Diploma Programme
Programme du diplôme
Programa del Diploma

History
Higher level
Paper 3 – history of Africa and the Middle East

Specimen paper

2 hours 30 minutes

Instructions to candidates

- Do not open this examination paper until instructed to do so.
- Answer any three questions.
- Each question is worth **[15 marks]**.
- The maximum mark for this examination paper is **[45 marks]**.

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

The 'Abbasid dynasty (750–1258)

1.   "Military power was the most important reason for the 'Abbasid defeat of the Umayyads." To what extent do you agree with this statement?

2.   "The first century of 'Abbasid rule brought about significant economic and political change in the Islamic world." To what extent do you agree with this statement?

The Fatimids (909–1171)

3.   Examine the ideological **and** cultural impact of the Fatimid Empire on the Islamic world.

4.   "Internal problems rather than external challenges led to the collapse of the Fatimid Empire." To what extent do you agree with this statement?

The Crusades (1095–1291)

5.   "Religious ideology was the primary motive for the Crusades." To what extent do you agree with this statement?

6.   Evaluate the impact of the Crusades on the Islamic world.

The Ottomans (1281–1566)

7.   Evaluate the significance of the fall of Constantinople in 1453.

8.   Examine the contribution of **either** Selim I (1512–1520) **or** Suleiman the Magnificent (1520–1566) to the success of the Ottoman Empire during the 16th century.

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

9.   Evaluate the reasons for the decline of the Ghana Empire.

10. "Trade was more important to the success of the Mali Empire than it was to the success of the Kingdom of Kongo." Discuss.

Pre-colonial African states (1800–1900)

11. Compare and contrast the contributions of Tewodros II and Yohannes IV to the unification of Ethiopia.

12. "Moshoeshoe was a more successful ruler than Shaka Zulu." To what extent do you agree with this statement?

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

13. Examine the social **and** economic impact of the slave trade on Africa and the Middle East up until the 19th century.

14. "Economic factors were the main reason for the decline of the Atlantic slave trade." To what extent do you agree with this statement?

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

15. Examine the reasons for increased European interest in Africa in the second half of the 19th century.

16. "The annexation of Africa was only made possible by weaknesses within Africa." To what extent do you agree with this statement?

Response to European imperialism (1870–1920)

17. "The leadership of Menelik II was the most significant factor in Ethiopia maintaining its independence." To what extent do you agree with this statement?

18. Discuss the reasons for, and results of, Kabaka Mwanga's resistance to European imperialism.

Africa under colonialism (1890–1980)

19. Evaluate the economic impact of Portuguese rule in Angola and Mozambique.

20. Examine the reasons for, and results of, the British decision to implement a system of indirect rule in Nigeria.

Turn over

20th-century nationalist and independence movements in Africa

21. Evaluate the contribution of the Mau Mau uprising to the achievement of independence in Kenya.

22. Compare and contrast the role of individual leaders in **two** 20th-century independence movements in Africa.

The Ottoman Empire (c1800–1923)

23. Evaluate the impact of the Tanzimat reforms on the Ottoman Empire.

24. Examine the reasons for the decline of the Ottoman Empire in the first half of the 19th century.

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

25. To what extent did ineffective Allied diplomacy in the Middle East during the First World War lead to instability in the region?

26. Evaluate Ataturk's impact on Turkish society.

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

27. Discuss the role played by the Abyssinian Crisis in the failure of the League of Nations.

28. "The East African Community (EAC) was more of a success than a failure in the 20th century." To what extent do you agree with this statement?

Developments in South Africa 1880–1994

29. "The Boers lost the war but won the peace." To what extent do you agree with this statement about the South African War (1899–1902)?

30. Examine the reasons for, and the effects of, the radicalization of resistance to the apartheid system in South Africa.

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

31. Examine the factors that promoted **and** those that inhibited the spread of Christianity in Africa in the 19th and 20th centuries.

32. Discuss the impact of immigration **and** emigration on any **two** African countries in the 19th and 20th centuries.

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

33. Compare and contrast the economic **and** social policies of Nasser and Sadat in Egypt.

34. Evaluate the importance of religious factors in causing the outbreak of the Lebanese Civil War in 1975.

Post-independence politics in Africa to 2005

35. "Economic problems after independence were the main cause of civil war." With reference to **one** civil war you have studied, to what extent do you agree with this statement?

36. Compare and contrast the factors that led to the return to multi-party democracy in **two** countries.

Markscheme

Specimen

History

Higher level

Paper 3 – history of Africa and the Middle East

38 pages

Note for examiners: The following pages of this markscheme outline what members of the paper setting team had in mind when they devised the questions. The points listed in the bullet points indicate possible areas candidates might cover in their answers. They are **not** compulsory points and are **not** necessarily the best possible points. They are only a framework to help examiners in their assessment. Examiners should be responsive to any other valid points or any other valid approaches.

Markbands for paper 3

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 answer 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	Answers do not reach a standard described by the descriptors above.

The 'Abbasid dynasty (750–1258)

1. "Military power was the most important reason for the 'Abbasid defeat of the Umayyads." To what extent do you agree with this statement?

    Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the extent to which the candidate agrees that military power was the most important reason for the 'Abbasid defeat of the Umayyads.

    Points discussed may include:
    - Feuds between southern (Kalb) and northern (Qays) Arab tribes reduced military power and later led to major revolts in Syria, Iraq and Khorasan;
    - Regional problems as Umayyad government was equated with Syrian government; did not include Muslims from Iraq, narrow base of support. Marwan's policies lost him traditional support;
    - Fiscal reforms of 'Umar II aimed at lessening opposition from non-Muslims created a financial crisis. Narrow support was made worse as Syria was not rich, and did not have a large Muslim population as did Iraq; Iraq produced more revenue;
    - Battle of the Zab, 750. Although the Umayyad force was larger, loyalty to the Caliph was limited. Abbasids were a coalition of Abbasids, Persians and Shias;
    - The Umayyads had no direct descent from the Prophet Muhammad, whereas the 'Abbasids did. Many Muslims felt that charismatic, truly Islamic leadership was needed to establish rule of the Qur'an, only the family of the Prophet Muhammad could provide this;
    - Tactics in battle. Abbasid spear wall was able to withstand Umayyad cavalry charge. The 'Abbasids pursued the remaining Umayyads, meeting little resistance in Syria as the area had been laid waste by earthquake and plague. The death of Marwan in a later battle ended Umayyad rule;
    - Responses achieving marks in the top bands will provide a clear judgment on the extent to which the candidate agrees with the claim that military power was the most important reason for the Abbasid defeat of the Ummayads.

    The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.

2. "The first century of 'Abbasid rule brought about significant economic and political change in the Islamic world." To what extent do you agree with this statement?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the extent to which they agree with the statement that the first century of Abbasid rule (750–850) brought about significant economic and political change in the Islamic world.

Points discussed may include:
- Political: built on achievements of the Umayyads, but more centralized attempts to ensure provinces contributed to finance of central government. Continued hereditary succession of the Umayyads. Appointment of Muslim judges was taken over by central government. Centre of government moved from Syria to Iraq; as Iraq provided the most revenue this made it easier to collect. Judges and bureaucrats became more important;
- Development of bureau of taxes, accounts office and chancery, board for inspection of grievances, police department – some were developed from Umayyad rule. Continued division of provinces under governors;
- Political: change in political elite; it became more varied in composition, not just Arabs, but also Iranians and Persians. Clerks of Christian origin joined by Iranians. Government often described as Persian in character, but Arabs still held high positions and Arabic was still the language of administration. Remained a Muslim state and claimed to base rule on Islam. Non-Arabs could hold high positions;
- Creation of Baghdad. This also brought economic opportunities. Became a model for many new towns, for example Samarra and Cairo. Brought social change as towns were used to house followers and generate income. Impact on urban development;
- Changed position of Khorasan;
- Promotion of commerce and industry, increased position within the state for merchants. Prosperity based on Baghdad. Agricultural impetus under the Abbasids as the capital was well situated;
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which the first century of Abbasid rule brought about significant economic and political change in the Islamic world.

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The Fatimids (909–1171)

3.   Examine the ideological **and** cultural impact of the Fatimid Empire on the Islamic world.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case an examination of the ideological and cultural impact of the Fatimid Empire on the Islamic world. It is important that responses focus specifically on the ideological and cultural impact of the Fatimid Empire, rather than on the impact more generally.

Points discussed may include:
- Scholarship/academics: the Fatimids funded one of the first universities in the world (the Al Azhar university) which was a major intellectual centre and still exists today. Extensive libraries were also established in Fatimid palaces;
- The Fatimids advanced Islamic scholarship in science, and particular astronomy;
- Religion: the Fatimids generally practiced tolerance of other faiths and sects and did not make extensive efforts to convert others to their faith. Candidates may also discuss the relationship between the Fatimid Empire and Ismaili beliefs, and the relationship with Sunni Muslims;
- Arts: the Fatimids introduced new styles, especially in ceramics;
- Architecture: new architectural styles were introduced, as seen for example in the al Hakim Mosque;
- Candidates may discuss controversies about the ideological and cultural impact of the Fatimid Empire, particularly under Al Hakim;
- Responses achieving marks in the top bands will provide a clear judgment on the ideological and cultural impact of the Fatimid Empire on the Islamic world.

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4. "Internal problems rather than external challenges led to the collapse of the Fatimid Empire."
To what extent do you agree with this statement?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the extent to which the candidate agrees with the claim that internal problems rather than external challenges led to the collapse of the Fatimid Empire.

Points discussed may include:
- Fatimid power rested on the efficiency of their military and government; their collapse began when internal division developed in the army and bureaucracy between Berber, Turkish and North African factions;
- Internal strife caused the loss of Syria;
- Caliphs lost power to viziers and generals, which weakened the regime;
- Religious divisions between Druze and Assassins weakened the regime; attacks by the Seljuk Turks caused loss of territory and prestige; the Crusades captured Fatimid territory and caused a loss of prestige;
- They failed to convert the population of their Empire to the Ismaili sect; revival of Sunni Islam, linked to the rise of Salah al-Din (Saladin);
- Problems such as drought and famine;
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which the candidate agrees with the claim that internal problems rather than external challenges led to the collapse of the Fatimid Empire.

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The Crusades (1095–1291)

5.   "Religious ideology was the primary motive for the Crusades." To what extent do you agree with this statement?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, the extent to which the candidate agrees that religious ideology was the primary motive for the Crusades. The dates of the topic (1095–1291) refer to the period from the calling of the First Crusade to the fall of Acre.

Points discussed may include:
- Religious motives could include following the call of a religious leader. In the case of Christians, for example, this could include responding to appeals from Popes and popular preachers (Urban II, Bernard);
- Religious motives could also include: the chance to go on a pilgrimage; the chance to serve God; to obtain forgiveness of sins and salvation; a general sense of piety and religious devotion; or to visit, capture or recapture holy places;
- Another motive for participation could be to avenge abuses; for example, as a response to stories of treatment of Christians following the fall of Jerusalem;
- Economic motives could include: desire to gain land (including particularly second sons who would not inherit land and saw this as an opportunity to gain wealth); opportunities to obtain great wealth from plunder; lack of prospects at home; the opportunity to make fighting a career; trade – cities such as Venice and Genoa sought to profit;
- Political reasons were complex, especially with the later Crusades, and with both Muslim and Christian participants. Frequently both made decisions and alliances that were personal and political. Originally political motives for Christians were to help the Byzantine Empire and to obtain land, a principality, and become a ruler. The Islamic world was far from united during the period between 1095 and 1291, and different sects and caliphs sought to maintain or enhance their positions;
- Other motives for participation could include desire for travel, knowledge, excitement, or adventure, as many had never left their local areas before; or the opportunity to gain fame, respect and power at home if successful;
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which the candidate agrees with the claim that religious ideology was the primary motive for the Crusades.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.

6. Evaluate the impact of the Crusades on the Islamic world.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case an evaluation of the impact of the Crusades on the Islamic world.

Points discussed may include:
- The impact of the Crusades was largely negative in the Middle East as a result of the damage and casualties caused by war and increased political and religious divisions;
- Loss of territory to the invaders for several centuries;
- Led to stronger Muslim regimes as leaders such as Nur al-Din and Salah al-Din emerged and unified Muslims; new sense of Islamic unity and militancy to resist non-Muslim invaders;
- Weakening of the Fatimid Empire contributing to its collapse;
- The Crusades contributed to the decline in power of the Byzantine Empire and its replacement by a Muslim power;
- Some increase in Muslim confidence occurred as a result of the defeat of the West and a more hostile attitude toward the West developed;
- Loss of the Muslim states in Spain;
- The presence of the Crusaders in the Middle East continued to undermine Muslim power;
- The concept of jihad re-emerged as a result of the Crusades;
- Increased commercial links with the West, particularly Italian cities; development occurred as Western merchants sought to expand trade with the Middle East and created increased demand for products from the region;
- Responses achieving marks in the top bands will provide a clear judgment on the impact of the Crusades on the Islamic world.

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The Ottomans (1281–1566)

7.	Evaluate the significance of the fall of Constantinople in 1453.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case an evaluation of the significance of the fall of Constantinople in 1453.

Points discussed may include:
- Seen as significant for both the Ottoman Empire and Western Europe, which had seen it as the last stronghold of the East;
- Prestige gained by the Ottomans and shock felt by the West;
- Strategic issues: area from which to launch further attacks and the direction these attacks might take;
- The Imperial view of the Ottoman Empire;
- Consolidation of the Ottomans in the Mediterranean;
- Threat to the Venetians and their possessions in the eastern Mediterranean, also threat to the Genoese. Discussions about trade following the fall of Constantinople;
- Cultural impact and flight of scholars, documents *etc*;
- Responses achieving marks in the top bands will provide a clear judgment on the significance of the fall of Constantinople in 1453.

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8. Examine the contribution of **either** Selim I (1512–1520) **or** Suleiman the Magnificent (1520–1566) to the success of the Ottoman Empire during the 16th century.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case an evaluation of the contribution of **either** Selim I **or** Suleiman the Magnificent to the success of the Ottoman Empire in the 16th century.

Points discussed may include:

Selim I
- Selim's focus was Anatolia and the Arab lands. Turned Ottomans into dominant power in the Islamic world with the conquest of Egypt. Conquests in the Middle East saw a change in direction of expansion;
- Selim removed potential claimants, killing his father and secured position following civil strife and left only his son as claimant;
- Reform of administration: Selim developed the concept of a self-funding conquest, developed trade routes in the East to bring in finances. Promoted by merit, often used former slaves and did not have to worry about power of nobility, unlike in the West;
- Selim developed an efficient navy and system of government, and logistics designed to wage war;
- Selim took the title of Caliph of Islam, the first Ottoman to have this title. Saw himself as the new Alexander the Great, defeated Muslim rival Shah Ismail of Iran and destroyed the Mamluk Empire in Egypt;
- Responses achieving marks in the top bands will provide a clear judgment on the contribution of Selim I to the success of the Ottoman Empire.

Suleiman the Magnificent
- Suleiman captured the island of Rhodes, the strategically important fortress city of Belgrade, which opened the way into the Danube Valley; victorious at the Battle of Mohács and occupied most of Hungary, but failed against Vienna and retreated;
- Suleiman had ability as a leader and warrior. Suleiman led by example and quickly moved his army into the Balkans and personally led attack on Belgrade; seen as warrior leader, won him support;
- Suleiman realized the need for a uniform legal system; created a quality civil service; efficient tax system which allowed raising of armies. He too promoted by merit;
- Suleiman made effective use of siege artillery. Development of galley fleet which was able to defeat Venice, Spain and the Papacy;
- Responses achieving marks in the top bands will provide a clear judgment on the contribution of Suleiman the Magnificent to the success of the Ottoman Empire.

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

9. Evaluate the reasons for the decline of the Ghana Empire.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the reasons for the decline of the Ghana Empire. Much of the evidence on the slow collapse of the Ghana Empire is scant and fragmentary, meaning that there is uncertainty and controversy surrounding the reasons for its demise. However, it seems more than likely that the reason why the Ghana Empire emerged in the first place, the lucrative trade in salt and gold, was also a significant factor in its decline.

Points discussed may include:
- Emerging regional rivals such as the Sosso competed with Ghana for control of the trade routes and launched periodic raids on their territory. These incursions were both politically and economically debilitating;
- New goldfields were discovered beyond the borders of the empire, most notably at Bure, and new trading routes were opened up to the east, further bypassing the empire and strengthening its competitors;
- Rivalry with the Berber tribes which traded with Ghana was another decisive factor. Ghana's conquest of the previously independent city state of Aughadost led to steadily worsening relations at precisely the moment that the Almoravid Berber dynasty emerged as a dominant political and military force in North Africa. The so-called Almoravid jihad probably led to the conquest of the imperial capital, Kumbi, in 1076. While the precise nature of conflict is disputed, there is little doubt that it represented a blow from which the empire never really recovered;
- The political structure of the empire was also a factor in its demise. It was made up of a number of conquered kingdoms, each of which was keen to reassert its former independence if and when the opportunity arose. The final destruction of the empire was thus preceded by a prolonged period during which it weakened and slowly broke apart, leaving the residual rump vulnerable to a final attack from Mali;
- Candidates may discuss the view that changes in climate played an important role in accelerating the decline of the empire. Droughts were increasingly frequent in the region in the 12th and 13th centuries, and this inhibited the capacity of the empire to sustain an agricultural economy. Attempts to turn arable land over to livestock grazing may have contributed to its further desertification. The resulting economic decline contributed to the empire's internal instability and left it vulnerable to external conquest;
- Responses achieving marks in the top bands will provide a clear judgment on the reasons for the decline of the Ghana Empire.

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10. "Trade was more important to the success of the Mali Empire than it was to the success of the Kingdom of Kongo." Discuss.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case a discussion of the claim that trade was more important to the success of the Mali Empire than it was to the success of the Kingdom of Kongo.

Points discussed may include:
- The vast wealth of the Mali Empire depended entirely on the trans-Saharan trade caravans, which brought salt to West Africa in exchange for gold, copper, slaves and other commodities. The most important of these items were salt and gold. Indeed, Mali was the source of most of the gold produced globally;
- Contrastingly, slaves formed the mainstay of Kongo's external trade with the Portuguese. Humans were exchanged for European goods such as cloths and firearms as the trade was an important factor in the growth of the kingdom;
- In Mali, the vast bulk of state revenue came from taxes on external trade. The royal treasury was boosted by heavy taxes on all goods entering or leaving the empire. As well as this, all gold bars mined in the country were officially the property of the king;
- In Kongo, the king tended to rely more on taxes on agricultural production as a means of raising revenue. In general, the authorities in the Kongo had less control over external trade than their counterparts in Mali, particularly as the demand for slaves in Portugal's overseas empire (particularly Brazil) grew. Indeed, the insatiable Portuguese appetite for slaves undoubtedly led to the political destabilization of the country. This was a factor in the steady decline of the kingdom after the 16th century;
- Internal trade was more important in the Kongo than in Mali, even though the internal trade in salt was particularly lucrative in the latter on account of the increase in its value in the southern parts of the empire. In the Kongo, iron, copper, salt and animal hides were traded as well as agricultural goods, and some of these commodities were also traded with the Portuguese;
- Each empire also established currencies in order to regulate their trade. In Kongo this typically took the form of cowrie shells, while in Mali copper or salt bars were used, or even gold dust, depending on the region;
- It could be argued that external trade was more important in Mali than it was in the Kongo, where the economy was more agricultural. While external trade undoubtedly benefited Mali, it ultimately worked to the detriment of the Kingdom of Kongo;
- Responses achieving marks in the top bands will provide a clear judgment on whether trade was more important to the success of the Mali Empire than it was to the success of the Kingdom of Kongo.

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Pre-colonial African states (1800–1900)

11. Compare and contrast the contributions of Tewodros II and Yohannes IV to the unification of Ethiopia.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, they must examine both the similarities and the differences between the contributions of Tewodros II and Yohannes IV to the unification of Ethiopia.

Points discussed may include:
- Tewodros brought an end to the Zemana Mesafent, the fissiparous "era of the princes", and ruled over a country which he unified for the first time in more than a century. Although his empire fell apart once again after his death, he left a strong legacy of centralization on which his successors could build. After Tewodros died, Yohannes defeated his main rival for the throne, Tekle Giyorgis. His coronation meant that an emperor ruled over a unified Ethiopia once again;
- Comparison: Both Tewodros and Yohannes sacrificed their lives to the unification of their country and the need to protect it from foreign invasion. Tewodros chose to commit suicide rather than surrender to Napier's expedition, while Yohannes was killed by a Mahdist sniper during the Battle of Metemma;
- Comparison: both used conquest as a means of unifying Ethiopia and ensuring the survival of the empire. In Tewodros' case, this involved the defeat of one rival warlord after another, while Yohannes fought external enemies in the form of the Italians, Egyptians and Sudanese Mahdists;
- Contrast: Tewodros created a strongly centralized state by ruling directly over the lands of those he defeated. Yohannis instead sought to placate his main rivals, most notably Tekle Haymanot of Gojjam and Menelik of Shoa, by offering them considerable autonomy within a loosely federated political structure;
- Contrast: Because of the brutal nature of his conquests and suppression of rebellions, as well as his extensive modernization programme, Tewodros incurred the animosity of many forces in Ethiopian society, most notably the Orthodox Church. The result is that, even before the death of Tewodros, the empire was once again in a state of political disarray. While some of Yohannes's erstwhile allies eventually deserted him, a free and unified Ethiopia was his immediate and lasting legacy. Menelik II became emperor after his death and guaranteed Ethiopia's independence at the Battle of Adwa;
- Candidates must give an account of the similarities and differences between the contribution of the two leaders rather than simply describing their contribution. Thematic approaches are therefore likely to be more successful than end-on comparisons;
- Responses achieving marks in the top bands will provide a clear judgment on the similarities and differences between the contributions of Tewodros II and Yohannes IV to the unification of Ethiopia.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit wherever it is possible to do so**.

12. "Moshoeshoe was a more successful ruler than Shaka Zulu." To what extent do you agree with this statement?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, the extent to which the candidate agrees with the claim that Moshoeshoe was a more successful ruler than Shaka Zulu. Candidate responses to this question will probably vary greatly and will likely hinge on how the term "successful" is defined. If success is associated more closely with military success, then Shaka Zulu is likely to be regarded as more successful, whereas if success is associated with statecraft and diplomacy then Moshoeshoe is likely to be regarded as more successful.

Points discussed may include:
- Successes of Moshoeshoe: his strategy of providing shelter to refugees of the Difaqane and incorporating them into his expanding Sotho state; his use of the mountain fortress of Thaba Bosiu as a defensive stronghold during hostile invasions;
- Successes of Moshoeshoe: his use of the *pitso* system to discuss matters of state and resolve any disputes among his people; his decision to welcome French Catholic missionaries – who he then employed as foreign policy advisors – to his court; his encouragement of trade with the Boers and Griquas which allowed the Sotho nation to prosper; the *mafisa* system, whereby he lent cattle to newcomers in return for their political loyalty;
- Successes of Moshoeshoe: his diplomatic skills – these were a key factor in his decision to request a British protectorate, a move which prevented defeat and annexation at the hands of the Boers and allowed him to continue as king of the Sotho;
- Successes of Shaka Zulu: his bravery and prowess in battle; his military innovations such as the use of the *iklwa* and the ox-head formation, which led to the defeat of the Ndwandwe and other Nguni groups and the forging of a single Zulu nation; the adoption of the age grade regimental system; his practice of sparing the women and children of conquered peoples and incorporating them into the expanding Zulu population;
- Successes of Shaka Zulu: his use of *indunas*, all of whom had already demonstrated their unswerving loyalty to him, as disciplined and effective political administrators; and the creation of a centralized Zulu state based on enormous cattle wealth, with a new capital built at kwaBulawayo;
- Candidates may also stress the failures of Shaka Zulu and Moshoeshoe in their answers. With Shaka Zulu this may refer to the disastrous consequences of the Mfecane for the wider region, or indeed the arbitrary and ultimately self-defeating violence which characterized the final years of his life. In the case of Moshoeshoe, the main consequence of his decision to seek a British protectorate was the loss of Sotho independence;
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which the candidate agrees with the claim that Moshoeshoe was a more successful ruler than Shaka Zulu.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.

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

13. Examine the social **and** economic impact of the slave trade on Africa and the Middle East up until the 19th century.

   Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case examining the huge social and economic impact of the slave trade on Africa and the Middle East. The focus of the essay must be on the social and economic impact of the slave trade, rather than on political consequences such as the collapse of political alliances.

   Points discussed may include:
   - The slave trade led to the loss of an estimated fifty million people in Africa, most of whom were young and economically productive, and a resulting demographic deficit which meant that the population of the continent remained static until well into the nineteenth century, leaving it vulnerable to colonial conquest. The trade also led to depopulation of urban areas in Africa as people fled the cities to avoid capture;
   - Candidates may also stress the sheer human suffering of the trade; for example, the terror wrought by the raids, the break-up of families and communities, the forced marches to the coast during which many died, and the incarceration of those captured in terrible conditions in the coastal forts before transportation by ship to the overseas slave markets;
   - While some individuals or even communities benefitted economically as a result of their involvement in the trade and their use of slaves, on the whole the effects were calamitous for Africa;
   - In the Middle East, wealthy individuals used slave as labour in large plantations and in mining, (where slaves were kept in awful conditions and life expectancy was extremely short), or for work in the household. Eunuchs were in high demand, hence the practice of forced castration;
   - Conversion to the Muslim faith for slaves in the Middle East was not that usual, as this would have conferred slaves with greater rights under Islamic law, including that of manumission. However, there was certainly a greater prospect of social mobility for black people in the Arab world than in the west. Many freed slaves went on to serve in the armies of emerging Islamic states (such as Morocco and Egypt) during the period;
   - Responses achieving marks in the top bands will provide a clear judgment on the social and economic impact of the slave trade on Africa and the Middle East in the period.

   The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit wherever it is possible to do so**.

14. "Economic factors were the main reason for the decline of the Atlantic slave trade." To what extent do you agree with this statement?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the extent to which the candidate agrees with the claim that economic factors were the main reason for the decline of the Atlantic slave trade.

Points discussed may include:
- Economic factors which may be argued to have played an important role in the decline of the Atlantic slave trade may include: the waning of the sugar trade and its replacement by cotton production as the mainstay of British industry; the emergence of economic rivals (such as Java and Australia) which meant that the Caribbean sugar industry was already in a state of decline by the turn of the 19th century; the advent of industrial machinery which reduced the demand for slave labour on the plantations; the rise of "legitimate commerce" with West Africa resulting from the growing demand for palm oil (used as machine lubricants); and the recognition that Africa might one day serve as a valuable market for the products of British industry if it could be made more stable and prosperous by ending the slave trade;
- Candidates may counter argue that the economic costs of abolishing the trade outweighed any benefits, and the cost of enforcing prohibition on the high seas was very high. The fact that the British ended it anyway may be argued to show that other factors were deemed more important than economic factors;
- Candidates should also discuss non-economic reasons for the decline. These may include, for example, the changing moral climate in Britain associated with the rise of the evangelical Christian movement, and the campaigns of anti-slavery activists such as Thomas Clarkson and William Wilberforce as well as former slaves like Olaudah Equiano. Slave revolts in the Caribbean, and their brutal suppression by the authorities, also served to change the perception of slavery in the public mind. The result was a popular pressure that the British government could ultimately ignore no longer;
- It may be pointed out that the Atlantic trade continued even after abolition in the British Empire in 1807, with several other European countries continuing with their own trade. Candidates may therefore point out that the real cause of the end of the trade was the passage of a number of anti-slave trade laws by different European countries after 1807, and indeed the struggle to enforce these;
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which the candidate agrees with the claim that economic factors were the main reason for the decline of the Atlantic slave trade.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit wherever it is possible to do so**.

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

15. Examine the reasons for increased European interest in Africa in the second half of the 19th century.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, the reasons for increased European interest in Africa in the second half of the 19th century. Candidates are expected to have a clear understanding of the European background to the European interest in Africa and also to discuss events in Africa which contributed to European interest.

Points discussed may include:
- Factors such as the unification of Germany and Italy, and the role they played in the increased European interest in Africa;
- The role played by industrialization in the need for imperial expansion in Africa with the aim of getting raw materials and markets for finished goods;
- The role played by the development of the group of humanitarians whose aim was to help stop slave trade and slavery;
- The role played by public opinion in Europe in propagating European interest in Africa;
- The rivalry between the French and the Italians, which spilled over to North Africa;
- Strategic factors which led to the British interest in areas like Egypt and Sudan;
- French rivalry and German fear of French revenge after losing Alsace and Lorraine may also be considered. It is important for the candidates to demonstrate how this rivalry was evident in Bismarck's activities in Africa;
- The role played by King Leopold's activities in the Congo, which led to the flaring up of European rivalry;
- Responses achieving marks in the top bands will provide a clear judgment on the reasons for the increased European interest in Africa in the period.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.

16. "The annexation of Africa was only made possible by weaknesses within Africa." To what extent do you agree with this statement?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, the extent to which the candidate agrees that the annexation of Africa was only made possible by weaknesses within Africa. Candidates are expected to demonstrate a clear understanding of what the African weaknesses and German activities were as well as the role they played, and their relative importance, in facilitating the annexation of Africa.

Points discussed may include:
- Factors such as disunity amongst African societies; how in some areas, cultural unity did make it possible for African communities to resist European annexation;
- The role played by the lack of standing armies and poor quality of weapons in many African communities. European armies were well trained, better equipped and well disciplined and this ensured a high level of success on the battlefield;
- Factors such as the rivalry between France and Germany and its spill-over in Africa;
- The role played by Germany in the Berlin West Africa Conference;
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which the candidate agrees that the annexation of Africa was only made possible by weaknesses within Africa.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.

Response to European imperialism (1870–1920)

17. "The leadership of Menelik II was the most significant factor in Ethiopia maintaining its independence." To what extent do you agree with this statement?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, the extent to which candidates agree with the claim that the leadership of Menelik II was the most significant factor in Ethiopia maintaining its independence.

Points discussed may include:
- Factors such as Menelik II's ability to work well with the other leaders in Ethiopia. Candidates may discuss his pact with Johannes in 1878 which was cemented by a marriage alliance. This led to him being recognized by Johannes as the King of Shewa;
- His fight against the Italians after the breach of the Treaty of Wichale. Eventually he led the Abyssinians in the defeat of the Italians at the Battle of Adowa;
- His ability to work closely with the Church, which was important for unity;
- His use of the Amharic language to unify his people;
- His development of a well trained, well equipped standing army;
- The role played by his territorial gains;
- The role he played in modernizing Ethiopia;
- Factors aside from Menelik II's leadership that could be considered include the role played by Ras Alula; the role of religion; the willingness of the Ethiopian leaders and the Church to cooperate with Menelik;
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which the candidate agrees with the claim that the leadership of Menelik II was the most significant factor in Ethiopia maintaining its independence.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit wherever it is possible to do so**.

18.   Discuss the reasons for, and results of, Kabaka Mwanga's resistance to European imperialism.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, it is crucial that candidates discuss **both** the reasons for **and** the results of Kabaka Mwanga's resistance to European imperialism.

Points discussed may include:
- Reasons: Mwanga's desire to ensure the political independence of Buganda and his distrust of the colonialists;
- Reasons: Mwanga was angered by the law introduced by the colonialists which limited his power over land distribution in Buganda. He was also angered by the colonialists stopping the Soga from paying tribute to his kingdom;
- Reasons: Mwanga's desire to keep the Christian faith away from his kingdom;
- Reasons: Mwanga was unhappy with the Christian government's withdrawal of the pages from his court due to homosexual accusations;
- Results: others in Mwanga's kingdom, including the Catholics, joined him in his resistance, and Mwanga gained popularity in Buganda for his action of resistance;
- Results: some of the leading Protestant and Catholic leaders who worked closely with the British failed to support Mwanga;
- Results: the defeat at the Battle of Kabuwoko Hill, forcing him to flee;
- Results: Mwanga was replaced by Daudi Chwa (Cwa) after his escape to Tanganyika. There was continued guerrilla fighting organized by Mwanga's supporters. Mwanga eventually died in exile in The Seychelles;
- Responses achieving marks in the top bands will provide a clear judgment on the reasons for, and results of, Kabaka Mwanga's resistance to European imperialism.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.

Africa under colonialism (1890–1980)

19.   Evaluate the economic impact of Portuguese rule in Angola and Mozambique.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, the economic impact of Portuguese rule in Angola and Mozambique.

Points discussed may include:
- Candidates may argue that the impact of Portuguese colonialism in Angola and Mozambique was extremely limited in terms of economic development, and that this was as a direct consequence of the weak and racist nature of Portuguese imperialism;
- Portugal was a weak colonial power, and it attempted to defray the costs of pacification by granting leases for the administration of vast swathes of its territory to independent *prazo* estate owners, and later on to chartered companies, many of which were not even Portuguese;
- The result was the absence of a coherent colony-wide economic policy, with the *prazo senors* and companies pursuing their own economic ends of profit maximization with little concern for their labour force (much of which was indentured) or for the wider development of the economy through the provision of infrastructure and services. The result was chronic underdevelopment, exploitation and poverty, with an economy largely dependent on cash crop production. Much of the wealth created in the colonies was remitted abroad and not invested in economic development;
- White settlement was encouraged after Salazar's proclamation of the Estado Novo in the 1930s, and again after the Second World War. The result was the emergence of a large white working class which competed with Africans for semi-skilled jobs in a small labour market. This group could only get ahead through official discrimination against the black population. Economic and social policies were therefore closely connected;
- There was some limited economic growth during this period, such as in the development of a mining sector in Angola and the construction of three railways using forced labour, including the Benguela railway. However, the black majority failed to benefit and the result was the outbreak of independence wars in both colonies in the early 1960s, which were to last until independence in 1975. These wars ravaged already fragile economies, and it can be argued that Portugal's refusal to countenance a transfer of power until Salazar's successor Caetano was ousted in an army coup in 1974 was a very significant factor in the legacy of underdevelopment and poverty which the metropolis bequeathed to the newly independent states of Angola and Mozambique;
- Responses achieving marks in the top bands will provide a clear judgment on the economic impact of Portuguese rule in Angola and Mozambique.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.

20. Examine the reasons for, and results of, the British decision to implement a system of indirect rule in Nigeria.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, both the reasons for, and the results of, the British decision to implement a system of indirect rule in Nigeria. Some candidates may challenge the question by arguing that the so-called "warrant chief" system in the southern part of the colony involved a major modification of the idea of indirect rule, and was in many ways more characteristic of a system of direct rule.

Points discussed may include:
- Reasons: the importance in the colonial mindset of ideas of tradition, gradualism and the maintenance of the status quo; the reduced costs of administering colonies through traditional political structures rather than creating new systems of governance; the perceived importance of perpetuating traditional systems of justice and arbitration; the minimal disruption to the lives of ordinary Africans in a new colonial order which stressed continuity rather than change, and consequently the lesser likelihood of revolt;
- Reasons: the deflection of blame for any issues or problems from colonial power to the traditional authorities; the belief that the system offered the best safeguard against the development of African nationalism;
- Reasons: the decision to introduce the system in Nigeria had much to do with the influence of Frederick Lugard, who conquered and co-opted the northern emirates before instituting indirect rule across Nigeria as a whole. Lugard recognized the power of these traditional polities and judged them to be ideal vehicles for the implementation of his policies. In a country of such enormous ethnic diversity, he also understood that indirect rule allowed for the implementation of appropriate systems of local government in the different parts of the country;
- Results: candidates should note the obvious centripetal tendencies that the system engendered, a problem that was exacerbated by the decision to institute separate administrative entities which partially reflected the ethnic divisions of the colony;
- Results: the religious cleavage between north and south was also accentuated. The development of a true nationalism was retarded, as aspiring African politicians developed power bases rooted in their regions. It can be argued that this created major obstacles for Nigeria to overcome on the road to independence. These impediments may be described in the essay, but an analysis of post-independence politics of Nigeria, including the causes of the civil war, lies outside of the scope of the section;
- Responses achieving marks in the top bands will provide a clear judgment on the reasons for, and results of, the British decision to implement a system of indirect rule in Nigeria.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.

20th-century nationalist and independence movements in Africa

21. Evaluate the contribution of the Mau Mau uprising to the achievement of independence in Kenya.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the contribution of the Mau Mau uprising to the achievement of independence in Kenya. This is a deeply controversial topic, which is likely to be reflected in a wide range of candidate responses.

Points discussed may include:
- Candidates may argue that the uprising fundamentally damaged relations between the different groups in Kenya and delayed independence as a result, particularly given the ferocity of both the uprising and its suppression by the authorities;
- Elements of traditional Kikuyu culture that were prominent in the uprising, such as oathing, served to convince Europeans that Mau Mau embodied an African primitivism that ought to be resisted at all costs. The counterinsurgency strategies employed by the British were equally brutal. Captives were routinely tortured, castrated and – in the case of the notorious Hola Camp – even massacred. At the same time, Mau Mau starkly illustrated the fundamental ethnic cleavages in Kenyan nationalism;
- Beside the minor representation of the Embu and Meru, only the Kikuyu were involved in the uprising. Yet even this group were divided: the uprising took on the character of a sort of Kikuyu civil war, with the collaborationist chiefly elite attacked by a younger generation of militants. When the emergency was finally lifted in 1960, the colony seemed further away than ever from independence. Senior nationalist leaders such as Jomo Kenyatta were imprisoned, and the authorities were loath to contemplate handing over power to a radical Kikuyu who they believed had betrayed them through their rebellion;
- Yet Kenya achieved its independence just three years later, following the first Lancaster House Conference in late 1960 and Kenyatta's release from jail in 1961. Candidates may argue that Mau Mau was a crucial factor in the rapid pace of developments;
- The revolt persuaded the authorities that Kenyans were determined to achieve their independence come what may, so there was little point in delaying the inevitable or attempting to negotiate constitutional alternatives that fell short of full independence. British obstruction to independence might backfire by causing the Kikuyu to radicalize still further;
- At the same time, the colonial authorities became less responsive to the demands of the settler lobby. Settler-oriented policies were perceived to have impoverished and alienated the Kikuyu and precipitated the crisis in the first place. Candidates may also argue that many African countries were achieving their independence in the early 1960s and that Kenya would have been no exception here, irrespective of the Mau Mau revolt;
- Responses achieving marks in the top bands will provide a clear judgment on the contribution of the Mau Mau uprising to the achievement of independence in Kenya.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.

22. Compare and contrast the role of individual leaders in **two** 20th-century independence movements in Africa.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case both the similarities and the differences in the role of individual leaders in two 20th-century independence movements in Africa. There will be a great deal of variety in candidate responses to this question, and the nature of the answers will obviously depend to a considerable degree on the two leaders chosen for discussion. It is important that the candidate has ensured that there is fertile ground for both comparison and contrast in their selection.

Points discussed may include:
- Candidates are likely to choose independence movements with leaders who played prominent roles in the anti-colonial struggle. Popular selections are likely to be Kwame Nkrumah in Ghana, Leopold Senghor in Senegal, Sekou Toure in Guinea, Julius Nyerere in Tanzania, and Kenneth Kaunda in Zambia;
- The focus for comparison or contrast may include factors such as the role of the leader in determining the nature of the independence movement and whether this included armed struggle;
- Discussion may also focus on the ideological orientation and ethnic background of the leader and the role that they played in uniting or dividing the independence movement;
- Discussion may also focus on the importance of aspects such as personal charisma, and the extent to which the leader was successful in achieving the objective of independence, but the focus of the question must be specifically on similarities and differences in the role of the two leaders chosen for discussion;
- Candidates may also explore the role of other leaders within the movements and the extent to which the achievement of independence can be attributed to the individual leader;
- Candidates must give an account of the similarities and differences in the role individual leaders, not simply give a description of their role. Thematic approaches are therefore likely to be more successful than end-on comparisons;
- Responses achieving marks in the top bands will provide a clear judgment on the similarities and differences in the role of individual leaders in two 20th-century independence movements in Africa.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.

The Ottoman Empire (c1800–1923)

23. Evaluate the impact of the Tanzimat reforms on the Ottoman Empire.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case an evaluation of the impact of the Tanzimat reforms on the Ottoman Empire.

Points discussed may include:
- The key areas of the reforms: military; political; educational; legal; administrative; economic;
- The impact of the reforms was variable: legal reform was gradual and often a compromise between European legal codes and Sharia;
- Some success was obtained with military reforms but Turkey was still weak. Education was removed from the Ulema but in reality the main changes were in towns and cities. In the countryside the Ulema remained influential;
- Candidates may discuss the impact of the reforms on the powers of the Sultan;
- Responses may include discussion of the impact on different groups within society, such as the impact on non-Muslims, or difference in the impact of the reforms in different areas of the Empire;
- Candidates might for example argue that the underlying aims were to strengthen and modernize the empire. This was not achieved, thus the impact was limited;
- Responses achieving marks in the top bands will provide a clear judgment on the impact of the Tanzimat reforms on the Ottoman Empire.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.

24. Examine the reasons for the decline of the Ottoman Empire in the first half of the 19th century.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the reasons for the decline of the Ottoman Empire in the first half of the 19th century.

Points discussed may include:
- The focus of this question is on the reasons why the empire was in decline;
- Responses could include discussion of internal problems such as nationalist agitation within the empire, which led to Greek independence in 1831, loss of territory such as Egypt and constant unrest in areas such as Bulgaria;
- There may be discussion of other problems facing the empire, such as: difficulty in implementing reforms because of the resistance of traditional elements; financial weakness; weak sultans;
- Internationally the frequent intervention of the other major powers highlighted the weakness of the empire (Crimea, Russo/Turkish War, Congress of Berlin, *etc*) and contributed to continuing decline;
- Responses achieving marks in the top bands will provide a clear judgment on the reasons for the decline of the Ottoman Empire in the first half of the 19th century.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.

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

25. To what extent did ineffective Allied diplomacy in the Middle East during the First World War lead to instability in the region?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the extent to which ineffective Allied diplomacy in the Middle East during the First World War lead to instability in the region.

Points discussed may include:
- Key diplomatic events such as Hussein–McMahon, Sykes–Picot, Balfour Declaration;
- Areas to consider could include the contradictory promises to Jews and Arabs over Palestine which made the British mandate difficult to govern;
- Reasonable relations between the British and the rulers in Iraq and Transjordan could be cited as a counter-argument, especially as Iraq gained independence in 1932;
- Diplomacy could include the final establishments of mandates at San Remo (1920) and comments could then be made regarding levels of Jewish immigration to Palestine, which contributed to tensions;
- Candidates may discuss other factors which caused instability in the region at the time, such as underlying economic and religious issues;
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which ineffective Allied diplomacy in the Middle East during the First World War led to instability in the region.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.

26. Evaluate Ataturk's impact on Turkish society.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case, an evaluation of Ataturk's impact on Turkish society.

Points discussed may include:
- Mustapha Kemal Ataturk (1881–1938) assumed the patronymic Ataturk, meaning "Father of the Turks" in 1934, when he wished all Turkish families to adopt Western-style surnames;
- As president, Ataturk sought to modernize and secularize Turkey, and to modernize and develop the Turkish economy;
- Ataturk introduced a new constitution establishing equal rights and eventually (in 1934) universal suffrage, and encouraged Western dress. The introduction of civil law and the abolition of the Caliphate were all designed to reduce the influence of religion, as was banning the fez and the chador;
- Other developments such as the development of industry such as textiles, improvements in education, and the introduction of the Roman alphabet could also be commented on. Candidates may also discuss how he fostered national pride in Turkey rather than to Islam;
- Possible limits on his impact: the Sultanate was replaced by a dictatorial regime with one party (RPP) dominating. Islam continued to have a major influence, particularly in rural areas. Economic developments tended to be limited to urban areas and educational improvements were also slower in rural areas. There was a clear divide between the urban modern society and traditional rural society;
- Responses achieving marks in the top bands will provide a clear judgment on the impact Ataturk had on Turkish society.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit wherever it is possible to do so**.

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

27. Discuss the role played by the Abyssinian Crisis in the failure of the League of Nations.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case a discussion of the role played by the Abyssinian Crisis in the failure of the League of Nations. In order to answer this question effectively candidates will need to have an understanding of the key aspects of the Abyssinian Crisis, such as the countries that were involved and why they were involved in the crisis. However, the focus of the response should be specifically on the role played by the crisis in the failure of the League of Nations, not a discussion of the Abyssinian Crisis in general.

Points discussed may include:
- The League gave an opportunity to Haile Silassie to put his case before them;
- Italy was condemned by the League of Nations and asked to withdraw their troops from Abyssinia. Despite imposing economic sanctions on Italy, oil was not one of the items included in the sanctions;
- One reason why the League of Nations sanctions failed was because non League members such as the US continued trading with Italy;
- The foreign ministers of both Britain and France drew up a plan which gave out two thirds of Abyssinia to Italy. This plan led to an outcry against the League of Nations;
- In the end, Italy was able to occupy Abyssinia, proving that the League of Nations had failed;
- This crisis led to many countries losing faith in the League of Nations in being able to assist them against aggressors and from here on the League was not taken seriously;
- Abyssinia played an important role in the ultimate failure of the League of Nations, but candidates may also consider other factors that also contributed to its failure;
- Responses achieving marks in the top bands will provide a clear judgment on the role played by the Abyssinian Crisis in the failure of the League of Nations.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit wherever it is possible to do so**.

28. "The East African Community (EAC) was more of a success than a failure in the 20th century."
To what extent do you agree with this statement?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question. In this case, the extent to which the candidate agreed with the claim that the East African Community was more of a success than a failure in the 20th century. Candidates should discuss clear and specific examples of successes and failures, and success may be interpreted in a variety of ways such as cultural, social, economic and political.

Points discussed may include:
- Success: the role the East African Community played in encouraging trade among member states;
- Success: improved means of transport and communication among the member countries;
- Success: increased cultural exchange between member states also ought to be considered;
- Success: education benefits may also be considered with members of the East African community being able to receive education in any of the three countries involved;
- Failure: the disparity in development between the member states which eventually led to the collapse of the organization;
- Failure: the lack of economic unity among the East African countries;
- Failure: the differences between the leaders of the East African countries;
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which the candidate agrees with the claim that the East African Community was more of a success than a failure in the 20th century.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.

Developments in South Africa 1880–1994

29. "The Boers lost the war but won the peace." To what extent do you agree with this statement about the South African War (1899–1902)?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the extent to which the candidate agrees with the claim that "the Boers lost the war but won the peace" in the South African War of 1899 to 1902.

Points discussed may include:
- Despite their resistance, the Boers found themselves in dire circumstances at the end of the war. Following two years of guerrilla warfare, the Boers surrendered following the scorched earth policies of the British which destroyed their land and forced hundreds of thousands of women and children into concentration camps;
- The Treaty of Vereeniging of 1902 was a very generous peace. Although the two republics were annexed, they were promised self-government in the near future. Following Milner's abortive policies of Anglicization, further reconciliation was promoted as the English and Dutch languages were given equal legal status. Measures were taken to rebuild the shattered South African economy and Boer political parties like Het Volk and Orangie Unie were legalized. The Transvaal and Orange Free State became self-governing in 1907;
- However, the country was already moving towards greater economic and political integration. Ultimately, it was recognition of the common interest of wealthy Boer farmers and Anglophone capitalists of need for a plentiful supply of cheap and pliable African labour – an outcome that could only be guaranteed by a new political dispensation – that accelerated moves to unify the country;
- The Union of South Africa, which was in effect an independent nation, came into existence in 1910. Whites-only elections resulted in victory for Botha and Smuts's South African Party (SAP). Considering that these politicians had played an important part in the Boer resistance to the British just eight years earlier, this was a hugely ironic outcome, and one which capped a remarkable turnaround in Afrikaner fortunes since 1902;
- Candidates may also argue that the preferred policies of the Afrikaners – segregation and white domination – were pursued by the SAP government. However, detailed analysis of these policies would be inappropriate;
- Responses achieving marks in the top bands will provide a clear judgment on the extent to which the candidate agrees with the claim that "the Boers lost the war but won the peace".

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.

30. Examine the reasons for, and the effects of, the radicalization of resistance to the apartheid system in South Africa.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case both the reasons for, and the effects of, the radicalization of resistance to the apartheid system in South Africa.

Points discussed may include:
- The raft of apartheid laws passed by the new National Party government after 1948 had the effect of intensifying discrimination of the majority black population at the hands of the white minority, and played an important role in the radicalization of resistance to the apartheid system. For example: the Immorality Act of 1950; the Reservation of Separate Amenities Act of 1953 which set aside separate municipal amenities for use by different racial groups, the best of which were reserved for whites; or the Population Registration Act of 1950 which provided for the formal classification of South Africans by race;
- The Group Areas Act of 1950 and the Bantu Authorities Act of 1951 together made residential separation compulsory, and resulted in the forced removal of residents of the so-called "black spots"; the severe overpopulation of the already crowded black townships and a growing squatter problem;
- The Promotion of Bantu Self-Government Act of 1959 which provided for the "independence" of the black homelands and resulted in a dramatic acceleration in the forced resettlement of Africans from urban areas to the economically marginal rural reserves; and the Bantu Education Act of 1953, which established separate syllabuses for blacks and ensured that they would receive an education that was vastly inferior to that enjoyed by whites;
- The brutal suppression by the authorities of any opposition to the system may also be discussed. This may include the arrests and treason trials of African National Congress (ANC) leaders, banning and banishing orders, the Sharpeville Massacre and the decision to ban the ANC;
- Candidates might also stress the frustration felt by a new generation of leaders in the ANC with the cautious, gradualist approach of earlier African nationalists. The result was a radicalization of the organization through its youth wing and the collision with the apartheid system, through the Defiance Campaign, the Congress of the People, bus boycotts, and eventually through armed struggle;
- Discussions might also include the emergence of other resistance movements such as the Pan Africanist Congress (PAC), Black Consciousness and the United Democratic Front (UDF), and the international boycott of the apartheid economy;
- The ultimate effect of all of these developments was the dismantling of the apartheid system in the 1980s and the ending of white minority rule in 1994;
- Responses achieving marks in the top bands will provide a clear judgment on the reasons for, and effects of, the radicalization of resistance to the apartheid system in South Africa.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.

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

31. Examine the factors that promoted **and** those that inhibited the spread of Christianity in Africa in the 19th and 20th centuries.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the factors that both promoted and inhibited the spread of Christianity in Africa in the 19th and 20th centuries.

Points discussed may include:
- The role played by various Christian societies in promoting the spread of Christianity;
- The role played by the establishment of missionary centres many of which included a church, school, hospital *etc* in promoting the spread of Christianity;
- The role played by African leaders who embraced the Christian faith due to the benefits they gained from the missionaries in promoting the spread of Christianity;
- Factors such as the existence of Islam and/or the role of tradition, culture and religion in inhibiting the spread of Christianity;
- The role played by poor means of transportation in inhibiting the spread of Christianity;
- The fear of hostile communities in inhibiting the spread of Christianity;
- The fear of diseases such as malaria, which hindered missionary movement into the interior of Africa;
- Responses achieving marks in the top bands will provide a clear judgment on the factors that promoted and inhibited the spread of Christianity in Africa in the period.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.

32. Discuss the impact of immigration **and** emigration on any **two** African countries in the 19th and 20th centuries.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case a discussion of the impact of both immigration and emigration in any two African countries in the 19th and 20th centuries.

Points discussed may include:
- Candidates must clearly identify the two countries they have selected to discuss. The specific impact of immigration and emigration on each country will depend upon the examples chosen for discussion;
- Discussion of the impact of immigration could include the development of tensions/animosity between the newcomers and the original inhabitants of the country;
- Candidates may discuss how immigration has led to cultural exchange and mixing, including cross-cultural marriages;
- Candidates may discuss the economic impact of immigration; for example, in some cases immigration may increase the availability of cheap labour, or immigration may add to the talent pool and contribute economic benefits to the country;
- In some cases immigrants may have played a role in contributing to political upheaval in a country;
- Discussion of emigration may focus on the economic effects, for example, "brain drain", or loss of human resources which may adversely affect the economy;
- Candidates may discuss the social impact of emigration such as separation of families, or the death of many emigrants in the process of moving to a new country, for example due to the hostile transport methods used;
- Responses achieving marks in the top bands will provide a clear judgment on the impact of immigration and emigration on the two countries chosen for discussion.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.

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

33.   Compare and contrast the economic **and** social policies of Nasser and Sadat in Egypt.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case discussion of the similarities and differences in both the economic and social policies of Nasser and Sadat in Egypt.

Points discussed may include:
- Comparison: both Nasser (1918–1970) and Sadat (1918–1981) realized that the Egyptian economy was weak, and tried to improve it;
- Comparison: in both cases Egypt remained poor in spite of their efforts;
- Comparison: both of their economic policies were affected by political considerations. As their economic policies differed considerably, candidates will probably find more to contrast, than compare;
- Contrast: Nasser's policies were socialist. He nationalized the Suez Canal, guaranteed employment in the public sector, nationalized industries, sought to redistribute land, and aimed at self-sufficiency. He introduced free education, and to a certain extent did champion the middle class, but his most important economic policy was probably the Aswan Dam;
- Contrast: Sadat tried to distance himself from Nasser's policies with his "open door" policy. He did consolidate the public sector, but allowed private sector growth, some capitalist measures related to a "free market economy". The continued closure of the Suez Canal caused revenue losses. Sadat encouraged foreign trade, but this caused a trade deficit, and exports fell. A new upper class of merchants developed and inflation increased;
- Candidates must give an account of the similarities and differences in economic and social policies of the two leaders, not simply give a description of the two sets of policies. Thematic approaches are therefore likely to be more successful than end-on comparisons;
- Responses achieving marks in the top bands will include a clear judgment on the similarities and differences between the economic and social policies of Nasser and Sadat in Egpyt.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.

34. Evaluate the importance of religious factors in causing the outbreak of the Lebanese Civil War in 1975.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question; in this case the importance of religious factors in causing the outbreak of the Lebanese Civil War in 1975.

Points discussed may include:
- Complex religious situation in Lebanon with Sunni Muslims, Shia Muslims and Maronite Christians; escalating sectarian violence in 1975; the Bus Massacre;
- It could be argued that it is impossible to separate religious and political factors because of the confessional nature of the state, with the president always a Maronite and the prime minister a Sunni and the allocation of cabinet posts being proportional on a confessional basis. The emergence of the militias on confessional lines was also a key factor;
- Candidates may also consider the relative importance of other factors in causing the outbreak of the war, for example: the influx of Palestinian refugees after Black September, which upset the delicate balance of Lebanese society; militarization of the Palestinian refugee population; arrival of PLO forces;
- Candidates may also discuss economic factors that contributed to the instability, such as economic disparity, and the fact that movement into the cities, especially Beirut, because of increasing tensions with Israel, led to an increasingly poor urban group who became attracted to the militias;
- Responses achieving marks in the top bands will include a clear judgment on the importance of religious factors in causing the outbreak of the Lebanese Civil War in 1975.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.

Post-independence politics in Africa to 2005

35. "Economic problems after independence were the main cause of civil war." With reference to **one** civil war you have studied, to what extent do you agree with this statement?

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question. In this case, candidates must clearly identify one civil war from the region to discuss as an example, and must reach a clear judgment on the extent to which they agree that economic problems after independence, rather than other factors, were the main cause of the civil war.

Points discussed may include:
- The specific causes of the civil war will depend on the example chosen for discussion. Popular countries chosen for discussion are likely to be Angola, Burundi, Chad, Congo, Rwanda, Liberia, Nigeria, Sierra Leone, Somalia, Sudan, Uganda and Mozambique;
- Economic causes such as economic marginalization of some communities may be discussed as a cause of civil wars;
- The need to control trade and economic activities by specific communities may also have contributed to civil war;
- Candidates may discuss the importance of land issues as a cause of civil wars, or may discuss conflicts caused by fights over resources such as diamonds, oil *etc*;
- Candidates may also discuss a range of other factors which could be regarded as the main cause of civil war, such as ethnic/tribal and religious differences, the role of political coups, bad governance and political inequalities, lack of political freedom for some groups in the chosen communities;
- Responses achieving marks in the top bands will include a clear judgment on extent to which they agree that economic problems after independence, rather than other factors, were the main cause of the civil war.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.

36. Compare and contrast the factors that led to the return to multi-party democracy in **two** countries.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issue(s) raised by the question. In this case, candidates must clearly identify the two countries they are going to consider, and to examine both similarities and differences in the factors that meant these countries that had embraced one party politics eventually turned back to multi-party democracy.

Points discussed may include:
- The weaknesses and failures of the one party systems which made many countries turn back to multi-party democracy;
- Political factors such as the fact that many of the single party states were seen to be dictatorial/totalitarian in nature;
- There was lack of political freedom with other political parties either being forbidden or having their operations restricted. Political opposition was forbidden and political opponents were ruthlessly dealt with;
- General lack of freedom *eg* lack of freedom of expression and association;
- The economy was usually controlled by and therefore not everyone was seen to benefit;
- With a return to multi-party democracy, there was hope that healthy democracy would be promoted, human rights would be respected and national development would be encouraged;
- With a return to multi-party democracy there was also hope that a lot of the failures of the single party states would be resolved;
- Candidates must give an account of the similarities and differences in the factors that led to the return to multi-party democracy, not simply give a description of factors and events. Thematic approaches are therefore likely to be more successful than end-on comparisons;
- Responses achieving marks in the top bands will include a clear judgment on the similarities and differences between the factors that led to the return to multi-party democracy in two countries.

The above material is an indication of what candidates **may** elect to write about in their responses; however, it is neither prescriptive nor exhaustive and **no set answer is required**. Examiners are reminded of the need to apply the markbands that provide the "**best fit**" to the responses given by candidates and to **award credit <u>wherever</u> it is possible to do so**.