

MARKSCHEME

May 2002

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. Assess the importance of both internal and external factors in the decline of the Ottoman Empire from 1750 to 1800.**

Candidates must provide balanced answers which consider both external and internal factors. External could include loss of territory to both Austria and Russia, impact of Napoleon's Egyptian expedition treaties, with other powers. Internal factors could include weak finances, limited economic development, corruption and poor administration *etc.* Internal weakness allowed the Great powers to take advantage of the situation.

[8 to 10 marks] for a more balanced approach, which may however emphasise either external or internal factors rather more than the other.

[11 to 13 marks] will be more detailed and fully balanced but still be rather narrative.

[14 to 16 marks] for detailed analysis which makes links between external and internal factors.

[17+ marks] for clear assessment of relative importance supported by detailed knowledge.

If only internal or external factors are considered mark out of *[12]*.

- 2. “It was far more than a mutiny yet much less than a first war of independence.” To what extent do you agree with this judgment, with reference to the events in India in 1857?**

The sequence of events in 1857 will no doubt be well known and many answers will focus on narrating these events – from the affair of the greased cartridge, to the fall of Delhi in September 1857. A range of causal factors ought to be considered by the better candidates including religious, social and economic.

[7 marks] for simple narrative which lacks detail.

[8 to 10 marks] for more detailed knowledge and some comment on causes.

[11 to 13 marks] for answers which begin to consider a more complex range of causes but which do not really address the premise of the question.

[14 to 16 marks] for detailed answers which try and reach a judgement, which may show awareness of historiography *etc.*, which may challenge the statement in the question.

[17+ marks] for those answers which not only have detailed knowledge but are analytical consistently and reach a clear judgement on the question.

3. How far were the achievements of Muhammad Ali Pasha affected by the interests of the great powers?

Candidates must know the achievements of Muhammed Ali, dealing with the Mameluks, reform and modernisation of the army, land irrigation and agricultural improvements in Egypt, reform of the tax system, controlling Wahabis *etc.* Essentially Muhammed Ali strengthened Egypt internally and established hereditary Pashalik. The Great Powers' interest in the region largely focused on maintaining the integrity of the Ottoman Empire and protecting their interests. His navy defeated at Navarino in 1827, he dared not attack Istanbul and was forced to withdraw from Syria in 1840 by the Convention of London – GB anxious about the extension of French influence in the region.

[7 marks] simplistic narrative which concentrates on the establishment of semi-independence.

[8 to 10 marks] answers which consider achievements within Egypt and the region as a whole.

[11 to 13 marks] for more detailed answers which take account of the Great Powers.

[14 to 16 marks] detailed answers where analysis points clearly to the impact of the Great Powers on his achievements.

[17+ marks] for those answers where analysis is explicit on his aims and how far achieved.

4. Evaluate the success of the Tanzimat reforms in modernizing and strengthening the Ottoman Empire.

Answers should demonstrate an understanding of the aims of the reformers and the focus of the reforms *e.g.* education, law and provincial administration to strengthen central government.

[7 marks] simple account of some of the reforms with knowledge of major edicts but possibly not personalities.

[8 to 10 marks] answers will tend to be narratives of the main reforming edicts.

[11 to 13 marks] answers will be more analytical and address the issue of the aims, may use terms such as Ottomanisation.

[14 to 16 marks] will make clear judgements as to “success” and clearly indicate the underlying motivation which was the survival of the empire.

[17+ marks] should be reserved for those who are able to make a longer term assessment as to the strength of the Empire.

5. Compare and contrast the growth of Arab nationalism in any *two* countries in the region in the second half of the nineteenth century.

Arab nationalism took many different forms in the latter half of the nineteenth century, from a cultural and religious revival to political activism, and varied from country to country. Knowledge should be detailed enough to compare and contrast effectively.

[8 to 10 marks] basic narrative of the phenomenon, growth of Arab nationalism in two countries.

[11 to 13 marks] good detail but not entirely balanced. Plenty of comparison but little contrast.

[14 to 16 marks] good balance, detailed knowledge. Analysis begins to explain reasons for similarities and differences.

[17+ marks] analysis fully developed with careful illustrative detail, *e.g.* if Egypt chosen as exemplar the impact of British influence would need to be considered.

If only one country is addressed *[8 marks]* cannot be reached.

6. To what extent did Lebanon achieve real autonomy as a consequence of the 1861 Settlement?

This is not a question about the civil war but one where answers should focus on the post 1861 period.

[7 marks] maximum for accounts of civil war and perhaps a brief reference to settlement.

[8 to 10 marks] answers will have details of the settlement (Montassarifiah), its communal nature with an appointed Christian governor, but are unlikely to address the question of “autonomy” fully.

[11 to 13 marks] answers will have greater depth of knowledge and make comment on the role of Britain and France in the maintenance of the settlement – hence autonomy limited.

[14 to 16 marks] should be able to make informed comment on the significance of the need for financial subsidies from the Empire, the reliance on Ottoman forces to suppress disorders, the swift reassertion of Ottoman control in 1914.

[17+ marks] analysis could point out that autonomy in reality limited but that the settlement was the first stage in the process of Lebanese independence.

7. Analyse the factors which led to the emergence of the Indian Nationalist movement between 1858 and 1914.

[8 to 10 marks] answers will be largely narrative and will focus on key dates such as the formation of the INC 1885, will make fairly simplistic comments on restrictions on entry to ICS. Limited participation in government *etc.*, partition of Bengal, will probably mention Morley – Minto Reforms but not comment on the extent of reforms. Focus likely to be political.

[11 to 13 marks] answers should consider a wider context, *e.g.* the frustrations of educated middle class Indians, resentment at economic exploitation which led eventually to the Swadeshi movement, resentment at the status of Indians within the state (Vernacular Press Act 1878, the virtual repeal of the Ilbert Bill).

[14 to 16 marks] may compare the Raj and the Mughal empire and make comment on how this contributed to resentment on the part of Hindus especially. It would not be inappropriate to comment on the essentially racist nature of the Raj and the contradictions between the Liberal principles that the educated Indians learnt about and the reality of British rule. Answers should be objective and well evidenced considering political, social and economic factors.

8. Why, and with what results for Turkey, was Abdul Hamid deposed in 1909?

Why – growth of an educated middle class questioning the regime, Young Turks, CUP, repressive nature of regime, territorial losses and fear that Macedonia would be lost – all led to demands for return to constitutional rule, Abdul Hamid’s attempt at counter coup finally led to deposition in 1909.

Results – Turkification, more secular state, dominance of CUP, increased nationalism led to involvement in Balkan wars and the First World War – leading ultimately to republic.

[8 to 10 marks] answers are likely to be narrative of the causes with little real reference to results.

[11 to 13 marks] will be more balanced and address both aspects of the question but analysis may not be developed fully.

[14 to 16 marks] answers will be balanced and well substantiated.

[17+ marks] may point out that the deposition of 1909 was a stage in the long, slow process of disintegration of the Ottoman empire.

9. Assess the strength and weaknesses of the Qajar dynasty in the years 1850-1906.

This is not a question on the Constitutional Revolution but one where answers should consider the real strengths and weaknesses of the Dynasty.

[8 to 10 marks] answers will probably take the view that internally the dynasty very strong absolute – no bourgeois class to challenge absolutism, Ulema supported the regime.

[11 to 13 marks] answers may question strength on the basis of foreign intervention reliance on GB to protect Iran from Russia but will probably not analyse in depth.

[14 to 16+ marks] answers could make insightful comment on the fragmented nature of government, the power of provincial governors, the conditional support of the Ulema, which declined in the first decade of twentieth century. Strength therefore deceptive and reliant on the fact that various groups not united in criticism of the regime.

10. “The consequences of the First World war for the region were of much greater significance than the scale of the fighting there indicated.” To what extent do you agree with this judgment?

This is not a question on the military campaigns but is about the consequences. Some answers may refer to the various campaigns particularly with reference to scale but this should be introductory.

[8 to 10 marks] answers will be descriptive, mentioning the collapse of the Ottoman empire, establishment of the Turkish republic, the mandate system and may indicate an awareness of the problems resulting from the system. Will probably be satisfied with an outline of the peace settlement.

[11 to 13 marks] will have more developed analysis pointing clearly to the growth of Arab nationalism as a consequence of contradictory wartime policies (Sykes–Picot, Husayn–McMahon, Balfour), the seeds of the Arab-Israeli conflict *etc.*

[14 to 16 marks] best answers will see “significance” as a key area to be considered and link it to consequences – that the resulting instability of the region for the greater part of the twentieth century can be traced to the aftermath of the war, whereas in the context of the war itself the military events in the region were of relatively minor importance.

[17+ marks] will have the above and additionally consider the issue of “scale of conflict”.

11. Why did the Ottoman Empire collapse in the years after the First World War?

Answers should confine themselves to the years 1918 – 1922, and not be generalised accounts of decline from the late nineteenth century.

[7 marks] for very weak, narrative accounts.

[8 to 10 marks] probably confine themselves to commenting on defeat in the war, the unpopularity of the treaty of Sèvres, the weakness of the Sultan as compared to the strength of Mustapha Kemal – narrative in approach.

[11 to 13 marks] answers will have more detail – occupation of Istanbul 1920, the impact of the Graeco–Turkish war 1920-1922, contrast between the Sultan as virtual prisoner of Allies to Mustapha Kemal as Nationalists’ hero.

[14 to 16 marks] could argue that not only did internal problems contribute to the downfall of the empire but that Allied disunity, Chanak crisis *etc.*, willingness to renegotiate Sèvres all provided opportunities for the Nationalist cause *i.e.* a combination of internal and external factors combined to undermine the empire.

[17+ marks] may well consider the long term weaknesses of the empire and indicate that its survival to the twentieth century was largely due to outside influence.

12. Compare and contrast the rule of Ibn Saud in Saudi Arabia and Reza Shah Pahlavi in Iran.

The careers of both men will be known. Similarities – both authoritarian, ruthless opponents, could be credited with establishing the basis of modern states.

In both countries the economies remained undeveloped, agriculture unmodernised, no major impact on the social structure, attempted to improve communications.

Differences – in Iran a secular legal structure established, in Saudi Arabia the Sharia remained basic legal structure. Ulema influential, while in Iran they lost influence. Reza Shah overthrown whereas Ibn Saud remained dominant until his death.

[7 marks] maximum if only one person is discussed.

[10 to 12 marks] for narratives of both men’s careers – may be some attempt at comparison.

[14 to 16 marks] balanced answers with both similarities and differences clearly established.

[17+ marks] developed analysis possibly pointing out that some differences only superficial, *e.g.* loss of influence of Ulema in Iran limited to western elite.

13. Account for Britain’s decision to withdraw from the Palestine Mandate by 1947.

Good answers should contain analytical comment on the increasing difficulties for Britain as the mandatory power, but also references to Britain’s changed status in the post 1945 period. The whole mandate period should be addressed.

[7 marks] for general narratives of major events, with perhaps references to obvious factors such as Arab/Jewish hostility.

[8 to 10 marks] more detailed and exploring a number of factors and hinting at difficulties as a legacy of the First World War.

[11 to 13 marks] increasingly detailed knowledge and developed analysis but focusing largely on the mandate.

[14 to 16 marks] deals with pre 1939 but also may consider more detail of short-term difficulties, increased US influence (Biltmore Program), European refugee crisis, Britain’s post-war weakness, difficulties in Palestine – may not refer to all of these.

[17+ marks] wide ranging analytical answers which detail a number of long and short term difficulties.

14. “British imperial policy of divide and rule made the partition of India inevitable.” To what extent do you agree with this statement?

There are several strands required for this question, knowledge of events, analysis of British policy and a judgement on the assertion.

[7 marks] for very simple accounts of events leading up to partition.

[8 to 10 marks] for accounts of the major pieces of legislation such as the Government of India Acts 1919 and 1935 as well as the various conferences such as the Round Table Conferences 1930-32, wartime offers such as Cripps in 1942.

[11 to 13 marks] responses will be able to comment on the intentions of the Imperial ruler, there may be some reference to the factors which led to an increase in communal tensions (fear of Hindu Nationalism, fear of the Congress Raj).

[14 to 16 marks] answers will define the term Divide and Rule and use specific examples to analyse the extent to which British policy contributed to divisions. Well balanced answers should also consider errors made by Congress in the inter-war years, tensions after the 1937 elections *etc.*

[17+ marks] may well reflect on the inevitability of Partition as a consequence of the Two Nations Theory.

15. Why was Israel able to survive the hostility of her neighbours up to 1973?

The various wars will be well-known but this question is not just about the wars. Knowledge of more than Israel's military strength/Arab weakness is required.

[8 to 10 marks] for narratives of the period 1948–1973 with some implicit analysis of the reasons for Israel's successes.

[11 to 13 marks] answers should explain a variety of factors – Arab disunity, US support, economic strength.

[14 to 16 marks] may consider less tangible factors, *e.g.* Israel's determination to survive post Holocaust, lack of real support for Arabs from USSR.

[17+ marks] detailed and analytical essays which contain most of the above and which reach a balanced judgement.

16. Analyse the political developments in *either* Libya *or* Egypt from the Second World War up to 1990.

Egypt is likely to be the more popular choice and political developments covering Nasser, Sadat and Mubarak should be covered, the emergence of a pluralist party system within certain limits. Economic and social issues should also be addressed such as economic nationalism, welfare state *etc.* Libya probably a minority choice but similar issues, deposition of the monarchy, authoritarian state dominated by the personality of Quadafhi (Gaddafi), undeveloped economy, highly dependant on oil, pan-Islamic. Reward analytical answers which show an understanding of relative stagnation at all levels.

[8 to 10 marks] answers will be limited to chronological accounts of key political events with passing reference to social and economic issues.

[11 to 13 marks] should show some analysis of the extent of the changes linking politics and social and economic issues.

[14 to 16+ marks] clear judgement as to what has changed and what remained the same (still vast disparities of wealth, Islam of major significance, especially in Libya).

17. To what extent had independent India resolved her social and economic problems by 1984?

This is a social and economic question. Problems must be identified, *e.g.* caste system, population growth, religious friction, industrialisation, inflation *etc.* Where there is a focus on the political, it must be linked closely to social and economic issues.

[7 marks] a maximum for simple narratives of post independent India.

[8 to 10 marks] for tighter focus on social and economic problems but still fairly narrative.

[11 to 13 marks] analysis is limited and probably confined to conclusion. Knowledge of problems is reasonably detailed.

[14 to 16 marks] a good balance of knowledge/analysis focusing on extent to which problems are resolved.

[17+ marks] as above but may additionally link political changes to attempts to resolve social/economic problems.

18. “Conflicts between India and Pakistan since 1948 were a consequence of border disputes.” To what extent do you agree with this statement?

Reasons for tensions should be well known, problems as a consequence of Partition, Kashmir, Indus River disputes, War in 1965 Sind, tensions over the Bangladesh war, the arms race (especially recent Nuclear developments). For the higher mark bands there must be an attempt to reach a judgement.

[7 marks] simple accounts of conflicts.

[8 to 10 marks] answers will make some mention of most if not all of these issues with very little comment. Will probably not consider the issue of resolution.

[11 to 13 marks] answers will try to analyse the extent of resolution of tensions without commenting on underlying factors which make resolution difficult.

[14 to 16 marks] answers may additionally try to identify any common thread such as religious tensions, the predominance of the military in Pakistani politics since 1947.

[17+ marks] may consider in addition whether or not Cold War tensions have contributed to difficulties.

19. Analyse the political and social consequences for Iran of the 1979 Revolution.

Political – the replacement of the one authoritarian regime with another, the removal of pre-Revolutionary concessions made by Reza Shah, religious domination of politics. International isolation could also be considered a consequence. Social consequences could include changed status of women, (chadur, educated women forced into the background, prevalence of ant-western attitudes, loss of skilled workers who fled the country damaging the economy).

[7 marks] narratives which tend to be mainly political or social in their forms.

[8 to 10 marks] answers will outline the main strands.

[11 to 13 marks] answers will try to make some clear judgement on the extent of change.

[14 to 16 marks] answers will go beyond Khomeini’s regime and indicate that since his death there is a process of change once more.

20. “The presence of the Palestinian refugees was a major factor in causing civil war in Lebanon in 1975.” How far do you agree with this statement?

[8 to 10 marks] answers will probably narrate the causes of the civil war, including communal tensions, plus the Palestinian presence, economic disparities between Shia and Sunni Muslims, militias, fishing rights, *etc.*

[11 to 13 marks] answers should contain attempts at analysis and prioritising of factors.

[14 to 16 marks] could show real understanding by challenging the assertion and emphasising the essential fragility of the Lebanese system, however may make the point that tensions less easily resolved because of Palestinian presence, hence Palestinians were a major factor.

[17+ marks] for the above with consistent analysis.

21. Evaluate the impact of oil revenues on the economic and social development of Saudi Arabia since the 1950s.

Accounts of the growth of oil exploitation should barely reach a pass grade. It is necessary to consider both economic and social consequences.

[7 marks] simple narrative.

[8 to 10 marks] will no doubt see oil revenues as increasing the wealth of the state, especially after 1973, and leading to improved infrastructure, roads, health, education.

[11 to 13 marks] should develop these themes with more detail on population redistribution to urban areas as a consequence of increased government activity resulting from increased oil revenues.

[14 to 16 marks] will cover all these areas but also see fluctuations in oil prices having a major impact on living standards.

[17+ marks] abler candidates should also comment that in some areas such as religion and the role of women, oil revenues have made virtually no impact.

22. How successful were the superpowers in obtaining allies in the region during the Cold War?

Answers could deal with Middle East or with India and Pakistan depending on national interests.

[10 marks] narrative accounts which see the Arab states as largely in the Soviet sphere of influence and Israel in the US sphere.

[11 to 13 marks] may well have more detailed knowledge and be able to point out that Iran and Jordan very close to US at various stages and that Egypt's relationship with USSR problematical at times.

[14 to 16+ marks] candidates should be able to point to a more complex situation and even question the use of the word allies since Superpower policy always flexible and influenced by their own domestic needs (oil in the case of the US), their desire to maintain some balance in the region and to contain tensions.

23. Why has it been so difficult to achieve a peace settlement in the Middle East since 1975?

The sequence of events from Camp David to Oslo will no doubt be well-known and good narrative accounts could score up to **[10 marks]**.

[7 marks] maximum for simple references to Israel/Arab hostility and some narrative.

[11 to 13 marks] answers may well be able to comment on areas of major difficulty, *e.g.* settlements in occupied territories, Golan Heights, Jerusalem, the status of Palestinian areas.

[14 to 16 marks] will see almost a stop-go process partly as a consequence of internal Israeli politics, the distraction of the Iran/Iraq and Gulf wars, factionalism on the Palestinian side all create difficulties.

[17+ marks] will be able to outline the complex nature of politics in the Middle East and may elaborate on different priorities for Arab states *etc.* causing difficulties.

24. “Jordan owed her political stability to the skill of King Hussein.” To what extent was this true of his reign?

Skill could include Hussein’s ability to avoid being drawn into major conflicts, either against Israel or other Arab states, dealing with major problems such as the PLO presence, gaining financial support from US *etc.*

[7 marks] for narratives of Hussein’s reign.

[8 to 10 marks] answers should consider a range of factors, probably limited comment.

[11 to 13 marks] will be more analytical and may comment aptly on the role of the army (with a strong Bedouin element loyal to the King) in maintaining the regime.

[14 to 16 marks] may well argue that political stability is hardly an apt description in a state where politics revolved around one person. Conversely, could argue that the King’s skills and dominance allowed a diverse population stability in which to prosper.

[17+ marks] as above but with clear judgements of “skill” of Hussein.

25. Examine the role and status of women in any *one* country in the region since 1950.

Answers should refer specifically to one country and not just consist of generalised statements about western influence improving the status of women.

[7 marks] maximum for essays which tend to simplistic statements and lack detail.

[8 to 10 marks] good detail and indication that the role and status have fluctuated considerably in various countries.

[11 to 13 marks] offers more detailed knowledge on social/economic and political status and limited explanation.

[14 to 16 marks] as above but gives explanations for fluctuations, *e.g.* increased influence of Islam in some countries.

[17+ marks] should try to consider responses of women to these changes; not vital for really good marks where there is thorough analysis and detailed knowledge.
