



MARKSCHEME

May 1999

HISTORY SOUTH ASIA AND MIDDLE EAST

Higher Level

Paper 3

Paper 3 mark bands

The method of assessment used by the IBO is criterion-referenced and not norm-referenced. That is to say that candidates are judged by their performance in relation to the identified assessment criteria and not in relation to the rest of the population being assessed.

The mark bands concentrate on positive achievement.

mark band 19-20

It is not expected that an essay in this mark band would be a 'perfect' answer but it should be directly focused and show a depth of historical understanding. There is likely to be evidence of wide reading. In addition, the candidate's answer will demonstrate **one** of the following: a highly developed awareness of historiographical issues, a high level of conceptual ability, or a successful challenge to the assumptions implied in the question.

mark band 17-18

The specific question is answered in a direct and focused manner. There is likely to be evidence of reading which has been effectively used in the answer. There may be an appreciation of historiographical issues. Arguments and concepts will be well developed.

mark band 14-16

The question is effectively and relevantly addressed and the answer is supported by accurate knowledge. The answer demonstrates a consistent level of analytical ability, although not all aspects of the issues have necessarily been addressed.

mark band 11-13

The knowledge shown is generally accurate, relevant and adequate to support a sound answer. The candidate's analysis is not fully developed.

mark band 8-10

The answer is mainly descriptive or in narrative form and has some explicit or implicit relevance, or is made relevant by its conclusion. Alternatively, there is a coherent argument based on barely sufficient material.

mark band 6-7

The question is only partially addressed and there is a limited demonstration of appropriate skills. There is a limited degree of accurate and relevant knowledge.

mark band 4-5

The knowledge shown is limited, often inaccurate and of marginal relevance to the question. The question is not addressed effectively and there is very little evidence of appropriate skills.

mark band 1-3

There is very little relevant knowledge and little or no understanding of the question. The candidate's answer is no more than a collection of isolated facts or generalisations bearing little relation to each other or the question. There is no evidence of appropriate skills.

mark band 0

If a candidate does not achieve the standard described by mark band 1-3 then 0 should be recorded.

Notes on Individual Questions

These notes must be read in conjunction with current mark bands

1. Compare the careers and achievements of Robert Clive and Warren Hastings.

End-on accounts of the careers and achievements of both Clive (1725-74) and Hastings (1732-1818) will probably score 8 to 10 marks, or 11 to 13 marks with assessment and linkage. Comparative structured answers, if full and analytical, should score 14 to 16+ marks. The very ablest may comment that without Clive's initiatives Hastings could not have expanded the role of the East India Company and become Governor-general of Bengal.

2. What impact did European powers have on the Ottoman Empire in the late eighteenth century and the first half of the nineteenth century?

Broad question which enables students to demonstrate understanding of 'change over time'. Some may focus more on political impact (Napoleon and Egypt - support for Greek independence, intervention in Muhammed Ali affair *etc.*). Economy - infiltration also an issue (capitulations, trade, cash crop *etc.*). Social - impact of missionaries, medical knowledge, modernisation of society. Wide ranging narrative answers with implicit explanation could score 8 to 10 marks, and with more detail and explicit comment 11 to 13 marks. Analytical structured answers 14 to 16 marks.

3. Explain both the causes of the Sepoy Revolt of 1857, and the reason why it was unsuccessful.

Causes could include British weakness - Afghanistan, caste issue, Enfield rifle *etc.*; outside army - Bentinck's reforms; Princes - Doctrine of Lapse. Failure was mainly due to: Sikh loyalty to British, lack of Indian unity and leadership. Satisfactory answers will address causes and failure. 8 to 10 answers could be narrative in style in recounting the causes and reasons for failure. 11 to 13 answers will contain more depth and detail; 14 to 16+ well-focused, structured and analytical.

4. To what extent do you agree with the claim that Muhammed Ali Pasha was successful in achieving his aims?

Answers should identify aims: - independence from Turkey - expansion - Syria, Sudan - modernisation, military, economic, financial, strong government.

To what extent could include how far aims were achieved *e.g.* Sudan but not Syria, establishment of hereditary Pashalik but not total independence, industrial development, powerful army, irrigation - so some modernisation, but weaknesses remained.

8 to 10 answers will state Muhammed Ali Pasha's ambitions and narrate his actions or successes. 11 to 13 answers will contain more detail and assessment of success. 14 to 16+ essays will be well structured and focused on aims and how far he succeeded, or did not succeed in achieving them.

5. Explain the objectives of the Tanzimat Reforms and assess how far these were achieved.

This question demands focus on three key areas:

- ◆ problems that made reforms necessary
- ◆ the nature of the reforms and their focus (education, legal reform, udayets *etc.*)
- ◆ analysis of the impact of the reforms.

8 to 10 answers will describe the reforms with some general comment on their success. 11 to 13 answers will have more detail and better linkage between the three elements. 14 to 16 essays will accurately define the problems, state the reforms, and analyse the nature of the changes and impact of the reforms. The very best answers (17+ marks) may well consider in depth why the reforms had a limited impact.

6. Assess the importance of *either* Muhammad Abduh *or* Sayyid Ahmad Khan.

Muhammad Abduh (1849-1905), Egyptian reformer, appointed state Mufti; Sayyid Ahmad Khan (1817-98), Indian writer, lawyer and educator. Both were modernisers, within a Muslim context, willing to co-operate with and learn from Europeans. Both were interested in education - inspiration for later nationalist movements.

8 to 10 answers will probably narrate their policies; 11 to 13 judge their success in achieving change, modernisation; 14 to 16+ marks short - and long-term analysis of importance.

7. How valid is the description of Abdul Hamid II as a 'weak despot'?

Both 'despot' and 'weak' must be addressed. Despot? Some reforms - administration, finance, religion, Hamidian regime acceptable to Muslim population - but still a police state with central authority. Weak? - foreign affairs relatively successful, able to retain European possessions by exploiting European rivalry. Appeared weak and vulnerable because of constant interest of Great Powers.

8 to 10 answers will narrate some policies with implicit explanation whether despotic or weak. In 11 to 13 answers the division between despot and weakness will be more clearly defined. 14 to 16+ marks for detailed answers well focussed on weak and despot with analysis of reasons and how far he deserved the description 'weak despot'.

8. Account for the outbreak of the Lebanese civil war in 1861.

Good answers will consider causes of long-term instability such as religion (Christian versus Muslim) but also internal divisions within each, European influence and weakness of Ottomans.

Short-term: could include Druze revolt of 1838, 1841 Shouf conflict, European influence - British support for Druze and French for Maronites, and effectiveness of settlement.

8 to 10 answers will narrate events leading to the outbreak with some implicit reasoning. 11 to 13 answers will account for the outbreak more explicitly. 14 to 16 answers will probably divide the essay into long-term and short-term causes and assess their importance.

9. How satisfied were Indians with British rule from 1858 to 1919?

The nature of British rule in India, Imperial council *etc.*, must be explained and focused on how satisfied for good grade answers. Areas of discontent - Indian civil service largely European, representation limited to upper classes, very limited participation in local government, hence emergence of Indian National Congress in 1885. Economic development seemed to favour British interests *e.g.* no protection for Indian cotton industry. Morley-Minto reforms 1909 - led to election of Indians - property franchise tended to exclude Muslims which led to separate representation, so some concessions but not the self-government many middle-class Indians desired. Frustration over denial of dominion status.

Description of some of the above with implicit discontent could score 8 to 10 marks; explicit explanation of discontent 11 to 13 marks; well structured, focused and analytic answers 14 to 16 and higher.

10. Analyse the stability of the Qajar dynasty in the late nineteenth century.

This question essentially demands an analysis of the strength of the dynasty both in domestic and international terms.

Internationally, the threat came from Russia and the regime was increasingly dependent on Great Britain as a protector - hence economic concessions.

Domestic stability? Absolute power, wealthy class not cohesive therefore unable to challenge the power of the Shah. No bourgeois class which might challenge absolutism - religious hierarchy rarely questions the authority of the throne provided there is no interference in their religious authority.

However, Nasir-al-Din increasingly unpopular in later years (demonstrations in 1891-92) for his concessions to foreigners, especially as al-Afghani's ideas become more widespread. So, deceptively stable; once various groups alienated because of financial problems - 1906 Revolution.

Answers up to 13 will contain some of the above; marks will depend on how they address 'stability'. 14 to 16 answers will structure and analyse the different areas.

11. Examine the impact of British policy in the region during and immediately after the First World War.

Answers should deal with both aspects of the question. British policy in the region obviously directed at protecting the Suez canal and the Gulf - hoped to eliminate Turkey from the war - Gallipoli, encouraging Arab revolt, McMahon's promises and Balfour Declaration all attempts to secure support. Contradictory nature should be emphasised.

Post-war: strained relations with Turkey - post Sèvres. Plus British interest maintained in Iraq and Palestine - post-war balancing and trying to resolve difficulties in Palestine mandate, whilst not alienating Arabs.

A complex question and answers might focus more on either period, but if just one period addressed mark out of 12. 8 to 10 answers will probably describe some features of British policy with the impact implicit. 11 to 13 will be fuller and more explicit. 14 to 16+ will be balanced and analytical.

12. Examine the impact of the post-war settlement on Turkish politics.

The question is about the impact on internal politics, that is, how the loss of territories and harshness of settlement led to Mustapha Kemal leading the Turkish Nationalist movement which resulted in revision of the settlement at Lausanne (1923) but more importantly the deposition of Mahmed VI (1922) and establishment of the Turkish republic with Kemal as President (1923-38).

8 to 10 answers will probably narrate the main facts with implicit indication that they were the result of post-war settlement. 11 to 13 answers will explain the connection more clearly. 14 to 16 will analyse the settlement and judge how far it was responsible for the radical changes.

13. Discuss the aims and achievements of *either* Reza Shah *or* Ibn Saud.

Reza Shah Pahlavi, Shah of Iran 1925-41. Ibn Saud, King of Saudi Arabia 1926-53.

Whichever ruler is chosen, their aims both before and after becoming ruler, and achievements as rulers, modernisation - to what extent?; religious/Islamic policies and problems; economic policies especially oil, relations with other Arab countries; other foreign policies. Candidates should conclude with achievements - and failures.

8 to 10 answers will probably narrate the main developments of the chosen ruler's reign; 11 to 13 will contain better focus on aims and achievements; 14 to 16+ will structure the essay on aims and achievements and analyse these.

14. Examine the problems facing the British as the mandatory power in Palestine. Explain why they were unable to resolve them.

Answers should consider the whole mandate period, that is 1920 to 1948. 8 to 10 answers will no doubt be fairly chronological but 11 to 13 should contain some analytical comment on the increasingly problematic situation. Issues: Arab resentment and lack of co-operation, religious conflict, *e.g.* the holy places, economic disparity between Jews and Arabs, Jewish immigration. Issues relating to World War Two: Jewish support for Allies, the Holocaust. Post-war, increasing levels of violence, Haganah *etc.*, difficulties of finding compromise as both sides intransigent, British weakness after World War Two (problems in India). Problems and reasons why unresolved should be addressed in a balanced structured answer. Provided these are detailed and analytical they should score 14 to 16 marks. Top band essays should assess the problem of conflicting promises made in the Balfour Declaration and McMahon Assurances during World War One.

15. Assess the contribution of Jinnah to the establishment of the state of Pakistan.

Most answers will probably tend to take the line that Jinnah was responsible for partition and the establishment of Pakistan - reward well-evidenced answers. Top marks should be reserved for students who consider other issues such as the intransigent attitude of the INC - refusal to consider Hindu/Muslim coalitions in some provinces did not ease Muslim fears and post-war wrangling over details prevented compromise solutions - thus hardening demands for partition. Answers which take the broader perspective with in-depth analysis and clear focus would score 14 to 16+ marks. 11 to 13 essays would be mainly narrative with some explanation of events c. 1930 when Jinnah resigned from I.N.C. to his death in 1948, and 8 to 10 answers will have some gaps and only implicit explanation.

16. Compare the causes and consequences of the Arab/Israeli wars of 1967 and 1973.

Satisfactory to good answers will illustrate that although both wars were fundamentally a consequence of Arab/Israeli hostility, there were significant differences.

Six-Day war, a pre-emptive strike by Israel to break up threatened Arab attack. Israel was very successful. Egyptian airforce destroyed, capturing Gaza, Sinai, Jerusalem *etc.* UN Cease-fire - basically an Arab defeat, Israel refusing to return occupied territories.

Yom Kippur - Egyptian/Syrian attack. Fighting more evenly balanced, superpowers intervened to broker cease-fire, Israel agreed to hand back Suez canal - slightly less strained relations, Geneva meetings.

Answers which outline events with implicit causes, consequences and comparison should not gain more than 8 to 10 marks. Better answers should focus on similarities and differences, perhaps in a narrative framework at 11 to 13 marks and structured compare and contrast responses 14 to 16+ marks.

17. Assess the extent of political, social and economic change in any *one* state in the region since 1945.

This question gives candidates an opportunity to use knowledge of their own state, or a case study they have undertaken. Essays should synthesise all three factors for a fully developed answer. Accurate knowledge rather than vague generalisations are necessary for a satisfactory mark. 8 to 10 answers will probably be descriptive and perhaps one element will be missing. Those scoring 11 to 13 marks will focus more on change with some explicit comments on its extent. For 14 to 16+ marks responses will be structured, analytical and also address lack of change.

18. Outline and critically assess the career of Indira Gandhi.

N.B. Indira Gandhi was Prime Minister of India 1966-1977 and 1979-1984.

The key to better answers will be 'critically assess'. This question requires an assessment of policies - social, economic and foreign - with a judgement on how successful. Better answers will comment on: corruption and non-democratic methods during 1975-77 plus during second term office, her determination not to make concessions to Sikh separatists leading to the attack on the Golden Temple. Indira Gandhi's career was complex and at times problematic, some candidates will emphasize her success, others will be more critical of her failures. 8 to 10 answers will probably narrate and criticism will be implicit: 11 to 13 will be more critically explicit, 14 to 16+ structured and analytical.

19. Account for the role of the military in politics in Pakistan since independence.

The main focus should be the problems of politics in Pakistan - poor leadership, deaths of Jinnah and Liaquat Ali Khan, corruption, disputes with India giving military a high profile, plus fact that it seemed that only military leaders could provide internal stability. General themes should be supported by secure knowledge of careers of Ayub Khan, Yahya Khan and Zia. The weakness of democracy produced military dictatorships, 8 to 10 answers will probably describe the events leading to military rule, with implicit accounting, 11 to 13 will be more explicit and 14 to 16+ will focus on and analyse the above problems.

20. To what extent did tensions between western influences and religious traditionalists lead to the Iranian revolution of 1979?

Basically the question is asking for the causes of the Iranian Revolution. Specific knowledge of internal problems should lead to 11 to 13 marks, but essays with higher marks 14 to 16+ should also consider the contribution made by economic inequalities, and the misjudgements of Shah Reza which allowed Khomeini's opposition to gather strength, whilst relying on force himself. Concessions 'too little too late' to secure him sufficient support. Answers which see the events as straightforward consequences of tensions between fundamentalists and western influences will probably not reach higher mark-bands. Simplistic narratives based on unsupported generalisations will only reach 8 to 10 with adequate detail and some implicit explanation of the tensions.

21. Why has the Lebanon experienced so much instability since 1950?

Satisfactory answers should include both internal and external factors, and note Lebanon suffered from both civil war and attacks from outside. Internal communal problems: Christians more affluent, increase in Muslim population. Political structures prevented growth of national political parties, divisions were usually on religious persuasions *e.g.* Maronites v Druze, numerous assassinations prevented political stability. Answers could also focus on outside interference from PLO, Israel and Syria at different times. PLO refugee camps and guerrilla training led to frequent Israel revolution. Militia groups multiplied. A narrative account of the unrest 8 to 10 marks; with explanation of causes 11 to 13 marks, and in-depth analysis of causes 14 to 16+ marks.

22. Compare and contrast political developments in Saudi Arabia and Syria since 1945.

Answers could contrast early political instability in Syria with continuity of Saudi dynasty. Role of military important plus emergence of Ba'ath party linked to Alawite community as dominant political force. Saudi Arabia relatively close ally of US - although until 1990s no US bases permitted in Saudi Arabia. Internationally Syria linked economically with Soviet Union. For comparison, both had strong central authority, influenced by Islam, some modernisation.

End-on accounts will probably score 8 to 10 marks, with good linkage 11 to 13 marks, comparative structures 14 to 16+ marks but most will probably find more to contrast. If only Saudi Arabia or Syria is addressed 8 marks cannot be reached.

23. Comment on the view that "The influence of the superpowers in the region has been much exaggerated."

Answers must demonstrate secure knowledge of where superpowers have exerted their influence, both directly and indirectly, but the higher mark-bands can only be reached if answers consider the validity of the statement. Can be argued either way but must be sustained, and specific evidence provided to support the point of view: without this 8 marks cannot be reached. 8 to 10 answers will probably be narrative with only implicit reference to 'exaggerated': 11 to 13 answers will address the quotation more explicitly; 14 to 16 essays will analyse and argue convincingly and 16+ will show originality or perhaps historiography.

24. Assess the foreign policy of Anwar Sadat.

Answers should explain the development of Sadat's foreign policy from the traditional one of hostility to Israel to the 1973 war and see it as a continuation of Nasser's policies. The change of direction after 1973 led to visits to Jerusalem and Camp David, leading in turn to the Washington Treaty. Many answers will no doubt emphasise Sadat's isolation in the Middle East, better answers may make pertinent comments on pragmatic reasons for Sadat's *volte face* - the economic costs of frequent conflicts, damaging internal developments; they may also comment on the courageous nature of the change of direction. It was not popular and Sadat was assassinated in 1987. 8 to 10 answers will probably narrate the main events with some implicit assessment, 11 to 13 may explain some successes and failures, 14 to 16+ will discuss the main developments and assess their significance.

25. What impact has 'Islamic fundamentalism' had on the place of women in society? Give examples from *two* countries.

More able candidates at least should explain 'Islamic fundamentalism'. Two countries must be considered, with an analysis of the extent of the impact on women, socially, economically, politically and especially in relation to religion. Has the position of women in twentieth century society improved or deteriorated *etc.*? Specific examples must be given for a satisfactory answer. Marks will depend on depth and detail.
