



MARKSCHEME

May 2007

HISTORY – SOUTH ASIA AND THE MIDDLE EAST (INCLUDING NORTH AFRICA)

Higher Level

Paper 3

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1. To what extent was the decline of the Ottoman Empire 1750 to 1800 a consequence of external rather than internal factors?

External factors should mention a number of reasons: various territories within the empire were virtually autonomous – Egypt, Mesopotamia, Tunisia; losses of territory to Russia and Austria; treaties which were disadvantageous to Turkey: – 1774 Kutchuk-Kainardji, 1791 Orsova, 1792 Jassy; Napoleon’s expedition to Egypt caused instability. Internal factors could include administrative weaknesses, poor finances. All contributed to the weaknesses of the Empire. Better answers will attempt to make a judgment as to which were more significant – internal or external factors.

If only external or internal factors assessed maximum **[12 marks]**.

[0 to 7 marks] for unsubstantiated generalisations, inadequate answers or vague, inaccurate and irrelevant comments.

[8 to 10 marks] for narrative or descriptive accounts, unbalanced answers or implicit or undeveloped arguments. Describes decline, little or no assessment.

[11 to 13 marks] for narrative framework with explicit focus on the question. Arguments with limited examples and analysis. May focus more on internal rather than external factors.

[14 to 16 marks] for analytical well-focussed, relevant, developed and balanced answers: some may not address all aspects of the question. Good balance between external and internal factors.

[17+ marks] for fully analytical and relevant answers with detail, insight, perceptive comments and perhaps different interpretations, which address all aspects of the question.

2. In what ways, and with what results, did the British extend their influence in India between 1800 and 1857?

Answers should consider the full range of factors which contributed to British power, diplomacy, military, social and economic factors.

Diplomacy could include the Subsidiary Alliance system, although this could also be military.

Military events: defeat of the Mahrattas and annexation of their territories. Annexation of Sind and the Punjab, stabilisation of the North-West frontier. Military strength to enforce the Doctrine of Lapse, annexation of Oudh, *etc.*

Social and Economic: English the official language, extension of communications and education, support for missionaries, various “reforms” which anglicised Indian society.

Analysis should consider “how successfully” referring to underlying tensions and frequent disturbances. This is not a cause of the Sepoy Revolt question although this could be referred to as evidence of results.

If only “ways” or “results” analysed **[12 marks]** maximum.

[0 to 7 marks] for unsubstantiated generalisations, inadequate answers or vague, inaccurate and irrelevant comments.

[8 to 10 marks] for narrative or descriptive accounts, unbalanced answers or implicit or undeveloped arguments.

[11 to 13 marks] for narrative framework with explicit focus on the question. Arguments with limited examples and analysis. Attempts to consider how successful.

[14 to 16 marks] for analytical well-focussed, relevant, developed and balanced answers: some may not address all aspects of the question.

[17+ marks] for fully analytical and relevant answers with detail, insight, perceptive comments and perhaps different interpretations, which address all aspects of the question. May consider some areas of historical debate.

3. “The Tanzimat Reforms made little real impact on the Ottoman Empire.” To what extent do you agree with this statement?

Answers may consider the reforms in the context of the Empire’s international position, the Hatti Sherif of Gulhane and Hatti Humayan were both issued at critical periods. However the main focus is likely to be on the domestic impact of legal, military, administrative and governmental reforms. Analysis is likely to focus on change and continuity when trying to assess “impact”.

[0 to 7 marks] for unsubstantiated generalisations, inadequate answers or vague, inaccurate and irrelevant comments.

[8 to 10 marks] for narrative or descriptive accounts, unbalanced answers or implicit or undeveloped arguments. Some knowledge of reforms.

[11 to 13 marks] for narrative framework with explicit focus on the question. Arguments with limited examples and analysis. More detailed knowledge, little consideration of impact.

[14 to 16 marks] for analytical well-focussed, relevant, developed and balanced answers: some may not address all aspects of the question. Real consideration of impact.

[17+ marks] for fully analytical and relevant answers with detail, insight, perceptive comments and perhaps different interpretations, which address all aspects of the question. May reach the conclusion that Tanzimat was a long process.

4. With reference to specific examples, analyse the reasons for the growth of Islamic reform movements in the nineteenth century.

Candidates may draw on reformers from the whole region including Al Afghani, Mohamed Abduh or Sayyid Ahmed Khan. Causes could include a reaction to the spread of Western influence, or the need to modernise and strengthen Islamic states. Biographical answers are unlikely to score highly.

[0 to 7 marks] for unsubstantiated generalisations, inadequate answers or vague, inaccurate and irrelevant comments.

[8 to 10 marks] for narrative or descriptive accounts, unbalanced answers or implicit or undeveloped arguments.

[11 to 13 marks] for narrative framework with explicit focus on the question. Arguments with limited examples and analysis.

[14 to 16 marks] for analytical well-focussed, relevant, developed and balanced answers: some may not address all aspects of the question.

[17+ marks] for fully analytical and relevant answers with detail, insight, perceptive comments and perhaps different interpretations, which address all aspects of the question.

5. To what extent was Lebanese autonomy achieved as a consequence of the 1861 settlement?

The focus of the question is not on the resolution of communal tensions but on the level of control over Lebanon. Answers may give details of the Settlement [Montassarifah] these could be linked to considering levels of autonomy *e.g.* Christian governor chosen by the Sultan, other issues to consider may be financial reliance on Imperial subsidies and French investment. Reliance on Ottoman troops to suppress disturbances as well as the rapid restoration of Ottoman power on the outbreak of war in 1914.

[0 to 7 marks] for unsubstantiated generalisations, inadequate answers or vague, inaccurate and irrelevant comments.

[8 to 10 marks] for narrative or descriptive accounts, unbalanced answers or implicit or undeveloped arguments.

[11 to 13 marks] for narrative framework with explicit focus on the question. Arguments with limited examples and analysis.

[14 to 16 marks] for analytical well-focussed, relevant, developed and balanced answers: some may not address all aspects of the question.

[17+ marks] for fully analytical and relevant answers with detail, insight, perceptive comments and perhaps different interpretations, which address all aspects of the question.

6. “Indian nationalism was both a result of and a reaction to British policies between 1858 and 1919.” How far do you agree with this view?

Arguments may vary and may refer back to underlying tensions prior to 1857. However the main focus ought to consider both the INC and the Muslim League. Factors considered may include restrictions on entry to the ICS. Limited participation in government, resentment at economic exploitation, differential treatment of Indians and British *e.g.* Vernacular Press Act, the repeal of the Ilbert Bill, partition of Bengal, Morley-Minto Reforms, increasing political awareness amongst educated Indians and their awareness of the contradictory nature of British government. Some answers may also discuss limited membership of both organisations prior to the First World War.

[0 to 7 marks] for unsubstantiated generalisations, inadequate answers or vague, inaccurate and irrelevant comments.

[8 to 10 marks] for narrative or descriptive accounts, unbalanced answers or implicit or undeveloped arguments. Describing emergence of nationalist organisations – probably chronological.

[11 to 13 marks] for narrative framework with explicit focus on the question. Arguments with limited examples and analysis. More emphasis on the full range of factors.

[14 to 16 marks] for analytical well-focussed, relevant, developed and balanced answers: some may not address all aspects of the question. Begins to consider misgovernment.

[17+ marks] for fully analytical and relevant answers with detail, insight, perceptive comments and perhaps different interpretations, which address all aspects of the question. Is likely to consider the role played by misgovernment and/or the development of an Indian national consciousness.

7. Evaluate the extent to which the aims of the Committee of Union and Progress in Turkey were achieved by 1914.

The aims of the C.U.P. and Young Turks were essentially to improve government, to restore the 1876 Constitution and to prevent the further disintegration of the Empire. After the coup the Sultan was forced to restore the Constitution, elections were held and censorship was abolished, some secularisation was implemented.

The Sultan was deposed in 1909 but politically, divisions appeared and the C.U.P. became increasingly authoritarian as it tried to resist more traditional elements. They were unable to prevent further disintegration of the Empire – all European territories lost in the Balkan Wars. Prior to 1914 further change implemented but the greatest change occurred post-war with Attaturk.

[0 to 7 marks] for unsubstantiated generalisations, inadequate answers or vague, inaccurate and irrelevant comments.

[8 to 10 marks] for narrative or descriptive accounts, unbalanced answers or implicit or undeveloped arguments.

[11 to 13 marks] for narrative framework with explicit focus on the question. Arguments with limited examples and analysis. Attempts to consider success.

[14 to 16 marks] for analytical well-focussed, relevant, developed and balanced answers: some may not address all aspects of the question. Analysis of successes and failures.

[17+ marks] for fully analytical and relevant answers with detail, insight, perceptive comments and perhaps different interpretations, which address all aspects of the question.

8. “Despite the events of 1905–6 the extent of change in Iran remained limited.” How valid is this statement?

Areas to consider could include the causes of the revolution in order to make a judgment about “extent of change”. Causes could include: the autocratic nature of the Shah’s regime, resentment at foreign interference, particularly economic. Desire for modernising and strengthening the State.

Post 1905/06 – issues could include; effectiveness of the Majlis, country still poor and backward, financial crisis 1911/12.

No real modernisation until after Reza Shah’s coup in 1921. 1907 Anglo-Russian Entente virtually divided Iran into their spheres of influence – so foreign influence was very strong. May end at 1914, may consider broader timescale and go up to 1921 coup.

[0 to 7 marks] for unsubstantiated generalisations, inadequate answers or vague, inaccurate and irrelevant comments.

[8 to 10 marks] for narrative or descriptive accounts, unbalanced answers or implicit or undeveloped arguments.

[11 to 13 marks] for narrative framework with explicit focus on the question. Arguments with limited examples and analysis.

[14 to 16 marks] for analytical well-focussed, relevant, developed and balanced answers: some may not address all aspects of the question.

[17+ marks] for fully analytical and relevant answers with detail, insight, perceptive comments and perhaps different interpretations, which address all aspects of the question.

9. For what reasons, and with what results, was the Government of India Act passed in 1919?

The context of the legislation at the end of the First World War is likely to shape analysis. The Indian war effort and hopes that were raised as a consequence, possible comparison with other countries such as Australia and Canada who had dominion status.

Frustration at the compromise of dyarchy but also again, the events following the legislation *e.g.* Rowlatt Acts and the Amritsar Massacre all contributed to dislike of the 1919 India Act. Some may comment that I.N.C., *etc* had become less moderate in post-war period.

If only reasons or results considered **[12 marks]** maximum.

[0 to 7 marks] for unsubstantiated generalisations, inadequate answers or vague, inaccurate and irrelevant comments.

[8 to 10 marks] for narrative or descriptive accounts, unbalanced answers or implicit or undeveloped arguments.

[11 to 13 marks] for narrative framework with explicit focus on the question. Arguments with limited examples and analysis.

[14 to 16 marks] for analytical well-focused, relevant, developed and balanced answers: some may not address all aspects of the question.

[17+ marks] for fully analytical and relevant answers with detail, insight, perceptive comments and perhaps different interpretations, which address all aspects of the question.

10. Assess the importance of oil in the economic development of the Gulf States between 1918 and 1939.

It would be helpful if candidates could make specific reference to various Gulf States rather than generalised accounts. The economic wealth of the states was largely based on pearl fishing in the 1920s so oil was of little significance. By the early 30s oil had been discovered in several Gulf States but lack of investment meant there was little development. Bahrain was the only Gulf state to begin oil exports pre 1939. However the knowledge of deposits generated European interests and especially British, thus oil was beginning to develop significance but not yet of post war proportions.

[0 to 7 marks] for unsubstantiated generalisations, inadequate answers or vague, inaccurate and irrelevant comments.

[8 to 10 marks] for narrative or descriptive accounts, unbalanced answers or implicit or undeveloped arguments.

[11 to 13 marks] for narrative framework with explicit focus on the question. Arguments with limited examples and analysis.

[14 to 16 marks] for analytical well-focussed, relevant, developed and balanced answers: some may not address all aspects of the question.

[17+ marks] for fully analytical and relevant answers with detail, insight, perceptive comments and perhaps different interpretations, which address all aspects of the question.

11. Analyse the extent to which Egypt could be described as an independent state between 1922 and 1952.

Post-1918 support for notions of national self-determination, representation by Wafd politicians at Paris peace conference all contributed to pressure on Britain to grant independence in 1922. King Fuad was established as a ruler and the constitution was drafted in 1923. Independence was however limited by residual British “rights” such as defence, the right to protect “imperial communications” *i.e.* British troops remained in Egypt. British Resident constantly intervened in domestic politics as well as British influence over foreign affairs. The 1936 treaty loosened some British controls however the swift reassertion of British control/occupation during World War II indicates the limited nature of independence.

[0 to 7 marks] for unsubstantiated generalisations, inadequate answers or vague, inaccurate and irrelevant comments.

[8 to 10 marks] for narrative or descriptive accounts, unbalanced answers or implicit or undeveloped arguments.

[11 to 13 marks] for narrative framework with explicit focus on the question. Arguments with limited examples and analysis. Begins to consider issue of independence.

[14 to 16 marks] for analytical well-focussed, relevant, developed and balanced answers: some may not address all aspects of the question. Fuller analysis of where British controlled/interfered.

[17+ marks] for fully analytical and relevant answers with detail, insight, perceptive comments and perhaps different interpretations, which address all aspects of the question.

12. **“It is more accurate to describe Habib Bourguiba as a dictator rather than a democratic-socialist.”
To what extent do you agree with this statement?**

Post independence Tunisia was a one-party state with the Destourian Socialist party the only legal party – Bourguiba dominated the party and hence could be described as a dictator. One potential rival (Ben Youssef) assassinated in 1961, but Bourguiba frequently relied on personal persuasion to deal with rivals/threats, Tunisia closely linked to France in terms of foreign policy and economy unlike many dictators who tend to be aggressively nationalist. Bourguiba also reacted to public opinion, *e.g.* over the issue of Ramadan. Economically there were limited attempts at Socialist policies, French land not nationalised until 1964, attempts to introduce co-operative movements in key industries such as fishing, agriculture and construction deemed to be a failure by 1968 and more liberal economic policies introduced.

Bourguiba’s regime therefore is hardly socialist and although dominated by him personally, not a dictatorship as the word is generally understood.

[0 to 7 marks] for general accounts of independence and post-independence.

[8 to 10 marks] for more mention on politics and economics.

[11 to 13 marks] for more detail on Bourguiba’s power and economic development.

[14 to 16 marks] for details linked to considerations of dictatorship and socialism.

[17+ marks] for developed analysis which fully defines dictatorship/socialism and makes judgments about Bourguiba’s position.

13. Evaluate the effects of Allied diplomacy on the Ottoman lands 1915–1923.

This is a fairly open question which would allow candidates to focus on Allied diplomacy and its impact in Palestine, or in any of the new mandated territories such as Iraq, Syria or Jordan. Similarly, answers could focus on the impact on Turkey itself, Sevres took away much land and caused Turkish nationalists and Attaturk to overthrow the Sultan and establish a republic. Other answers may consider all of the Ottoman Empire and would be likely to be less specific, could comment that Turkish dominance was exchanged for British and French dominance in much of the former Ottoman territories.

[0 to 7 marks] for unsubstantiated generalisations, inadequate answers or vague, inaccurate and irrelevant comments. Lacks detail.

[8 to 10 marks] for narrative or descriptive accounts, unbalanced answers or implicit or undeveloped arguments. More detailed.

[11 to 13 marks] for narrative framework with explicit focus on the question. Arguments with limited examples and analysis. Clear reference to role of diplomacy.

[14 to 16 marks] for analytical well-focussed, relevant, developed and balanced answers: some may not address all aspects of the question. Considers diplomacy but may also consider impact of the war.

[17+ marks] for fully analytical and relevant answers with detail, insight, perceptive comments and perhaps different interpretations, which address all aspects of the question.

14. In what ways, and to what extent, was Zionism responsible for tensions in the Palestine mandate up to 1948?

A definition of Zionism would be a good starting point for this question. Candidates may consider Zionist immigrations before First World War to set a context. Other issues to consider could include British policy and its contradictory nature, Arab unwillingness to compromise, the impact of Nazi anti-Semitic policies in the 30s and post 1945, also post-45 reference may be made to British weakness and her unwillingness to support increased immigration from Europe which contributed hugely to tensions.

If only “ways” or “extent” **[12 marks]** maximum.

[0 to 7 marks] for generalised accounts of tensions which lack detail and little or no reference to Zionism.

[8 to 10 marks] for some mention of Zionism and limited attempts to link it to Jewish actions.

[11 to 13 marks] for more detailed answers, which consider a broader range of factors which caused tension and attempt to consider the role of Zionism.

[14 to 16 marks] for wider-ranging detailed answers; analysis may not fully explore the extent of the role of Zionism.

[17+ marks] at this level analysis will be closely linked to the extent that Zionist ideology contributed to tensions.

15. What factors were responsible for the emergence of a Tamil nationalist movement in Sri Lanka after 1948?

Reasons for Tamil nationalism are the main focus here and could include examination of government policies which were perceived to be discriminatory: [education, constitutional, linguistic] and which seemed to limit the opportunities for the Tamil minority. Detail could include the 1948 Citizenship Act, which disenfranchised Indian Tamils and caused anxiety to Ceylon Tamils, the establishment of Sinhala as the official language, the unitary system of government, which allowed Sinhalese areas to dominate, discrimination in the public service, *etc.* Some answers may link all of this to resentment of British policy, which appeared to favour Ceylon Tamils plus the rapid process of decolonisation, which failed to protect minorities.

[0 to 7 marks] for general narrative accounts of post-independence Sri Lanka.

[8 to 10 marks] for some mention of tensions.

[11 to 13 marks] for more detailed accounts, which begin to clearly outline the link between policies and tensions.

[14 to 16 marks] for analysis, which is not fully developed, but a full range of policies is considered.

[17+ marks] for fully developed analysis which identifies causation and which may try and explore how justified Tamil grievances were.

16. Compare and contrast the contribution of Gandhi and Nehru to the Indian Nationalist movement up to 1947.

Comparisons could include: that both were Western educated (lawyers) which contributed to their support for Indian Nationalism. Both were horrified by the Rowlatt Acts and Amritsar and became more active in the movement. Both believed in civil disobedience, both were imprisoned which increased their stature.

Contrasts: Gandhi was the charismatic leader who attracted the masses to the Indian Nationalist movement. Nehru a more pragmatic politician – he was responsible for Congress success in the 1936 elections, he also conceded the Partition was necessary to end communal violence whereas Gandhi remained opposed to Partition.

[0 to 7 marks] for generalised biographies of both men.

[8 to 10 marks] for more detail-still rather biographical.

[11 to 13 marks] for more detail, which begins to consider the role of both men – may be unbalanced.

[14 to 16 marks] for details closely linked events in India may try to analyse the relative success of each.

[17+ marks] for full comparison and contrast, which clearly identifies the strengths and weaknesses of each and which may comment on their complementary leadership roles.

17. Assess the effects of social and political developments on *one* Arab state in the years 1945–1990.

Answers should use specific details from their chosen case study. Balanced answers will examine both political and social developments. Factors which may be considered could include political change/stability, nature of the constitutional structure, levels of democracy, *etc.* Social factors could include gender issues, religious issues, education and welfare, *etc.*

If only one factor considered **[12 marks]** maximum.

[0 to 7 marks] for generalised answers which lack specific reference to any one state.

[8 to 10 marks] for narrative of political or social change.

[11 to 13 marks] for more specific detail with a reference to both politics and society – may be unbalanced.

[14 to 16 marks] for analytical, well-balanced answers, equal balance between politics and society – may not consider all aspects.

[17+ marks] fully analytical, wide-ranging, addresses all aspects of the question.

18. Analyse the economic and political reasons for Indira Gandhi’s proclamation of a state of emergency in 1975.

Factors could include reference to problems such as regionalism versus central authority, high unemployment, slow industrial growth, inflation, *etc.* More closely related to Indira herself, factors which may have contributed to her decision could include problems within Congress itself, the growth of opposition groups outside Congress, the allegations of corruption, all of which led to a decline in her personal popularity. Candidates may also consider the validity of the reasons given by Indira Gandhi herself to justify the “emergency”.

If only one factor considered **[12 marks]** maximum.

[0 to 7 marks] for narrative accounts of Indira’s career with limited focus on events of 1975.

[8 to 10 marks] for more detail of the events of the 1970s.

[11 to 13 marks] specific detail on long and short-term factors, analysis limited.

[14 to 16 marks] clear balance between long and short-term factors. Analysis well-developed but may not consider all aspects.

[17+ marks] for fully analytical answers, which may consider the historical debate on this issue and test the validity of arguments.

19. Why, and with what results, were there frequent changes of government in Pakistan between 1947 and 1971?

Reasons why could include rapid Partition process which meant that Jinnah and Muslim League had limited opportunity to plan a political structure, Jinnah's pre-eminence and Liaquat Ali Khan's dominance of political scene meant their deaths left a vacuum. Problems of corruption in politics. The military had a high profile because of disputes with India and when civilian politicians failed to establish stability, the logic was for high profile military men to step in. References to the extent of democracy under Ayub Khan and Yahya Khan will be important here.

[0 to 7 marks] general undetailed chronological account of governments since 1947.

[8 to 10 marks] more detailed knowledge of events.

[11 to 13 marks] good knowledge and considers democracy but may uncritically accept its weakness.

[14 to 16 marks] fully detailed with analysis really beginning to explore the reason "why".

[17+ marks] analysis fully developed exploring a whole range of factors.

20. To what extent were the policies of the White Revolution responsible for the overthrow of the government of Iran in 1979?

Answers will need to consider the actual policies of the “White Revolution” land reform, modernisation/industrialisation, women’s enfranchisement, the work of the literacy corps and comment on their impact. However, the growth of opposition who and why will merit consideration: ulema, land owners, bazaar merchants, Khomeini’s significance within the context of the “White Revolution”. This is not about the events of 1979, but you should give some credit for accounts of short-term causes of the 1979 revolution.

[0 to 7 marks] narrative, limited accounts of opposition groups.

[8 to 10 marks] knowledge of the policies and the growth of opposition may be unbalanced.

[11 to 13 marks] more specific detailed knowledge better balance. Some links made.

[14 to 16 marks] clearly developed, considering fully the links between “White Revolution” and opposition growth. May not consider all aspects.

[17+ marks] analysis fully developed. Perceptive answers really considering “extent”.

21. Analyse the impact of foreign influences on the stability of Lebanon between 1975 and 1990.

Starting point may be the beginning of the Civil War but the bulk of the answer should be focused on events after 1975.

P.L.O. could be considered a foreign influence. Syrian intervention 1976 to prevent Druze victory. Israelis in 1978 to protect Christians and their own border. U.N. intervention to attempt to broker a peace. 1982 Israeli – Invasion – expulsion of P.L.O., Gemayel in office. Syrian backed Amal militia drove Gemayel from office.

Hezbollah [Iranian backed militia] hostage taking meant Western powers very active in Lebanon. 1987 Syrian troops in Lebanon – drove militias out of Beirut.

1987 Arab League, Syria and Saudi Arabia brokered Taif Accord, which provided a governmental framework.

There is much to refer to but analysis should also critically consider the causes of Lebanese instability.

[0 to 7 marks] general narrative may focus on the causes of the civil war.

[8 to 10 marks] chronological account of events between 1975 and 1990.

[11 to 13 marks] as above but with some focus on the issue of stability.

[14 to 16 marks] well-focussed, developed detailed knowledge, analysis may not be fully developed.

[17+ marks] as above, additionally analysis may consider positive and negative aspects of foreign influence.

22. “Tension between Israel and her neighbours was caused by the failure to resolve the Palestinian question.” To what extent do you agree with this statement?

Answers will easily identify main events of Palestinian problem, from 1948 to the occupation of territory after the '67 war and Israel's refusal to leave despite U.N. Resolution 242, to the problems caused by P.L.O. presence in Lebanon and the Israeli response to the Intifada of the 80s.

Tension/conflict also caused by Arab nationalism, *e.g.* Yom Kippur to some extent a consequence of the need to restore Egyptian pride – although some may argue it was Sadat's way of breaking stalemate in the Middle East. Other contributory factors that could be considered are: the actual establishment of Israel despite the hostility of all Arab states and the continued refusal to acknowledge Israel's right to exist [exception of Egypt]. Israel's close ties to the USA, also a contributory factor as Arab nations become anti-Western.

[0 to 7 marks] for limited descriptive accounts of Palestinian refugee problem.

[8 to 10 marks] chronological accounts of key tension points between 1948–1990 may go into detail on the wars.

[11 to 13 marks] detailed knowledge with a better focus on the Palestinian issue.

[14 to 16 marks] well supported, developed analysis, which clearly focuses on a range of causes.

[17+ marks] as above, may also consider the whole Palestinian issue from perspectives of Israel and the Arab states.

23. Assess the impact of the Cold War on *two* countries in the region.

This will give candidates the opportunity to examine the impact of the Cold War on their own national history and one other state. Could focus on Middle East or Asia or both. Issues that could be considered: impact on international affairs *e.g.* foreign aid (from east or west), non-alignment, tensions with other states because of Cold war relationships.

[0 to 7 marks] for general accounts of Cold War relations.

[8 to 10 marks] more detailed knowledge of events but may be focused on the activities of the Superpowers.

[11 to 13 marks] detailed knowledge, which begins to consider the “impact” of the Cold War.

[14 to 16 marks] detailed specifically-focused answers, which consider the effect of the Cold War. May not consider fully both domestic and international impact.

[17+ marks] detail and insight with perceptive comments on the impact of the Cold War analysis may consider both positive and negative impact.

24. Assess the importance of domestic factors in Saddam Hussein’s decision to invade Iran in 1980.

Many answers will see the main reason as opportunism, Iranian armed forces were weakened after the Islamic revolution had deprived them of many officers.

Other factors could include disputes over the Shatt-el-Arab waterway, Iraqi claims to border territory of Khuzestan. Saddam also anxious about the spread of Islamic fundamentalism. His regime Sunni dominated, however large Shi’ite minority could cause problems. Saddam may also have been motivated by a desire to gain support from Western powers who were hostile to Khomeini’s regime in Iran. Possible diversion from domestic issues, low standard of living, possibly a means of unifying Iraqis.

[0 to 7 marks] for unsubstantiated generalisations, inadequate answers or vague, inaccurate and irrelevant comments.

[8 to 10 marks] for narrative or descriptive accounts, unbalanced answers or implicit or undeveloped arguments.

[11 to 13 marks] for narrative framework with explicit focus on the question. Arguments with limited examples and analysis.

[14 to 16 marks] for analytical well-focused, relevant, developed and balanced answers: some may not address all aspects of the question.

[17+ marks] for fully analytical and relevant answers with detail, insight, perceptive comments and perhaps different interpretations, which address all aspects of the question.

25. Examine the changing role and status of women in any *one* country in the region between 1945 and 1995.

Specific detail is expected to support the comments on women's position. Areas to consider are economic, cultural, legal/political, religious, *etc.* Good answers will be able to comment on the extent of change and possibly identify what has remained the same.

[0 to 7 marks] for unsubstantiated generalisations, inadequate answers or vague, inaccurate and irrelevant comments.

[8 to 10 marks] for narrative or descriptive accounts, unbalanced answers or implicit or undeveloped arguments.

[11 to 13 marks] for narrative framework with explicit focus on the question. Arguments with limited examples and analysis.

[14 to 16 marks] for analytical well-focussed, relevant, developed and balanced answers: some may not address all aspects of the question.

[17+ marks] for fully analytical and relevant answers with detail, insight, perceptive comments and perhaps different interpretations, which address both role and status.
