

# **MARKSCHEME**

**MAY 2000**

**HISTORY**  
**SOUTH ASIA AND THE MIDDLE EAST**

**Higher Level**

**Paper 3**

## Notes on Individual Questions

These notes must be *read* in conjunction with current mark bands.

### 1. Account for the collapse of the Mughal Empire in the second half of the eighteenth century.

Answers should identify the extent of the Mughal Empire and make clear it was already fragile mid eighteenth century because of

- legacy of Aurangzeb - religious intolerance led to Hindu Sikh conflicts with Empire.
- by mid century Muslims already dominant in two states, Bengal and Deccan
- Sikhs, Rajputs, Maharattas increasingly independent of Delhi
- 1750, Sind and Gujerat separated; 1754, Oudh and Punjab - territories gradually whittling away.
- Less and less centralised control, British and French increasingly active in political affairs.
- French defeated at Madras and Pondicherry.
- British more and more dominant as various factions within subcontinent failed to unite against them.

Answers which are mainly narrative will probably score **[8 to 10 marks]** if adequate and with comment perhaps **[11 to 13 marks]**. 'Account for' requires balance between internal tensions and the extension of European influence, and with reasonable assessment would reach **[14 to 16 marks]** and higher with some depth of analysis.

### 2. By what methods, and to what extent, was British power in India extended between 1800 and 1857?

Methods should include diplomatic, military and social and economic factors.

Diplomatic - subsidiary alliance with native princes, policy most favoured by Wellesley (e.g. Hyderabad, Oudh)

Military - Defeat of Tippu Sahib (1759) brought Mysore under British control. Defeat of Maharattas and annexation of their territories. Stabilisation of North-west frontier. Annexation of Sind and Punjab in 1840s. Use of British military power to enforce 'Doctrine of Lapse' and annexation of Oudh under Dalhousie.

Social and Economic - British used their political position to introduce changes in social and economic structure. English became the official language. Education extended. Communications and irrigation also extended and improved. 'Westernisation' of culture promoted, e.g. banning of Suttee, etc.

All of which contributed to the extension of British power and influence. Better candidates should conclude that there were considerable underlying tensions, the subcontinent was constantly in revolt, which however, was uncoordinated and suppressed or accommodated through local concessions.

Unstructured narrative will probably score **[8 to 10 marks]** or **[11 to 13 marks]** if there is consideration of 'to what extent'. For **[14 to 16+ marks]** answers will be structured and contain analysis of 'to what extent'.

**3. In what ways, and to what extent, do the major treaties between 1774 and 1878 indicate that the survival of Turkey largely depended on the interest of the great powers?**

The main argument should be that all treaties essentially reflected the interests of the major European powers and not the interest of Turkey. Able candidates should be able to show that the survival of the 'sick man' was a consequence of the determination of the major powers, especially Great Britain, to limit the extension of Russian influence in the region, in the nineteenth century.

Knowledge of the key treaties is essential, but do not demand all the material below:

- 1774, Kuchuk-Kainardji - gave Russia navigation rights in the Black Sea. Protectorate over orthodox Christians (*i.e.* a right to interfere).
- 1827, Treaty of London- concerted action to help establish Greek independence, forestalling further Russian encroachments.
- 1833, Treaty of Unkiar-Skelessi - military alliance between Russia and Turkey and free passage for Russia through the Dardanelles - reduced Turkish independence.
- 1841, Straits convention - cancelled Unkiar-Skelessi, again Britain willing to prop up Turkey to contain Russia.
- 1856, Treaty of Paris - reduced Russian protectorate over orthodox Christians. Black Sea neutral.
- 1878, San Stefano - established again Russian dominant influence in the region, reversed by Congress of Berlin - removed big Bulgaria *etc.*

Chronological accounts should score **[8 to 10 marks]** with a reasonable grasp of facts and **[11 to 13 marks]** with assessment. However, **[14 to 16 marks]** and higher levels should be reserved for those who are able to analyse both the ways in which Turkey survived because of the clauses in the Treaties and the aims, motives, *etc.* of the great powers implementing the treaties.

**4. “Everywhere he went in the Muslim world, he was a catalyst for change”. How valid is the judgement on the career and ideas of Al Afghani?**

Al-Afghani, Jamal al-Din (1839 to 1897) was a Persian Sheite by birth but claimed to be an Afghan Sunni in order to appeal to more Muslims.

**Career** - at various Muslim courts, Afghanistan, Egypt, Persia, Turkey. Always attempting to generate anti-British policies, generally having to move on because of hostility of authorities, *e.g.* expelled from Persia in 1891. Last years spent in Turkey more or less in custody.

**Ideas** - militant Pan-Islamism which would unite the Muslim world against the threat from Western Imperialist powers. Emphasis on political loyalty rather than piety. Wanted to modernise Islamic society and Islamic faith to enable them to resist Western power and criticism of Islam, and hence strengthen Islamic civilisation. Saw Islam as a civilisation rather than a religion and is regarded by some as preparing the way for Arab nationalism.

Chronological narratives would score **[8 to 10 marks]** or **[11 to 13 marks]** according to comment on changes and structured assessment. **[14 to 16 marks]** or higher according to depth of thought and analysis.

**5. How far would you agree with the view that the opening of the Suez Canal in 1869 had a significant and lasting political impact on Egypt?**

British and French investment meant that Egypt was more westernised than other areas. British purchase of Khedive's shares in 1875 increased British influence and reduced the independence of the Khedive - and led to accession of Tewfik in 1878. Resentment led to emergence of Egyptian Nationalist Party led by Arabi Pasha. British determination to protect financial interests and route to India led to bombardment of Alexandria and Tel-El-Kebir, Tewfik restored and Egypt virtually a British protectorate - not formally declared until 1914. Cromer virtually governed Egypt 1883 to 1907.

Narratives based on the above will score *[8 to 10 marks]* if adequate or *[11 to 13 marks]* with attempts at comment and assessment.

Those who **emphasise** and structure around the two key consequences, British domination and the development of an Egyptian nationalist movement will probably deserve *[14 to 16 marks]* or higher.

**6. Assess the success of the 1861 Settlement in overcoming both immediate and long-term communal tensions in Lebanon.**

Some outline of the communal problems is necessary to enable analysis of success of settlement, e.g. Druze/Maronite tensions - also economic disparities, Druze, Landlords/Maronites, tenants. Also there were economic difficulties because Lebanon was opened to western goods. All contributed to Civil war in 1861.

Settlement - Montassarifah established an autonomous province with a Christian governor chosen by the Sultan, and Maronite dominated council. Economic prosperity as a consequence of French support for the silk industry reduced some tensions. Western powers were keen to maintain 1861 settlement up to the outbreak of the First World War. Western influence was strong as a result of missionary activity. However, beneath the stability the communal divisions which had contributed to violence in 1861 remained. Thus success of settlement conditional on a strong external presence.

Some candidates may well project ahead to twentieth century tensions, but probably these answers will be general and superficial, *[8 to 10 marks]* perhaps. Those who are able to give details of the settlement then a balanced assessment of its successes - and failures will probably be worth *[14 to 16+ marks]*.

**7. To what extent is it true to say that the British were the main beneficiaries of economic developments in India between 1857 and 1914?**

This is not a 'political' question and candidates who focus on this with nothing on 'economic development' should not reach **[8 marks]**. Narrative of political plus some 'economic development' might score **[8 to 10 marks]**.

'Assess' requires analysis of positive and negative impact, and those who do both with some depth and detail should reach **[14 to 16 marks]**.

Negative - Exploitation of Indian markets for British products, especially textiles, with tariffs and customs policies favourable to British goods. Financial arrangements which led to a drain of capital, *etc.*

Positive - British rule, centralised to some extent, developed the whole subcontinent as a market. Development of railways and communications in general improved economic infrastructures. Irrigation projects helped agricultural development.

There are opportunities for candidates to argue either way, but they must support their arguments with some firm evidence and reach a balanced conclusion.

**8. What long term and short term factors contributed to the deposition of Abdul Hamid II in 1909?**

- Longer term factors might include the expansion of education which produced an educated middle class which was critical of the Hamidian regimes; emergence of Young Turks in late nineteenth century critical of what they saw as weakness of the Ottoman state.
- Shorter term factors include - emergence of CUP; CUP emphasised the idea of unity and equality and wanted restoration of 1876 Constitution; annexation of Bosnia and Herzegovina criticised by officers; links forged between Young Turks and CUP - led to military revolt and Abdul Hamid restored the 1876 constitution. However, his attempts to rouse the Istanbul Garrison made clear his lack of commitment to constitutional rule and he was forcibly deposed to be replaced by his brother Mohammed V in 1909.

Narrative answer which do not differentiate between long and short would probably be worth **[8 to 10 marks]**, but with distinction and relevant comments **[11 to 13 marks]**. Analysis of relative importance of 'long' and 'short' should lift the answer to **[14 to 16 marks]**.

**9. “The 1906 Revolution in Iran changed little”. How far do you agree with this statement?**

An acceptable response requires knowledge of factors which caused revolution, *e.g.* anger at autocratic regime of Shah, resentment against foreign interference, especially economic, desire for modernisation, *etc.* but the main focus of the essay should be an analysis of the impact of constitutional revolution and reforms. How effective was Majlis? Limited arbitrary rule despite attempts by Mohammed Ali to evade reforms; overthrown in 1907. Indeed, very little changed, country still poor and backward - no modernisation until after Reza Shah’s coup in 1921. The 1907, Anglo-Russian Entente effectively divided Persia into spheres of influence - no real reduction in foreign influence. 1911-1912 Crisis over nation’s finances allowed regent, Nasir Al Mulk to dissolve Majlis, so even here revolution of limited success. Candidates will probably end at 1914.

Narrative attempts if adequate will probably score **[8 to 10 marks]**, those which try to focus on change - or lack of it, **[11 to 13 marks]**, and structured analytical essays which clearly assess change and failure to change, **[14 to 16 marks]** and higher.

**10. In what respects was the Treaty of Lausanne (1923) more favourable to Turkey than the Treaty of Sèvres (1920) and why were these gains possible?**

Terms of both treaties should be well known; important points to highlight differences, are: Lausanne was not a ‘diktat’ but a negotiated peace; Straits independent, not under League of Nations control; Anatolia and Smyrna regained, to take account of national self-determination and accepting *fait accompli* of Turkish/Greek conflict. Comparisons - non Turkish territories still lost, mandates remained in place (reflecting Turkey’s status as a newly established entity rather than a defeated central power). Should also be noted by at least the better candidates, who might also note that Turkey alone of the defeated World War One powers was able to reject the dictated peace. These gains were possible with the opposition of Kemal Attaturk - to Sèvres and to the Sultan and the defeat of the Greeks by Attaturk at Sakarya.

If these last areas are known and assessed candidates should reach **[14 to 16 marks]** or higher. **[11-13 marks]** will probably be served by accurate scripts with some comments on why, and **[8 to 10 marks]** accounts of the two treaties.

**11. Why, and with what success, did Egypt declare her independence in 1922?**

Why - British increasingly unpopular because of military rule during First World War, recruitment of Fellahin to forced labour, martial law *etc.* Change of atmosphere in post-war period - Wilsonian doctrine of national self-determination spur to nationalist movement. Wingate Commission did not resolve grievances. Harsh treatment of nationalist politicians (Zaghloul *etc.*) led to disturbances. Milner Commission sympathetic to Egyptian aspirations.

How successful - Independence largely nominal as British Residency retained a great deal of power, British finances still vital to Egyptian economy, foreign policy linked to Britain, plus British troops in canal zone. Some issues resolved by Anglo-Egyptian Treaty of 1936, others post World War II.

This should be a straightforward question on a well known topic. For **[8 to 10 marks]** answers will probably have implicit assessment and **[11 to 13 marks]** explicit.. For **[14 to 16 marks]** and higher scores will have greater depth and detail.

**12. To what extent would you agree with the view that the social and economic policies of Attaturk had as many failures as successes?**

Critical analysis is important here. Answers should not merely narrate Attaturk's policies. Social and modernising aspects could include the abolition of Caliphate, control of Ulema, civil law code to replace Sharia, equal rights for women, adoption of Gregorian calendar, banning of fez, all designed to westernise and modernise Turkey, but many failed to achieve their objectives.

Under Attaturk, President for life, Turkey essentially a one-party state, modernisation had little impact in rural areas, where society was more traditional and Islam remained influential. Turkey was still economically deprived, with Turkish capitalism underdeveloped. The state, aided by the Soviet loans and expertise developed consumer industries *e.g.* textiles; five year plans tried, but export markets were hit by the Great Depression.

Answers that focus on social and economic policies and successes and failure will probably merit **[11 to 13 marks]** and **[14 to 16 marks]** for those who analyse them. A narrative and largely indiscriminating account of the policies would score **[8 to 10 marks]**.

**13. Analyse the impact on the Palestine Mandate of Jewish immigration and land purchases between 1919 and 1939.**

Some answers will assert that Jewish immigration and Zionist policy of land purchases were major factors in violence in Palestine. More able candidates will see that Arabs were hostile to the Palestine mandate from its inception, and to British commitment to Zionist ideas as outlined in Balfour declaration. Jewish immigration in the 1920s was not on a massive scale (about 8,000 per year). Mid 1920s saw an increase, late 1920s a decline. 1933 to 1936 reached a peak of 160,000. However, Arabs were still two thirds of the population.

Similarly, although Zionist policy was to extend land holdings, the majority of Jews lived in towns although land purchases were often strategically important. Thus land and immigration issues could be regarded as more symbolic than 'real' causes of Arab resentments and fears.

Sweeping generalisations will not reach *[8 marks]*, and incomplete narratives with unsubstantiated condemnations might score *[8 to 10 marks]*. Candidates who avoid stereotypical answers and can quote statistics will score well *[11 to 13 marks]* and *[14 to 16 marks]*, and higher with analysis in depth of the problems of the mandate.

**14. Assess the contributions of Gandhi and Jinnah to Indian independence.**

Gandhi (1869 to 1948) and Jinnah (1876 to 1948) became leaders of mass nationalist movements which were largely defined by religious affiliations. They became religious and nationalist leaders of their religious communities, Hindu and Muslim respectively, and joined the Indian Nationalist congress to work for independence and influenced their followers in seeking this. Gandhi attracted followers from all classes and by diverse methods of opposition to British rule – non-violence, non cooperation, civil disobedience and 'Quit India'. Jinnah was perhaps more politically astute. He revitalised the Muslim League in 1935, was willing to resort to Direct Action once he was determined on Partition, but also willing to work with British during the second World War to gain influence for the Muslim league. Jinnah became an important political figure during the war; he advocated and achieved Partition whereas Gandhi was unable to achieve a fully united subcontinent when independence came.

Assessment of their respective contributions is required. Narratives based on the above with only implicit assessment are likely to score *[8 to 10 marks]* at most. *[11 to 13 marks]* for full narratives with some assessment; *[14 to 16 marks]* for answers which show fuller assessment together with good knowledge. For *[16+ marks]* answers would show depth and detail with assessment well focussed on the contrasting contributions e.g. Mountbatten viewed Jinnah as the leader responsible for independence by Partition.

**15. Evaluate the factors responsible for social and economic development in Israel between 1948 and 1973.**

Areas to consider could be

- population growth - roughly 100% increase in these years, largely through immigration. Presented problems of housing, employment and cultural differences between Ashkenazi and Sephardic Jews. Sephardic Jews less educated and initially poorer. Some comment needed on how these problems were overcome - Hebrew as a unifying factor, educational opportunities *etc.*
- Economic development. Israeli economy grew by 10% per year, 25% of national income invested, much of it foreign aid. \$200 million from the Diaspora and German reparations up to 1966 - United States aid loans leading to deficit despite increasing exports.
- Economic success up to 1973 also due to pool of cheap labour provided by immigration.
- New industries developed *e.g.* defence. Growth slowing by 1970 as a consequence of world conditions, burden of debt, high military spending.
- Other areas to note. 1948 agriculture employed 20 % of population declined by 1970s down to 6%. Population also more urban by early 1970s
- Key point is that despite some problems, Israel economically and socially resembled European rather than Middle Eastern State.

Descriptive answer will probably score **[8 to 10 marks]**, and with some assessment **[11 to 13 marks]**. Those which are well structured and focus on the factors as well as evaluating their importance in development should reach **[14 to 16 marks]** and higher.

**16. Assess the successes and failures of political and social developments in any one North African country since 1945.**

This question requires candidates to select one North African country such as Egypt or Libya and assess the results of political - *e.g.* form of government, one party state; social, especially religious and educational developments. Foreign policy such as nonalignment could be made relevant to political development and economic policy has an effect on social progress or lack of it.

Mark according to specific detail and focus on success and failure. Answer in the higher markbands **[14 to 16 marks]** will reflect balance and an overall verdict of the country since 1945. Chronological narratives could score **[8 to 10 marks]** or **[11 to 13 marks]** with explanatory comments.

**17. Account for the difficult relationship between India and Pakistan since 1948.**

Areas to be covered could include:

- Difficulties associated with partition - Hindu/Moslem hostility, speed of partition leaving issues unresolved, e.g. Kashmir wars 1947 to 1965, cross-border incidents 1985
- Indus River dispute, nine years of negotiations before resolved
- Indian support for Bangladesh in Civil War
- Some improvement, Simla conference 1971

However, the arms race and India's fear of Pakistan's development of a nuclear capability plus support for Sikh separatists have kept relations tense. Hindu/Moslem violence within India led to tensions (Pakistan seen as natural champion of Moslems - hence central theme from 1948 to 1990s is still religious differences.)

Vague unsubstantiated generalisations will not reach **[8 marks]**. For **[8 to 10 marks]** satisfactory answers will probably be chronological narratives, and those which do account for the difficulties will rise to **[11 to 13 marks]**. Structured answers e.g. Religious - economic - foreign policy differences all assessed will reach **[14 to 16 marks]** and higher.

**18. In what ways, and for what reasons, did Iran face political and economic problems between 1945 and 1955?**

Ways could include political instability with occupation by British and Russian troops, abdication of Reza Pahlavi in favour of Mohammed, ambitions and policies of Mussadeq, assassinations, anti British and American feelings - which also affected the economic situation with demands for nationalisation of oil.

What reasons could focus on the aftermath of World War Two (as a German ally) occupation, backwardness in political and economic spheres, poverty, religious problems.

Vague and sparse narratives would at best reach **[8 marks]**, and both parts of the question must be addressed to reach **[11 to 13 marks]**. Balance and inter connection of the two parts will be evident for **[14 to 16+ marks]**.

**19. To what extent were the internal problems within Pakistan between 1948 and 1969 of the government's own making?**

Problems included separated territory, leading eventually to the loss of Bangladesh: poverty and high illiteracy rates coupled with influx of eight million Moslem refugees from India: early death of Jinnah and Liaquat Ali Khan: corruption in politics meant that democracy frequently lapsed: tendency for military to step in *e.g.* Ayub Khan. Hostile relations with India lead to high military expenditure and contributed to continuing economic difficulties. Main themes should be political instability, poverty, lack of development *etc.*; religious issues.

The question asks 'to what extent' were the problems of the government's own making. Essays which describe these satisfactorily will probably reach **[8 to 10 marks]**, those which indicate their causes, government mishandling or other reasons **[11 to 13 marks]**, and those which assess causes thoroughly assigning blame *etc.*, **[14 to 16 marks]** and higher.

**20. Assess the relative importance of political, religious and external factors in causing the outbreak of civil war in Lebanon in 1975.**

Knowledge of religious groupings is essential for a satisfactory answer as the basic problem was that Lebanese politics were organised on confessional lines, constitutional structure perpetuated these divisions *e.g.* President always a Maronite, Prime Minister a Sunni Muslim. The fragile state structure as a result of these divisions made it difficult to resolve violent crises. Lebanese prosperity undermined by inflation; population increasingly urban, poor and susceptible to various militia groups. External factors included Palestinian refugees and the PLO which exacerbated existing divisions - by 1975 there were half a million Palestinian refugees whose border incursions provoked Israeli retaliation. Maronites were keen to use force but bulk of army Muslim - so militias employed and Muslim militias responded.

Candidates could argue that political, religions and external factors were interrelated, but those who do take note of 'relative importance', will probably opt for 'religious factors' as political and external factors generally stemmed from these. Those who argue this in a structured and well evidenced essay will probably reach **[14 to 16 marks]** and higher. Narrative answers if adequate could score **[8 to 10 marks]**, and **[11 to 13 marks]** when the three factors are clearly addressed.

**21. Analyse the rule of either King Hussein in Jordan or Saddam Hussein in Iraq up to 1990.**

Whichever country is selected, the form of government, social, economic and religious affairs, and foreign policy should all be addressed in order to produce a balanced analysis. The Arab and Arab/Israeli questions will probably feature largely. Hussain became King of Jordan in 1935 and Saddam Hussain was Vice President of the Revolutionary Command Council in 1969 and sole President in 1979.

Narrative/descriptive answer will probably be worth **[8 to 10 marks]**, and with some assessment **[11 to 13 marks]**. Full, structured, analytical answers will score **[14 to 16+ marks]**.

**N.B.** Answers based on the Gulf War, 1991 will not be acceptable. Kuwait was invaded in 1990 so Gulf events could only be valid as a conclusion.

**22. Evaluate the impact of the Cold War on the Middle East between 1953 and 1977.**

Both United States and USSR tried to gain influence in the region because of importance of oil supplies to United States, and USSR worries about her southern defences, especially since the Truman Doctrine had helped preserve pro-Western regimes in Turkey and Iran.

Iran signed Baghdad Pact 1955. USSR supported Nasser over Suez crisis - Egypt, however, remained non-aligned. Soviet influence strongest during 1960s but never military alliances.

United States - post Suez promulgated Eisenhower Doctrine to safeguard 'oil' and counterbalance Soviet influence - Lebanon, Jordan, Iran (to 1979) and Israel most closely linked to United States.

On the whole impact of Cold War was largely superpowers trying to maintain balance of influence - in region and at times of major crisis such as the 1973 war, would co-operate to safeguard their own interests.

Focused balanced analysis which illustrates this with examples such as Egypt's links with both superpowers but more with the United States since 1977, plus closer ties with Saudi Arabia should be well-rewarded, *[11 to 13 marks]* or higher when a full range of countries with specific supporting material is presented, *e.g. [14 to 16 marks]* and higher with perceptive analysis.

**23. Why did attempts to solve Arab-Israeli issues between 1975 and 1990 not achieve greater success?**

The negotiations between Egypt and Israel between 1977 and 1979 will probably be the focus of this answer. The Camp David Talks of 1978 resulted in Accords. The content of the Accords should be well-known - significance pointed out, *e.g.* Egypt first Arab state to recognise lawful existence of Israel, therefore great breakthrough. However, limitations were that it was a treaty only with Egypt. Jordan and Syria were still hostile. Israel refused to talk to the PLO, issues of occupied territories and Jewish settlements meant tensions were still high. Israel withdrew from Sinai in 1979 but invaded Lebanon and forced the PLO to withdraw from Beirut 1982 to 1985. The Intifada especially increased tension.

Narratives would score *[8 to 10 marks]*, but with comments about the limited nature (*e.g.* Egypt and Israel) *[11 to 13 marks]*. Greater depth of the issues is needed for *[14 to 16 marks]* and higher.

**24. Examine the impact of oil revenues on the social and economic development of any *two* states in the region.**

A broad question which enables candidates to illustrate the benefits of greatly increased revenue from oil, with reference to increased life expectancy, improvements in health and education, urbanisation, *etc.* However, answers should reflect balance that societies remain traditional. Islam is still a key factor in oil-rich states.

Any two states can be chosen and if only one is addressed mark out of **[12 marks]**. Specific examples must be given for a satisfactory mark to be obtained and essays with balance which are able to assess success and failure to use the revenue to its full and proper advantage will probably score **[14 to 16 marks]** and higher.

**25. With reference to any *one* country in the region compare and contrast the role of religion in the nineteenth century with that in the twentieth century.**

The role and influence of religion has changed quite significantly. Religion was seen to some extent as responsible for backwardness in society and politics with attempts in various countries to reduce the influence of religious groups. However, increasingly religion, specifically Islam is seen as an expression of independence, national resurgence *etc.* - occurring at different stages, in various countries. This gives opportunities to assess the situations up to 1990.

End on narratives of the nineteenth and twentieth centuries will probably not score as well **[8 to 10 marks]** as essays based on a comparative structure, **[11 to 13 marks]** and higher.

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