

MARKSCHEME

May 2006

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

Higher Level

Paper 3

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1. Assess the contribution made by both Clive and Hastings to the foundation and development of British rule in India.

Clive: Military extension; defeat of the French at Plassy; foundation and extension of British power in Bengal *etc.*

Hastings: more administrative role – legal reforms; work on the Bengal and Madras Councils; treaties with neighbouring states *etc.* Some candidates may argue that Hastings was less successful than Clive because of his trial for corruption/or could argue that Hastings consolidated the gains made by Clive.

[0 to 7 marks] for generalised answers which lack accurate detail and minimal knowledge of both careers.

[8 to 10 marks] for more secure knowledge, may be unbalanced and concentrate more on either Clive or Hastings.

[11 to 13 marks] for more evenly balanced narrative accounts, limited analysis.

[14 to 16 marks] for answers which are an even balance of facts and analysis.

[17+ marks] for fully detailed, balanced accounts of both careers, with fully developed analysis. Higher marks should be awarded for “assessment” of each man’s contribution.

2. Compare and contrast the treatment of the princely states by the British before and after the Revolt of 1857.

Before 1857: Subsidiary Alliances which enabled independence re: domestic affairs but not in relation to other states; protection by British troops (paid for) and a British resident; (some faced annexations, Sind *etc.*); Doctrine of Lapse caused great unrest; seven states annexed.

After 1857: Victoria’s proclamation 1857 promised no more annexations; Canning’s “sanads” 1862 allowed the adoption of heirs; Princes given a much higher profile, took part in the Imperial Assemblage 1877 and the Delhi Durbar 1903; Princely States largely autonomous, relationship much more collaborative after 1857; beneficial to both the British and the Princes.

Many may not see that the post-1857 period was similar to Subsidiary Alliance System.

[0 to 7 marks] for generalised accounts which focus on tensions pre 1857. Knowledge limited.

[8 to 10 marks] for more detailed knowledge but still focusing on events pre-1857 particularly where tensions arose.

[11 to 13 marks] for more balanced accounts of both periods, may see contrasts more clearly, not fully analytical.

[14 to 16 marks] Fully balanced answers, with developed analysis.

[17+ marks] for detailed balanced accounts which see both comparisons and contrasts. May cite Morley-Minto reforms (Chamber of Princes *etc.*).

3. How and why did European powers become involved in Egypt during the rule of Mohammed Ali?

Candidates could refer to the early stages of his career fighting Napoleon, enabling him to become Viceroy of Egypt. However, the main focus should be on the issue of Syria (Britain encouraged Turkey to give it to Muhammed Ali), linked to the activities of the (British, Russians, Austria and French in the region 1839-41). Muhammed Ali's ambitions limited by Palmerston's diplomacy which brought together a European force, (to resist extension of both Russian and French influence), Muhammed Ali forced to hand back Syria, nevertheless able to establish hereditary Pashalik in Egypt and virtual independence – key issue is that Muhammad Ali's expansionism was curbed not by Turkey but the major powers pursuing their own interests in the region.

[0 to 7 marks] for general narrative accounts of Muhammad Ali's career.

[8 to 10 marks] for more accurate knowledge of events, but limited reference to other powers.

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

[14 to 16 marks] for clear analysis of the way Britain especially, had an impact on his ambitions.

[17+ marks] for analysis that may consider that whilst major powers limited his achievements he nevertheless gained a great deal.

4. For what reasons and with what results did the British occupy Egypt in 1882?

The major factor was obviously shared ownership of the Suez Canal, more immediately the financial crisis of the Khedive Ismail and his refusal to accept advice which led to his replacement by Tewfik – leading to Urabi Pasha's revolt. Anti-European rioting and anxiety about the Canal led to the bombardment of Alexandria and ultimately Tel-el-Kabir. Britain and to a lesser extent France were forced to act because of Ottoman indifference/distraction. British remained in Egypt because of the defeat of the Egyptian Army by the Mahdist rebels. British "occupation" to some extent always regarded as unofficial. Candidates may consider the Cromer period as a key result, where British influence is very clear.

[0 to 7 marks] for general answers which emphasise the canal alone.

[8 to 10 marks] for reasonably detailed accounts of the events of 1882.

[11 to 13 marks] for detailed accounts plus some attempt to analyse a range of factors.

[14 to 16 marks] for developed analysis which prioritises factors.

[17+ marks] as above; but developed analysis which shows that British intervention was a consequence of Egyptian internal problems, not planned expansionism.

5. To what extent was the French conquest of Algeria by 1842 a consequence of ineffective opposition?

Abdul Kadir emerged in the early 1830s as a nationalist leader hostile to the Turks – colluded with French. Treaty of Tafna 1837 acknowledged his emirate of two thirds of Algeria. French influence extended by 1840 with renewed conflict. Abdul Kadir had developed a larger army but tended to fight other Muslim Brotherhoods and favoured religious aristocracy rather than military leaders. He was poorly organised, and some criticism was made of his initial truce with France. The French had effective leadership (Bugeaud), plenty of resources (80-100 000 troops) ruthless tactics, destroyed Arab corps *etc.* Arab nationalists were defeated at the Battle of River Islay and bombardment of Tangier. Abdul Kadir was outlawed but some renewal of insurrection 1845-7. Few resources led to Abdul Kadir's surrender.

[0 to 7 marks] for generalised answers which focus entirely on French strengths.

[8 to 10 mark] for narrative of the extension of French control 1830-47. Reference to Abdul Kadir will probably be limited to his role as Arab leader.

[11 to 13 marks] as above but more reference to Abdul Kadir and some attempt to account for failure.

[14 to 16 marks] for more developed analysis although may be unbalanced, focusing on either French strength or weakness of Abdul Kadir.

[17+ marks] for balanced argument which considers a number of factors contributing to failure. May take the longer view that although defeated Abdul Kadir raised the profile of Algerian identity with long term consequences.

6. “Racial rather than religious tension caused the outbreak of civil war in Lebanon in 1860.” To what extent do you agree with this judgment?

Areas that could be covered will be the main Confessional groups (Druze, Maronite, Christians, Sunni and Shia Muslims) and their relationships. Racial relationships should also be considered as well as economic tensions between landlord and peasants. The political weakness of the Ottomans may also be considered a factor since they failed to prevent extensive violence.

[0 to 7 marks] for generalised accounts which are narrative of events.

[8 to 10 marks] for more detailed accounts of causes of the civil war, may emphasise religious tensions.

[11 to 13 marks] for detail of tensions plus analysis. Responses may still emphasise the religious issues.

[14 to 16 marks] for detail and more balanced comment on a number of areas of tension.

[17+ marks] for wide ranging analysis which carefully weighs up both racial and religious tensions but may also see the role played by economic problems in sparking violence from 1858.

7. Analyse the economic and social consequences of British rule in India between 1858 and 1914.

Social relationships could include the collaborative relationships between Princes, the Muslim elite and landlords. The issue of a frustrated educated Indian middle class could also be discussed here as well as the extent of racism under British rule. Economically, positive results could include the development of India as a market, extension of railways, irrigation projects and some industrial developments. Negative consequences: British goods dominated Indian markets; high cost of British administration and defence; lack of tariffs to protect Indian products.

Maximum *[12 marks]* if only social or economic issues are addressed.

[0 to 7 marks] for limited detail. Responses may simply assert British dominance.

[8 to 10 marks] for more detail of the social and economic situation. Answers may be unbalanced.

[11 to 13 marks] for balanced detail and coverage of both social and economic issues but with limited analysis.

[14 to 16 marks] for fully detailed, balanced answers in which analysis is more developed. May begin to see both positive and negative aspects.

[17+ marks] as above but may also make the point that whatever benefits British rule may have brought to India, the whole nature of Empire is exploitative.

8. Account for the deposition of Abdul Hamid II in 1909.

Forced to grant a constitution in 1876 to enlist British support against Russia, Abdul Hamid suspended it in 1878 and ruled autocratically. However he was a moderniser and introduced extensive educational reforms leading to a new educated Turkish elite. Military training also improved and there were some improvements in communications. All of these were limited and the repressive nature of his regime, territorial losses and anxiety over Macedonia led to the emergence of the Young Turk movement which desired a return to the 1876 constitution. After the Revolution occurred in 1908, Abdul Hamid II was forced to allow a parliament, but his attempts to renege on reform led to his deposition in 1909.

[0 to 7 marks] for general narrative accounts of the reign of Abdul Hamid II.

[8 to 10 marks] for more detailed knowledge but still largely narrative.

[11 to 13 marks] for detailed knowledge though analysis is likely to be limited to assertions about despotic nature of regime.

[14 to 16 marks] for analysis which considers the impact of some of his modernising policies and consequences of their limited extent.

[17+ marks] for fully developed analysis which examines frustrations resulting from modernisation, but not Westernisation, in political terms.

9. Analyse the impact on Iran of European involvement during the second half of the nineteenth century.

Areas to consider could include: the granting of concessions to foreign interests such as Reuters, which contributed to the unpopularity of the dynasty; limited missionary activity - so few western ideas; Russian control of railway development; limited modernisation.

[0 to 7 marks] for inadequate accounts of European involvement.

[8 to 10 marks] for more detailed accounts which may focus Iran's international position.

[11 to 13 marks] for more balanced accounts of both the domestic and international situation - but with limited analysis.

[14 to 16 marks] as above but with analysis more developed.

[17+ marks] as above but with developed analysis and clear assessment of positive and negative impact of Europeans politically, economically and socially.

10. Assess the significance of the Arab Revolt to the outcome of the First World War in the Middle East.

The context of the revolt should be referred to: the British desire to protect Suez; the overstretched Turkish forces; tensions between Arab and Turks in Ottoman territories which made Hussein/MacMahon correspondence feasible. Knowledge of the revolt itself – breaking the Hejaz Railway link, splitting of the Turkish forces and interrupting supplies, allowing Allenby to push through from Sinai and capture Jerusalem and Damascus. Some reference to Turkish strength in the region, the disintegration of the Central Powers and the extent to which Turkey was clearly defeated would be useful here.

[0 to 7 marks] for narrative general accounts of the actual Revolt.

[8 to 10 marks] for a more detailed account of the Revolt but with little context.

[11 to 13 marks] as above but with clear reference to the military situation in the region as a whole.

[14 to 16 marks] for clear understanding of the significance of the Revolt in terms of overall strategies in the region and its impact on Turkey.

[17+ marks] as above but with assessment of Ottoman strength as the situation changed. Answers will also link “outcome” to the course of the war as a whole.

11. “Attatürk transformed Turkey into a modern, democratic state.” How far do you agree with this judgment?

Attatürks reforms will be well known: establishment of the Republic; abolition of Caliphate; secularisation of the state; female suffrage; civil marriage/divorce; extension of education *etc.* Comment on the extent of the impact of these reforms is also important: slow rate of change in rural areas; economic impact; some industrial development; one party state (RRP); continuing influence of Islam. Analysis should consider “how modern, how democratic”?

[0 to 7 marks] for general accounts of Attatürk’s career.

[8 to 10 marks] for more detailed knowledge of his policies but with little explicit comment.

[11 to 13 marks] for full accounts of reforms with some analysis of impact.

[14 to 16 marks] as above, but with developed critical analysis, perhaps commentary on extent of modernisation.

[17+ marks] for well synthesised arguments which examine fully the extent of both modernisation and democracy. May well project forward and consider long-term impact of Attatürk.

12. Why was Algeria finally able to gain independence in 1962?

Areas to be covered include the relative strength of the FLN, possibly the failure of immediate post-war compromises with Ferhat Abbas, difficulty of compromise between the settlers and FLN. Other issues to consider could be the post-Second World War hostility to colonialism, criticism of French tactics in the war and ultimately de Gaulle’s willingness to take a firm decision and also French public opinion turning against French presence.

[0 to 7 marks] for narrative accounts of the events of 1954-62 with inadequate detail.

[8 to 10 marks] for accurate detailed knowledge. Analysis of relative strength of FLN is limited.

[11 to 13 marks] for detailed knowledge with analysis which begins to consider both the strength of demand for independence and relative French weakness (despite having 400 000 troops in Algeria).

[14 to 16 marks] as above with more developed analysis, may not consider the full range of factors.

[17+ marks] for fully developed analysis which synthesises both strength of demand for independence, changing attitudes in France and international opinion before reaching a conclusion.

13. Assess the impact of Nasserism on Egypt and the Middle East.

Candidates should be able to identify the key aspects of Nasserism (*e.g.* social justice and state socialism, republicanism, anti-imperialism, pan Arabism, non-alignment) and examine the extent to which Nasser adhered to these ideas, both in Egypt and the region.

Maximum **[12 marks]** if only Egypt or Middle East is covered.

[0 to 7 marks] for narrative accounts of Nasser's career.

[8 to 10 marks] for more detailed accounts. Answers may concentrate more on domestic impact.

[11 to 14 marks] for detailed balanced accounts responding to both aspects of the question. Analysis may lack critical insight.

[14 to 16 marks] for supporting detail and more critical analysis of "impact".

[17+ marks] may link critical analysis of impact to Nasser's dominating personality *e.g.* UAR collapsed because he wanted Egypt to be dominant partner.

14. "Immigration and land purchase were the main causes of tension between Jews and Arabs in Palestine in the inter-war years." To what extent do you agree with this statement?

Levels of immigration varied throughout this period (approx 8000) a year in the 1920s, rising and falling, peaking in 1936 (160 000). Jews still only accounted for a third of population.

Land Purchase was clearly a Zionist policy. Initially in the 1920s uncultivated land was bought but by the end of the decade Land Purchase became more of a political issue and from 1930s onwards land purchase was often strategic, Jewish population still essentially urban. These factors should be linked to points when tensions were high. Other factors to be considered could include the relationship of both communities with the British, the effectiveness of the Yishuv as opposed to Arab failure to establish a political structure.

[0 to 7 marks] for inadequate descriptions of immigration and land purchase.

[8 to 10 marks] for more detailed knowledge of both areas and which accept that tensions were caused by them.

[11 to 13 marks] for sound knowledge which also begins to identify when tensions were highest and may also identify other causes of tensions.

[14 to 16 marks] for detailed analysis which may challenge the statement. May link tensions to political issues: Zionism versus Palestinian Nationalism.

[17+ marks] for wide ranging analysis which considers the political context thoroughly possibly including conflicting wartime promises.

15. To what extent was the partition of India in 1947 a consequence of British policy?

Areas to be considered: legislation such as the Government of India Acts 1919 and 1935; the various conferences; wartime offers (Cripps); relations between Congress and the Muslim League; tense relations during and after the war; Jinnah's demands for a separate Muslim state and levels of increasing communal violence.

[0 to 7 marks] for limited accounts of British policy in the 1920s and 1930s.

[8 to 10 marks] for more detailed accounts but with limited explicit analysis.

[11 to 13 marks] as above but with analysis developed more fully. Answers may mention "Divide and Rule".

[14 to 16 marks] for detail of both British policies and Hindu/Muslim relations and an attempt to reach a judgment.

[17+ marks] as above but with possible consideration of "Two Nations" theory. Answers may possibly consider historiography.

16. Compare and contrast social and political developments in two Arab state between 1945 and 1990.

Candidates can select a case study from areas studied. Egypt is likely to be popular. Both forms of government/politics plus social change/development should be considered.

Candidates should identify clear comparisons and contrasts for higher marks.

Maximum *[12 marks]* if only social or political addressed.

[0 to 7 marks] for inadequate general accounts.

[8 to 10 marks] for more detailed answers which are still largely narrative and with limited assessment.

[11 to 13 marks] knowledge of both aspects with some explicit assessment but may be unbalanced.

[14 to 16 marks] well balanced, detailed answers with more extensive assessment.

[17+ marks] for fully developed assessment. Better answers may consider the issues of continuity and change.

17. In what ways, and for what reasons, did al–Quadhafi (Gaddafi) establish an isolationist Islamic socialist régime in Libya?

Politically, an authoritarian state dominated by al–Quadhafi (Gaddafi), Libya’s economy was very dependant on oil. Libya was internationally isolated. The country was underdeveloped, heavily reliant on food imports, but since 1987, some change has occurred – some private enterprise, links with international trade, a more open society but still largely dominated politically by Gaddafi.

[0 to 7 marks] for inadequate general accounts of Gaddafi’s career.

[8 to 10 marks] for more detailed accounts but with little consideration of impact.

[11 to 13 marks] for some links between Gaddafi’s ideas/career and impact on Libya. Responses may only consider domestic or international position.

[14 to 16 marks] for balanced answers which have sound supporting detail and clearly consider the issue of “impact”.

[17+ marks] as above but which also assess changes since 1987. Answers may conclude that Libya is still stagnating in many ways.

18. “The founder of a modern, democratic and non-aligned India.” To what extent do you agree with this judgment of Nehru’s rule between 1947 and 1964?

Main areas to consider: unifying India (largely achieved by 1952); modernising society Untouchability (Offences) Act; Marriage Laws *etc.*; education; effectiveness of Five Year Plans in developing the Indian economy and dealing with problems such as food shortages. Foreign policy should also be considered, with examination of India’s relationship with superpowers and the extent of non-alignment.

[0 to 7 marks] for inadequately supported generalised accounts of Nehru’s policies.

[8 to 10 marks] for more detailed accounts but answers may not consider all aspects.

[11 to 13 marks] for detailed knowledge and responses covering social, political and economic issues.

[14 to 16 marks] for detail plus assessment of success *e.g.* economic success in industrialisation.

[17+ marks] as above but with critical assessment. Answers may consider some areas successful *e.g.* economy but that social change or real unity was less successful.

19. To what extent did Pakistan overcome its domestic and foreign problems between 1947 and 1965?

Candidates should consider the problems faced by the new state – smaller than Jinnah envisaged, economically weak, refugee problems as a consequence of communal violence, tense relations with India, underdeveloped politically, Jinnah’s personal prominence left a vacuum filled by weak or authoritarian/military leaders. Conflicts with India unresolved.

Maximum *[12 marks]* if only domestic or foreign problems are addressed.

[0 to 7 marks] for inadequate generalised accounts.

[8 to 10 marks] for more detailed accounts but which are still largely narrative.

[11 to 13 marks] for detailed knowledge with some assessment but may be limited in terms of critical comment.

[14 to 16 marks] for detail plus more critical assessment of Jinnah’s achievement.

[17+ marks] for analytical answers which may also consider the impact that Pakistan has had on the subcontinent as a whole.

20. Why was the monarchy in Iran overthrown in 1979?

Reza Shah’s regime was authoritarian from the mid 1950s. Opposition was repressed until 1977. (State control of Majlis and activities of Savak). Despite the White Revolution there were still great disparities in Iranian Society, the Mullahs were very influential with urban poor (disapproved of Westernisation). Iranian society was very conservative. Relaxation from 1977 onwards allowed discontent to become open. Reza Shah’s policies were uncertain at this time - still determined to maintain personal power, but he was unable to build moderate support by conciliation and went into exile January 1979.

[0 to 7 marks] for general accounts of the events of 1978-9.

[8 to 10 marks] for more detailed answers but still focusing closely on 1978-9.

[11 to 13 marks] for broader considerations of the regime. Answers may bring in assessment of success/failure of White Revolution.

[14 to 16 marks] for detailed consideration of policies, analysis of the nature of the regime – divisions between traditionalists and modernisers.

[17+ marks] for wide ranging consideration of tensions in Iran political, social and economic. May comment that Reza Shah’s position weakened from 1977 onwards when repression was relaxed and the regime had no broad base of support to rely on.

21. How far do you agree that the presence of Palestinian refugees was the major factor in the outbreak of civil war in Lebanon in 1975?

Areas to consider could include: the fragility of the Confessional system; growing demands for political reforms (LMN); the impact of urbanisation; economic difficulties, leading to the growth of militias; problems caused by PLO raids on Israel and clashes between the army and the militias. A complicated picture with the need to understand the position of Palestinians.

[0 to 7 marks] limited, inadequately supported, accounts of Palestinian presence.

[8 to 10 marks] for basic narrative of events of 1974-5.

[11 to 13 marks] for more detailed accounts which identify a range of causal factors. Limited analysis of significance.

[14 to 16 marks] for detailed answers plus a prioritising of factors. Answers may see the tensions caused by Palestinians as a key factor.

[17+ marks] for analytical answers which place the Civil War in the context of the Lebanese political and economic structure, identifying underlying weaknesses and tension.

22. Compare and contrast the causes and consequences of the Arab-Israeli War 1948-9 and the Suez War 1956.

Comparisons:

Causes conflict between Israel and her neighbours 1948-9, all the neighbouring states 1956. Israel and Egypt, but both to do with Israel's survival.

Consequences:

1949 Israeli victory, 1956 limited success for Israel (Egyptian military losses were high and fedayeen raids ceased).

Contrasts: causes 1948-9 war, a direct result of Arab states hostility to new state of Israel. Suez causes more complex: partly Arab-Israeli conflict; partly a struggle between Egypt and the old colonial powers of Britain and France; partly a Cold War conflict.

Consequences: 1948-9 a humiliation for Arab states, whereas Suez was seen as a triumph for Nasser. Britain and France lost influence in the region and relations with USA tense whereas they were still influential after 1948-9 war.

Maximum *[12 marks]* if only causes or consequences addressed.

[0 to 7 marks] for inadequate accounts of both conflicts.

[8 to 10 marks] for detailed accounts of both conflicts with little comparison.

[11 to 13 marks] for detail plus clear comparison of conflicts but may not cover all aspects.

[14 to 16 marks] more detailed coverage of a greater range of aspects.

[17+ mark] for wide ranging comparative analysis supported by detail which covers both causes and consequences.

23. Assess the impact of the Cold War on the region between 1945 and 1977.

Both USA and USSR sought allies in the region because of oil (USA) and its strategic significance. (USSR worried about pro-Western regimes in Turkey and Iran).

Iran signed the Baghdad Pact 1955, USSR supported Nasser over Suez (Egypt remained non-aligned). USA post Suez adopted Eisenhower Doctrine to safeguard oil and counterbalance Soviet influence (most successful in Lebanon, Jordan, Iran (to 1979) and Israel).

Impact of the Cold War: essentially both superpowers trying to maintain influence in region and at times of crisis would co-operate to safeguard their own interests. (e.g. 1973 Yom Kippur). Situation always fluid.

[0 to 7 marks] for answers which outline relationships to superpowers with inadequate detail.

[8 to 10 marks] for detailed answers which describe the various alliances.

[11 to 13 marks] for detailed knowledge with some explicit analysis showing why both powers interested in the region.

[14 to 16 marks] as above but also perhaps showing how regional states used Cold War issues to their own advantage.

[17+ marks] for detailed analysis and answers which may argue that the Cold War had little impact on the region and that certainly in terms of ideological commitments, the changing relationships with various states support this view.

24. For what reasons, and with what consequences, did Saddam Hussein attack Kuwait in 1990?

Economic weakness (debts from Iran-Iraq War) meant living standards in Iraq were stagnating – despite “victory” in Iran-Iraq War, problem with Shia military majority (potential threat to Sunni government). Other reasons could be Kuwait’s refusal to allow Iraq to annex islands on Shatt-el-Arab, disputes over oil prices within OPEC, plus a publicly stated desire to challenge American influence in the region. Consequences: war with coalition forces; economic and military damage; sanctions and corresponding social and economic problems.

Both aspects must be addressed or maximum *[12 marks]*.

[0 to 7 marks] for generalised and unsubstantiated responses.

[8 to 10 marks] for more detailed accounts which may give details of actual conflict.

[11 to 13 marks] for detail of events leading to Kuwait’s invasion in 1990. Responses may start to analyse reasons uncritically, accepting Saddam’s rationale. Comment on consequences undeveloped.

[14 to 16 marks] for developed analysis which could include consideration of domestic factors as well as Iraq’s stated reasons. Clear understanding of consequences for Iraq.

[17+ marks] for wider ranging analysis which could include Saddam’s desire to be seen as pan-Arab leader, miscalculation of US/British and Arab responses. May additionally see consequences as continuing major tension in the region.

25. Analyse the social and economic effects of increasing oil revenues in any *two* states in the region.

Answers should contain specific detail. Some may accept uncritically that oil has had beneficial economic impact (*i.e.* the countries are rich). “Socially” candidates should be able to illustrate improvements in health care, education *etc.* May argue that societies are still traditional (Islamic culture predominant) and that economically countries may be too reliant on oil and that revenues are concentrated, not dispersed throughout society.

Maximum **[12 marks]** if only one aspect addressed.

[0 to 7 marks] for vague generalised accounts of increased oil revenues increasing wealth of case studies.

[8 to 10 marks] for more detailed accounts which examine both economy and society. Limited analysis.

[11 to 13 marks] for specific detail with balanced analysis of effects.

[14 to 16 marks] for wide ranging analysis of both economy and society, critically examining effects.

[17+ marks] as above but may additionally comment that heavy reliance on a single commodity was not economically sound.
