Markscheme

November 2018

History

Higher level

Paper 3 – history of Africa and the Middle East

22 pages

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

Marks	Level descriptor
13–15	• Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured, balanced and effectively organized. • Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. • Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation. • Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. • The answer contains well-developed critical analysis. All, or nearly all, of the main points are substantiated, and the response argues to a reasoned conclusion.
10–12	• The demands of the question are understood and addressed. Answers are generally well structured and organized, although there may be some repetition or lack of clarity in places. • Knowledge is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used to support the analysis/evaluation. • Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives. • The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.
7–9	• The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach. • Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant. • The response moves beyond description to include some analysis or critical commentary, but this is not sustained.
4–6	• The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence. • Knowledge is demonstrated but lacks accuracy and relevance. There is a superficial understanding of historical context. The answer makes use of specific examples, although these may be vague or lack relevance. • There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.

1–3	• There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task.
	• Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague.
	• The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.
0	• Response does not reach a standard described by the descriptors above.

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

1. "The success of 'Abbasid rule up to 850 was mainly due to political factors." Discuss.

   The question requires that candidates offer a considered and balanced review of the argument that political factors were the most important reason for the success of 'Abbasid rule up to 850. Candidates may agree, partly agree or disagree with the statement. Political factors may address the inclusion of the Arab Kharijites and Persian Shi'ites, while retaining positions of power in Arab Sunni hands in Baghdad and the strength of the leadership. Other political factors may include the adoption of Sassanian regional political structures such as the Persian satrapy system and the notion of the Sultan as the Shahanshah. Non-political factors that candidates may address include the rise of the Mu'tazila, an Islamic theological school. The Golden Age brought wealth and prestige to the dynasty and there was no powerful source of opposition at this time. Additionally, there may be reference to the role of often ethnically Persian Shi'a Imams in preaching social stability.

2. To what extent was the collapse of the 'Abbasid dynasty caused by the Mongol invasion?

   The question requires that candidates consider the merits or otherwise of the argument that the Mongol invasion of 1258 caused the collapse of the 'Abbasid dynasty. Candidates may suggest that the Mongol chief Hülegü Khan killed the last 'Abbasid sultan in the siege of Baghdad in 1258, and that this affirms the suggestion in the question. On the other hand, candidates may argue that the 'Abbasid dynasty had long since collapsed in all but name. Candidates may argue that dynastic struggles for succession after Harun Al Rashid (d 809) greatly weakened the empire, as did territorial losses to rivals such as the Fatimids Turkish soldiers became the dominant military force in the empire and the Persian Shi'a Buyids ruled the empire from 942, followed by the Seljuk Turks from 1055. Both groups maintained the 'Abbasid Sultan but he had no political power.

Section 2: The Fatimids (909–1171)

3.   Evaluate the role of political **and** economic factors in the foundation of the Fatimid dynasty.

The question requires that candidates make an appraisal of the role of political and economic factors, weighing up their importance or otherwise to the foundation of the Fatimid dynasty. Regarding political factors, candidates may suggest that the Fatimids were able to expand their territory eastwards into formerly 'Abbasid Egypt from Tunisia, exploiting a political vacuum because of weakness in Baghdad. The Fatimids gave all inhabitants of their empire access to influence in the political power-structure, regardless of religion. This attracted talented individuals who strengthened the dynasty. In terms of economic factors, candidates may refer to the foundation of Cairo as the capital of the empire in 969, which established dominance of the fertile Nile region, as well as strengthening trade routes into Africa up the Nile, in the Red Sea, the Indian Ocean and the Mediterranean. The Fatimids also emphasized long-distance trade established through diplomatic contacts.

4.   "Fatimid claims to the caliphate were weaker than those of the 'Abbasids and of the Umayyads of Spain." Discuss.

The question requires that candidates offer a considered and balanced review of the argument that Fatimid claims to the caliphate were weaker than those of the 'Abbasids and the Umayyads of Spain. In support of the statement, candidates may consider the merits of Ismaili Shi'a claims to the caliphate through the line of Fatima al-Zahra, Muhammad's daughter. 'Abbasid claims to the caliphate were through Abbas ibn Abd al-Muttalib, the Prophet's uncle. The 'Abbasids refuted the Fatimid claim as invalid because it was through the female line. In 929 the Spanish Umayyad ruler Abd ar-Rahman III made a claim to the caliphate based on old Umayyad claims through Umayya ibn Abd Sham, another uncle of the Prophet. Candidates may discuss the realities of the power politics of the era and the need to establish the legitimacy of a dynastic line. Declining Fatimid strength in the late 11th century made their claims difficult to pursue and enforce.

Section 3: The Crusades (1095–1291)

5.   Discuss the reasons for the collapse of the Crusader states.

The question requires that candidates offer a considered and balanced review of the reasons for the collapse of the Crusader states. Candidates may consider that state loyalty was determined by the leader's original vassal state and that leaders were prone to manipulation by their European monarchs. Candidates may argue that the distinct hierarchy in the states and the lack of cooperation between them was a reason for their failure. They may also claim that Jerusalem was not dominant enough to control the other states, a fact that contributed to the collapse of the Crusader States. The failure of the Second Crusade because of the on-going lack of manpower, the fall of Jerusalem in 1187 and the consequent failure of the Third Crusade may also be discussed. Furthermore, candidates may consider that the resurgence of Islamic power contributed to the collapse of the Crusader states.

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

The question requires that candidates offer a considered and balanced review of the impact of the Crusades on the Byzantine Empire. Candidates may approach the question in a variety of ways, adopting a chronological approach or a thematic approach. For example, they could categorize the impact as positive and negative. Pressures on the Byzantine Empire due to the expansion of Islam were relieved by the First Crusade and the establishment of the Crusader states. However, the treaty between Constantinople and Saladin (Salah ad-Din) in 1187, through which the Byzantines agreed not to help the Crusaders, indicated the extent to which the Byzantines now regarded the Crusades as a negative force. The Fourth Crusade sacked Constantinople in 1204 and this was arguably the greatest impact of all the Crusades, as it dramatically weakened the Byzantines and contributed to their ultimate collapse in 1453.

Section 4: The Ottomans (1281–1566)

7.   To what extent was the Ottoman expansion into Anatolia and the Balkans achieved through warfare?

The question requires that candidates consider the merits or otherwise of the view that Ottoman expansion was achieved through warfare in Anatolia and the Balkans. Candidates may refer to Ottoman success in warfare such as the capture of Adrianople (1361), Constantinople (1453) and Belgrade (1521). They may consider battles such as the Battle of Kosovo Polje (1389) and the Battle of Chaldiran (1514). Consideration of other factors, not related to warfare, may include Ottoman involvement in Byzantine factionalism, which led to the movement of Ottoman forces to the Balkans from Anatolia in 1352. Another factor was the use of marriage alliances, such as that between the Ottoman Prince Halil and the Byzantine Princess Irene in 1359. Candidates may also refer to the use of diplomacy, for example the Treaty of Edirne with Hungary (1444). The efficiency and popularity of the Ottoman regime attracted support from the population.

8.   Discuss the achievements of **two** of the following Ottoman leaders: Mehmet II (1451–1481); Selim I (1512–1520); Suleiman the Magnificent (1520–1566).

The question requires that candidates offer a considered and balanced review of the achievements of two of the Ottoman leaders; Mehmet II (1451–1481) and/or Selim I (1512–1520) and/or Suleiman the Magnificent (1520–1566). Candidates may approach the question in several ways, for example they may adopt a chronological approach or choose to categorize the various achievements, such as political, military, economic or social and cultural achievements. In terms of military success, all the Sultans expanded the empire by waging war, for example, Selim I claimed the title of caliph after defeating the Mamluk Sultanate of Egypt. In terms of political success, reference could be made to Suleiman's institution of laws or Mehmet's establishment of Constantinople as the capital of the empire. Candidates may or may not choose to use a comparative approach.

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

9. Evaluate the importance of the trans-Saharan trade in gold and salt to the rise of the Ghana Empire.

The question requires that candidates make an appraisal by weighing up the strengths and limitations of the importance of trans-Saharan trade in gold and salt to the rise of the Ghana Empire. Candidates may refer to factors including the location of the empire at the nexus of trading routes, which allowed it to levy taxes on trade in gold and salt. The king exercised a personal monopoly on gold nuggets that allowed him to accrue enormous wealth. A market economy was developed, based on trade in commodities and manufactured goods. Revenues from trade allowed the empire to expand to the south so that many gold mines came under its control. Candidates may consider other factors, including trade in other goods such as peacock feathers, the role of individual leaders, the effectiveness of a strong centralized administration, and the subjugation of neighbouring states that were forced to pay tribute to the empire.

10. Discuss the factors that contributed to the emergence of a cosmopolitan Swahili culture.

The question requires that candidates offer a considered and balanced review that includes a range of factors that contributed to the emergence of a cosmopolitan Swahili culture. Evidence may include the development of Swahili as a regional lingua franca that facilitated the transmission of ideas. The development of Indian Ocean trading networks, particularly those that linked the coast to the Red Sea and Persian Gulf regions, led to the intermingling of cultures and the emergence of Swahili city states such as Kilwa, Malindi and Zanzibar. These acted as cosmopolitan hubs for the region. Traders from Arabia, Persia, Iran and Portugal settled in the cities and sometimes married African women. Other factors include the caravan routes from the Great Lakes region that brought influences from Central Africa. Candidates may conclude that the common faith of Islam worked as a gel that bound together diverse cultural influences.

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

11. Evaluate the effects of the Mfecane/Difaqane.

The question requires that candidates make an appraisal by weighing up the strengths and limitations of the various effects of the Mfecane/Difaqane. They may consider effects such as the widespread conflict and displacement of populations resulting from Shaka's aggression. Men were slaughtered during and after the battle, and women and children incorporated into the wider Zulu population. Political changes included the emergence of the Zulu as the dominant force in the region, while Moshoeshoe's Sotho kingdom, which offered shelter to refugees, grew larger. Other new states, such as the Ndebele and Swazi, were created to the north, while depopulation of large parts of the subcontinent facilitated the settlement of the interior by the Voortrekkers. The emergence of a powerful Zulu state also led to contact and conflict with the Boers, Portuguese and British. Candidates may conclude by reaching a judgment about the relative significance of the different effects they have considered.

12. Examine the roles of Yohannes IV **and** Menelik II in the unification and expansion of Ethiopia.

The question requires that candidates consider the roles of Yohannes and Menelik in the unification and expansion of Ethiopia in a way that uncovers the assumptions and interrelationships of the issue. For Yohannes, candidates may consider his outmanoeuvring of rivals following Tewedros's death, thus preventing the disintegration of the empire. They may also focus on his success in heading off external threats to Ethiopian independence. For Menelik, they may refer to victory over the Italians and subsequent expansion to the south. Candidates are not expected to have an equal balance between unification and expansion. However, there must be some consideration of each factor. Candidates may or may not choose to use a comparative approach and may conclude that while Yohannes's achievement was the survival of a unified state, Menelik's main accomplishment was expansion. They may refer to Menelik's modernization policies but only in the context of strengthening the Ethiopian state.

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

13. Discuss the role of **two** individuals in the slave trade in Africa.

The question requires that candidates offer a considered and balanced review of the roles played by two individuals in the slave trade. Candidates may refer to their chosen individuals' roles in procuring slaves for the market, whether it be raiding, trafficking or selling. Participation of individuals for personal gain or profit may also be discussed as may opposition to the trade by missionaries and diplomats in Africa or involvement in the parliamentary abolitionist movement. Candidates may comment on the nature of the trade in different regions, for example between the Atlantic trade and East African trade, but only in the context of the role of individuals. Candidates may choose to adopt a comparative approach even though this is not a requirement of the set question.

14. Evaluate the reasons for the decline of slavery in the Ottoman Empire.

The question requires that candidates make an appraisal by weighing up the strengths and limitations of the different reasons for the decline of slavery in the Ottoman Empire. They may focus on the constriction of the Ottoman state during the latter part of the period, particularly in the Balkans and the Black Sea region. French colonization in Algeria, and Egyptian independence, similarly eroded those territories that the Ottomans had used within their empire for the supply of slaves. Candidates may look at how their use of slave markets in East Africa was curtailed following British expansion in that region and the closing of the Zanzibar market in 1873. They may point out that the changing moral climate over the course of the nineteenth century was a major factor in the decline of slavery more generally. Candidates may reach a judgment about the relative significance of various reasons they have considered.

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

15. To what extent was the partition of Africa caused by British concerns over control of the sea route to the East?

The question requires that candidates consider the merits or otherwise of the suggestion that the partition of Africa was, in some way, caused by British concerns over control of the sea route to the east. They may consider British concerns with safeguarding sea routes to India—the jewel in the crown of its empire—or its desire to consolidate control of South Africa, a factor which brought it into conflict with the Boer republics. Candidates may also focus on rivalry with France over Suez and the occupation of Egypt, followed by the breakdown of the gentleman's agreement in West Africa, and British concerns over the headwaters of the Nile, which stimulated colonization in East Africa. Candidates may explore weaknesses in the strategic argument, for example by arguing the partition was already underway before 1882. They may also consider the significance of other factors, such as economic causes of the partition.

16. "The activities of King Leopold II of Belgium in the Congo were a more important factor in accelerating the partition of Africa than those of de Brazza." Discuss.

The question requires that candidates offer a considered and balanced review of Leopold's activities in the Congo and whether these were a more important factor in accelerating the partition of Africa than de Brazza's activities. For Leopold, this may include his creation of the International African Association and the hiring of Stanley to explore and advance his claims to the entire region of the Congo basin. For de Brazza, reference may be made to exploration and to the treaty he signed with Makoko, which ensured that the right bank of the Congo would become a French protectorate. Candidates may argue that Leopold and de Brazza were equally important by linking their rivalry to the convening of the Berlin West Africa Conference. This conference established that a power had to demonstrate "effective occupation" for claims of sovereignty to be recognized, a move that precipitated a second scramble for the continent.

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

17. Compare and contrast the responses of the Mandinka and the Zulu to challenges to their independence.

The question requires that candidates give an account of similarities and differences in the responses of the Mandinka and the Zulu to challenges to their independence, referring to both throughout. For similarities, candidates may note that both were powerful states with large standing armies, which meant that they could afford to choose armed resistance against enemies determined to destroy their independence. Both won early victories before retreating to avoid provoking their foes. For differences, candidates may contrast the sustained resistance of the Mandinka to the much shorter resistance of the Zulu. Other differences may include the point that the Mandinka, unlike the Zulu, could regroup and wage guerrilla warfare, and the fact that Mandinka resistance was influenced by their Islamic faith. While both similarities and differences must be addressed, there need not be an equal number of each.

18. Discuss the reasons why Lewanika **and** Khama decided to collaborate with the British.

The question requires that candidates offer a considered and balanced review that includes a range or factors involved in the decisions of Lewanika and Khama to collaborate with the British. Candidates may note that many of the reasons for collaboration were similar. Both ruled over strong kingdoms, which meant that the British would find it costly to defeat them by military force. In each case leadership was undisputed, meaning that there would be no internal opposition to collaboration. Each leader was influenced by Christian missionaries, and each anticipated that collaboration might result in gains over regional rivals. Candidates may argue that as the stronger power it was the British, and not Lewanika or Khama, who decided that they would become collaborators and not resisters. Candidates may adopt a comparative approach, or alternatively one where the decisions of Lewanika and Khama are discussed separately.

Section 10: Africa under colonialism (1890–1980)

19. "The impact of Portuguese rule in Angola and Mozambique was entirely negative." Discuss.

The question requires that candidates offer a considered and balanced review that includes a range of arguments concerning the impact of Portuguese rule in Angola and Mozambique. Candidates may argue that Portuguese rule was entirely negative by pointing to the extractive and exploitative nature of the colonial economy, underdevelopment and neglect of infrastructure, the impoverishment of peasants who were heavily taxed and subjected to forced labour, post-war immigration of white workers whose jobs were protected, racial segregation and discrimination, and the devastating economic and human impact of the liberation wars. Candidates may agree, partly agree or disagree with the statement, though they are more likely to conclude that Portuguese rule was overwhelmingly negative. However, they may argue that it led to the development of nationalism and ultimately independence, and that this was a positive result. They may also focus on the policy of assimilation and the emergence of a mestizo community.

20. Evaluate the factors that promoted the choice of administrative systems in Nigeria.

The question requires that candidates make an appraisal by weighing up the strengths and limitations of the factors that promoted the choice of administrative systems in Nigeria. They may focus their responses on the system of indirect rule and argue that it appealed to the British because it involved minimal interference in traditional ways of life while defraying the financial costs and administrative burdens of colonialism and shielding them from popular protest. Candidates may note that Northern Nigeria, with its large, centralized units ruled by powerful Fulani emirs, seemed ideal for the implementation of this system. They may argue that indirect rule was modified in other parts of the country, including Yorubaland, where tension resulted from the selection of some traditional rulers over others, and in Igboland, where an acephalous society made it difficult to identify rulers, and where the legitimacy of warrant chiefs was challenged and their authority resented.

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

21. Evaluate the factors that contributed to Senegalese independence to 1960.

The question requires that candidates make an appraisal by weighing up the strengths and limitations of the factors that contributed to the achievement of Senegalese independence. Possible factors are: the sentiment for decolonization in the UN placed pressure on colonial powers; decolonization in British West Africa provided a model and the painful French experience in Algeria encouraged support for decolonization. Other factors may include the growth of political parties and emergence of leaders seeking independence in French colonies such as Guinea and Cote d'Ivoire and the existence of moderate leaders in Senegal such as Leopold Senghor. The desire by Senegal and other colonies to retain links with France made the granting of independence more likely. Candidates may note that in Senegal, pressure for independence was limited but it received its independence as part of a decision by France to grant independence to all its colonies.

22. Evaluate the importance of Julius Nyerere to the achievement of Tanganyikan independence up to 1961.

The question requires that candidates make an appraisal by weighing up the strengths and limitations of Julius Nyerere's contribution to the struggle for independence in Tanganyika. Candidates may consider his leadership in the creation of the Tanganyika African National Union (TANU). In addition, the respect gained by Nyerere amongst the Tanganyikan population through his dedication to the cause of independence, his diplomatic skills in bringing different factions together and the support he gained because of his integrity may be considered. His moderate approach and negotiating skills impressed the British and, thus, aided the progress towards independence. Candidates may discuss other factors such as the impact of international anti-colonial sentiments that emerged after the Second World War and the effect of the outbreaks of violence in other British colonies in Africa. The decline of British economic and military power influenced the British decision to grant independence to many African states.

Section 12: The Ottoman Empire (c1800–1923)

23.   Evaluate the reasons for, and the results of, Muhammad Ali's challenge to Ottoman power.

The question requires that candidates make an assessment of the reasons for, and the results of, Muhammad Ali's challenge to Ottoman power. For reasons, candidates may refer to outside interference such as defeats by Russia (1829) and France (1830) and nationalist causes such as the Greek War of Independence (1832) that illustrated Ottoman weakness. Candidates may also refer to unpopular and, in the short term, damaging army reforms within the Ottoman Empire. This encouraged Muhammad Ali to strike into Syria from Egypt (1831). For results, candidates may consider that Muhammad Ali was made the governor of Syria (1833). Candidates may also consider foreign interference by Russia (1832) and Britain (1838). Within the Ottoman Empire the defeat stimulated the Tanzimat reforms. Candidates may reach a judgment concerning the relative significance of the various factors they have considered.

24.   Evaluate the impact of the Committee of Union and Progress on the Ottoman Empire.

The question requires that candidates make an appraisal of the impact of the Committee of Union and Progress on the Ottoman Empire. Candidates may refer to the progressive, reformist, and westernizing impact of the Committee, which dominated after 1908. The reduction of the power of the Sultan may be considered. Further effects include the deepening of the Ottoman–German alliance and participation in the First World War, the Committee playing a key role at Gallipoli (1915) and the Armenian genocide. The Committee was terminated in the trials of 1919–1920. Candidates may refer to the Committee's legacy as a long-term impact, setting the pattern for the worsening relations with the Greek community and the rise of Ataturk and republican Turkey. Candidates may reach a judgment concerning the relative significance of the various effects they have considered.

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

25. Evaluate the impact of French administration in Syria and Lebanon.

The question requires that candidates make an appraisal of the impact of the French administration in Syria and Lebanon. Candidates may consider the impact of the enforcement of the mandate upon the inhabitants, owing its origins to the Sykes–Picot agreement. The US King Crane Commission (1919) confirmed the distaste of Arabs for the French mandate of Syria and Lebanon. This led to the Faisal's Syrian uprising, followed by another general insurrection in 1925. Another effect was political fragmentation. Lebanon became independent in 1920, and the Hatay region joined Turkey in 1935. The French continued to rule Syria as a series of semi-independent kingdoms, strengthening local autonomy and creating a post-war legacy for an independent Syria (1946). Candidates may refer to increased religious and cultural divisions in Lebanon and Syria as a result of French influence and favouritism towards certain groups .

26. With reference to the period between 1914 and 1945, evaluate political **and** social developments in **one** of the following: Iran; Saudi Arabia; a North African state.

The question requires that candidates make an appraisal of the impact of political and social developments in Iran; Saudi Arabia; or a North African state (which may be Egypt). For political developments, candidates may consider the role and impact of foreign intervention as well as indigenous political development, for example the role of tribal groups and regions in their relations with the capital city. For social developments gender, racial and religious aspects may all be considered. Candidates may also consider the interplay between social and political development, for example regionalism, religion and tribalism as forces against the political capital or colonial power or their impact on the modernization of values. The effect of the two world wars on both political and social development is a likely focus.

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

27. Discuss the reasons for the failure of UN intervention in Somalia up to 1995.

The question requires that candidates offer a considered and balanced review that includes a range of reasons for the failure of the UN intervention in Somalia up to 1995. Candidates may consider the significance of internal Somali problems such as the lack of an effective central government and the presence of several hostile armed factions supporting different leaders. The extensive supply of arms from the Cold War period increased the levels of violence. Factors relating to the UN may include a lack of adequate resources and personnel in Somalia to influence the political and military situations, and the lack of support for various aid and relief efforts. The inability or unwillingness of UN troops to disarm warring groups prevented political solutions and allowed civil war to continue. The importance of the withdrawal of American support after casualties occurred amongst UN troops may also be considered.

28. Evaluate the impact of **two** UN specialized agencies in Africa.

The question requires that candidates make an appraisal by weighing up the strengths and limitations of the factors that influenced the impact of two specialized UN agencies in Africa. Candidates may select any two UN agencies as the basis of their response. Factors which affected the impact of UN agencies may include the extent of their resources; their ability to deliver, support and maintain services and the willingness of countries to receive aid. The nature of their impact will vary from country to country and candidates may also consider a range of reasons for this. Candidates may consider political, economic, geographic and ideological factors which enabled or impeded the work of the chosen agencies. Internal and external conflicts may have affected their impact. The enthusiasm for and support of the work of these agencies by non-African countries may also be considered.

Section 15: Developments in South Africa 1880–1994

29. Discuss the impact of the policy of segregation between 1910 and 1948.

The question requires that candidates offer a considered and balanced review of the impact of the segregation policy between 1910 and 1948. Candidates may consider the impact of legislation such as the Natives Land Act, the National Urban Areas Act and others designed to limit the economic and political rights of Africans. The physical separation of white and African populations limited residential, employment and mobility rights of Africans; the significance of this discrimination in jobs and wages against Africans may also be discussed. Political effects may include the rise of protest groups (African National Congress) amongst the African and other non-white populations. Social effects may include declining living, health and education standards for Africans and the increasing wealth and power gaps between them and the white population. The economic and political advantages for the white population may be considered along with hardening racial attitudes of both white and African populations.

30. Evaluate the importance of Sharpeville to the struggle against apartheid.

The question requires that candidates make an appraisal by weighing up the strengths and limitations of the importance of the Sharpeville massacre in the struggle against apartheid. Candidates may consider material from inside and outside South Africa in their response. Internally, Sharpeville resulted in large increases in internal protests, strikes and other forms of opposition. The banning of the African National Congress and Pan Africanist Congress began the move from peaceful protest to armed struggle, increased white opposition to apartheid and emigration by white South Africans and the political militancy of African women. It may have hardened support for apartheid amongst some whites. Externally, Sharpeville resulted in widespread condemnation of South Africa at the UN, expulsion from the Commonwealth as well as a decline in investment and immigration. These factors may be seen to have increased the pressure on South Africa to change its policies as it might suffer increasing isolation from the world.

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

31. Discuss the impact of immigration and emigration in **two** African countries.

The question requires that candidates offer a considered and balanced review that includes a range of factors that reflect on the impact of immigration and emigration in two African countries. The response need not offer equal coverage of immigration and emigration, nor must there be an equal treatment of the two countries selected. For immigration, candidates may consider the economic effects of labour imported from Asia, merchants and traders from other countries, and the influx of European settlers, who displaced the native population and created economic, social and political effects. Emigration was limited in this period after the end of the slave trade and thus its impact may be difficult to identify in many countries. The departure of European colonists from some countries may have had a significant economic and social impact. The emigration of many educated Africans has had an impact as well. Some candidates may wish to discuss the movement of temporary migrant labour but this is not true immigration/emigration and any such passages should be brief.

32. "The impact of colonialism on the role of African women was mostly positive." Discuss.

The question requires that candidates offer a considered and balanced review of the argument that the impact of colonialism on the role of African women was mostly positive. They may support the argument by addressing ways in which colonial governments and missionaries provided some education for girls. The new colonial order also offered women the prospect of financial independence through wage labour or as market traders. Candidates may also look at how missionaries sought to eliminate discriminatory traditional practices such as polygamy and female genital mutilation. For areas of disagreement, candidates may consider how colonialism led to an increase in the average female workload, with men often having to leave home to work as migrant labourers in mines or on plantations. They may also focus on the gender structures of colonial administration and the ways in which it served to reinforce existing patterns of patriarchy and male domination.

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

33. Discuss the effects of the 1948–1949 War on Israel up to 1956.

The question requires that candidates offer a considered and balanced review of the effects, up to 1956, for Israel of the 1948–1949 War. This will include a range of arguments, factors or hypotheses. Candidates may consider a range of military effects including territorial changes, casualties, the establishment of a new state, the displacement of the non-Israeli population and the resulting tensions. Candidates may address the impact on society of measures for defence and security including the financial costs, the militarization of society and constant threat of attack. Population increase because of immigration may be considered. Candidates may focus on the need for economic development and financial support from external sources. Other effects may include the challenges and threats posed by the ongoing hostility of the Arab states and the Palestinian issue including the threat of war or terrorist activity.

34. To what extent was Nasser responsible for the collapse of the United Arab Republic (UAR)?

The question requires that candidates consider the merits or otherwise of the argument that Nasser was responsible for the collapse of the United Arab Republic (UAR). Candidates may consider Nasser's desire to be seen as the leader of the Arab world, his determination to dominate the UAR and make Cairo its centre, a factor that alienated Syrian leaders and people, and his perceived subordination of the Syrian army within the UAR, which caused resentment and led to a revolt in 1961. Nasser's ambitions caused many Syrians including the ruling party to suspect that he wished to severely limit their sovereignty and status, which undermined support for the UAR. Candidates may also consider other factors such as historic differences between Egypt and Syria and differences in their economic and political philosophies that made any union difficult. In addition, consideration may be given to the cultural, linguistic and religious differences between the two states.

Section 18: Post-independence politics in Africa to 2005

35. "Destabilization by outside forces was the main cause of conflict." Discuss with reference to **two** post-independence African countries.

The question requires that candidates offer a considered and balanced review that includes a range of arguments, factors or hypotheses regarding the importance of destabilization by outside forces as the cause of conflict. Candidates may consider a range of causes related to outside forces. These may include the communication of alternative ideas or ideologies that may have divided or agitated the population and encouraged revolts or civil wars through support of rival internal factions with arms or money. Other factors may include the recruitment and training of opposition movements or military invasions. Economic factors such as sanctions or promises of prosperity/investment if political changes occurred may be considered. Candidates may refer to other causes of conflict as alternative explanations, including ethnic and political rivalry, economic disputes, personal ambitions and historic animosities.

36. Compare and contrast the impact of military rule on **two** post-independence African countries.

The question requires that candidates give an account of the similarities and differences with respect to the impact of military rule on two post-independence African countries. Both countries must be referred to throughout the response. Candidates may consider a range of issues including the method used by the military to seize power, the nature of the government that was replaced by the military, the physical destruction or social and political conflict arising from their assumption of power, the degree to which the military was able to maintain or improve government operations, their treatment of the civilian population including legal rights and cultural or religious issues, and their role in promoting or preventing internal or external conflicts. Economic effects and foreign relations may be considered as well as their attitude to the restoration of civilian government. While both similarities and differences must be addressed, there need not be an equal number of each.