



MARKSCHEME

November 2008

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

Higher Level

Paper 3

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1. Assess the significance of Warren Hastings in the extension of British rule in India.

Candidates will no doubt see him as significant because of his work with the East India Company and on the Bengal and Madras Councils, as well as his period as Governor General. Some consideration of his administrative reforms and treaties with neighbouring states would give more depth to answers. There should be some consideration/analysis of “the extension of British rule”.

More able candidates may consider Warren Hastings’ work in comparison with former British rulers such as Clive and subsequent Governor Generals.

[0 to 7 marks] for unsubstantiated generalizations, inadequate general 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. Some clear focus on the question of how British power was extended in India.

[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. Analyse the causes and consequences of the Great Revolt of 1857.

Causes: candidates should provide a balance of longer term underlying discontents, referring to Bentinck's policies; as well as shorter term causes such as Dalhousie's Doctrine of Lapse, possibility of Sepoys being sent overseas, and the affair of the "greased cartridge".

Consequences: Direct Rule – 1858 Government of India Act, end of the EIC, changes in the Indian Army, but it is less easy to be specific on this. The revolt could be seen as the beginnings of the Indian nationalist movement.

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

[8 to 10 marks] for narrative or descriptive accounts, unbalanced answers or implicit or undeveloped arguments. May focus to some extent on short-term causes, limited on longer term causes and possibly on consequences.

[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. These answers may well consider the historiographical debate on these events.

3. Assess the reasons for *either* Islamic or Hindu reform movements developing in *one* country in the region in the nineteenth century.

Detailed knowledge is required as the question specifies **one** country. Possible leading reformers could be either Mohamed Abduh or Sayyid Ahmed Khan. Answers should identify reasons but also consider which were the most significant factors driving the movement. There may be a tendency to biographical narrative.

[0 to 7 marks] for unsubstantiated generalizations, inadequate general 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. Answers begin to examine reasons and make some comment on significance.

[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.

4. How successful were the attempts to deal with the internal and external weakness of the Ottoman Empire between 1800 and 1850?

Answers should consider both internal and external decline.

- Internal: the need to modernize and strengthen the state. (Hatti Sharif and Hatti Humayan)
- External: less successful in that Greece gained independence in 1830 and Egypt under Muhammed Ali virtually independent.

Additionally, candidates might suggest constant intervention by major powers indicates Ottoman Empire's weakness, they should give examples of this intervention.

[0 to 7 marks] for unsubstantiated generalizations, inadequate general 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.

5. To what extent was the British presence in Egypt between 1882 and 1922 an occupation?

Candidates will no doubt set their answers in the context of the events of 1881–83: financial crisis of Khedive Ismail, tensions over European presence and the Mahdist revolt. However, the main focus should be on the impact of the British: the veiled protectorate *i.e.* the fact that Cromer was effectively ruler and took all key decisions, the continuous presence of British troops to maintain order and help implement reforms. Foreign ownership of the Suez Canal deprived Egypt of a major source of income. Reference may be made to the deposition of Ismail in 1879 as a clear indicator that key decisions were made by British and, to a lesser extent, the French.

[0 to 7 marks] for unsubstantiated generalizations, inadequate general 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.

6. **“The Lebanese Civil War of 1860 was caused by economic as well as communal tensions.”
To what extent do you agree with this statement?**

The communal divisions within the area will be well known: divisions between Maronites and Druze *etc.*, and the tension between Maronites and landlords. However, answers will also have to weigh up the impact of economic differences which resulted from increasing trade with France – which had close links to Maronites. Additionally candidates may comment on the fragility of Ottoman control in the area.

[0 to 7 marks] for unsubstantiated generalizations, inadequate general 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. Answers at this level may argue that economic differences contributed to communal tensions.

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

7. **“The partition of Bengal in 1905 had a significant effect on Indian nationalist politics.”
To what extent do you agree with this statement?**

Candidates will no doubt describe the details of partition and link it to British policy of Divide and Rule. However the focus of the question is “Indian nationalist politics”, and clear analysis of the success of the Swadeshi movement, with the boycott of British goods indicating popular enthusiasm for activist responses, is important here. Better answers may indicate that this is the point in nationalist politics where the moderates ceased to dominate the INC and that Swadeshi tactics were adopted later by Gandhi with great success. This also led to the formation of the Muslim League.

[0 to 7 marks] for unsubstantiated generalizations, inadequate general 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. Analysis fully focused on the impact within the Indian National movement.

[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. To what extent did defeat in the First World War contribute to the collapse of the Ottoman Empire in 1923?

Answers should consider the underlying stability of the regime and may refer to events prior to the First World War – with the monarchy having survived revolution in 1909. The main focus should be on Turkish territory lost as a consequence of the Treaty of Sèvres and the subsequent nationalist outrage: especially the loss of territory (Smyrna) to Greece. This provided Atatürk with the opportunity to establish a rival government in Ankara and to gradually force/negotiate the removal of occupation troops from Turkish territory. The Sultan fled the country and Turkey was declared a republic.

This is very much a causation question which can lead to a consideration of long- and short-term causes.

[0 to 7 marks] for unsubstantiated generalizations, inadequate general 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. Answers begin to develop analysis which shows understanding of events in Turkey.

[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.

9. Why, and with what results, was there a constitutional revolution in Iran in 1906?

Why:

- resentment of autocratic rule
- limited support for the Qajar dynasty
- support for pan-Islamic ideas
- resentment of concessions to foreigners (Britain and Russia).

Results:

- country remained economically backward
- Britain and Russia remained as powerful influences
- liberal constitution granted and Majlis established; however, in reality, the Shah resisted any real political/social reform or modernization
- development static until Reza Shah's coup of 1925.

[0 to 7 marks] for unsubstantiated generalizations, inadequate general 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 consequences for the Middle East of the First World War peace settlements.

This is a broad question which will enable candidates to demonstrate detailed specific knowledge or take a broad approach.

Possible issues/areas:

- dislike of Sèvres and the overthrow of the Ottoman regime
- decisions taken at San Remo which established British and French mandates in Palestine/Transjordan, Syria and Lebanon
- the impact of the Balfour Declaration on decisions taken during the peace process
- establishment and growth of Saudi Arabia
- key point: the First World War did not lead to the establishment of many independent states in the region.

[0 to 7 marks] for unsubstantiated generalizations, inadequate general 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.

11. To what extent was Attatürk successful in modernizing and secularizing Turkey by 1938?

Modernizing policies:

- constitution gave men and women equal rights, 1934 women had the right to vote
- introduction of civil law
- development of industry (textiles, *etc.*)
- education policies.

Secularizing policies:

- abolition of the caliphate
- control of the ulema
- fez forbidden
- sharia law replaced
- replacement of Arabic by Latin script.

There are many examples, but better answers will focus on “success”. Analysis may consider the urban/rural divide, the continuing influence of Islam. Additionally, the dictatorial nature of the regime and limited political activity (Republican People’s Party only party in National Assembly) could be regarded as failure to fully modernize.

[0 to 7 marks] for unsubstantiated generalizations, inadequate general 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.

12. How significant was the contribution of nationalism in Egypt to the overthrow of the monarchy in 1952?

Factors which led to discontent with the monarchy:

- nationalist resentment at British presence, humiliation after defeat in war with Israel in 1949
- ineffective government, Farouk a weak leader, plus his extravagant lifestyle made monarchy unpopular
- desire for social and economic reform – Egypt’s economy dominated by agriculture which was dominated by landlords. Collapse of cotton market in 1952.

Answers should weigh up key factors and make a judgement on the contribution of nationalism. They may argue that a weak ineffective regime led to national humiliation and therefore impossible to separate the two.

[0 to 7 marks] for unsubstantiated generalizations, inadequate general answers or vague, inaccurate and irrelevant comments. Maximum for uncritical narrative accounts of the events of 1952.

[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.

13. Analyse the problems faced by Britain as a mandatory power in Palestine up to 1939.

Many factors to be considered: conflicting war-time promises, hostility between Arabs and Jews leading to violence, external pressures such as Zionist influence and German immigration in the 1930s exacerbating already existing tensions, inconsistent policies, *etc.* The shifts in British policies also posed a problem.

Better answers should begin to identify which were the major problems or may argue that underlying tensions meant that Palestine was nearly impossible to govern effectively.

[0 to 7 marks] for unsubstantiated generalizations, inadequate general 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.

14. “Jinnah was a practical as well as charismatic leader.” To what extent do you agree with this statement?

Balanced answers should consider Jinnah’s role in revitalising the Muslim League by reducing membership fees, establishing the party newspaper (“Dawn”), opening new offices and recruiting effective party organizers. He was able to benefit from Muslim alienation caused by Indian National Congress governments at provincial level.

During the war Jinnah and the Muslim League cooperated with British rule giving Jinnah a voice at national level. Elections in December 1945 confirmed the League’s status. Jinnah also adopted the policy of the need for a Muslim homeland although unclear what this meant at times.

Jinnah flexible in post-war period, agreeing to Cabinet Mission, but then responded to Muslim anxiety by fully adopting the Pakistan solution and finally using forceful methods, *i.e.* Direct Action Day, to further the cause of an independent Pakistan. Therefore pragmatic because he could respond to changing situation, could argue he was charismatic because of his position as the face of Muslim nationalism, with much popular support, he turned the Muslim League into an organization with mass support.

[0 to 7 marks] for unsubstantiated generalizations, inadequate general 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.

15. Analyse political and economic developments in Algeria between 1962 and 1978.

Political:

- initial instability, coup against Ben Bella 1965, Boumedienne established in power, conservative in attitude, an Islamic traditionalist but essentially pragmatic and keen to provide stability
- suppression of political opposition.

Economic:

- problems pre-1960: little industry, backward agriculture and high unemployment
- 1967: national income from oil and gas rose – invested in industry, foreign investment encouraged; however limited impact on unemployment
- 1972: agricultural reform, confiscation of large estates, and formation of cooperatives led to some improvement in rural unemployment.

Key points: political development largely static, some economic improvements but Algeria still poor with a high emigration rate.

[0 to 7 marks] and below for unsubstantiated generalizations, inadequate general 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.

N.B. If only political or economic developments are discussed award a maximum of [12 marks].

16. How significant was support of the military in ensuring the political dominance of President Assad of Syria (1970–2000)?

- Assad pursued a military career and avoided difficulties during conflicts within the Ba’athist movement.
- 1971 Assad became President of Syria – the constitution granted major executive powers to the president, policy appointments, *etc.* – and was re-elected several times. Assad appointed loyal supporters to limited power bases, reducing possibility of rivals emerging.
- Used the Ba’ath Party as a vehicle of mass support as well as a career ladder, Assad allowed some multi-party activity within progressive front.
- Army and security forces large, powerful and privileged – all senior appointments close allies/family members. Led to an end of power struggles within regime.
- Assad, Secretary General of Ba’ath Party, President and Commander in Chief of Syria.

Candidates will need to balance Assad’s political position and support with military links.

[0 to 7 marks] for unsubstantiated generalizations, inadequate general 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.

17. Assess the successes and failures of Nehru’s foreign policy.

Areas to consider:

- Non-alignment: India remained in Commonwealth, criticised SEATO, member of Bandung Conference – critical of Suez. Active member of UN peace-keeping forces, helped broker ceasefires in Korea and Indo-China. Perceived to be left-leaning but accepted aid from both superpowers. After the Ladakh crisis he was seen as much more aligned to Western bloc.
- Tensions with Pakistan over Kashmir – two conflicts 1947 and 1965 – issue unresolved, but successful resolution of Indus River Dispute.
- Relations with China: initially good; recognition in 1949, acceptance of China’s occupation of Tibet, then provided refuge for Dali Lama in 1959. Ladakh crisis 1959–62 conflict and defeat for India.
- General opposition to racism/colonialism: India active in Commonwealth as a means of combating racism/colonial attitudes.

Nehru’s foreign policy complex, however India had significant international status at the time of Nehru’s death.

[0 to 7 marks] for unsubstantiated generalizations, inadequate general 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.

18. Evaluate the impact of Rajiv Gandhi’s premiership on India, in the years 1984–1989.

Impact in two main areas:

- Economy: much more free market than under Nehru and Indira Gandhi; great encouragement of foreign investment and loosening of government controls greatly increased India’s industrial base. Economy booming, improved standard of living for many.
- Politically: although initially leading Indian National Congress to a sweeping election victory in 1984, corruption scandals led to his resignation in 1989 and a decline in support; no INC led government since then. Increase in support for BJP anti-secular party. The INC was no longer dominant political party and political parties have to consider religious issues – India less secular.

[0 to 7 marks] for unsubstantiated generalizations, inadequate general 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.

19. Compare and contrast the roles of Zulfikar Ali Bhutto and Mujibur Rahman in causing the civil war in 1971.

Bhutto: active in politics demanding a return to democracy contributed to overthrow of Ayub Khan.

- Bhutto's Pakistan People's Party successful in December 1970 elections but not a majority overall
- Bhutto announced a boycott of the new assembly
- would not compromise in negotiations.

Rahman campaigned for Awami League – demanding more autonomy for East Pakistan, criticized government for slow relief effort (cyclone and tidal wave) ensured Awami League victory in East Pakistan (167 out of 169 seats) – during negotiations Rahman appeared to be willing to accept loose federal structure. Mujibur Rahman declared an Independent Bangladesh in 1971, civil war followed.

Details of events of 1970–71 will probably be well known, however for better answers expect some analysis of the underlying problems of Pakistan; candidates will possibly reach a judgement as to who was more responsible.

[0 to 7 marks] for unsubstantiated generalizations, inadequate general 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.

N.B. if only one aspect is addressed mark out of [7 marks].

20. Analyse the impact of Khomeini’s Islamic policies on Iranian society.

Social policies: legal system and education based on Islamic beliefs, strict code of social conduct forcing women into background. Mullahs influential in shaping public opinion into an increasingly anti-Western stance, suppression of dissidents. After 1979 Iran was culturally dominated by Islamic ideas but even here there were tensions.

Economic policies: damaged by desire for a system of Islamic economics (the Mullahs were unclear what this meant) as well as tensions between radicals and conservatives over possible nationalization, plus cost of war with Iraq. Economically poorer, with a declining GNP and a declining per capita income. Large numbers fleeing the country meant the loss of educated and skilled elements in the work force, which in turn damaged the economy. Iran’s international isolation damaged trade.

[0 to 7 marks] for unsubstantiated generalizations, inadequate general 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. Analysis may begin to point out that except in urban areas Iranian society pre-1979 very conservative so impact not so great.

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

21. “The Palestinian presence in Lebanon was the main cause of civil war in 1975.” To what extent do you agree with this statement?

Communal tensions: the confessional system produced a communally divided political assembly with the president being Maronite, the prime minister a Sunni and the speaker in parliament a Shia, with Maronites the largest group in assembly. Shia largest population group. Balance destroyed first by an influx of Palestinian refugees post-1948 (numbers increased to between 300 000 and 400 000 in 1970, mostly in South Lebanon) leading to the movement of many Shia to urban areas.

Economic differences: Maronites and Sunnis were significantly wealthier than the Shia population, they dominated politics but had limited plans for social and economic reforms which might have reduced radicalization of urban working class. Underlying tensions were exacerbated by the presence of Palestinians and what to do about them. Economic disparity reflected communal divide but Palestinian question possibly the trigger for civil war.

Many may argue that Palestinian presence upset the delicate demographic balance in Lebanon.

[0 to 7 marks] for unsubstantiated generalizations, inadequate general 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.

22. Compare and contrast the causes and consequences of the 1967 and 1973 Arab-Israeli wars.

Causes:

- Comparisons: tension between Israel and Arab states, guerrilla/terrorist activities, Israel defensive.
- Contrasts: 1973 Arab states trying to regain lost territories, diplomatic stalemate possible superpower intervention (Russian intelligence reports to Egypt). In 1973 Egypt keen to gain leadership of Arab World.

Consequences:

- Comparisons: Israeli victory in that territory was gained (1967) and retained (1973). No real resolution of tensions in Middle East, as evidenced by PLO activities.
- Contrasts: superpowers and UN intervened to end conflict, not such a crushing defeat in 1973 for Arab states especially Egypt. Egypt and Israel willing to begin negotiations at Geneva later leading to Camp David Accords, first time an Arab state acknowledged Israel's right to exist, so possibly some lessening of tensions.

[0 to 7 marks] for unsubstantiated generalizations, inadequate general 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.

N.B. if only one aspect is addressed mark out of [7 marks].

23. To what extent could the invasion of Afghanistan by the Soviet Union in 1979 be considered a consequence of Cold War rivalry?

Answers could agree or disagree with the focus of the question.

Possible to argue that it was definitely Cold War rivalry:

- attempt by Soviet Union to extend its influence into Persian Gulf – thereby potentially threatening oil supplies to the West
- Russian influence in Afghanistan would counter US and Chinese influence in Pakistan (both giving aid to Pakistan).

Or could argue that it was to do with Soviet security and internal stability:

- USSR did not want instability on its southern flank, wanted secure borders
- USSR did not want a militant Muslim regime as a southern neighbour (30 million Muslims in USSR, who may have been influenced by a successful Muslim state).

Or could argue a bit of both.

[0 to 7 marks] for unsubstantiated generalizations, inadequate general 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.

24. “King Hussein of Jordan’s greatest successes and failures were in foreign policy.” To what extent do you agree with this statement?

Successes:

- gaining an ally in the US and gaining US aid, which in turn enabled him to increase the power of the monarchy and control parliament
- maintained equitable relations with Saudi Arabia – as both disliked Arab Nationalism and “Communism”
- dealt with PLO problem (Black September) and avoided involvement in 1973 Arab-Israeli war
- survived the crisis of the First Gulf War.

Failures:

- non-assimilation of Palestinians led to both internal crisis 1969–70, and bad relations with Israel
- lost West Bank and East Jerusalem to Israel
- lost influence in West Bank which led to Intifada of 1980s led by PLO.

[0 to 7 marks] for unsubstantiated generalizations, inadequate general 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. With reference to *one* state in the region analyse how effectively it has been governed since 1950.

Effectiveness could be defined as providing peace and stability, developing a strong economy, furthering social developments such as education/healthcare, *etc.*, improving the standard of living of the population. These broad themes should be dealt with in conjunction with specific detailed evidence from the chosen exemplar.

[0 to 7 marks] for unsubstantiated generalizations, inadequate general 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.
