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Markscheme

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History

Higher level

Paper 3 – history of Africa and the Middle East

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Apply the markbands that provide the **"best fit"** to the responses given and **award credit wherever it is possible to do so**. If an answer indicates that the demands of the question are understood and addressed but that **not all implications are considered (for example, compare or contrast; reasons or significance; methods or success)**, then examiners should not be afraid of using the full range of marks allowed for by the markscheme. Responses that offer good coverage of some of the criteria should be rewarded accordingly.

Marks	Level descriptor
13–15	• Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured, balanced and effectively organized. • Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. • Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation. • Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. • The answer contains well-developed critical analysis. All, or nearly all, of the main points are substantiated, and the response argues to a reasoned conclusion.
10–12	• The demands of the question are understood and addressed. Answers are generally well structured and organized, although there may be some repetition or lack of clarity in places. • Knowledge is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used to support the analysis/evaluation. • Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives. • The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.
7–9	• The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach. • Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant. • The response moves beyond description to include some analysis or critical commentary, but this is not sustained.
4–6	• The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence. • Knowledge is demonstrated but lacks accuracy and relevance. There is a superficial understanding of historical context. The answer makes use of specific examples, although these may be vague or lack relevance. • There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.
1–3	• There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task. • Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague. • The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.
0	• Response does not reach a standard described by the descriptors above.

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

1. Evaluate the importance of military power to the rise of the ‘Abbasids.

The question requires that students make an appraisal of the importance of military power to the rise of the ‘Abbasids. Evaluation of causes may predate the timeframe but must be clearly linked to the issue raised in the question. Students may evaluate the importance of the large military forces raised in Persia by Abu Muslim, which outnumbered and defeated the Umayyads, whose forces had been weakened by internal dissension and civil war. The Umayyads’ poor treatment of non-Arab Muslims and converts caused them to revolt and join the ‘Abbasid armies. In order to fully evaluate the importance of military power, other relevant factors may be addressed, for example, the empire was increasingly weakened by growing religious strife. Increasing numbers of Muslims refused to serve the Umayyads whom they saw as becoming authoritarian and violating the spirit of Islam. The ‘Abbasids gained popularity through their claim to be connected to Muhammad and thus best suited to lead Islam. The Umayyads after 743 had several weak caliphs and internal disputes which limited their ability to defeat the ‘Abbasids. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. “Religion weakened the ‘Abbasid dynasty.” Discuss.

The question requires that students offer a considered and balanced review of the statement that religion weakened the ‘Abbasid dynasty. Evaluation of reasons may predate the timeframe but must be clearly linked to the issue raised in the question. Students may consider the rejection of the imperial style of rule by many Muslims, who considered it impious. The growing discontent of the Shi'ites was expressed in revolts and their withdrawal from service to the Empire. Other religious factions such as the Kharijites also engaged in rebellions and undermined the power of the caliphs. A major religious division occurred when the Ismaili version of Islam emerged and became the Fatimid Empire, which took over large parts of the Empire and challenged the caliphs for control. The attempts by caliphs to suppress the sectarian divisions led to further conflict and weakness. Religious conflicts such as the crusades and wars with the Byzantines further weakened the dynasty. Other relevant factors may include the creation by the ‘Abbasids of a class of religious scholars and jurists to bolster their position through the support of the Sunni version of Islam. This promoted conformity and support for the community instead of sectarian divisions. They bolstered their religious prestige and status as caliphs by rebuilding Mecca and Medina and encouraging pilgrimages to the holy cities. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 2: The Fatimids (909–1171)

3. Evaluate the significance of economic factors for the foundation of the Fatimid dynasty.

The question requires that students make an appraisal of the significance of economic factors to the foundation of the Fatimid dynasty. Discussion of factors may predate the timeframe but must be clearly linked to the issue raised in the question. Students may evaluate the significance of the extensive trade networks developed by the Fatimids in Africa and the Mediterranean which brought extensive wealth to the Fatimid regions. This wealth was used to recruit and maintain powerful military and naval forces which expanded Fatimid power. In addition, trade networks became a means for missionaries to travel to new areas and spread the message and recruit new followers. Trade created alliances and diplomatic connections with many areas in the Mediterranean and increased Fatimid control. Their economic and religious policies attracted merchants and businesses, often non-Muslim, to the empire, which added to their wealth and power. Other relevant factors may include the unpopularity and weakness of the ‘Abbasids in North Africa compared to the Fatimids, whose doctrines attracted many followers and gained support from non-Muslims. In addition, the skill and power of their armies based on the Berber tribes played a significant role. Students' opinions or conclusions will be presented clearly and supported by relevant evidence.

4. Discuss the importance of the foundation of Cairo for the Fatimid dynasty.

The question requires that students offer a considered and balance review of the importance of Cairo for the Fatimid dynasty. Students may discuss Cairo’s importance as the centre of the Egyptian economy whose great wealth allowed the Fatimids to expand their military and their territory. The control of Red Sea trade expanded Fatimid influence on the Persian Gulf and the Indian Ocean through the activities of traders and missionaries. Cairo became a centre of culture and scholarship with the building of the al-Azhar Mosque and various centres of learning. Scholars from the Islamic world and other regions came to Cairo to study and receive the patronage of the Fatimids. Cairo replaced Baghdad as the centre of scholarship in the Islamic world. This increased Fatimid prestige and supported their ambition to claim the caliphate and replace the ‘Abbasids as the leaders of Islam. Cairo became an artistic centre with developments in architecture, ceramics and textiles. Cairo expanded Fatimid strategic presence on the Mediterranean and solidified their naval power and protected their sea-borne trade. Students' opinions or conclusions will be presented clearly and supported by relevant evidence.

Section 3: The Crusades (1095–1291)

5. "The successful foundation of the crusader states was due to the weakness of the Islamic world." Discuss.

The question requires that students offer a considered and balanced review of the statement that the successful foundation of the crusader states was due to the weakness of the Islamic world. Discussion of causes of the successful foundation of the crusader states may predate the timeframe but they must be clearly linked to the issue raised in the question. Students may discuss the divisions between Sunni (Seljuks) and Shia (Fatimids) groups and how this weakened the ability to present a unified front against the crusaders. They may also discuss how the Fatimid Caliphate in Egypt was in decline and unable to effectively challenge crusader forces in the Levant. By the time key Muslim leaders such as Imad al-Din Zengi and Nur al-Din began to unify the Islamic world against the crusaders (mid-12th century), much of the region had already fallen to the Europeans. Other relevant factors may be addressed, for example the importance of the Byzantine contribution or the strong military leadership of the crusaders, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. Evaluate the significance of major battles to the outcome of the Third Crusade.

Students will make an appraisal of the significance of major battles, weighing up the importance or otherwise on the outcome of the Third Crusade. Students may evaluate the significance of the Crusader victory at the Siege of Acre (1189-1191), which was a strategic city and a symbolic victory. They may also consider Richard I's forces' decisive defeat of Saladin's army at the Battle of Arsuf (1191). Despite the victory for Richard I at Jaffa (1192), the battle highlighted the difficulty of achieving a decisive outcome in the Crusade, leading to the eventual truce with Saladin. The inability to recapture Jerusalem led to the Treaty of Jaffa (1192), where a compromise allowed Christian pilgrims access to Jerusalem, but the city remained under Muslim control. In order to fully evaluate the significance of major battles, other relevant factors may be addressed, but with a focus on the issue in the question. For example, the death of the Holy Roman Emperor, Frederick Barbarossa (1190), before reaching the Holy Land weakened the Crusader forces. Disagreements between Richard I and Phillip II led to strategic disagreements and a weakening of the Western forces after Phillip's departure. Muslim strength was not greatly reduced by Western victories which limited the success of the Crusade Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 4: The Ottomans (1281–1566)

7. To what extent was military power the main reason for the Ottoman conquest of the Balkans?

The question requires that students consider the merits or otherwise of the suggestion that military power was the main reason for the Ottoman conquest of the Balkans. Causes may predate the timeframe but must be clearly linked to the issue raised in the question. Students may consider the quality of Ottoman military leaders such as Mehmet II and improved Ottoman tactics which enabled them to defeat the Byzantines and gain the strength necessary to expand to the Balkans. The Ottoman adoption of modern military technology such as firearms and cannon and the development of a professional army led by the janissaries gave them an advantage. Balkan states had weak armed forces and no alliances or aid from the Byzantines or Europe. Other relevant reasons which helped the Ottoman conquest of the Balkans may include the inability of Balkan rulers to cooperate to resist the Ottomans, as well as their unpopularity with their subjects who welcomed the Ottomans as providing better government, religious tolerance and a better economy. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. Discuss the reasons for the Ottoman conquest of Egypt and Syria in the 16th century.

The question requires that students offer a considered and balanced review of the reasons for the Ottoman conquest of Egypt and Syria. Discussion of reasons may predate the timeframe but must be clearly linked to the issue raised in the question. Students may discuss the importance of economic reasons which included the acquisition of the wealth of Egypt and Syria, a factor which strengthened the Ottoman state and supported further expansion. The control of Egypt allowed control of the Red Sea trade as well as that of the Indian Ocean, which further enriched the Ottoman state. Military reasons include the military and political weakness of the Mamluk state which made it vulnerable to conquest by the more advanced Ottoman armies. In addition, Ottoman strategic influence increased as they could move further into North Africa and expand their control of the Mediterranean to limit European power. Religion was a further reason as the conquest gave them control of the pilgrimage routes and the holy cities of Mecca and Medina, thus bolstering their prestige and that of the sultan in the Islamic world. Students' 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 impact of the Indian Ocean slave trade on African states and empires.

The question requires that students consider the interrelationship between the Indian Ocean slave trade and African states and empires. Students may examine the growth of coastal states like Kilwa, Zanzibar, and Mombasa and how these city-states became powerful intermediaries in the slave trade, controlling both the supply of enslaved people and their export to foreign markets. Students may also examine how the interaction between Arab, Persian, and African traders in the slave trade contributed to the cultural syncretism along the Swahili Coast, where elements of African, Arab, and Persian cultures blended. This resulted in the emergence of a distinct Swahili culture that combined African traditions with Islamic influences. Some states became heavily dependent on the profits from the Indian Ocean slave trade, which led to an over-reliance on a single commodity. This dependence made these states vulnerable to shifts in demand and disrupted other aspects of their economies. Other relevant interrelationships may be considered, for example the impact of trading gold and ivory, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. "The economic organization of the Kingdom of the Kongo was the main reason for its expansion." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that the economic organization of the Kingdom of the Kongo was the main reason for its expansion. Causes may predate the timeframe but they must be clearly linked to the issue raised in the question. Students may refer to the organization of rural economies under local chiefs (Mani), ensuring efficient land use and surplus production. They organized the surplus of crops such as millet, sorghum, and cassava, which supported population growth and the expansion of settlements. The external trade, particularly along the Congo River and with neighbouring African states, also strengthened the economy, allowing for territorial expansion. Other relevant factors leading to expansion may be addressed, for example the political ties built with Portugal and the need to create buffer zones in the empire. Students may also refer to social factors, such as the influence of the conversion to Christianity of Manikongo Nzinga a Nkuwu, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

11. "Tewodros II was the most significant individual in the unification of the Ethiopian Empire." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that Tewodros II was the most significant individual in the unification of the Ethiopian Empire. Students may consider his adoption of the title Tewodros (prophetic name) which reflected his ambition to revive the Ethiopian Empire and restore its former glory. Through a series of military campaigns, he subdued regional warlords and asserted the central authority of the emperor. Students may also consider how Tewodros II reorganized the military to ensure loyalty to the emperor rather than regional lords, attempted to centralize the administration to diminish provincial power and pursued economic and social modernization by building infrastructure and centralizing tax collection. He also sought to consolidate authority through the Ethiopian Orthodox Church, though his forceful approach sometimes alienated it. Other relevant factors may be addressed, for example the significance of Yohannes IV (1872–1889) or Menelik II (1889–1913) but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

12. Evaluate the importance of religion in the rise of the Mahdist state in Sudan.

The question requires that students make an appraisal of the importance of religion in the rise of the Mahdist state in Sudan. Students may consider how Muhammad Ahmad's claim to be the Mahdi, the prophesied Islamic redeemer who would purify Islam and lead the faithful, was rooted in Islamic eschatology and the expectation of the coming of the Mahdi, which became the basis for divine legitimacy for his leadership and rebellion against both Egyptian rule and foreign influence. The Mahdi declared a jihad (holy war) against the Egyptian administration and British colonial presence in Sudan. This concept of jihad was integral to the mobilization of the population, especially the warriors who saw participation in the jihad as a religious duty and a way to secure spiritual rewards such as eternal salvation. In order to fully evaluate the importance of religion other relevant factors may be addressed, for example the economic hardships under Egyptian rule, including heavy taxation and forced labour. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

13. "Individuals played a limited role in the Atlantic slave trade." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that individuals played a limited role in the Atlantic slave trade. Students may consider the importance of individuals in Africa who participated in the trade, such as the rulers of coastal states including Oyo or Dahomey, or of individual slavers such as Tipu Tip. They may also consider the importance of European individuals such as plantation owners, slave market traders, ship captains and the captains of slave factories, all of whom participated directly in the trade. In Europe, individual parliamentarians passed laws which promoted and protected the slave trade. Many of these individuals had business interests in plantations or shipping companies. Alternatively, students may argue that individual agency was limited as the trade was mainly driven by impersonal forces. In order to fully consider whether individuals played a limited role in the Atlantic slave trade, other relevant factors may be addressed, for example general factors that contributed to the development of the trade such as economic forces and improvements in maritime technology. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. To what extent were economic changes the most significant reason for the decline of the Atlantic slave trade?

The question requires that students consider the merits or otherwise of the suggestion that economic changes were the most significant reason for the decline of the Atlantic slave trade. Students may refer to changes in plantation agriculture in the Americas, where mechanisation reduced the demand for slaves and contributed to the decline of the trade. The industrial revolution in Europe meant that manufactured goods replaced sugar, which was the mainstay of the plantation economy, in terms of importance to national economies. In West Africa, Europeans traded manufactured goods for raw materials such as palm oil as legitimate commerce gradually replaced the trade in slaves. Slave revolts became increasingly frequent in America and the Caribbean and the suppression of these was costly. Students may argue that the trade in slaves continued for many years after its abolition in the British Empire in 1807. This suggests that it remained profitable and other, non-economic factors contributed to its decline. Other relevant factors may be addressed, for example the growing moral opposition to slavery and the emergence of the abolitionist movement, but with a focus on the issue in the question. Students' 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 importance of the internal weaknesses of African states to the partition of Africa.

The question requires that students make an appraisal of the importance of internal weaknesses of African states to the partition of Africa. Students may consider how the internal political fragmentation, military weaknesses, economic vulnerabilities, and/or social and diplomatic disunity of African states contributed significantly to the success of European powers in partitioning Africa during the late 19th century. These weaknesses made it easier for European nations to assert control over African states. Students may also consider how internal rivalries and conflicts between African leaders to gain influence led to the signing of unfavourable treaties that ceded land and sovereignty to European powers (for example, King Lobengula of the Ndebele with the British). Other relevant factors contributing to partition may be addressed, for example, many African states were engaged in regional slave raiding and internal conflicts, which not only weakened their economies but also created social instability and made them susceptible to external invasion (for example, the Sokoto Caliphate's conflicts). Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. Examine the role of economic factors in the partition of Africa.

The question requires that students consider the interrelationship between economic factors and the partition of Africa. Students may consider how European powers were driven by the desire to access Africa's rich natural resources, such as rubber, palm oil, gold, diamonds, and copper, to fuel their growing industrial economies (for example, Leopold's interest in the Congo's rubber and Britain's pursuit of gold and diamonds in South Africa). Students may also consider how European nations saw African colonies as symbols of economic prestige and power, with the acquisition of colonies enhancing a nation's status on the global stage and attracting investment (for example, French and British competition in West Africa). Colonies were also seen as areas for future economic development and investment opportunities, where European capital could be directed to build infrastructure (for example, railways and ports) that would facilitate trade and exploitation of resources. Other relevant interrelationships may be considered, for example the rise of nationalism in European states, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

17. "Menelik II's leadership was the main reason for the success of Ethiopian resistance to imperialism." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that the main reason for the success of Ethiopian resistance to imperialism was the leadership of Menelik II. Discussion of reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Students may consider Menelik's military leadership, which was crucial to the Ethiopian victory at the Battle of Adwa. This ended the threat to Ethiopia from Italy and was the key moment in the preservation of its independence. Menelik's political skills won him the support of other regional leaders in his country, meaning that he was able to put out a strong military force to meet the Italian advance. His diplomatic leadership led to successful treaties with the British and the French which guaranteed Ethiopia's borders with the neighbouring colonial states. Menelik was also able to ensure that he was able to acquire modern European firearms. Other relevant factors may be addressed, for example the incompetence of the Italian general at Adwa, Baratieri, or the role of other Ethiopian leaders in resisting imperialism, such as Yohannes IV, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. Evaluate the importance of pragmatism in the decisions of African states to collaborate with European imperialism.

The question requires that students make an appraisal of the importance of pragmatism in the decisions of African states to collaborate with European imperialism. Students may consider how some leaders of African states pragmatically accepted that resistance was futile in the face of a vastly superior military opponent. Some also realised that collaboration meant that they would have the protection of the colonial power in the face of other - potentially more dangerous - external threats. Groups which collaborated could also enjoy political and economic privileges within a new colonial order, as well as significant advantages over rival African groups in the region. In some cases, missionary activity meant that African leaders felt a religious affinity with the colonising power, a factor that made the pragmatic decision to collaborate more straightforward. In order to fully evaluate the importance of pragmatism, other relevant factors may be addressed, for example the argument that any decision to collaborate was equally dependent on the willingness of the colonial power to work with the African state. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 10: Africa under colonialism (1890–1980)

19. Compare and contrast developments in Kenya and Southern Rhodesia under British rule up to 1965.

The question requires that students give an account of the similarities and differences between developments in Kenya and Southern Rhodesia under British rule up to 1965, referring to both throughout. There does not need to be an equal number of each. Developments may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Students may compare economic developments in each colony, where the production of primary products was prioritised: coffee and tea in Kenya, tobacco and chrome in Rhodesia. In each, large areas of land were expropriated for use by European settlers. The settler lobby had considerable power and dominated administration in each, a factor which delayed the transition to majority rule. Students may contrast administrative systems: Kenya was ruled as a single territory throughout the period, while Southern Rhodesia was administered as part of the short-lived Central African Federation, as well as separately. In Kenya, the Mau Mau uprising occurred during the colonial period, while in Rhodesia the bush war did not break out until after 1965. In Kenya, negotiations between the British government and local politicians led to independence and majority rule in 1963, while in Rhodesia the outcome of discussions was very different: a Unilateral Declaration of Independence under white minority rule. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

20. Evaluate the impact of colonial administration on the people of the Gold Coast.

The question requires that students make an appraisal of the impact of colonial administration on the people of the Gold Coast. Evaluation of impact may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Students may consider the government's promotion of cash crops, the production of which remained largely in the hands of Africans, and which provided them with a reliable source of income. Spending on infrastructure such as roads, dams and railways also brought some benefits to the lives of Africans. The impact of colonialism was minimised by the implementation of a system of indirect rule, under which some traditional chiefs were nominated to the Legislative Council. However, power was concentrated in the hands of traditional rulers, resulting in the emergence of new generation of nationalist leaders who bristled at their exclusion and demanded immediate independence. Cities like Accra grew rapidly during British rule but suffered from problems of congestion, lack of housing and unemployment, factors which contributed to the Accra riots and the success of Nkrumah's Positive Action Campaign. Students' 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 importance of nationalist movements in the achievement of independence of **either** Tanganyika **or** Kenya.

The question requires that students make an appraisal of the importance of nationalist movements in the achievement of independence of either Tanganyika or Kenya. In their evaluation, students may refer to Julius Nyerere's importance as leader of TANU. Nyerere founded TANU in 1954, a political party that became the primary vehicle for nationalist aspirations in Tanganyika. Under his leadership, TANU became a unifying force advocating for self-rule. Students may also evaluate Jomo Kenyatta's importance as leader. Kenyatta emerged as a central figure in Kenyan nationalism. He initially led the Kenya African Union (KAU) and later the Kenya African National Union (KANU), which became the main political force pushing for independence. In order to fully evaluate the importance of nationalist movements, other relevant factors may be addressed, for example, the ways in which the United Nations and the Cold War rivalry between the US and the Soviet Union also played a role, as both superpowers advocated for the end of colonialism and supported nationalist movements in Africa. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

22. Compare and contrast the contribution of political parties to the independence of South West Africa and Senegal.

The question requires that students give an account of the similarities and differences between the contribution of political parties to the independence of South-West Africa and Senegal, referring to both throughout. There does not need to be an equal emphasis on each. Students may consider the formation and leadership of SWAPO, formed in 1960 under the leadership of Sam Nujoma. It became the most significant political force advocating for Namibia's independence. It was originally a labour-based movement which transformed into a nationalist party, representing the black majority. Unlike French West Africa (Senegal), political parties like SWAPO in Namibia were heavily involved in armed resistance against South African rule. The armed wing of SWAPO, the People's Liberation Army of Namibia (PLAN), engaged in guerrilla warfare from the 1960s onward. In contrast, political parties in Senegal, operating in a less repressive political climate, achieved independence through negotiation and political reform. The RDA, founded in 1946, was a pan-Africanist political organization that brought together various political parties from French West African colonies, including Senegal. It was initially aligned with the French Communist Party and played a crucial role in uniting nationalist movements across the region. Students may consider how in both South-West Africa and Senegal political parties were responsible for mass mobilization, creating political consciousness, and engaging with international supporters to gain legitimacy. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 12: The Ottoman Empire (c1800–1923)

23. To what extent were European challenges to the Ottoman Empire up to 1856 caused by Ottoman weakness?

The question requires that students consider the merits or otherwise of the suggestion that European challenges to the Ottoman Empire up to 1856 were caused by Ottoman weakness. Causes may predate the timeframe but must be clearly linked to the issue raised in the question. Students may consider Ottoman military defeats in Egypt and Greece which demonstrated their weakness and vulnerability to European forces. Internal uprisings in Egypt, Greece and North Africa showed the Ottomans were losing control of their empire. This encouraged Europeans to see the Ottoman Empire as ripe for exploitation economically and territorially. Other factors may be addressed, for example the rise of nationalism after 1815, which encouraged Europeans to expand their territory and to support nationalities seeking freedom from the Ottomans. The industrial revolution encouraged Europeans to demand trade rights, the end of tariff barriers and access to Ottoman markets. Rising imperialism and the search for strategic advantages encouraged countries such as Russia to expand their territory at the expense of the Ottomans. Overall, European energy and drive to reform and change the world was a powerful incentive to forcing change on the Ottomans. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. "Abdul Hamid was a reformer not a reactionary." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that Abdul Hamid was a reformer not a reactionary. Students may consider his policies of modernizing the Ottoman Empire in order to protect it from collapse. His reforms included a significant expansion of education at all levels including university, greater literacy, and media growth. He expanded the railways and roads as well as the telegraph system to improve communications. The army was modernized with foreign assistance and the bureaucracy was centralized and made more efficient. His negotiations with foreign powers added to the empire's economic development and prevented the destruction of the empire by foreign invasions. As a counterargument, students may consider his reactionary measures. For example, he suspended parliament in 1878 and never recalled it for thirty years, the secret police and informers were used to suppress any dissent, censorship was very rigid, political opponents were executed or imprisoned, and he conducted a massacre of the Armenian population in 1895 because of their opposition to him. Individual rights were suspended and not restored until the 1908 revolution. Students' opinions or conclusions will be clearly presented and supported by appropriate evidence.

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

25. Evaluate the territorial and political impact of the Paris peace treaties on Iraq and Transjordan.

The question requires that students make an appraisal of the territorial and political impact of the Paris peace treaties on Iraq and Transjordan. In their evaluation, students may consider the impact on the Iraqi state whose territory was established and stabilized by Britain through negotiation and military action. This gave Iraq control of oil-rich regions. The territory also included several diverse ethnic and religious groups which caused political instability. The political structure was determined by Britain which began the process of developing a democratic and independent state as specified by the mandate. Iraq acquired the beginnings of parliamentary government in 1924 and full independence in 1932, although British interests remained strong in foreign affairs and the oil industry. The other political impact was to encourage nationalist opposition to the mandates from those seeking complete independence and an end to British influence in line with the ideas of self-determination. In Transjordan, the mandate was created by Britain in 1923 as a portion of the Palestine mandate assigned at Paris. British political, military and financial control was very substantial. The impact was to work towards the creation of an independent country under Emir Abdullah. This was achieved in stages, beginning in 1934 and culminating in independence in 1946. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

26. “British immigration policies in Palestine were the principal reason for Arab–Jewish tensions.” Discuss.

The question requires that students offer a considered and balanced review of the statement that British immigration policies were the principal reason for Arab–Jewish tensions in Palestine. Students may consider the impact of the Balfour declaration which encouraged Jewish immigration to Palestine. This caused opposition from the Arab population who wanted to create an independent Arab state. Britain largely ignored the Arab opposition which caused violence. British promises to restrict immigration were overturned, leading to Arab loss of faith. Jews became worried about immigration restrictions and increased their efforts to prevent limits on immigration. This resulted in increased communal conflicts as both sides sought to defend their position. The British White Paper of 1939 sought to restrict Jewish immigration, but this failed to satisfy the Arabs and caused resentment amongst Jews who began to arm themselves to defend their position. Other relevant factors may include Arab desires for an independent state which the Balfour declaration denied, religious conflicts between the two groups over religious sites, increased Jewish landowning which dispossessed Arab farmers and increased poverty and unemployment amongst the Arabs, and increased Jewish domination in industry, education and local government. Students' opinions or conclusions will be clearly expressed and supported by appropriate evidence.

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

27. Evaluate the success of the Economic Community of West African States (ECOWAS).

The question requires that students make an appraisal of the success of the Economic Community of West African States. In their evaluation, students may consider the close economic cooperation between members which led to the creation of a single currency, the CFA Franc, among the members of UEMOA, and a customs union among the WAMZ member states. There was some success in the field of peacekeeping with the organisation establishing its own multilateral armed force, ECOMOG, which intervened in the conflict in Liberia. ECOWAS established a strong, well-functioning institutional framework, with a Secretariat and Community Council, and its members cooperated across a range of fields including industry, infrastructure and healthcare. In their evaluation, students may consider failures such as the inability to achieve closer political union, which was largely due to tensions between its Anglophone and Francophone member states. It also failed to effectively promote democracy or prevent the emergence of military juntas in the region. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

28. Compare and contrast the nature of UN intervention in **two** of the following countries: Congo, Mozambique, Somalia, Rwanda.

The question requires that students give an account of the similarities and differences between the nature of UN intervention in two of the following countries, referring to both throughout: Congo, Mozambique, Somalia, Rwanda. There does not need to be an equal number of comparisons and contrasts. Students may consider similarities such as the circumstances which necessitated intervention: typically, this was to help bring about an end to hostilities during civil war or to secure a peace settlement following the end of conflict. UN forces were usually tasked with protecting civilian populations and were composed of military contingents from multiple nations under UN operational command. For differences, students may consider the relatively successful outcomes in the case of Congo and Mozambique, which contrasted with its failures in Somalia and Rwanda. They may also consider differences in the terms of the mandates awarded to the UN missions, and to the scope of its activities, which in some cases extended to assistance with economic and social development. The size of UN forces also varied considerably. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 15: Developments in South Africa 1880–1994

29. Evaluate the importance of Steve Biko and the Black Consciousness movement in the radicalization of resistance to apartheid.

The question requires that students make an appraisal of the importance of Steve Biko and the Black Consciousness movement in the radicalization of resistance to apartheid. In their evaluation, students may consider Biko's importance in keeping the flame of radical resistance burning after the banning of the ANC and the PAC in 1960 and the subsequent imprisonment of the leaders of the liberation movement. Biko was a student activist who broke with the multi-racial NUSAS to found SASO, a radical student movement which espoused self-reliance and emphasised the self-worth of black people, and which became the basis of the Black Consciousness movement. Biko was a strong influence on the student demonstrations against the introduction of Afrikaans in schools which led to the Soweto Massacre in 1976. This was a crucial moment in the struggle against apartheid. After Soweto the government gradually lost control of the townships, which erupted in violence in the 1980s. In order to fully evaluate the importance of Biko and the Black Consciousness movement, other relevant factors may be addressed, for example the role played by others in the radicalisation of resistance, including the ANC, Umkhonto we Sizwe and the PAC. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

30. Evaluate the importance of Nelson Mandela in the transition to democracy.

The question requires that students make an appraisal of Mandela's importance in the transition to democracy. In their evaluation, students may refer to the talks which took place between Mandela and presidents Botha and de Klerk while he was still in prison. During these talks he insisted that he would not pause the struggle against apartheid after his release from jail. His continuation of a strategy of mass action pressured de Klerk into creating CODESA, the multi-party body which was set up to bring a negotiated end to apartheid. CODESA agreed a new interim constitution in 1993, and this led to the first non-racial elections one year later. Meanwhile, Mandela was able to reassure South Africa's white community that he was a figure of moderation and reconciliation. Mandela helped prevent a descent into general violence during crises which threatened to derail the transition to democracy. These included events such as the Chris Hani assassination and the Boipatong massacre. In order to fully evaluate the importance of Mandela in the transition to democracy, other relevant factors may be addressed, for example the significance of figures such as de Klerk. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

31. “The main reason for the spread of Christianity in Africa was European colonization.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that the main reason for the spread of Christianity in Africa was European colonization. Students may consider the active promotion of Christianity by colonial powers, which viewed churches as a means of “civilising” Africans while avoiding the expense of providing education and healthcare. Colonization provided the political stability required for the establishment of mission churches. The education and healthcare provided was a reason why many Africans chose to join, as was the promise of jobs for Christian converts in the new colonial order. Colonial rule was often harsh, and Christianity offered Africans a degree of sympathy and consolation. Students may disagree with the statement by arguing that Christianity had already begun to spread across the continent prior to formal colonization due to the work of missionary explorers. Other relevant factors may be addressed, for example other reasons for the spread of Christianity including the opposition of missionaries to slavery, but with a focus on the issue in the question. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

32. “Technological developments had little impact on African society.” With reference to **two** African countries, to what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that technological developments had little impact on African society, with reference to two countries. Discussion of impact may extend beyond the timeframe but it must be clearly linked to the issue raised in the question. Students may consider the limited reach of modern technology in many countries, especially in isolated rural areas which remained largely traditional. Extreme poverty remained an acute problem despite technological developments, a further indication of their limited impact. Alternatively, students may argue that developments in transportation made rural areas more accessible and facilitated mobility and migration, and that innovations in healthcare, especially in vaccine technology, improved the lives of many Africans. Modern communications technology also brought vast improvements, not least in opening new economic opportunities, while electrification changed the domestic lives of Africans for the better. Students’ 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 significance of the Camp David Summit (2000) for the Arab–Israeli conflict.

The question requires that students make an appraisal of the significance of the Camp David Summit (2000) for the Arab–Israeli conflict. In their evaluation, students may consider how following the failure of the summit, Israeli Prime Minister Ehud Barak faced political backlash at home with critics in Israel accusing him of offering too many concessions without securing a deal. Barak's government weakened as the peace process stalled. Students may also consider how tensions escalated further when Israeli opposition leader Ariel Sharon visited the Temple Mount (Haram al-Sharif) in September 2000, which Palestinians viewed as a provocation. This visit sparked widespread protests and violence, which quickly spiralled into the second intifada, worsening relations within the Arab–Israeli conflict. The second intifada began in September 2000 and was marked by intense violence, including suicide bombings, armed confrontations, and military operations by Israel. Students may highlight how this period of violence significantly derailed any hopes for immediate peace following the summit. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

34. "Anwar Sadat's economic policies were successful in achieving their aims." Discuss.

The question requires that students offer a considered and balanced review of the statement that Anwar Sadat's economic policies were successful in achieving their aims. Students may discuss the introduction of the Infitah (opening the door) policy to attract foreign investment and encourage private sector growth. There was growth in the private sector and entrepreneurial activity due to the reduction of state control, along with investments in infrastructure, including improvements in the transportation and energy sectors. Students may also consider the extent of success in attracting foreign investment and improving economic relations with Western countries, as shown by evidence of GDP growth and improvements in certain economic indicators during Sadat's presidency. Students may include a comparison of Sadat's economic policies with those of his predecessor (Nasser) and successor (Mubarak) to provide context. Students may disagree with the statement, arguing that Sadat's Infitah policy ultimately failed to deliver widespread benefits and led to increased inequality, inflation, and reliance on foreign aid. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 18: Post-independence politics in Africa to 2005

35. Evaluate the importance of outside forces as a cause of ethnic conflict in **one** African state.

The question requires that students make an appraisal of the importance of outside forces as a cause of ethnic conflict in one African state. Students may consider the provision of economic or military aid to one ethnic group in its struggle with another or others. Outside forces sometimes promoted new ideologies or political movements which increased tensions amongst ethnic groups. Outside forces may have organized mass media campaigns designed to increase tensions or to support one group and downgrade another or others, resulting in conflicts. Alternatively, external investment may have been a source of conflict if it favoured one group over another. Outside forces may have provided refuge for dissidents and refugees, from which they could launch attacks or create other forms of unrest. In order to fully evaluate the importance of outside forces as a cause of ethnic conflict other relevant factors may be addressed, for example the role of historic ethnic rivalries within a country which had not been resolved, as well as economic and religious issues which were a source of tension, or political issues based on the actions of a leader or party which favoured one ethnic group over others. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

36. "Economic growth was essential for a return to multi-party democracy." Discuss with reference to **one** African state.

The question requires that students offer a considered and balanced review of the statement that economic growth was essential for a return to multi-party democracy in one African country. Causes may predate the timeframe but must be clearly linked to the issue raised in the question. Students may consider that economic growth often increased the standard of living, creating optimism and support for progressive ideas such as democracy. Economic growth reduced emigration of skilled individuals and encouraged the return of others who could contribute to social and political progress. Economic growth often reduced tensions and conflicts caused by poverty and lack of resources that may have encouraged individuals to support extreme political views or leaders. Economic growth encouraged further support from external agencies or countries which encouraged progressive political movements which favored democracy. Other relevant factors may be discussed, including the reduction or end to internal conflicts and tensions which prevented the necessary spirit of cooperation for the growth of democratic institutions. Improvements in education and awareness of rights and responsibilities by the citizens were necessary for the growth of democracy, as well as the development of parties and leaders that were committed to the principles and practices of multi-partyism. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.