

MARK SCHEME for the October/November 2013 series

9697 HISTORY

9697/41

Paper 4, maximum raw mark 100

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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GENERIC MARK BANDS FOR ESSAY QUESTIONS

Examiners should note the mark bands below and assess which Level of Response best reflects most of the answer. An answer will not be required to demonstrate all of the descriptors in a particular Level to qualify for a Mark Band.

Band	Marks	Levels of Response
1	21–25	The approach will be consistently analytical or explanatory rather than descriptive or narrative. Essays will be fully relevant. The argument will be structured coherently and supported by very appropriate factual material and ideas. The writing will be accurate. At the lower end of the band, there may be some weaker sections but the overall quality will show that the candidate is in control of the argument.
2	18–20	Essays will be focused clearly on the demands of the question but there will be some unevenness. The approach will be mostly analytical or explanatory rather than descriptive or narrative. The answer will be mostly relevant. Most of the argument will be structured coherently and supported by largely accurate factual material. The impression will be that a good solid answer has been provided.
3	16–17	Essays will reflect a clear understanding of the question and a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation but there will be some heavily descriptive or narrative passages. The answer will be largely relevant. Essays will achieve a genuine argument but may lack balance and depth in factual knowledge. Most of the answer will be structured satisfactorily but some parts may lack full coherence.
4	14–15	Essays will indicate attempts to argue relevantly although often implicitly. The approach will depend more on some heavily descriptive or narrative passages than on analysis or explanation, which may be limited to introductions and conclusion. Factual material, sometimes very full, will be used to impart information or describe events rather than to address directly the requirements of the question. The structure of the argument could be organised more effectively.
5	11–13	Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the question. The approach will lack analysis and the quality of the description or narrative, although sufficiently accurate and relevant to the topic if not the particular question, will not be linked effectively to the argument. The structure will show weaknesses and the treatment of topics within the answer will be unbalanced.
6	8–10	Essays will not be properly focused on the requirements of the question. There may be many unsupported assertions and commentaries that lack sufficient factual support. The argument may be of limited relevance to the topic and there may be confusion about the implications of the question.
7	0–7	Essays will be characterised by significant irrelevance or arguments which do not begin to make significant points. The answers may be largely fragmentary and incoherent.

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1 Assess the relative importance of the factors that contributed to the decline of the slave trade in either West or East Africa.

Focus: Responses should show sufficient awareness of what happened in either West or East Africa to make a comparison between the different factors (e.g. economic, religious/humanitarian, strategic, political factors). For the highest bands responses are expected to prioritise/evaluate factors and possibly reach a judgement about the relative importance of each.

General factors which might be applied to either West or East Africa and evaluated:

- availability of suitable alternative legitimate commodities for export (e.g. palm oil in the West and cloves or ivory in the East)
- adequate transport facilities to get the alternative commodities to the coast and an existing supply network (e.g. Jaja's management of trade routes in the West/Arab traders in the East)
- able leadership, centralised political administration and efficient organisation of the economy (e.g. African leaders who were prepared to concur with abolition)
- existence of British naval patrols to enforce abolition laws and effectiveness of any naval blockade
- strength of humanitarian or political pressure in Britain
- dependence upon domestic slavery and slave labour across both West and East Africa for agriculture until the mid 19th century.

2 Examine the claim that Menelik II was a more successful ruler than Samori Touré.

Focus: Detailed analysis of each ruler and comparative assessment is required for a mark in the highest bands. As there is plenty of scope for consideration of each ruler, a reasonable balance is needed. The rulers may be treated sequentially or thematically so long as a comparison is offered.

Responses could focus on the successes of each ruler:

Samori – built up vast Mandinka empire with an army of 100,000 intensely loyal soldiers; used his well-established trading networks to acquire modern weapons; resisted the French for 16 years using skilful tactics – total war/scorched-earth/guerrilla warfare of surprise ambushes and night raids to avoid face-to-face confrontation with superior French forces; for a time seemed able to achieve his ideal 'new society' based on Islam – no ethnicism in appointments or promotions in the army, the Tijanniya Brotherhood emphasised equality, there was a system of Koranic schools and there was religious tolerance until the 1880s; state control of agriculture through the 'Almami's Fields' in every village to ensure the army always well-fed, trained workers as gunsmiths and makers of ammunition, organised Mandinka people into an effective state with government departments for finance, foreign relations, justice.

Menelik – he was militarily and diplomatically skilful as a leader; had built up a well-trained army equipped with modern weapons; learnt from the mistakes of his predecessors and incorporated tribes into his empire peacefully wherever possible using diplomacy, marriage alliances and cultural ties; he promoted officials on the basis of loyalty rather than ethnicity; outwitted the Italians in the Treaty of Wichali and beat them resoundingly at the Battle of Adowa; he modernised Ethiopia particularly in transport and communications, finance, health and education; he utilised foreign aid for the benefit of the country.

A thematic comparison could focus on building of empire, formation and equipping of army, effective resistance to foreign invaders, social cohesion/government/modernisation. Evaluation of success could address the strength of foreign invading powers, the realism of aims, the difficulty of the tasks faced and personal qualities.

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3 Why did Islam spread so rapidly within Tropical Africa during the last quarter of the 19th century?

Focus: An analysis of the reasons why Islam appealed to Africans is expected, as is some understanding of the geographical, political, economic and cultural framework forming the necessary preconditions for Islam's rapid expansion. The spread of Islam in several areas should be considered.

Islam had natural advantages:

- In many areas of Africa it had been established for centuries.
- Both the British and the French banned Christian missionaries from areas where Islam was established (British in Sokoto Caliphate/French in the interior of Senegal) – this facilitated expansion.
- Muslim migrant workers spread Islam in both West Africa (north of the Gold Coast and among Wolof groundnut farmers in Senegal) and East Africa (Arab-Swahili traders from the coast carried Islam into the interior).
- Islam also had a message which was simpler to understand (acceptance of Allah and Muhammad meant instant membership of the Umma, no long catechumenate as for Christians).
- Socially and culturally Islam was very compatible with African traditions and behaviour (polygamy/extended family systems).

There were also political reasons for the spread of Islam:

- It could depend upon the whim of the ruler (as in Buganda where the Kabaka Mutesa used the Swahili Arabs to encourage trade until threatened by a Muslim invasion from the north making it more advantageous to ally himself with Christian missionaries).
- The establishment of colonial rule brought relative peace and stability and improved transport and communications systems allowing religion to spread.
- Islam was not associated with colonial conquest which meant in many areas it was more popular than Christianity.

Strong responses could be expected to focus on why Islam spread rapidly in the last quarter of the 19th century and in their analysis identify obvious links to the colonial expansion of Britain and France.

4 '1884–5 marked the transition from informal partition to scramble for colonies by the European powers.' Evaluate the importance of factors within Africa which brought about this change.

Focus: Responses could focus on the 4 traditionally accepted triggers or explain the African dimension theory which has a slight change of emphasis. They should show understanding of the African scene pre-1884/5 whereby European powers preferred the profits from trade without the commitment or expense of administration of colonies and evaluate the causes of the scramble within this frame. Alternatively, responses could show good understanding of the African situation before and after 1884/5 without specifically mentioning the triggers and provide a strong answer.

The four traditionally accepted triggers are: Leopold's activities in the Congo Basin after 1876; De Brazza's treaty with Makoko in 1880, ratified by France in 1882; the British occupation of Egypt in 1882; the Berlin West Africa Conference and Bismarck's annexation of colonies 1884–5.

The African dimension theory gives three triggers: the activities of Leopold from 1876 onwards; the activities of Portugal from 1876 onwards; the expansionist mood of France 1879/80.

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Responses might show awareness of some of the following factors which could form a basis for their evaluation:

- Leopold's activities in the Congo alarmed the European powers. He claimed absolute power and personal profit but disguised his aims in a philanthropic plan to establish trading stations along the Congo for the suppression of slavery.
- Portugal resented being left out of the major European countries deciding Africa's fate after centuries of exploration and trade around the African coast so began a flurry of expeditions resulting in the annexation of Mozambique.
- De Brazza had explored part of the Congo basin and managed to get Makoko, ruler of the Bateke, to sign land concessions. The French government became interested in backing him once the Egyptian door was closed.
- Bismarck's occupation of South West Africa, Togo, the Cameroons and Tanganyika territory alarmed the British, being adjacent to their informal spheres of influence, and led to British colonies being acquired.

It is not necessary for responses to give detail of European rivalries but they should show understanding of how the chain of events developed in Africa and be able to reach a judgement.

5 How far do you agree that convenience and self-interest rather than principle explains Britain's policy of indirect rule in her African territories?

Focus: Responses should show awareness of the change in Britain's policy towards Africa from 1880 and the principles motivating this change – certainly Social Darwinism, possibly philanthropic/humanitarian ideas and respect for African systems already in place and preparation for future self-government. Convenience and self-interest will involve practical ways in which control could be achieved in colonies. Lugard's ideas need to be examined, ideally with examples from **both** West and East Africa.

Principle: Responses should show understanding of the racial theory of Social Darwinism: that Africans, even if educated, were inferior to Europeans and that entrusting power to assimilated Africans was unwise and dangerous. Jingoism/pride in the British system of ruling/a sense of superiority and flag-waving also played a part and Lugard's ideas of colonial administration by 'dual mandate' should be referred to. Lugard saw European help as essential in creating the preferred norm of future government even though local rulers had to be used as a practical necessity. Humanitarian ideas, even if they involved the welfare of people, development of language, provision of transport, health care and education were not seriously considered as a preparation for self-government at this stage.

Convenience and Self-interest: Shortage of personnel due to cost or climatic problems; need to quell rebellions; vastness of the area to be brought under the British flag; need for resources and markets to feed British industrial prosperity; maintenance of British prestige at all costs; rivalry with the French or other colonial powers. All of these points could be developed and illustrated by examples from the Fulani/Hausa in Northern Nigeria, the Baganda, the Lozi or Ngwato in East Africa where the indirect rule system was used effectively.

Evaluation: The fact that success was only possible where a local system of centralised rule was already in place could be used to support either side of the argument, but responses may conclude that practical issues were the driving force. However, there should be some balance.

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6 Analyse the role of the educated elite in West African nationalist movements in this period.

Focus: By 1900 West Africans had been removed from the positions of authority in administration, the judiciary, the church, business, medicine and journalism which they had come to hold during the preceding 50 years. Modern nationalism began with their attempts to regain this role. The educated elite did not assert political self-determination as a practical goal but advocated reforms in the colonies and particularly worked for African rights to land and equality in business. The best examples are the Gold Coast, Nigeria and Senegal.

Early nationalist associations in British West Africa arose as a protest against the extension of British colonial control, colonial land policies such as declaring unoccupied lands to be Crown land, concessions to white plantation and mining companies, the failure of many African businesses to compete successfully with large European concerns, the reduction of the role of African missionaries, the forcing of the westernised elite out of the colonial civil service. Of these factors, the last was most significant, but policies and actions of the elite were conditioned by all of the previous factors.

One approach might be to explain what the elite hoped to regain by contrasting African achievements in the past (e.g. Africanus Horton). Another approach could be to analyse the nature of the early nationalist movements – they were not mass movements, but led by educated individuals who focused on particular grievances for example Casely Hayford and the Aborigines Rights Protection Society and Attah Ahuma's Gold Coast Methodist Times in the Gold Coast, Herbert Macaulay's People's Union of Lagos in Nigeria.

Early nationalism in Senegal centred on Blaise Diagne who worked in the French Colonial Service for twenty years before winning Senegal's seat in the French Chamber of Deputies in 1914. This was a triumph for his Young Senegalese Party supporters, mainly clerks and teachers. He campaigned for total equality of Africans with Frenchmen at a time when French Governors in Senegal were trying to restrict the privileges of educated Africans within the system of assimilation. As in the British colonies, the goal was not independence but reform.

7 Assess the contribution of Henry Morton Stanley to geographical, economic and political developments in Central Africa.

Focus: The facts about Stanley's explorations – his 'discovery' of Livingstone in 1871, his great journey across central Africa 1874–1877 and his close links with Leopold's colonial land-grabbing should form the basis of an evaluation of Stanley's contribution to developments in Central Africa.

Stanley's major achievements:

- In 1871 Stanley 'found' Livingstone. In 1877 Stanley still referred to himself, when seeking recognition, as 'the person who found Livingstone'.
- Between 1874 and 1877 Stanley crossed the continent from east to west and mapped the Congo River, most of which he found navigable.
- In 1878 Stanley led Leopold's expedition to the lower Congo to set up trading stations and to make trade treaties with local rulers. Stanley was to amalgamate the trading stations he established into the Congo Free State headed by Leopold.
- From 1882 Stanley and Leopold intensified their expansionist activities in response to the ratification of the De Brazza-Makoko treaty by France.

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Responses may deal with geographical, economic and political developments separately or provide a general and balanced evaluation covering these three aspects of Stanley's work. They might focus on some of the following points:

- Stanley threatened well-established African and Portuguese patterns of trade by showing that above the lower Congo cataracts there were thousands of miles of smoothly flowing waterways easily navigable by steamers.
- While Britain was slow to recognise the importance of Stanley's discoveries, Leopold realised this much more quickly and upset the delicate power-balance of the Europeans in Central Africa. Hence the Berlin West Africa Conference in 1884 regulated the navigation of the Congo River and their acquiring of territories.
- Leopold used Stanley to try to capture the Swahili-Arab trade of East Central Africa by redirecting it through the Congo basin and the funnel of the Congo mouth.
- Stanley also affected the trading empire of Tippu Tip whose protection he needed to find his route across Central Africa from east to west; Tippu Tip's trade in ivory was increased by the opening up of the Upper Congo but because he looked towards the east and the Arab-dominated trading world, he was defeated by Leopold's grandiose schemes.
- Stanley has until recently received a bad press as Leopold's unprincipled lieutenant, duping more than 300 African chiefs out of their land and enabling the system of forced labour to be set up. Many historians have seen Stanley as paranoid in his quest for self-esteem, but more recently Stanley has been seen in a more favourable light.

8 With reference to either West Africa or Central and East Africa, evaluate the impact of Christian missionaries during this period.

Focus: Only West or Central/East Africa is required. Answers could deal with numbers of converts, educational and welfare provision, work of missionaries in language translation or cultural mapping, preparation of Africans for self-government, role of the missionaries in creating an educated elite, stimulus for Independent African Churches or for religious rebellion.

Responses might refer to the limited number of converts, except in Sierra Leone, Southern Nigeria and Uganda. The genuineness of conversions might be questioned. The appeal to Africans of some of the advantages that came with Christian missions, such as formal western education and schools, western medicine, healthcare and hospitals, western skills in agriculture should be examined. Such positive changes attracted Africans who had little interest in the religious message of Christianity. Responses might also refer to the role of Christian missions in encouraging the colonisation of territory where they were working (e.g. southern Nigeria and Buganda). Most missions felt it their duty to improve the quality of life of Africans – the 'civilising' mission, or 'white man's burden'.

Another strand of argument could be that foreign Christian missions, by their style of management and reluctance to share control of their churches, unwittingly triggered the emergence and growth of independent African churches. Christian teaching often clashed with African practices and culture (polygamy) and as procedures leading to the ordination of Africans to the priesthood were slow in the mission churches, Africans found alternatives. Majola Agbebi in Nigeria gives a good example here, being active in the African Baptist Church, the United Native African Church and the African Bethel Church before finally becoming President of the African Baptist Union of West Africa.

The role of religion in African rebellions (e.g. the Ndebele/Shona rising or the Maji Maji) could be examined – how far these rebellions discredited the missions, or how far the defeat of the risings discredited traditional religions. Also, the spread of Christianity among the Buganda could be seen as either a result of the appeal of the religion or due to the political whim of the ruler.

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9 Compare and contrast any two examples of opposition to colonial rule in East and Central Africa between 1885 and 1914.

Focus: The various kinds of opposition to colonial rule should form the basis of this answer, requiring some definition/overview of terms: violent/non-violent post-pacification resistance movements; secondary resistance; religious protest. The two examples need not be from different regions. Responses could use the events of a resistance movement, or personalities involved in it, to address ‘compare’ and ‘contrast.’ On the other hand, they could identify points of comparison by type, for example a primary and a secondary post-pacification revolt.

General types of resistance movements:

- Violent post-pacification primary resistance movements e.g. the Hehe rebellion of the 1890s, the Chi Murenga of the Ndebele-Shona 1896–7; the Maji-Maji Rising 1905–7; the Giriama Rising in British East Africa 1914–15.
- Non-violent post-pacification primary resistance movements – one example of this type is the Kyanyangire revolt in Bunyoro, Western Uganda in 1907, but there is also the mass migration type of resistance.
- Secondary resistance movements – for example John Chilembwe’s rebellion in Malawi in 1915 (with its origins within the period of this paper).
- Forms of religious protest were seen in the rise of the Independent African Church Movement as a protest against the reluctance of European Christian missions to share control and leadership with Africans. There is overlap here with other types of resistance – e.g. John Chilembwe’s movement, and the Christian missions providing the education which led to secondary resistance movements.

10 ‘Development was only a subsidiary of exploitation.’ To what extent do you agree with this assessment of European colonialism?

Focus: Responses could use their knowledge of the 3 main regions of Tropical Africa to offer running comparisons between the methods employed by the various colonial powers.

Examples of the 3 main approaches to economic development could be identified and explained:

- through African peasant agriculture (in most of West Africa)
- through settler controlled agriculture (mainly in parts of Central and East Africa)
- through concessionary grants to commercial companies (mainly in parts of Central Africa)

The policies of Britain, France and Belgium could be considered. Some responses might refer to Germany and Portugal as well. Labour policies and attitudes towards Africans could form one basis of comparison. Exploitation in the form of forced labour which diverted Africans from subsistence agriculture could be weighed against economic development of the colonies here.

Essential to all methods of economic development and in all the territories was the establishment of a transport infrastructure – mainly the development of railways. Concessionary Companies were often granted land and mineral rights in exchange for building railways. There is also a need to show understanding of how some specific minerals (for example gold, diamonds) and agricultural products (for example rubber, cocoa, palm oil) fed the industrial progress or the greed of individuals in Europe.