MARK SCHEME for the October/November 2006 question paper

9697 HISTORY

9697/04   Paper 4, maximum raw mark 100

This mark scheme is published as an aid to teachers and students, 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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

The grade thresholds for various grades are published in the report on the examination for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses.

CIE is publishing the mark schemes for the October/November 2006 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

UNIVERSITY *of* **CAMBRIDGE**
International Examinations

N.B. These notes should be read, and used, in conjunction with the general mark band descriptions and levels of response in the **General Marking Instructions**. They should not be regarded as 'model' or 'correct' answers. They are an attempt to suggest the approach and content which would constitute a good, relevant and appropriate answer. They also attempt to identify the mark band which would best fit different types of answer. General mark band descriptions and levels of response may often be the best guide to the most appropriate mark for an answer.

1 **Why was the transition from the slave trade to legitimate trade accomplished with speed and efficiency in either Dahomey or in Opobo in the Niger Delta?**

Candidates might be expected to identify the basic factors on which the speed and success of the transition depended. These include:

- The availability of suitable legitimate exports i.e. those for which there was a steady demand from European and other foreign traders, such as palm oil products which grew naturally in the Delta but, in the case of Dahomey, had to be acquired from neighbours or grown on land won by force.

- Adequate transport facilities to get the commodities to the coast for export. These also were more readily available in the Delta states, with their network of rivers, than in Dahomey where slave labour in the shape of 'pulla boys' provided an alternative.

- Able leadership, centralised political administration and efficient organisation of the economy. In Dahomey these advantages were present (details should be provided). In several of the Delta states the development of the 'House System' provided similar efficient political and economic leadership. 'Houses' were, in effect, companies whose main function was the promotion and organisation of trade and they emerged in some of the Delta city states to meet the new challenge posed by the abolition of the slave trade. The heads of these 'Houses' were often of humble origin, some being ex-slaves. The best known examples of these 'new men' were Jaja, who as head of the Anna Pepple 'House' in Bonny in succession to Alali, also an ex-slave, broke away to form the new state of Opobo; and Olomu and his son Nana in Itsekiriland. These men were successful traders with commercial expertise as well as political skills. They organised their own fleets of war canoes. Eventually Jaja attracted the heads of other houses in Bonny to join him. The rise of these new men was often at the expense of less able traditional rulers. A measure of their success was the need felt by Britain to overthrow Jaja who became too successful in competing with British traders and a threat to Britain's interests in the region.

Answers which explain the speedy and effective transition in their chosen country on these lines, supported with adequate detail, will deserve a mark in one of the two top bands. Allocate 7 marks to each of the first two points and 11 to the third. Consult the mark band descriptions for the appropriate mark for weaker answers.

2 **Outline the careers of two of the following and explain their importance in African history: Sir George Goldie; Lewanika; King of the Lozi; Mirambo of the Nyamwezi; Mwanga; Kabaka of Buganda.**

A mark in Band 4 (14-15) may be awarded to an accurate narrative answer outlining the work and career of two of the listed individuals. For a mark in Band 3 (16-17) and above candidates must have made some attempt to explain their importance in African history. This will require them to comment on the extent to which the individual's work and career illustrate trends and developments which were typical features of this period of African history. For example Lewanika, King of Lozi, typifies the action of an African ruler who believed that his own, and his people's interest would be best served by seeking to collaborate with the Europeans who were involved in partitioning Africa.

3   **Analyse the long-term consequences to 1900, for East Africa and its people, of the establishment of the capital of the Omani Sultanate in Zanzibar.**

This question requires an analysis of the mixed results of this event which took place in 1840. The impact, particularly under Sultan Seyyid Said, was largely economic. His interest in the mainland was commercial though some of his successors had political ambitions. However, the commercial activities of Seyyid Said has political and social consequences also. Trade with the mainland increased substantially and was carried on by well organised caravans, financed by Indians and led by Arab-Swahili merchants. The trade was mainly in slaves and ivory and its impact on the mainland was mixed. It was partly **negative**: (wars waged for the capture of slaves led to economic, political and social disruption. Agricultural production declined; land was laid waste and crops destroyed. People were killed, and political and social units were undermined); and partly **positive**: (though slave trading led to political chaos in some areas and destruction and decline of some states, in others it led to the rise of new states like the 'empire' of Tippu Tip and that of the Nyamwezi under Mirambo. The penetration of the interior as far as the Great Lakes and Buganda by Arab-Swahili traders led to the spread of Islam and of the Swahili language as a 'lingua franca'. Zanzibar became the gateway through which may Europeans entered the interior of East Africa. These included explorers, missionaries, traders and imperialists. Some of their impact is difficult to classify, but it led to efforts to end the slave trade and to end the political power of the Omani. For a mark in any of the three top bands (16 to 25) answers must show the mixed nature of the impact of the Omani presence: positive/negative; economic/political/social/cultural. Consult the mark band descriptions for the most appropriate mark for weaker answers.

4   **For what reasons did the European powers partition Africa in the nineteenth century? When, and why, did the partition become 'a scramble'?**

Candidates might be expected to begin their answers with the following general reasons which had led some European powers to annex a limited amount of African territory before the late 1870s: economic, strategic, humanitarian/religious; prestige. After 1875 a series of events accelerated this process of partition and turned it into 'a scramble'. The period of 'informal empire', when European powers were anxious to trade with Africa but reluctant to face the expense of acquiring and administering colonies, was about to end. The 'chain of events' which led to the 'scramble for Africa' began with the movement towards protection which ended the free trade era, and was stimulated by Leopold II's activities in the Congo Basin; the De Brazza Treaties with Makoko; the British occupation of Egypt in 1882; Bismarck's entry into the race for colonies in 1884 and his convening of the Berlin West Africa Conference (1884-85). The results of decisions taken at this conference – e.g. the establishment of the principles of 'effective occupation' and of 'spheres of influence' acted as guidelines and rules for future annexation of African territory. These decisions were the trigger for more than a decade of frantic activity by many European powers which constituted the 'scramble' and led to most of Africa being colonised by 1900. Candidates who give the general motives for partition of Africa and then identify this 'chain of events' will deserve a mark in one of the two top mark bands (18-25). Candidates who do no more than identify and comment on the 'general motivating factors' for partition will struggle to get beyond band 6 (8-10 marks). A clear awareness of the importance of the 'accelerating factors' in converting a limited partition into a scramble is essential for the award of a mark in one of the top 3 bands (i.e. 16 and above).

General reasons for partition 12 marks. Chain of events 13 marks.

5 Analyse and account for the achievements of Menelik in Ethiopia between 1872 and 1913.

This question requires candidates to show knowledge of Menelik's work and achievements both as King of Shewa and as Emperor of Ethiopia. His achievements as King of Shewa prepared the way for, and help to explain, his achievements as emperor.

Achievements as King of Shewa and Emperor of Ethiopia (13 marks)

- His pact with Johannis in 1878 in which he dropped his claims to be emperor in return for Johannis' recognition of him as King of Shewa and as his successor as Emperor. This Pact was cemented by a marriage alliance between Johannis' son and Menelik's daughter.

- He greatly extended the boundaries of Shewa, gains which later became part of the Ethiopian empire. This was achieved partly by peaceful means but, when necessary, by the use of his powerful army which he strengthened throughout this period. His territorial gains included the western Galla lands; Harar in the east and Kaffa in the far south-west (conquest not completed until 1897).

- In 1889, after becoming Emperor, he signed the Treaty of Wichale with the Italians from whom he had already acquired large quantities of modern arms. He denied the Italian claim that the treaty had made Ethiopia an Italian protectorate and successfully countered Italian attempts to win over Johannis' son and his great general, Ras Alula.

- His greatest achievement was his decisive victory over the Italians at Adowa in 1896 which ended (until 1935) Italy's attempts to conquer Ethiopia and led to the recognition of Ethiopia, by Italy and other European powers, as a sovereign and independent state. Many countries established diplomatic missions in Addis Ababa and treaties were signed with Britain and France to confirm Ethiopia's boundaries with the Sudan and British East Africa to avoid future disputes.

- After this victory, Menelik began his task of modernising Ethiopia, with the help of European advisers and skilled engineers and technicians. Measures included: improved communications with the building of roads, bridges and a railway to the port of Djibouti; postal and telegraph services; health and educational reforms; a new currency and banking services; economic reforms and increased trade. Modernisation was limited by the country's restricted resources and the lack of skilled Ethiopian personnel. However, even with more resources and better trained officials, Menelik was never likely to introduce radical social and economic reforms. It was unlikely that he would have risked a social revolution which would have antagonised the wealthy nobles in Ethiopia.

Explanation of achievements (12 marks)

Much of Menelik's success was due to his personal skills and ability. He learned from Tewodros' mistakes and was much more successful in attracting and keeping the loyalty and support of his subjects and maintaining national unity. He tried to avoid the use of force whenever possible to achieve these ends and preferred federal links, personal agreements, marriage alliances with other rulers to establish authority and cooperation. He exploited cultural links e.g. the use of Amharic to promote good relations. Nevertheless he attached great importance to the possession of a well trained, well equipped standing army and had great success in acquiring modern weapons from Europeans particularly from the Italians whom he deceived into thinking that he might be persuaded to oppose Johannis to whom he remained loyal after the pact of 1878. He had skill as a diplomat as was demonstrated in his dispute with the Italians over the terms of the Treaty of Wichale.

To earn a mark in the top two mark bands (18-25) candidates should mention, other than his own ability and skills, the following additional factors which account for his many achievements such as:

- his debts to his predecessors, especially Johannis;

- the skill of his great general, Ras Alula, in his military campaigns especially against the Italians;

- the geographical features of Ethiopia which he exploited to defeat the Italians;

- the miscalculations of the Italians and the incompetence of their leaders, especially General Baratieri;

- European experts to help with aspects of modernisation.

For a mark in one of the 3 top mark bands (16 to 25) both parts of the question must be adequately addressed and reasonably well balanced. A narrative of Menelik's achievements without any attempt to explain them would not get beyond band 5 (11-13).

6 Explain the violence and instability in Yorubaland in this period, with special reference to the role of Ibadan.

The basic causes of the violence and instability in Yorubaland have their roots earlier than 1855 in the results of the decline and fall of the powerful military empire of Oyo which took place in the early nineteenth century. As Oyo's stabilising power declined states like Nupe, Egba and Borgawa became independent, whilst Ilorin rebelled and became part of the Sokoto Caliphate. The Fulani in the Sokoto Caliphate invaded Yorubaland. Ibadan and Egba who emerged from this warfare in 1839 as the two most powerful states in Yorubaland became rivals for control of the palm oil trade with the Europeans. They fought for land, slaves and dominance of the oil trade. Ibadan was at a disadvantage by being cut off from direct access to the coast.

Two major periods of warfare followed. The first was the Ijave War (1860-1864); the second was the Sixteen Years War (1877-1893), both of which were fuelled by Ibadan's aim to trade directly with the Europeans at the coast. Ibadan emerged from this war as the largest state in Yorubaland but peace was not restored until the British conquest of the region between 1893 and 1896.

For a mark in bands 1 or 2 candidates must explain the basic causes of war in the early nineteenth century and focus on the key part played by Ibadan in the wars between c.1840 and 1893. Failure to focus on the role of Ibadan will restrict the mark to band 5 (11-13).

7 What were Prempeh I's aims when he became Asantehene in 1888? Why and to what extent, did he fail to achieve them?

- Prempeh's aims were basically to undo the results of the war of 1873-74 which meant:

    – to revive the Asante Confederacy;

    – to revive the Asante Empire;

    – to avoid military confrontation with the British;

    – to preserve the independence of his country and his own authority in his kingdom.

<u>Why, and to what extent, did Prempeh fail to achieve his aims?</u>

Initially Prempeh had some success in reviving the disbanded Confederacy by recapturing most of the rebel states, but the British prevented most of these from rejoining the Confederacy. Prempeh protested retrospectively in 1889 to the British about the inclusion of Kwano in the Gold Coast Colony in 1874, and in 1892-93 he reconquered the Boron states to the north-west of Kumasi. In 1891 he rejected a proposal that Asante should become a British protectorate. In 1895 he sent an Asante delegation to London to ask Britain to recognise the independence of his country. The British resented Prempeh's initial refusal to accept a British Resident in Kumasi to direct Asante policy. The last straw came with Prempeh's initiative to negotiate a treaty of friendship with Samori Toure which threatened the European powers' attempts to expand their empires in Africa. In 1896 the British marched on Kumasi. Prempeh, too late for his concession to be effective, at this point said he would accept a British resident. He offered no resistance to the British advancing on Kumasi. The British, however, continued their advance, captured Kumasi and arrested Prempeh, along with his family and Counsellors, who were all deported.

The basic reason for Prempeh's failure to achieve his aims lay in the clash between Britain's and Prempeh's attitudes and ambitions which were irreconcilable. Britain regarded Asante as barbaric and aggressive military power and was determined to prevent Asante gaining control of the costal region. The confrontation coincided with the peak period of the European 'scramble for Africa'. In the last resort Britain's military supremacy over Asante was bound to end in Prempeh's defeat. In the long run, therefore, Prempeh failed to achieve any of his aims at his accession.

All 3 aspects of the question must be answered for a mark in any of the 3 top mark bands (16-25). A narrative of Prempeh's reign with inadequate analysis and explanation will struggle to reach band 6 (8-10).

8   For what reasons did both Islam and Christianity enjoy a period of rapid expansion in *either* East *or* West Africa between 1885 and 1914?

Note that answers must be based on East or West Africa **not** both. In East Africa Buganda, Bunyoro, the Sudan and Tanzania (including Zanzibar) will be key areas for both religions. In West Africa candidates are likely to refer to the Mandinka and Tukolor Empires and the Sokoto Caliphate for Islam and Sierra Leone, Yorubaland and the Niger Delta for Christianity.

The spread of the two religions depended on their appeal to Africans. This rarely depended on the appeal of the religious teaching alone. Economics, social and cultural factors were often more important than religious factors in inspiring a positive response from Africans. The nature of the response depended on Africans' perceptions of which religion would benefit them most in their particular circumstances.

It should be remembered that Islam started with an advantage over Christianity. In parts of both these regions – the costal areas of East Africa and the interior of much of West Africa – Islam had already been established for centuries. In addition both the British and the French banned the presence of Christian missions in areas where Islam was firmly established e.g. the British in the Sokoto Caliphate in Nigeria and the French in the interior of Senegal. In these areas Islam continued to spread amongst Africans following traditional religions e.g. as a result of the migration of Muslim workers in the north of the Gold Coast and of Wolof Muslim groundnut farmers in Senegal. Similarly, in East Africa, Arab-Swahili traders from the coast carried Islam into the interior of the mainland.

In those areas of East and West Africa where Islam had not already been established for a long time Islam still had advantages over Christianity in terms of its appeal to Africans. As a religion Islam had a message which was far simpler, and far easier to understand than that of Christianity. Socially and culturally it was much more compatible with African traditions and behaviour than Christianity. Its acceptance of polygamy is one example of this. Islam was also free from the associations that Christianity had with colonialism.

Against these points, however, Christianity was associated with progress linked to Western education, Western medicine and health care and provision of schools and hospitals. In science and technology Christianity was ahead of Islam.

Decisions taken by African rulers often played a big part in the spread of one or other of these religions. For example Mutesa I of Buganda encouraged trade with Arab-Swahili traders from the Coast. This promoted the spread of Islam. Later, however, when faced by the threat of Muslim invasion from the north, Mutesa invited Christian missions into Buganda in the late 1870s and 1880s as a counterweight to Islam. As a result of this decision Buganda became one of the great success stories of conversions to Christianity. This was due mainly to the combined work of Christian missions and of young Buganda converts of those missions setting up 'reading rooms' and churches. A similar rapid spread of Christianity took place in some parts of West Africa. This was largely due to the work of African controlled Christian missions in Yorubaland and in the Niger Delta controlled by Bishop Crowther and to the emergence and appeal of Independent African churches.

For a mark in one of the two top bands (18-15) answers should cover, in a balanced way, a selection of these reasons for the rapid expansion of the two religions, together with some specific examples. Unbalanced answers and those with no specific examples will deserve no more than 10-11 marks.

9 **Analyse and explain, with specific examples, the various ways in which Africans showed their opposition to British rule between 1895 and 1914**

Sections on the various basic kinds of opposition, with specific examples, would be a good approach. These were:

1   Violent post-pacification primary resistance movements

     e.g. the Asante Rising of 1900; the Giriama Rising in British East Africa (Kenya) 1914-1915.

2   Non-violent post-pacification primary resistance movements

     e.g. the Kyanyangire Revolt in Bunyoro, Uganda 1907. Accept other appropriate examples of categories 1 and 2.

3   Secondary resistance movements led by the educated elite

     Most of these were non-violent but John Chilembwe's rebellion in Malawi developed into the first armed rebellion led by the educated elite. Non-violent protests in this category included The Aborigines Rights Protection Society, founded in the Gold Coast in 1897 but attracting members from other British colonies. Its initial purpose was to fight the Crown Lands bill but it continued for many years to oppose other legislation that threatened African rights. The People's Union of Lagos, founded by Herbert Macaulay in 1908, opposed the alienation of Yoruba lands and the imposition of a water rate in Lagos. Generally these secondary resistance movements sought reform, and equality for blacks and whites, not independence.

     There were also various cultural forms of national protest against colonial influence and domination: Casely Hayford and Attoh Ahuma were the main exponents of this kind of protest in literary form (See Tidy and Leeming, Vol. 2, p. 206 for details).

4   Forms of Religious protest

     These included the rise of the Independent African Church movement particularly in Malawi and in parts of West Africa (See T. and L. Vol. 2, pp 83 and 184-185). This phenomenon was a protest against the reluctance of European Christian missions to share control and leadership of Christian churches with Africans. It can also be argued that Churches in Africa championed Africans against forms of abuse and exploitation e.g. they were against the use of forced labour and the recruitment of Africans for migrant labour in mines. In providing schools and western education and thus creating an educated elite, Christian churches also helped to promote anti-colonial protest.

     Allocate up to 10 marks for identifaction of different categories of protest and up to 15 for specific examples with reasons.

10 When, why and to what extent did the French replace their system of 'assimilation' by that of 'association'? What were the differences between the two systems?

<u>When, why and to what extent</u>

The process began in the early years of the twentieth century. It has never been completed, in the sense that assimilation has never been entirely abandoned. The reasons for the replacement of 'assimilation' by 'association' arose largely because the former was gradually seen to disadvantage the French.

- 'assimilation' required the existence of an expensive educational system designed to turn Africans into 'black' Frenchmen. 'Association' was much cheaper;

- eventually 'assimilation' could mean that Africans would take over the control of the French Assembly by outnumbering the French members;

- economically it could mean that African businessmen could compete on equal terms with French businessmen;

- 'assimilation' also had disadvantages for Africans who had to abandon aspects of their own culture in order to qualify for French citizenship;

- it was so difficult to meet the requirements for French citizenship that very few Africans succeeded in qualifying. It was only in the Four Communes of Senegal, where birth alone was the qualification, that significant numbers of Africans had become French citizens.

<u>How did 'association' differ from 'assimilation'?</u>

- 'assimilation' aimed at absorbing Africans as fully as possible into French culture and accepting them as equal partners in every way. 'Association' meant that Africans would be associated with Frenchmen in administering French colonies but would not be equal partners.

- in 'association' the French used educated Africans in preference to traditional African rulers (the reverse of the British system of 'Indirect Rule'). Only when educated Africans were not available would traditional African rulers be used in the system of 'association' and they would hold their authority as appointees of the French government not by virtue of their traditional role and status.

Answers which respond to all three parts of the question on these lines will deserve a mark in one of the two top bands (18-25 marks). Use the general mark band descriptions and levels of response to find the mark of best fit for weaker answer.

Generic mark bands for essay questions

Examiners will assess which Level of Response best reflects most of the answer. An answer will not be required to demonstrate all of the descriptions in a particular Level to qualify for a Mark Band.

In bands of 3 marks, Examiners will normally award the middle mark, moderating it up or down according to the particular qualities of the answer.

In bands of 2 marks, Examiners should award the lower mark if an answer just deserves the band and the higher mark if the answer clearly deserves the 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. The best answers must be awarded 25 marks.
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 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 may 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 conclusions. 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 more 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 requirements of 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 that do not begin to make significant points. The answers may be largely fragmentary and incoherent. Marks at the bottom of this Band will be given very rarely because even the most wayward and fragmentary answers usually make at least a few valid points.