the Sassanian heritage had a significant cultural and political impact on the ‘Abbasid dynasty. Candidates may refer to the number of experienced Iranians in high positions in the ‘Abbasid civil administration who took some of their practices to the new caliphate. They can also consider the Sassanian influence in the revival of the institution of the vizier, and in the formation of a new Irano-Islamic class of secretaries. Candidates may also consider the Sassanian heritage especially noticeable in the perpetuation of arts and crafts such as silk, plate, and stucco, as well as in the architecture and decoration of palaces. Sciences, especially mathematical methods, were also influenced by Sassanian heritage.

## Section 2: The Fatimids (909–1171)

3. Evaluate the impact of Fatimid ideology on religious relations with Muslims, Coptic Christians and Jews.

Candidates are required to make an appraisal of Fatimid ideology on religious relations with Muslims, Coptic Christians and Jews. Candidates may refer to the Ismaili branch of the Shi'a followed by the Fatimids who, being a minority amongst Muslims, applied a tolerant policy. The caliphs' interest in winning new Muslims through religious persuasion instead of forcing conversion also demonstrated their tolerant attitude. Candidates may focus their response on discussions of religious relations or they may combine that discussion with examples of the wider impact of Fatimid ideology on society as detailed in the markscheme. This had an impact especially noticeable in the economy where Muslims, Coptic Christians and Jews shared many activities. Since an important part of the revenue for the Fatimids was derived from customs dues, trade and taxes, they neither created monopolies nor harassed small merchants and artisans, and allowed for close contacts among religious communities. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question.

4. Evaluate the effectiveness of the military reforms of **two** of the following: al-Mu'izz (953–975); al-Hakim (996–1021); al-Mustansir (1036–1094).

Candidates are required to make an appraisal of the effectiveness of the military reforms of two Fatimid caliphs. In the case of al-Mu'izz candidates may refer to the reforms carried out to reorganize the army with a standing force and a militia, and the formation of a naval fleet trained to protect coastal trade from pirates. These changes proved to be effective against both the Berbers of Morocco and the Umayyads of Spain, and facilitated a series of raids on Italy. Regarding al-Hakim, candidates may consider the introduction of slave troops on a large scale, a useful policy to extend Fatimid power, especially in Syria. Nevertheless, they had a destabilizing effect on the relations with the civilian population and did not solve the rivalry among factions in the army. In the case of al-Mustansir, candidates may highlight the increment in the number of Turks. The payments they received ended up draining the dynasty's treasure and allowed the Turks to take control over important cities.

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

5. Evaluate the importance of the theory and practice of jihad during the Crusades.

Candidates are required to make an appraisal of the theory and practice of jihad during the Crusades. Candidates may refer to the theory of jihad as outlined in the Qur'an however they must focus on the practice of jihad during the Crusades. Jihad was not practiced in the early crusading period as the divisions in the Muslim world precluded any concept of a united holy war. Jihad developed at the beginning of the 12th century as a call to devout Muslims to resist the invaders, who were now seen as a permanent threat. Nur-al-Din and Saladin expanded it to unite the Muslim forces against the crusaders. The success of Nur-al-Din and Saladin strengthened the appeal of jihad and increased their armies. Jihad was also used to eliminate opponents of Sunni Islam, such as the Fatimids, this further strengthened Islamic power. Candidates may also refer to the influence of the Christian concept of Holy War, as an incentive for the revival of jihad in the Muslim world.

6. Evaluate the consequences of the Fourth Crusade (1202–1204).

The question requires that candidates make an appraisal of the consequences of the Fourth Crusade (1202–1204). The Fourth Crusade attacked and captured the Byzantine capital of Constantinople. Candidates may refer to the extensive death and destruction caused by the attack and the looting of the city. The Byzantine Emperor was replaced by a Western leader and the Eastern Church was placed under Roman Catholic leadership. This diversion of the Crusade resulted in an advantage to Muslims in the Middle East as they were not attacked, and the destruction of the Byzantine Empire weakened their major opponent. The Fourth Crusade greatly damaged the prestige of the Crusading movement and reduced support for further expeditions which led to further weakness in the Christian kingdoms of the Middle East. The divide between the Byzantium and Western Europe was deepened for centuries, which further enabled the expansion of Islam. Candidates may also refer to the increased commercial influence of Venice and expanded Latin influence in Greece and the eastern Mediterranean.

Section 4: The Ottomans (1281–1566)

7. Evaluate the causes and consequences of Safavid contest [competition] with the Ottomans.

Candidates are required to make an appraisal of the causes and consequences of the Safavid contest with the Ottomans. As causes, candidates may refer to territorial disputes, the Habsburg-Persian Alliance that menaced the Ottomans, and the pact between the Ottomans and Francis I of France. Other causes may include the assassination of an Ottoman governor, and the defection of the governor of Bitlis to the Safavids. For consequences, candidates may consider that the Ottomans recovered lands in Anatolia, lower Mesopotamia, western Armenia, western Georgia, the mouths of the Euphrates and Tigris, and part of the Persian Gulf coast; while Safavids retained their north-western territories in the Caucasus. Candidates may also refer to the scorched earth policy applied during the war that damaged many territories, and the impact of the war on the Franco–Ottoman alliance since the Ottomans could help with only limited naval support during the Franco–Ottoman invasion of Corsica (1553). Both causes and consequences must be clearly indicated but there does not need to be equal focus on each.

8. Evaluate the importance to the evolution of Ottoman administration of **two** of the following: Mehmet II (1451–1481); Selim I (1512–1520); Suleiman the Magnificent (1520–1566).

Candidates are required to make an appraisal of two rulers, weighing up their importance or otherwise to the evolution of Ottoman administration. Candidates may consider the establishment of the *diwan* under Mehmet II, and the codification of the law carried out by him, and later by Suleiman, addressing issues such as taxation, profits of trade and import–export duties. Candidates may also evaluate the policies adopted to gain loyal officers as in the case of Mehmet II, whose *diwan* was formed by officials and religious scholars solely loyal to him and regulated by the *kanunname*, a list of the chief officials, their responsibilities, salaries, and punishments. Regarding Selim I, candidates may consider the execution of opposition leaders and members of the royal family who were replaced with reliable supporters, the support of the Janissaries, and the persecution of heretics to consolidate the Ottoman power. Candidates may also reflect on the treatment of minorities as part of the administration as in the case of Suleiman, who gave particular attention to Jews and Christian minorities raising their status above serfdom.

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

9. Evaluate the impact of trans-Saharan trade on the decline of African empires.

The question requires candidates to make an appraisal of the impact of trans-Saharan trade on the decline of African empires. Candidates are required to consider trans-Saharan trade in their responses. While considering the role of the trade, candidates may examine how trade contributed to tension and rivalry between communities and how this eventually led to the weakening and eventual decline of some of the African states. It is important for candidates to give examples of states they are referring to in their response. With the decline of trade, some of the states that had relied on trade for their wealth and existence also declined. Candidates may also consider the rivalry that developed, which aimed to control trade and how this led to the emergence of new states and subsequently the collapse of some of the old states.

10. “Islam was a key factor in the rise of the Mali Empire.” Discuss.

The question requires candidates to offer a balanced review that includes a range of factors demonstrating how far Islam was the key factor in the rise of the Mali Empire. Candidates may agree, disagree or partially agree with the hypothesis. Candidates may discuss how the role of Islam contributed to the rise of the Mali Empire by considering the role played by two Malian Islamic leaders, Sundiata and Mansa Musa. They may consider how Mansa Musa who was a devout Muslim was able to use Islam to unify the people and thus set up the Mali Empire. They may also discuss the role played by his pilgrimage and how Islam enabled him to acquire administrative skills, which contributed to the rise of his empire. Other factors to be considered may include, the importance of the role of trade, agriculture and the defeat of Sumanguru by Sundiata.

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

11. “Social factors were the most significant cause of the rise of the Zulu kingdom.” Discuss.

The question requires candidates to offer a balanced review of the statement. Candidates will consider a range of factors, with an emphasis on the significance of social factors. Candidates may agree, disagree or partially agree with the hypothesis. Candidates may discuss social factors such as the *amabutho*, the role of the clan system, intermarriages and the rapid increase in population. Additionally, candidates may consider other factors such as the climate in the Drakensburg area which made agriculture possible, Shaka and the Mfecane, the rise of leaders such as Dingiswayo, Zwide and the military strength of the Zulu. Candidates may also discuss the role played by the centralized system of leadership in the rise of the Zulu Kingdom.

12. Examine the role of Nana and Jaja in the rise of the Niger Delta trading states.

This question requires candidates to consider an argument in a way that uncovers the role played by Nana and Jaja in the rise of the Niger Delta trading states. Candidates may consider why Jaja was seen as the founder of the Opobo state and how Nana contributed to the rise of the Itsekiri state. They may examine how Jaja moved from being a slave to the head of the Anna Pepple House. Candidates may consider how both leaders were able to influence and absorb neighbouring houses and how this contributed to the rise of their states. Jaja formed the Opobo city-state as a result of a conflict with the Manilla Pepple house in 1869. Candidates may consider the role played by their control of the lucrative palm oil trade in their state development and/or how both Nana and Jaja were able to block the British from controlling trade in the area.

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

- 13.** Evaluate the importance of plantation agriculture to the expansion of the Atlantic slave trade.

The question requires candidates to make an appraisal of the role played by plantation agriculture in the expansion of the Atlantic slave trade. Candidates may consider how plantations were set up in the Americas and how these were labour intensive. This led to the search for labour from Africa, especially the west African coast. This led to what was known as the triangular trade with the transportation of slaves forming a major part of the trade. As the plantation economy in tobacco and sugar grew, so did trans-Atlantic trade. Raw materials were exported to industrial countries who in turn transported industrial products. Candidates may therefore consider how plantation agriculture was important for the expansion of the trade, but may consider other factors that played a role, for example the availability of slaves and the growth in industrial development.

- 14.** To what extent did missionary activities contribute to the decline of the East African slave trade?

The question requires candidates to consider the merits or otherwise of the argument that missionary activities were significant to the decline of the East African slave trade. On the role of Christian missionaries, candidates may consider how their introduction of legitimate trade as an alternative to the slave trade contributed to the decline of the East African slave trade. They may also consider how the introduction of Christianity, which was against slavery, had an impact on the trade. Other factors candidates may consider include, the closing of slave markets or the role played by the general decline in demand for slaves. Candidates may consider other factors for the decline of the East African slave trade, but the focus should remain on the role of the missionaries.

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

- 15.** “The response of other European powers to British actions in Egypt and South Africa was the main cause of partition.” Discuss.

The question requires candidates to offer a considered and balanced review of the statement, with which they may agree, disagree or partially agree. Candidates may discuss how British interest in the two named areas intensified because of the opening of the Suez Canal and the desire to increase mineral wealth respectively. Strategic decisions by Britain in South Africa were crucial. The annexation of the Transvaal and the desire to control all of South Africa, to exclude other powers was very influential. This stimulated French and German desire for colonial acquisition and subsequently led to the partition of Africa. Candidates may argue that the need for raw materials due to industrial development in Europe and the role of chartered companies among other factors, also played a part in the partition of Africa.

- 16.** Evaluate the importance of African military, technological and administrative weaknesses to the partition of Africa.

The question requires candidates to make an appraisal of the importance of African military, technological and administrative weaknesses to the partition of Africa. Candidates may discuss the role played by the limited military strength of the African forces compared to that of the colonial powers, which often led to their defeat. They may also address the limited technological advancement and how that contributed to partition. The administrative weakness of the African communities may also be considered. Candidates may consider political disunity within African communities, which made it easy for colonial powers to conquer them.

**Section 9: Response to European Imperialism (1870-1920)**

17. With reference to the Asante wars (1873, 1896, 1900), evaluate the reasons for Asante resistance and British intervention.

The question requires candidates to make an appraisal of the reasons for Asante resistance to British intervention. The relationship between the Asante and the Fante may be considered. Candidates may also consider the British taking over Fante, which was a vassal state of the Asante Confederation, thus infringing on Asante sovereignty. Candidates may address the Asante desire to control the Gold Coast, which also conflicted with the British desire to control the region for economic, political and strategic reasons. Both the British and the Asante were interested in controlling trade in the region.

18. “African leaders collaborated with the colonial powers because they had no alternative.” Discuss.

The question requires candidates to offer a considered and balanced review of the statement, with which they may agree, disagree or partially agree. Candidates must give examples of leaders who collaborated in their responses. They may argue that those who collaborated did so because they did not have weapons to match those of the colonialists. Some collaborated because they were not assured of support by their neighbours and therefore resistance was not a choice. Alternatively, they may argue that collaborators had a choice, but collaborated for self-serving reasons, including gaining weapons, which they used to attack their neighbours, or, due to the developmental opportunities they hoped to gain from the colonial power.

Section 10: Africa under colonialism (1890–1980)

19. Compare and contrast the nature of colonial rule in **one** British colony and **one** Portuguese colony.

The question requires that candidates give an account of the similarities and differences between British rule in any of their colonies, which may include, Nyasaland, Northern and Southern Rhodesia and Portuguese rule in their colonies, which may include Mozambique and Angola. Candidates must refer to the two systems of rule in their answers. Candidates may compare the indirect rule by the British in Nyasaland, Northern and Southern Rhodesia, with the Portuguese policy of assimilation in either Angola or Mozambique. Candidates may address how the two colonial powers settled on their different policies.

20. Discuss the social **and** political developments that took place in the Gold Coast to 1957.

The question requires that candidates offer a considered and balanced review of the social and political developments in the Gold Coast up to 1957. Candidates may discuss how, by 1948, resistance to colonial rule had begun. The foundation of the UGCC and the CPP, the Accra riots and the emergence of Kwame Nkrumah were important political developments leading to independence. Discussion can also be made of the developments in the education system that led to the establishment of institutions such as Achimota College in 1927. Further developments in education led to the emergence of an African professional class of doctors, lawyers and civil servants as well as a successful commercial class. These individuals became the basis for the movement to independence. Candidates should limit their discussion to the period up to 1957.

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

21. “Trade unions played a significant role in the achievement of independence in Kenya.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement. Candidates must refer to the situation before independence, noting, for example, the oppressive labour policies and industrial relations based on master and servant laws. They may also consider the connection between colonial rule and the fight for workers’ rights. Candidates may consider the impact of the strikes in the early 1920s, the first registration of trade unions in 1934, and their subsequent evolution between 1943 and 1945, as well as the influence of international trade unionism. Furthermore, they may address the detention of political leaders in 1952 that pushed trade unions to demand independence. Candidates may agree, partly agree or disagree with the statement.

22. Compare and contrast the contribution of nationalist movements to the achievement of independence in Senegal and Tanganyika.

The question requires that candidates give an account of the similarities and differences concerning the contribution of nationalist movements to the achievement of independence in the named countries. The Tanganyika African National Union (TANU), launched in 1954 by Nyerere, supported the union among Africans and rejected any tendency or tradition that could divide them. Candidates may refer to the fact that during the negotiations with the British government, TANU asked for an elective system, demanded that most political offices were reserved for Africans, and supported the claims of African peasants. In the case of Senegal, candidates may consider the existence of more than one nationalist movement, the most important of these being the Senegalese Democratic Bloc, which was founded by Leopold Sedar Senghor in 1948. In 1958, it merged with another political party to become the Senegalese Progressive Union. Candidates may reflect on its socialist roots and the adoption of Marxism–Leninism as its ideological basis, and on Senghor’s ideas to unite African movements that led to the formation of the Mali Federation, which was a short-lived coalition, before its separation and the subsequent achievement of Senegalese independence.

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

- 23.** “The Tanzimat reforms did not modernize the Ottoman Empire.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement. Results of the reforms may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may discuss the aims of the reforms to establish whether they were met. Candidates may refer to difficulties in modernization resulting from the size and complexity of the Empire, the attitude of religious leaders to change as well as resentment of foreign influence. The financial and governmental structure of the Empire may be considered as barriers to modernization. Candidates may consider evidence of successful modernization in the areas of education, business and commercial development and improved infrastructure. Candidates may agree, partly agree or disagree with the statement.

- 24.** Discuss the impact of the Balkan Wars (1912 and 1913) on the Ottoman Empire.

The question requires that candidates offer a considered and balanced review of the impact (effects) of the Balkan Wars on the Ottoman Empire. Candidates may offer equal coverage of the wars or they may prioritize their discussion of one over the other. However, both wars will be a feature of the response. Candidates may refer to territorial losses incurred by the Ottoman Empire, and the changes to Ottoman international and military status. The huge number of casualties and the apparent weakness of the Ottoman Empire may also be discussed. Candidates may consider the internal impact of each of the wars, such as increased opposition to the government, internal dissension and conflict and weakened financial power. Candidates may consider the impact of the wars on Ottoman diplomacy, particularly its relations with the Balkan states as well as major powers such as Germany and Russia.

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

- 25.** Discuss the effects of Allied diplomacy **and** the Paris peace treaties on the Middle East to 1923.

The question requires that candidates offer a considered and balanced review of the effects of both Allied diplomacy and the Paris peace treaties on the Middle East to 1923. Candidates may offer equal coverage of Allied diplomacy and the peace treaties or they may prioritize the discussion of one over the other. However, both must be a feature of the response. Candidates may refer to the effects of wartime Allied diplomacy such as the Sykes–Picot Agreement (the focus of which was the partitioning of the Ottoman Empire), the Balfour Declaration (which supported the establishment of a Jewish homeland in the Middle East), and the Hussein–McMahon correspondence. The Paris peace treaties may include, the Treaty of Sèvres (superseded by the Treaty of Lausanne). Their impact on several areas in the Middle East should be considered, including Turkey, Syria and Lebanon.

- 26.** To what extent did economic developments in Palestine contribute to Arab–Jewish tensions?

The question requires that candidates consider the merits or otherwise of the suggestion that economic developments were responsible for Arab–Jewish tensions. The causes of the tensions may predate the timeframe but must be clearly linked to the issue raised in the question. Although the focus of the question is on economic developments, social and political developments may also be considered for context. Candidates may refer to tensions caused by Jewish land purchases in Palestine, which dispossessed Arabs and raised fears of Jewish majority control. Jewish immigration led to expanded Jewish interests in business, unions and agriculture. Other factors may include conflict over the political control of Palestine, religious disputes with respect to Jerusalem and the Jewish creation of their own armed force, which increased fear among Arabs.

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

27. Examine the reasons for the failure of the League of Nations to deal with Italian aggression in Abyssinia.

The question requires that candidates consider the interrelationship between the actions of the League of Nations and Italian aggression in Abyssinia. Reasons for the League's failure may predate the timeframe but must be clearly linked to the issue raised in the question. Candidates may refer to the weakness of the League, withdrawal of major powers, reluctance of Britain and France to undermine the Stresa Front, and the lack of enthusiasm for military action in Britain and France. Abyssinia as an African country was not a vital interest to other countries as shown by the proposed Hoare–Laval pact and the limited resistance by the Abyssinians, which made intervention less likely. While other relevant interrelationships, for example, the rise of Germany and the Manchurian Crisis, may be considered, the bulk of the response will remain on the issue raised in the question.

28. Evaluate the success of the Southern African Development Coordination Conference (SADCC) **and** the Southern African Development Community (SADC).

The question requires that candidates make an appraisal of the SADCC and the SADC. Candidates may offer equal coverage of the SADCC and the SADC or they may prioritize their evaluation of one organization. However, both organizations will be a feature of the response. Candidates may refer to the goals of the organizations, the policies and methods used to achieve these goals, evidence of and reasons for success or failure in attaining these goals. Areas of success considered may include trade, transport, tourism, energy, disaster management, the eradication of poverty, and peacekeeping. Both strengths and limitations must be clearly indicated but there does not need to be an equal focus on each. While other relevant factors, for example, changing political structures and their impact on the success of the organizations may be referred to, the bulk of the response will be focused on the issue raised in the question.

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

29. “The Boers’ attainment of political power was the main consequence of the South African War (1880–1902).” Discuss.

The question requires that candidates offer a balanced and considered review of the statement. Although the focus of the question is on the Boers gaining political power, other consequences of the war will also be considered. Candidates may address how the war had an impact on British policy. Candidates may refer to the Treaty of Vereeniging, which promised eventual self-government to the Boers. The Boers were the largest group with voting rights and Britain supported them and provided them with financial resources. British disenfranchisement of the black South African population strengthened the Boers politically. Apart from the war contributing to the change in British attitude, candidates may discuss other consequences of the war including the death and destruction that took place during the war. Candidates may consider short- and long-term consequences, and/or social and political consequences.

30. “Mandela played the most significant role in South Africa’s transition to democracy.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement, with which they may agree, partly agree or disagree. The reasons offered may predate the timeframe but they must be clearly linked to the issue raised in the question. Although the focus of the question is on the role of Mandela, candidates must also consider other factors. Candidates may refer to Mandela’s role as the respected leader of black South Africans in the negotiations for democracy. His philosophy of peaceful reconciliation and not retribution encouraged co-operation with the white government in democracy negotiations. The decision by De Klerk to release Mandela and work towards democracy, as well as the role of foreign powers which put economic pressure on South Africa, may be considered. Candidates may also discuss the role played by other political figures and political parties in South Africa, as well as the changing attitudes of white South Africans.

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

31. Discuss the changing role of women in **two** African countries.

The question requires that candidates offer a considered and balanced review of the changes in the role of women in two African countries. Candidates may offer equal coverage of the two countries, or they may emphasize the discussion of one country. However, discussion of both countries will be a feature of the response. Candidates may refer to social, economic and political changes in the role of women in the chosen countries. Economic roles may encompass property ownership, inheritance and eligibility for employment. Social rights in areas such as marriage, divorce, and recognition as legal individuals and education may also be considered.

32. Examine the impact of colonialism on education in **two** African countries.

The question requires that candidates consider the interrelationship between colonialism and its impact on the development of education in two African countries. The impact of colonialism may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of the two countries, or they may emphasize their examination of one country. However, both countries must feature in the response. A comparative approach may or may not be used. Candidates may refer to the extent to which an education system was developed in the country, number of schools, literacy rates, opportunities for higher education. The geographical extent of the education system and its impact on society and culture may also be considered. Roles played by highly educated Africans in the development of the country and how education contributed to this development may be considered.

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

- 33.** Discuss the successes and failures of the Camp David Accords.

Candidates are required to offer a considered and balanced review of the successes and failures of the Camp David Accords. Among the successes of the Accords, candidates may refer to the normalization of relations between Egypt and Israel, the exchange of ambassadors, the launch of regular airline flights, the revocation of the Egyptian boycott to trade, and the Egyptian provision of oil to Israel. For Israel, the most evident benefit was a peaceful border, and the decrease in its levels of alert. Regarding the failures, candidates may refer to the controversy over settlements in frontier lands, and the failure of the autonomy talks. The Israeli settler movement was opposed to the accords and the Palestinian problem became an inconclusive matter. Besides, the accords did not prevent the rising of Islamic extremist groups in Egypt dissatisfied with the decision to make peace with Israel, and isolated Egypt from the rest of Arab states.

- 34.** Evaluate the effects of the 1979 Revolution in Iran.

Candidates are required to make an appraisal of the effects of the 1979 Revolution in Iran. Candidates may consider short and long-term effects in different fields. For political effects, candidates may consider the introduction of an Islamic republic, the suppression of secularism and the creation of new bodies of government. Candidates may also refer to the strict censorship applied to purge opponents from political parties, universities, services, and media. In the economic and social fields, Iran has had some success in broadening education and healthcare, and diversifying its economy, but was also denounced for corruption and economic inequality. Candidates may reflect on the status of women, who were excluded from the workforce and higher education. For foreign affairs, Iran experienced difficult relations with Western countries and some of its neighbours, especially Iraq. While other relevant factors may be referred to, the bulk of the response will remain focused on the issue raised in the question.

Section 18: Post-independence politics in Africa to 2005

35. Evaluate the importance of personal ambition in the establishment of **two** single-party states in Africa.

The question requires that candidates make an appraisal of the importance of personal ambition in the establishment of single-party states weighing up its importance or otherwise in two African countries. Candidates may offer equal coverage of the two countries or they may prioritize their evaluation of one. However, both countries must be featured in the response. A comparative approach may or may not be used. Candidates may refer to the character, qualifications and personal qualities of the individual seeking power as well as their policies, programmes or ideals. While other relevant factors, for example, internal problems or conflicts, state of the existing government, external pressures, the introduction of new ideologies and examples provided by other states may be referred to, the bulk of the response will remain on the issue raised in the question.

36. Evaluate **two** African states' return to multi-party democracy in the 1980s and 1990s.

The question requires that candidates make an appraisal of the experience of two African states' return to multi-party democracy in the 1980's and 1990's. Candidates may offer equal coverage of both countries or they may emphasize the experience in one country, but both countries must be dealt with in the response. A comparative approach may or may not be used. Candidates may make reference to reasons for the return to multi-party democracy which may include internal dissent, economics or external influences. However, they may choose to focus solely on the experience of the two countries in returning to multi-party democracy or they may combine reasons for the return to democracy with the experience of the return. Experience of the return to democracy may include references to success and failure in a number of areas such as social and economic policies, political developments and the emergence of new leaders and parties.

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