



MARKSCHEME

May 2005

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

Higher Level

Paper 3

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

Candidates should be able to set the invasion in the context of war with Great Britain. Egypt was strategically important – possible route to India. There was also a desire to spread French culture and influence into the region. Opportunist campaign against weak empire.

Consequences could include losing the campaign, increase in western influence in the region, weakening of Ottoman control of Egypt:– a contributing factor in the emergence of Muhammed Ali as Egyptian leader.

[7 marks] and below maximum for accounts dominated by the military campaign, with little or no reference to causes and consequences.

[8 to 10 marks] for answers which are unbalanced and concentrate on either causes or consequences.

[11 to 13 marks] for answers which are evenly balanced between cause and consequence but with limited analysis.

[14 to 16 marks] for detailed analytical answers which can identify a number of causes and demonstrate clear understanding of the consequences, probably focusing on short term.

[17+ marks] for answers which can identify causes and consequences, and identify both short and long term consequences - *i.e.* the beginnings of the “Eastern Question.”

2. “The extension of British power in India between 1800 and 1857 was the result of social and economic factors rather than military and diplomatic achievements.” To what extent do you agree with this view?

Candidates should be able to identify key aspects of policies. Many will focus more on military and diplomatic and be less assured on social and economic aspects. Candidates should aim for a balanced answer. The issue of “validity” may enable them to comment on the real extent of British power in the light of underlying tensions.

[7 marks] and below for narrative accounts of events between 1800-1857 – with limited detail.

[8 to 10 marks] still rather narrative answers but with more knowledge of either military (defeat of the Maharattas, annexations of Sind, Punjab *etc.*) or social (suttee, thuggee, extension of English as official language), but lacking balance.

[11 to 13 marks] for more detailed knowledge which should include Subsidiary Alliances or communications and land tenure issues.

[14 to 16 marks] for detailed answers which cover all aspects of the question; analysis is developed but not all aspects are addressed.

[17+ marks] for full analytical answers where there is a clear discussion of key factors, which may question extent of British control.

3. Analyse the causes of the Great Revolt of 1857. Why did the revolt fail?

Candidates should identify a range of causes both long term and short term. Many however will focus on short term issues such as the Doctrine of Lapse, caste issues, Enfield rifle *etc.* Causes of failure – Sikh loyalty to the British, geographical distances, loyalty of Princes, ineffective leadership, revolt did not involve many civilians.

[7 marks] and below maximum for limited narrative accounts of short-term causes.

[8 to 10 marks] for both longer and shorter term causes, limited discussion of failure.

[11 to 13 marks] for answers which contain detailed accounts of causes and a range of reasons for failure.

[14 to 16 marks] for fully detailed answers linked to both causes and reasons for failure, accompanied by some analytical content.

[17+ marks] as above with analytical comment which links reasons for failure to causes. Answers may discuss historical interpretations of events of 1857.

4. To what extent was the weakness of the Ottoman Empire caused by the interference of the major powers during the period 1800 to 1878?

The activities of the major powers should be outlined, with comment on how this may or may not have contributed to Ottoman weakness. Better candidates will possibly look at longer term interventions (Kuchuk-Kainardji) and comment on Ottoman strengths pre-1800.

They may also see Ottoman strength as variable and contingent on the wider international scene, *e.g.* British intervention usually to prevent Russian expansion.

[7 marks] and below for simple narrative of major events, *e.g.* Greece 1827, Unkiar Skelessi, Crimean War, Congress of Berlin.

[8 to 10 marks] for more knowledge with some linkage to the major powers.

[11 to 13 marks] for detailed knowledge of events and the role of major powers in those events.

[14 to 16 marks] for details of events, with some analysis of reasons for interventions. May not make fully developed comment on how this contributed to weakness.

[17+ marks] for a clear, fully substantiated judgment of extent. Really able candidates will see that Ottoman weakness was variable depending on the interests of the major powers and therefore the Empire was inherently weak.

5. “The Pan-Islamism of Afghani was based on his hostility to the West.” To what extent do you agree with this view?

Candidates should know both the career and ideas of Afghani – his views of Islam as a civilization linked to a religion. He could be described in the broadest sense as a nationalist and a reformer. An attempt at defining Pan-Islamism should be made in order to judge the extent of nationalism.

[7 marks] and below for a simple narrative of his career in various courts (Afghanistan, Egypt, Persia, Turkey).

[8 to 10 marks] for more detailed accounts, with comment on his hostility to western and particularly British influence/power.

[11 to 13 marks] for answers which contain details of Afghani’s career, and his political ideas, and try to demonstrate the essential nationalist basis of them.

[14 to 16 marks] as above, but with comment on attitudes to the west.

[17+ marks] as above with a clear understanding of Pan-Islam as a modernizing movement linked to nationalism. Able and knowledgeable candidates may perceive the roots of twentieth century Arab nationalism in Afghani’s ideas.

6. How far were the tensions which led to the Civil War in Lebanon in 1860 resolved in the following decade?

A number of factors could be identified: religious tensions (Christian versus Muslim plus tensions within each group); influence of French and British in exacerbating these; peasant unrest/tax burden and Ottoman weakness are all factors. Causes are the focus of the answer, not the conflict. Candidates will also have to consider whether the settlement resolved these tensions.

[7 marks] maximum and below for answers which are largely narrative accounts of the civil war.

[8 to 10 marks] for some mention of causes, limited in scope - main focus being religion.

[11 to 13 marks] for answers which are still narrative but which indicate a number of causes. May concentrate on causes and not on resolution of tension.

[14 to 16 marks] for detailed knowledge of the full range of factors. Analysis not always fully developed. Balanced answers addressing both aspects of the question.

[17+ marks] for answers which carefully consider a range of factors and which provide a clear analysis of the relationship between them. May look at longer term situation in the Lebanon to sustain their judgments.

7. How successful were political developments in India between 1858 and 1914 in strengthening British rule?

The main constitutional changes should be identified: India Act 1858; Victoria declared Empress 1877; Morley-Minto Reforms *etc.* Additionally developments should include formation of the INC and the Muslim League and possibly changing attitudes to British rule.

Give limited credit for generalized accounts of changes which lack detail or analytical comment.

[7 marks] and below for narrative account of constitutional changes.

[8 to 10 marks] for knowledge of constitutional changes with some reference to other political developments.

[11 to 13 marks] for answers which contain more detailed accounts of political developments and some comment as to why.

[14 to 16 marks] for detailed answers which link frustration at constitutional change to emerging political movements and link these to the issue of “how successful”.

[17+ marks] for all of the above but which also may consider the nature of the Raj, social and economic factors. May consider differing interpretations.

8. To what extent were the aims of the New Ottomans realised in the constitution of 1876?

Aims must be identified: a stronger Empire; less power for the Sultan; more effective government; an elected assembly. Answers must also consider the extent to which the granting of the constitution helped achieve these aims. Narratives of the reign of Abdul Hamid II should receive little credit.

[7 marks] and below for limited accounts of the events of the early 1870s which led to the constitution being granted.

[8 to 10 marks] for more detailed accounts, with some reference to aims of Young Ottomans. Both parts will probably not be addressed.

[11 to 13 marks] for more detailed answers which begin to consider both aims and the extent.

[14 to 16 marks] for fully detailed answers where analysis is beginning to link “aims” with problems of Ottoman Empire. Analysis on “extent” may not be fully developed.

[17+ marks] for fully detailed and balanced answers which clearly identify the limited achievements of the New Ottomans with reference to the post 1876 period. May make the point that this was inevitable as the New Ottomans were not a popular movement.

9. “The Qajar Dynasty was a typical example of a strong absolute monarchy.” How accurate a description is this of late nineteenth century Iran?

Answers should try to define absolute monarchy and then consider whether conditions in nineteenth century Iran match the definition. Issues to consider could be, challenges to the regime (small bourgeoisie), attitudes of the clergy, foreign influence *etc.* They could also consider the power of the provincial governors and the fragmented nature of the government.

This is not a question on the causes and events of the 1906 Revolution and answers which focus on this should receive little credit.

[7 marks] and below for uncritical accounts on events in the early twentieth century with no comment on strengths.

[8 to 10 marks] for answers which are still quite focused on the events of 1906 but are made more relevant to the question by discussing nineteenth century Iran.

[11 to 13 marks] for detailed answers which consider both long-term and short-term problems. The issue of “strength” is implicit rather than explicit.

[14 to 16 marks] for fully detailed discussions of problems. Explicit discussion of “strength” but analysis not always fully developed.

[17+ marks] for answers which outline problems/causes of discontent, and which clearly analyse how these could collectively affect the strength of the regime.

10. Compare and contrast the treatment of Turkey in the Treaty of Sèvres 1920 and the Treaty of Lausanne 1923.

Comparisons: Non-Turkish territories still lost, Turkey therefore still to some extent being treated as a defeated nation.

Contrasts: Lausanne was negotiated, Straits independent, Turkey a sovereign state, principle of national self-determination adhered to (Anatolia and Smyrna).

If only contrasts then maximum is **[8 to 10 marks]** band and then only if answers are very detailed.

[7 marks] and below for vague general comments on both treaties.

[8 to 10 marks] for more detailed sequential descriptions of both treaties.

[11 to 13 marks] for detailed knowledge and some structured comparisons and contrasts developing.

[14 to 16 marks] for clear, fully detailed running discussions of the two treaties. Analysis of why they were so different is undeveloped.

[17+ marks] as above, but with clear analysis linked to the contexts in which both treaties were made.

11. With reference to specific examples from *two* countries in the region, analyse the problems caused by the Mandate system.

Answers should outline the process whereby the mandate system was established, and indicate how this led to problems (frustrated nationalism, weakness of the mandatory powers, ignoring recommendations of King-Crane *etc.*) The main body of the answer should consider in detail problems in the countries specified.

If only one country is discussed, maximum of **[12 marks]**.

[7 marks] and below for limited generalized accounts of the Mandate system.

[8 to 10 marks] for outline of problems (or if more detailed but only one country).

[11 to 13 marks] for more detailed accounts of two Mandates.

[14 to 16 marks] for fully detailed accounts of problems with analysis of why problems arose.

[17+ marks] for wide-ranging analysis which could include issues such as wartime diplomacy, ad hoc nature of the settlement in the Middle East, resentment of mandatory powers *etc.*

12. Assess the nature and extent of independence in the Gulf States in the inter-war years 1919-1939.

Answers should be supported with specific reference to a number of states to enable full assessment of extent. Factors to be considered should include British influence/intervention, economic strength, stability of regimes *etc.*

Answers which do not substantiate with specific detail should not gain much credit.

[7 marks] and below for generalized assertions on low level of independence. No specific references.

[8 to 10 marks] for discussion of some of the Gulf States but limited to description of political structure.

[11 to 13 marks] as above but additionally with comment on finances/foreign intervention.

[14 to 16 marks] for fully detailed accounts with analysis beginning to address the issue of the extent of independence.

[17+ marks] for answers which outline the political/economic structures of Gulf States, which make apt comment on Britain's role and which make a clear judgment on "extent".

13. Examine the ways in which Ibn Saud extended and consolidated his rule over Arabia to 1932.

Post First World War Ibn Saud, Sultan of Nejd, by 1932 King of Saudi Arabia. Methods used to extend his power included military power (Ikhwan), religious support (Wahhabis). Fluid situation in the peninsula – reached accommodation with the British in 1927 – strong rule (security of Holy Places) gained support of the notables.

Answers to this question should not be biographies of Ibn Saud but should be political in focus.

[7 marks] and below for limited biographical answers.

[8 to 10 marks] for chronological account of events up to 1932 – may lack detail.

[11 to 13 marks] for more detailed knowledge of events.

[14 to 16 marks] for detailed knowledge of events/policies plus analysis which explains expansion of Ibn Saud's rule.

[17+ marks] for full and detailed answers with analysis which synthesise the main factors. May make judgments as to the importance of each.

14. Analyse the reasons for the Egyptian Revolution of 1952 and the emergence of Nasser as leader by 1954.

Causes of the revolution of 1952 could include: militant nationalism (British still in occupation); social and economic stagnation; weak corrupt government and monarchy; military defeat of 1948 *etc.* Emergence of Nasser – his dominance of Free Officers and support in the army. Najib a figurehead. Regent in 1952 – monarchy abolished in 1953 and Nasser deputy PM – in a government dominated by Free Officers.

Answers will probably be dominated by the causes of revolution but there should be some comment on Nasser's emergence for higher marks. This is not a question on Nasserism.

[8 to 10 marks] for general narrative account of events in post-war Egypt with little or no comment on causes.

[11 to 13 marks] for more detailed knowledge of events and more extensive analysis of causes.

[14 to 16 marks] for answers that deal well with both aspects of the question. Analysis likely to be more developed on revolution.

[17+ marks] for answers which clearly consider the full range of factors, that may try and assess significance of each and which may see 1952–54 as a transitional period.

15. Analyse the long term and short term reasons for Britain’s decision to withdraw from the Palestine Mandate in 1947.

Long term reasons – instability and violence in inter-war years. British policy was not consistent even during First World War, leading to resentment of both Arabs and Jews.

Short term reasons – post war violence, terrorism (Irgun *etc.*). Sympathy for Holocaust survivors meant Britain lacked international support. Britain’s own weakness in the post-World War Two circumstances.

The various policies in the inter war years and events post 1945 will be well known but must be linked to causes to gain more than **[12 marks]**. Both short and long term causes must be addressed.

[7 marks] and below for chronological narrative of main events – may be unbalanced.

[8 to 10 marks] for more detailed knowledge with balance between pre and post 1945.

[11 to 13 marks] for detail plus some comment on how events caused problems for the British.

[14 to 17+ marks] for wide ranging answers which cover both long term and short term causes in detail. Analysis will clearly focus on how various issues finally contributed to British withdrawal.

16. Examine critically the impact of Gandhi on the Indian Nationalist movement from 1919-1935.

Answers should set Gandhi’s role within the context of Indian nationalism - the situation in 1919 and by 1935 *i.e.* the emergence of a mass movement. Issues to consider are Indian disappointment post First World War, Amritsar, Rowlatt Acts *etc.*, Gandhi’s actions and attitudes, civil disobedience, his appeal to the masses, his political skills *etc.* The focus of the question is Gandhi’s “impact” and the higher mark bands should be reserved for answers which respond to this.

The question is about the development of Indian nationalism not solely Gandhi’s career/ideas. Reward appropriately those answers which are dominated by Gandhi but which manage at least to consider the wider issue.

[7 marks] and below for uncritical narratives of Gandhi’s career.

[8 to 10 marks] for narratives which make some comment on the nationalist movement.

[11 to 13 marks] for answers which begin to link Gandhi’s career more fully with Indian nationalism.

[14 to 16 marks] for responses with detailed knowledge of events in India to 1935, with analysis of impact being developed.

[17+ marks] for answers which are detailed and where analysis of all factors is fully developed, allowing for a substantial assessment of Gandhi’s role.

17. To what extent did King Hussein of Jordan owe his nickname “The Great Survivor” to his own political skills?

Answers should be able to outline the problems that Hussein survived, his succession in 1953, political opposition 1956, problems of PLO and Black September, internal criticisms of policies towards Israel, financial difficulties *etc.*

Analysis should consider whether political skills, ruthless suppression or external support (US aid) enabled him to survive the various crises he faced.

[7 marks] for limited biographical accounts.

[8 to 10 marks] for accounts which have some detail but limited comment on political skills.

[11 to 13 marks] for more detailed comment on his political skills (*e.g.* attempts at reform in late 1980s to increase support).

[14 to 16 marks] for detailed answers where there is developed comment on political skills.

[17+ marks] for answers which consider a number of means of survival and which may argue that effectively they are all “political”.

18. How successful was Nehru in achieving his foreign policy aims by 1964?

Answers will have to identify Nehru’s goals, which could include non-aligned status for India, a solution to the Kashmir dispute, a strong independent India. Analysis could include comment that India was fully independent (Republic declared 1950), non-aligned status was questionable (US aid over Ladakh). However India mediated in both Korea and Vietnam. Relations with Pakistan over Kashmir were still fragile by 1964.

[7 marks] and below for uncritical accounts of events.

[8 to 10 marks] for more detailed accounts of events but limited reference to overall policies.

[11 to 13 marks] for more detailed consideration of how policies were linked to events.

[14 to 16 marks] for detail of events closely linked to policies. Consideration of success may be undeveloped.

[17+ marks] for policies clearly identified and analysis that makes a clear judgment of success. Answers may conclude that Nehru was more successful in a wider international context, less so within a more local framework.

19. To what extent was the separation of Bangladesh from Pakistan in 1971 caused by economic factors?

Many answers will no doubt focus on the immediate causes of the 1971 war (Bhutto's refusal to accept the victory of the Awami League and Sheikh Rahman's response). They may also argue that India's support in the conflict made independence certain. Better answers will consider geographical factors as well as the discrimination against East Pakistan at all levels. They may even comment on the hasty establishment of Pakistan. There should also be full comments on economic disparities for highest marks.

Answers which confine themselves to the events of 1970/71 should not be well rewarded.

[7 marks] and below for limited narrative of the Bangladesh war.

[8 to 10 marks] for better knowledge with some attempt at commenting on the outcome.

[11 to 13 marks] for detailed knowledge of areas of tension and short term events, though economic issues not fully addressed.

[14 to 16 marks] for full and detailed responses and with analysis being developed but which may not address the key issue of inevitability. Full discussion of economic issues.

[17+ marks] for answers which fully explore all the factors which contributed to the war and which may argue that in the circumstances the breakaway was inevitable, or conversely that with more effective political structures Pakistan could have survived.

20. Assess the impact of Khomeini's policies on Iran.

Domestic impact: Islamic law constitutional foundation of the state, Mullah's influential, repression of opposition; changed status of women, economic difficulties, anti-western attitudes prevalent.

Internationally: Iran isolated and at war with Iraq for much of the time which led to declining standards of living at home.

Most answers will concentrate on domestic affairs, however there should also be some consideration of Iran's international position.

[7 marks] and below for generalized outlines of Khomeini's ideas or the events of 1979.

[8 to 10 marks] for narrative of policies with no reference to impact.

[11 to 13 marks] for more detailed accounts of policies.

[14 to 16 marks] for detailed accounts with some analytical comment on impact. May not cover all aspects e.g. Iran's international isolation.

[17+ marks] for fully developed analysis. May make comparisons with pre-1979 or may indicate changes since Khomeini's death.

21. How significant were communal tensions in causing instability in Lebanon from 1945?

Candidates should be able to outline the communal structure of the Lebanese state as well as comment on the structure of Lebanese society. Other issues to consider could be economic disparity between groups, the influence of pan-Arabic ideas, the impact of Palestinian refugees on the state *etc.*

Answers which focus solely on the immediate causes of the 1975 civil war should be appropriately rewarded, but the question is much broader in scope.

[7 marks] for general accounts of communal structure of the state.

[8 to 10 marks] for more detailed accounts but limited comment on tensions.

[11 to 13 marks] for answers which identify tensions throughout the period.

[14 to 16 marks] for details of state/societal structure clearly identifying areas of tension. Analysis may not be fully developed.

[17+ marks] for answers that carefully select and comment on tensions and where analysis fully considers the role of communal groups.

22. “The United Arab Republic was an experiment doomed to fail.” To what extent do you agree with this judgment?

Answers could and should outline the factors that led to the formation of the UAR (Nasser’s reputation, influence of Baath in Syria, fear of communism). The focus however should be on problems between 1958–1961, *e.g.* Egyptian dominance of political structure, repression of Baathist leaders, Syrian resentment at imposition of state socialism *etc.* Even geographical distance could be considered. Egypt was not powerful enough to live up to expectations.

[7 marks] for a chronological account of events.

[8 to 10 marks] for some consideration of problems faced by the UAR but no real links to failure.

[11 to 13 marks] for answers which consider in more depth the reasons for failure.

[14 to 17+ marks] for answers which are fully detailed and analytical and which also consider the “experimental” aspect.

23. Compare and contrast the relationship of Nasser and Sadat with the superpowers.

Many answers may take a superficial view that Nasser was pro Soviet and Sadat pro US. Better answers will be able to identify changing attitudes by fully comparing and contrasting.

Comparisons: both had close links with Soviet union (aid, advisers *etc.* Egypt often perceived as a client state. However both were also assisted to some extent by US (Suez, Camp David).

Contrasts: Nasser never willing to compromise on the issue of Israel, therefore limited relationship with US. Sadat, post-1973 willing to consider compromises and this led to Camp David plus a much friendlier relationship with US.

[7 marks] for uncritical account of relations.

[8 to 10 marks] for better knowledge of Egyptian/superpower relationships but limited comment.

[11 to 13 marks] for detailed knowledge, some comparison and contrast. May be unbalanced.

[14 to 16 marks] for detailed balanced answers. Analysis may begin to explore changing relationships but not fully.

[17+ marks] for wide ranging answers which compare and contrast with full analysis. May consider changing attitude of Superpowers as significant.

24. Why did both the Camp David Agreement 1978 and the Oslo Accords 1994 fail to resolve the Arab-Israeli conflict?

The terms of both agreements will be well known and comment should emphasize why each was a milestone (Camp David – first instance of acknowledgment by Arab state of Israel’s right to exist, Oslo acknowledgment of Palestinian self-government). Why “unsuccessful” is the major focus of the question.

Limited rewards for details of each agreement with little or no consideration of how each addressed the causes of violence.

[7 marks] and below for general overviews of each agreement.

[8 to 10 marks] for more detailed knowledge of the terms of each. May not be balanced.

[11 to 13 marks] for detailed, balanced knowledge of both with some comment on violence.

[14 to 17+ marks] for detailed knowledge – linked to reasons for continued violence. Aspects considered may be social/economic as well as political. Some answers may consider the fact that the peace process is being externally driven and there is not sufficient commitment at a local level.

25. To what extent has education changed society in any one state in the region since 1950?

Answers should include details of educational provision/change and should not just be generalized statements. Real analysis of societal change (if any) as a consequence of educational developments is required.

[7 marks] for general comments on the nature of educational change.

[8 to 10 marks] for more specific knowledge of extension of educational provision.

[11 to 13 marks] for detail plus uncritical assertions that education has facilitated change.

[14 to 17+ marks] for detailed knowledge and critical analysis of the extent of change because of the sometimes limited extent of provision or possibly the conservative nature of many societies.
