

MARKSCHEME

May 2001

HISTORY SOUTH ASIA AND THE MIDDLE EAST

Higher Level

Paper 3

1. Why did Napoleon invade Egypt in 1797 and what were the consequences?

Why: because of its strategic importance to the British, possible long term aim to gain control of India. Also desire to spread French culture *etc.*, scientists and artists were included in his train. Brief reference to the campaign and French withdrawal possible but this is not a question about the campaign itself

Consequences: increase in western influence, emergence of an Egyptian identity (resisting the French had a unifying effect). This also loosened ties to Turkey which Muhammed Ali was able to take advantage of.

Candidates should be able to show that Ottoman empire already weak and unable to defend itself thus contributing to the 'why', but also make clear that in many ways this was the beginning of the Eastern Question as it demonstrated Western interest. Answers which reflect the long-term consequences should be as well rewarded as those focused on short-term.

Both parts of the question should be tackled - if only one then mark out of **[12 marks]**.

[11 to 13 marks] should be awarded for answers that tackle both parts of the question but where analysis is not fully developed.

[14 to 16+ marks] will offer sustained analytical comment on the context of the campaign and its consequences and will probably see the longer term consequences.

2. **Examine colonial policies applied in India between the years 1828 and 1857. Critically comment on the extent to which they were responsible for the Mutiny/Revolt of 1857.**

[8 to 10 marks] maximum is likely for narrative/descriptive accounts of the reasons for the 1857 upheaval.

[11 to 13 marks] answers will reveal more detail and a limited degree of analysis/critical comment.

For higher grades candidates can reasonably be expected to **identify** and take a **critical look** at the main policies during the Governor-Generalships of Bentinck, Auckland and Dalhousie and **indicate how these policies helped create a climate of resentment amongst certain groups which may account for the rising(s) in 1857.**

Examples of policies which **may** be referred to include **economic** (ranging from the opening of India to free trade in 1813 with its subsequent impact upon native industry and production, the burden of land taxation); **religious** (impact of the opening up of India to Christian evangelical activity); the new and arrogant attitude towards **educational** development for the future (Macaulay); the banning of **sati** and the campaign against **thagi**; **military** - the Punjab and Afghan campaigns; and **political**, for example Dalhousie's implementation of the Doctrine of Lapse with regard to native states from 1848 - and in particular the case of Oudh (Awadh).

[14 to 16+ marks] answers will reveal a sound knowledge of the different policies and their impact upon the various constituencies in India and will also be able to link these policies to the centres of opposition to British rule in 1857. Credit should be given to those who recognise that not all social or religious groups found themselves discontented by policies in the period.

3. Explain the reasons for the interest of the major powers in Ottoman affairs in the years 1800 to 1856, and comment upon the consequences of this interest.

Reasons: should include assessment of how Ottoman weakness provided possible opportunities/concerns for the powers to advance/protect their own interests in the region - specific examples should be cited, e.g. British desire to protect route to India and trading interests; to limit French influence; Russian desire to gain access to the Mediterranean; also interest in co-religionists.

Consequences: Greek independence, Turko-Russian war, ultimately the limiting of both Russian and Egyptian expansionism by the Straits Convention 1841 and the survival of the empire itself. Some complex issues.

[11 to 13 marks] can be reached if the answer addresses both parts of the question.

[14 to 16 marks] essays will have detailed knowledge of some though not necessarily all events.

[16+ marks] answers should make clear analytical comment on the consequences both for themselves but more importantly for the Ottoman empire. The more knowledgeable may also comment on how the empire became more closely integrated into European trade.

4. Assess the significance of the Wahabi movement in the late eighteenth and early nineteenth centuries.

[8 to 10 marks] or *[11 to 13 marks]* answers will show knowledge of the ideas behind the movement - a pure, authentic Islam which was given impetus by links with the Ibn Saud dynasty and conquered much of the Arabian Peninsula until 1818 when the Saudi Emir was captured by Muhammed Ali.

[14 to 16 marks] and *[17+ marks]* essays could additionally emphasise that the movement contributed to the emergence of Arab nationalist identity, challenging the Ottoman Empire from within and, in the very long term, forming the basis for present day Saudi Arabia.

5. To what extent were communal tensions in Lebanon responsible for the outbreak of civil war in 1860?

Candidates should have a clear understanding of the finely balanced system which had obtained prior to the 1830s - semi-autonomous rule by the Shihab dynasty, with notable families acting in a semi-feudal manner - collapse of system by 1842, coupled with increasing trade with Europe giving economic advantage to the Maronites who had close links with France. Also the Ottoman Empire hoped the difficulties would enable it to restore Direct rule.

[8 to 10 marks] answers rely solely on communal differences.

[11 to 13 marks] answers will be able to identify and discuss more than one factor whilst higher grades will be able to see that religious differences had always been present but it was not until additional issues arose such as economic imbalance and the destabilising presence of Ibrahim Pasha that these differences became more acute.

6. How and why did British policy towards India change in the post-Mutiny/Revolt years 1858 to 1877?

Candidates will need to outline the changes which occurred in India as a consequence of the Government of India Act of 1858 and assess the extent to which such changes reflected a significant reversal or halting of British social, political policies of the pre-1857 era.

[8 to 10 marks] answers will simply narrate/describe a list of changes without any real consideration of what preceded and are unlikely to score any more, depending on the level of content/knowledge shown.

Responses should focus on the link between contemporary British perceptions of what had gone 'wrong' in the years prior to the Mutiny/Revolt and how such errors of policy, which may have contributed to the great upheaval of 1857, could be corrected.

Areas for examination and investigation may include:

The Government of India Act of 1858 which ended the often awkward and confusing system of 'dualism'.

Appointment of Secretary of State with full power/responsibility for India.

Viceroy and Legislative Council in India.

Rejection of Dalhousie's Doctrine of Lapse and confirmation of princely power to ensure a conservative, loyal bulwark for the future.

Curbing of social legislation for the next three decades at least to avoid problems believed to have been caused 1828 to 1856.

Confirmation and security of property rights of taluqdars, zemindars, sirdars and malguzars once more to create a loyal and grateful support base.

Army reform - e.g. alteration in recruitment patterns to favour 'loyal' and 'martial races', such as Sikhs, Pathans, Gurkhas Rajputs at the expense of Bengalis, Biharis and Marathas, the maintenance of a 2:1 Indian/British army presence for the future.

[11 to 13 marks] will be awarded to answers which are able to identify and provide examples of the different types of change (political, military, social) and are able to comment on the justifications for such alterations.

[14 to 16+ marks] answers will show a good grasp of the 'how' and 'why' element in the question *i.e.* by reference to specific legislation and attitudes pre and post 1857.

[17 to 18 marks] answers will also make comment, with substantiation, as to not only contrast but also continuity in colonial policies especially in economic policy e.g. the extension of roads, railtrack and telegraph albeit for military as well as economic reasons.

7. To what extent did the Young Turks achieve their aims in the period 1900 to 1914?

This will require clear understanding of what they were hoping for - more efficient government, end of despotism, strengthening of the empire at a time when Turkey seemed increasingly weak, a clear judgement as to what changed and what remained unchanged, despotism ended with deposition of Abdul-Hamid but soon replaced by equally despotic methods, some administrative reforms but no real equality between Turk and Arabs, Empire preserved temporarily.

[10 marks] maximum should be awarded for essays which narrate the events leading up to 1908.

[11 to 13 marks] should be reserved for those which identify aims clearly but higher grades for those who see Young Turks promised much but changed little.

8. Assess the importance of both internal and external factors in causing the 1905/6 Constitutional revolution in Iran.

Material should cover the nature of Persian society, the nature of the Qajar regime, the levels of opposition including the impact of western ideas and the ideas of al-Afghani. Also the levels of foreign influence both Russian and British, economic issues and indebtedness and resentment directed at the monarchy as a consequence.

[11 to 13 marks] could be awarded for narrative accounts of the causes of the revolution and the extent of change if detailed and with some analysis, but the higher bands should be reserved for those answers which make a serious attempt to consider the interrelatedness of both internal and external factors.

9. Why and how did the essentially moderate nature of Indian Nationalism pre-1914 alter significantly by 1920?

The question requires candidates to identify the nature, composition, aims of the nationalist movement(s) prior to 1914 (The Indian National Congress, The All-India Muslim League) and to explain why tactics, aims and membership of the nationalist movement(s) changed by 1920 which witnessed the beginning of **the first Non-Cooperation Campaign**.

The question invites discussion of the impact of the Great War upon India in the political, economic and military spheres and the raising and dashing of hopes amongst Indian nationalists during the course of the conflict.

Answers could reasonably be expected to refer to disillusionment amongst Indians following initial enthusiasm (witness recruitment figures) due to the colonial government's cautious policy and lack of real concessions in a war which was supposedly being fought for democracy and (later) self-determination.

Reference to critical comment upon: **the Lucknow Pact of 1916** and its significance, the vagueness of the **Montagu Declaration**, the halfway house of **dyarchy** which was enshrined in the **Government of India Act of 1919**, the repressive **Rowlatt Bills**, the **Amritsar Massacre**, the humiliating findings of the **Hunter Committee** and the **entry of Gandhi** into the field of political mass mobilisation against an 'immoral' system may all profitably be made.

Descriptive accounts of the **Amritsar massacre** are **unlikely to reach a satisfactory grade**.

[8 to 10 marks] answers will have a largely narrative/descriptive focus on **some** of the major events pre, during and post 1918 to 1919 - though level of analysis and critical commentary are liable to be limited.

[11 to 13 marks] answers will be more detailed in terms of knowledge of events of the period prior to 1914 to 1920 and will show a level of knowledge adequate to support a sound answer - though critical comment and analysis will not be fully developed.

[14 to 16+ marks] answers will have a good, accurate, well deployed knowledge base of policies of Nationalist movements, and the motives and policies of the colonial power. At the top of the range there may be an awareness that the moderation often ascribed to Indian nationalism in this period is questionable (note the troubled partition of Bengal in 1905, the cult of Sivaji and Tilak's Hindu accented nationalism for example).

10. **“The mandate system was doomed to failure from the beginning.” Assess the validity of this statement with reference to *one* specific country in the region. (Excluding Palestine)**

[8 to 10 marks] will probably be awarded to narrative accounts of the difficulties in any one territory with implicit assessment or comments.

[11 to 13 marks] answers will give some explanation as to the reasons for the difficulties such as frustrated nationalism, weakness of the mandatory powers *etc.* The best answers will refer back to the contradictory promises made during the war, the ignoring of the findings of the King-Crane Commission *etc.* Analysis must be supported by specific knowledge as well as an understanding of broader themes such as the ignoring of the notion of national self-determination and the fact that the powers were concerned to protect their own interests in the region.

11. **To what extent could the Gulf States be considered to be fully independent after the First World War?**

This is likely to be a minority interest but should nevertheless be well evidenced. The key word is ‘fully’.

[11 marks] maximum for a brief description of each of the Gulf States.

[12 marks] answers should be able to demonstrate that in practice the States were in effect British Protectorates and that Britain not only kept major powers from interfering in the region but also became directly involved when there were financial difficulties, social disorder and ineffective government.

[14 to 16+ marks] answers must address the degree of independence and should show considerable depth of knowledge with detailed reference to events to substantiate their analysis.

12. **With what degree of success socially, politically and economically did Reza Shah Pahlavi modernise Iran after the 1925 coup?**

This is not a solely political question, answers **must** also consider the impact of the regime on society and the economy.

[8 to 10 marks] could be awarded for reasonable accounts of political change.

[11 to 13 marks] answers will also examine areas such as education, the role of the Ulema, industrial, oil, banking *etc.*

[14 to 16+ marks] answers will address the limited effect of change on Iranian society as a whole with an emphasis on what he wanted to achieve and judgement as to how modernized Iran was by 1941.

More able candidates may argue that modernisation of Iran was attributable to his son in their conclusions.

13. In what ways did Britain's failure to follow a clearly defined policy between 1917 and 1948 lead to instability in the Palestine Mandate?

Answers should address the tensions between Arabs and Jews because of land shortages, fluctuating immigration and promises made during the First World War. Candidates should also be aware of the main sequence of events from Balfour Declaration to the declaration of independence in May 1948. Could refer to:

Churchill's White Paper 1922
Commission of Enquiry into Wailing Wall Riots 1930
MacDonald's 'Black Letter' 1931
Peel Commission 1937, leading to partition plan
Round Table Conference 1939
Increase in terrorism after the war
King David Hotel incident, July 1946
UNSCOP being sent to investigate the situation, 1947
UN vote for partition, November 1947
Uncertainty over withdrawal process *etc.*

Not all the above needs to be mentioned but they must be used effectively to support analysis.

[8 to 10 marks] answers will be largely narrative, with general statements and reference to key issues.

[11 to 13 marks] answers should have secure chronological knowledge and make references to British policy, although may not fully address the issue of inconsistencies.

[14 to 16+ marks] answers will consider the whole issue of lack of clearly defined policies, might comment on ambiguous nature of Balfour Declaration, in post-war period may consider Britain's desire to abandon the Mandate in consequence of her weakness, and possibly offer an explanation as to why policy was inconsistent.

14. Assess the contribution of M.K. Gandhi to the nationalist movement in India from 1919 to 1935.

The period 1919 to 1935 covers the upsurge of a **mass** nationalist movement in the subcontinent between the two Government of India Acts.

Events which may be referred to could include:

Rowlatt Acts, Khilafat, Amritsar, Non-Co-operation Campaign 1920 to 1922, First and Second Civil Disobedience Campaigns (and the circumstances in which they were suspended), The Simon Commission, Gandhi - Irwin Pact and second Round Table Conference.

[8 marks] maximum are likely to be awarded to candidates who see the question as little more than an opportunity to narrate a long chronological account of events.

[9/10 marks] may be awarded if there is some implicit treatment of the main focus on the **contribution** of Gandhi during this period.

There is the possibility that some candidates will see the question as an invitation to recount the life story of the Mahatma - **unlikely that a satisfactory grade will be obtained.**

[11 to 13 marks] answers will show evidence of knowledge of the major political developments during the period and possibly comment on how and why the nature and aims of the nationalist movement changed after 1919 and go on to make a critical assessment (not fully developed) of the extent to which Gandhi and his tactics/methods contributed to mass involvement in the colonial struggle for freedom - reaching some conclusion as to how effective or otherwise Gandhi's contribution was in hastening freedom.

[14 to 16+ marks] answers will be conscious that Gandhi's involvement during this period was in political terms not always constant and that the political campaigns with which he was involved (Non-co-operation, the First and Second Civil Disobedience Campaigns, Involvement at the Second Round Table Conference for example) though certainly radicalising the nationalist struggle and creating a mass base for the struggle were not always well received or appreciated by all groups in India - even within the I.N.C. itself.

This is not a question on Gandhi's social policies.

15. Why, despite a peaceful transition to independence, had tensions between Tamils and Sinhalese become a major problem for Sri Lanka 1948 to 1977?

The question requires an investigation into the rise of the Tamil secessionist movement in Sri Lanka since the coming of independence in 1948. The specific grievances of the Tamil community require identification and critical commentary. Candidates are **not** being requested to write a detailed account of the Tamil Tigers and the guerrilla war.

Relevant points for discussion could include (**longer term**) - the colonial heritage, the legacy of Britain's policies of (perceived) favouritism in relation to the Ceylon Tamils, the policy of importation of Indian Tamils to the Central Highland areas to work in the tea plantations, the rapidity of decolonisation without effective constitutional guarantees for minorities.

(**Shorter term**) - the unitary system of government, the impact of the 1948 Citizenship Act which disenfranchised Indian Tamils and worried Ceylon Tamils), the language policy of 'Sinhala Only', the system of standardisation for university admission proving highly disadvantageous to Tamil candidates, the diminution of Tamil representation in public service appointments, state sponsored 'colonisation'/settlement of Sinhalese in predominantly Tamil areas.

[8 to 10 marks] responses will be able to identify some of the policies of the Sinhalese dominated government which were seen by the Tamils of Sri Lanka as being discriminatory towards them after 1948 - but such responses are likely to be essentially narrative.

[11 to 13 marks] answers should provide a sound knowledge base as to the policies and some of the effects of these policies (constitutional, economic, linguistic *etc.*) upon the existing status and future opportunities of the Tamil minority in Ceylon/Sri Lanka. Candidates should be able to distinguish between the Ceylon Tamil population and the Indian Tamil population and explain how these groups were able to unite by 1977 to form an opposition Tamil United Liberation Front to pursue an essentially secessionist policy in Sri Lanka.

[14 to 16+ marks] responses could make reference to the colonial period in which the status of Tamils was in some ways deliberately enhanced or encouraged at the expense of the Sinhalese majority. Able candidates will be able to recognise the significance of the 1977 date which marks the issuing of the Manifesto of the T.U.L.F. in which the main demands of the T.U.L.F. and Ceylon Worker's Congress were articulated.

16. Outline and critically assess the domestic policies pursued by Gamal Abdul Nasser from 1954 to 1970.

Policies which could be referred to could include industrialisation to promote social change, nationalisation of Suez Canal and other industries, his references to Arab Socialism, and establishment of a one party-state. Candidates should not allow foreign relations to dominate.

[8 to 10 marks] could be awarded for narrative accounts of domestic policy if detailed.

[11 to 13 marks] should be awarded to those able to link policies to notions of Nasserism.

[14 to 16+ marks] answers will make a critical assessment of the real impact on Egypt, both politically and socially and economically. All will know the sequence of events but only those candidates who are able to offer focused analytical comment on these events will meet the requirements of the question.

17. What were the main economic and social policies undertaken by Jawaharlal Nehru (1947 to 1964)? To what extent were they in keeping with the policies Mahatma Gandhi advocated for an independent India?

A two part question, the first part of which requires an identification of such policies in the economic and social spheres, the second part of which asks candidates to make reference to the extent the policies implemented reflected the programme advocated by M.K. Gandhi (assassinated 1948).

[8 marks] or less are likely to be awarded to bare outlines of some pieces of legislation relating to Nehru's policies which are unable to comment as to the ways such policies were similar to, or different from those of Gandhi's. This is a compare and contrast type question requiring coverage of both elements in order to be successfully tackled.

Gandhi's approach via his 'Constructive Programme' includes - cattle breeding, 'bread labour' (khadr and charkha), sanitation, education (vocational and manual training emphasised - wardha scheme), female equality, an end to untouchability, prohibition, village autonomy, bhoodan movement, bramacharya *etc.* containing elements of anti-capitalism, anti-industrialisation, anti (scientific) socialism *i.e.* Gandhi's "Socialism of my conception".

Nehru's social policies/programmes - Untouchability (Offences) Act of 1955 to reinforce the constitutional abolition of untouchability, quotas for harijans in civil service, state assemblies, universities, Hindu Marriage Validating Act removing barriers to intercaste marriage (1949); Hindu Marriage Act of 1955 (giving Hindu women right of divorce, raising minimum age of marriage to 18 for males and 15 for females), Hindu Succession Act (1956) giving female children equal rights of inheritance as male children, the drive in the Third Five Year plan to educate 75% of all Indian citizens in the 6-11 age group .

Economic programmes and policies under Nehru (official Congress Party goal declared in 1954 as "the establishment of a socialistic pattern of society") included emphasis on centralized economic planning (contrast with Gandhi's views) - 1951 First Five Year Plan with its attempts to deal with agricultural and to a lesser extent, industrial growth, the Second Five Year Plan (1956 to 1961) with emphasis on heavy industry, mining, power and textiles and the Third Five Year Plan (1961 to 1966) which led to India's ranking of seventh in the world's most advanced industrial nations.

[8 to 10 marks] answers will show some awareness of the main approaches towards social and economic reform programmes advocated by both Gandhi and Nehru and make some reference to the extent they were similar or different though this may be largely implicit.

[11 to 13 marks] answers will show a sound grasp of the main ideas and policies of both Nehru and Gandhi and should be able to make some explicit critical commentary as to how the policies and programmes contradict or complement each other in their approach to dealing with the economic and social problems facing India.

[14 to 16+ marks] responses will reveal a sound grasp of the outlooks of both personalities towards economic policies for the regeneration of India, and should be able to comment critically on the reasons for the differing views of both leaders in their approach to economic planning and the methods whereby social change could be effected in India.

18. To what extent have religious differences contributed to the Arab-Israeli Conflict since 1948?

Most of the major events will be well known from the wars to the various attempts at reaching a settlement and restoring stability.

[8 to 10 marks] should be fairly rewarded to good chronological accounts.

[11 to 13 marks] should be awarded depending on depth of knowledge and attempt to assess.

[14+ marks] answers should try to set religious differences alongside other possible causes such as nationalist/territorial aspirations/rivalries of both Israel and the Arab states, the significance of the Palestinian refugees as an issue, and attempt to either reach a judgement as to the role of religion, or to emphasise the complex causes for the tensions.

19. Explain how developments in both the eastern and western wings of Pakistan between 1966 and 1971 led to civil war and the emergence of an independent Bangladeshi state.

The key date of 1966 refers to the issuing of the six point programme of demands/reforms of the Awami League under the leadership of Sheikh Mujibur Rahman. Candidates who are able to recognise the significance of the date and event should be rewarded - especially if they are able to outline the demands/grievances contained therein (*e.g.* a federal constitution, separate currencies, the formation of an East Pakistan militia *etc.*).

[8 to 10 marks] responses will possibly revolve around the chronological narration of the events leading to the emergence of Bangladesh and there is likely to be some implicit relevance concerning the longer and shorter term reasons why a majority population actually broke away to form their own independent state with the aid of an outside power (India).

[10 to 13 marks] responses will show some knowledge of the inherently inequitable treatment of the eastern Bengali population from 1947 onwards in terms of economics, linguistic policy and how this resulted in a form of discrimination in the eyes of many East Pakistanis, military and political dominance for the West Pakistani elite, Civil Service positions *etc.* and be able to consider why the demand for autonomy had intensified to a higher level by the time of Ayub Khan, Yahya Khan and Zulfikar Ali Bhutto by 1970 to 1971.

[14 to 16+ marks] responses will be distinguished by not only a sound grasp of the issues which were at stake for both West Pakistani and East Pakistani leaders from the time of the creation of Pakistan but are also likely to show an awareness of the circumstances in which the state of Pakistan came into existence in 1947 and the extent to which the circumstances of its creation (geographic, economic) were liable to lead to a viable state considering the haste with which the subcontinent underwent the process of decolonisation. Credit especially those candidates who are able to explain the intensification of regional demands for parity to full blown independence in the period 1966 to 1971.

20. Why, in spite of its apparent strength, was the monarchy so rapidly overthrown in Iran in 1979?

Answers will need to address the strength of the regime, levels of support but also identify that opposition was fairly constant but repressed until 1977 when relaxation allowed the various groups to emerge and capitalise on the inequalities of Iranian society and in the case of Khomeini its innate conservatism. Mainly descriptive accounts of the events of 1977 to 1979 can gain half marks but the better answers will be able to offer comment along the line that if the regime was in fact strong it would not have been so rapidly overthrown and will therefore have to offer some assessment of underlying problems.

[8 to 10 marks] should be awarded to narrative accounts with secure knowledge but undeveloped analysis, no real reference to strength of regime or rapid overthrow.

[11 to 13 marks] candidates will be able to offer informed analytical comment on the relatively rapid overthrow of the regime, but analysis will not be fully developed.

[14 to 16+ marks] answers will offer explanation and analysis which clearly links the collapse of the regime to underlying problems and possibly offer some comment on 'apparent strength'.

21. Analyse the nature and extent of internal and external problems confronting Lebanon in the post-civil war period.

Lots of issues to discuss including political fragility because of continuing communal tensions and the need to disarm the militias but also to recover economically from the year of violence. Since much of Lebanon's prosperity had derived from her financial role, severe inflation and lack of confidence must also be overcome before Lebanon can rebuild.

[11 to 13 marks] should be awarded to answers which only deal with political issues with some assessment

[14 to 16 marks] can be gained by answers which consider a number of issues including the role of Syria and Israel and more for impressive, detailed analysis.

22. For what reasons and with what effects has the region experienced the growth of 'Islamic fundamentalism' since 1950? Give examples from *two* countries.

Reasons why: urbanisation meant concentrations of population in new communities where links to Islam gave a sense of security and hopes of improved material conditions. Additionally, animosity towards foreign secular influences from both superpowers provided an opportunity for Islamic revival.

Effects: Major impact on position of women in society - major contribution considered family health and education, politics not seen as a major area of work for women, decline in economic activity.

Other areas to consider: foreign relations with western powers often problematical. The impact on politics of case studies, possible reference to Islamist influence on Intifada.

[8 to 10 marks] answers will be able to narrate chronologically the re-emergence of Islamist ideas in their chosen states but may be fairly generalised.

[11 to 13 marks] answers will be able to offer detailed substantiation with limited analysis as to 'reasons' and 'effects'.

[14 to 16+ marks] answers will explicitly address 'reasons' and 'effects' and possibly challenge the terminology, making the point that what is referred to is an Islamic revival, giving greater prominence to Islamic values in laws, education and general social and political policies.

23. How justified were Egyptian *or* Indian claims that they pursued a policy of non-alignment in the Cold War period?

Candidates will have to be able to define non-alignment before they can make a judgement which will be necessary for the higher marks.

[8 to 10 marks] or more can be awarded for accounts of foreign policy linked to the Cold War situation.

[11 to 13 marks] could be reached with secure knowledge without sustained assessment.

[14 to 16+ marks] answers will be able to make a judgement based not only on the diplomatic position but on other indicators such as economic dependency on the superpowers or in the case of India non-alignment affected by regional issues (relations with Pakistan, China). Egypt similarly has had a fluid relationship with the US which was often a consequence of her relationship with her neighbours.

24. **“The outcome of the Iran-Iraq war (1980 to 1988) failed to resolve the issues which caused it.” Assess the validity of this statement.**

[8 to 10 marks] could be reached with a narrative account of causes and outcome (dispute over the Shat-Al-Arab, Saddam’s anxieties about the impact of the Khomeini regime on the Shiite population, border disputes *etc.*). Accounts of the war itself are not required.

[11 to 13 marks] answers could suggest an element of opportunism on the part of Saddam (Iran’s military destabilised by revolution, and her economy weak). Both causes and consequences must be addressed. Outcomes could include no clear victor, huge expenditure by both sides which may well have contributed to Saddam’s decision to invade Kuwait in 1990. Causes are likely to gain more coverage than the consequences.

[14 to 16+ marks] answers could link causes to internal problems of both states (war of distraction) but should consider the extent to which tensions were resolved or new problems caused.

Reference to the role of outside powers and their role in terms of causation would be legitimate.

25. **With reference to any *one* state in the region, examine the impact of education on society in the years 1950 to 1990.**

Open question but there is the need not just to outline changes in education but to consider its impact if any. Specific detail is therefore required for higher marks and vague general assertions that educational opportunity is more widespread and is beneficial, will struggle to reach *[8 to 10 marks]*.

[11 to 13 marks] will be awarded if the issue of impact on society has been explicitly considered.

[14 to 16+ marks] responses will make critical comment and show detailed knowledge of programmes and government policies/aims and comment upon the extent to which such aims have been realised. Although in most cases expansion has occurred, it is not universal beyond a very basic level and it is often therefore the case that the impact of change is limited/uneven.
