

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary and Advanced Level

MARK SCHEME for the November 2004 question paper

9697 HISTORY

**9697/04 Paper 4 (The History of Tropical Africa, 1855-1914),
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 initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

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*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the November 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.



Grade thresholds taken for Syllabus 9697 (History) in the November 2004 examination.

	maximum mark available	minimum mark required for grade:		
		A	B	E
Component 1	100	73	67	44

The thresholds (minimum marks) for Grades C and D are normally set by dividing the mark range between the B and the E thresholds into three. For example, if the difference between the B and the E threshold is 24 marks, the C threshold is set 8 marks below the B threshold and the D threshold is set another 8 marks down. If dividing the interval by three results in a fraction of a mark, then the threshold is normally rounded down.



November 2004

GCE AS/A LEVEL

MARK SCHEME

MAXIMUM MARK: 100

SYLLABUS/COMPONENT: 9697/04

HISTORY

The History of Tropical Africa, 1855-1914

Examiners will assess which marking band best reflects the quality of the answer. They should not expect answers to show all the qualities included within the band description. The choice of mark within the band will depend on the quality of the analysis and the amount of supporting information. Essays in Bands 1-3 will clearly be question-focused, whereas answers in lower bands will show a primary concern with the topic rather than with the specific question asked. However, a question focus is not sufficient in itself to place an essay in Bands 1-3; this must also be accompanied by sufficient accurate, relevant supporting material.

Band	Marks	Quality of the answer
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 appropriate factual material. The writing will be accurate. At the lower end of the band, there may be some weaker sections to the answer, but the overall quality will show that the candidate is in control of the argument. The best answers must achieve 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 a good solid answer has been provided. The writing will be mostly accurate.
3	16-17	Essays will reflect a clear understanding of the question, and constitute 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 narrative or descriptive passages. The answer will be largely relevant. Essays will achieve a genuine argument but may lack balance or depth of factual knowledge. Most of the answer will be structured satisfactorily but some parts may lack full coherence. The writing will be generally accurate.
4	14-15	Essays will indicate attempts to argue relevantly, though often only 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 organised more effectively. The writing will usually be accurate.
5	11-13	Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the demands 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. The writing may show some accuracy but there will also be frequent errors.

- 6 8-10 Essays will not be properly focused on the requirements of the question. There may be many unsupported assertions and commentaries which 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. The writing will show significant weaknesses.
- 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. The writing will show very significant weakness. 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.

N.B. These notes must be read in conjunction with the general Mark band descriptions 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. This is difficult in a subject like History where there are as many different answers to essay questions as there are candidates. General mark band descriptions may often be the most helpful guide to the most appropriate mark.

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

Candidates who do not respond to the key phrase here: 'Assess the relative importance of...' will not deserve a mark above 11. They will also need to identify a comprehensive collection of relevant factors (e.g. economic, religious/humanitarian, strategic, political) and assess the relative importance of these to reach Mark band 5 (11-13). To earn a mark in one of the two top bands candidates should reach conclusions about 'relative importance' which are consistent with the evidence and arguments presented. Judgements about 'most' and 'least' important will vary.

2 Analyse the means by which Samori Toure built the Mandinka Empire and identify its main features.

This is a two part question but answers may not always be written in two separate parts because it will be difficult to avoid links and cross reference between the two.

The means

Samori built on the foundations laid by Dyula traders with whom he had close links. (See Tidy and Leeming, Vol. I, pp.62-65). Expect reference to his military skills and experience, especially after he broke away from the Sise army and became an independent warlord in 1857. Military conquest was the main means by which he built his empire between 1867 (manuscript insertion) and 1881, and added to it by further conquests until 1888. His failure to defeat Sikasso ended the process. Other means included a sound economic base, dependent mainly on trade; efficient government and administration; religion (Islam was used as a unifying factor) and Samori's personal charisma and leadership qualities.

Main features of his empire.

Efficient government and administration – 162 ?, 20 villages in each

Samori's military and religious qualities were clearly reflected in the political and administrative system. Military (insertion) and religious personnel – Qadis were prominent figures in the administration of the empire. Samori, though head of state, was not a despot. He was helped by a Council of Advisers, each member of which was responsible for a particular sector (justice, finance, foreign relations), and an efficient Civil Service. Samori, the 'Almami', ruled the three central provinces. The outlying areas were divided into five provinces. The army played a key role and each province had a military commander at its head. Former traditional rulers were also given a role. The army, with highly trained cavalry and infantry units, was recruited from all parts of the empire as a means of unifying the state. It was well armed, well paid and well fed. Promotion was based on merit. Blacksmiths were trained to repair and manufacture weapons.

Social

Islam was a unifying factor. 'Qadis' were involved in administration, alongside military personnel. The principle of promotion on merit made it possible for people of humble origin to hold important posts. The Tijanniya Brotherhood, to which Samori belonged, emphasised equality. Birth and ethnicity counted for little. Great emphasis was placed on education and Koranic schools were widespread in the empire. In spite of its importance, however, Islam was not the only religion tolerated. Only once, in the late 1880s, did Samori attempt forced conversions, a decision which led to the 'Great Revolt' of 1888-89.

Economic

Samori never forgot his origins as a trader and he was indebted to his close links with the Dyula traders in many ways. In return the traders were guaranteed free trade, throughout the empire, in secure conditions. Gold, horses and firearms were amongst the main items of trade. Agriculture was highly organised. The 'Almami's' fields were a feature of every village and provided the basis of the supply of food to the army.

The answer does not need to be written in two distinct parts; but for a mark in one of the two top bands the means by which Samori built his empire and its main features must both be analysed and illustrated. Material on Samori's struggle with the French will not be relevant here.

3 Compare and contrast the work of Tewodros II and Johannes IV as rulers of Ethiopia.

The best approach will take the form of a running comparison/contrast between the two rulers with references to various aspects of their work and achievements, point by point. Answers which consist of two separate accounts of their work and leave the task of comparing and contrasting to the examiner will deserve much less credit. A summary of the aims of each would make a good introduction. These were very similar: the need to revive and consolidate the power of the Emperor, and unite the country under his control, and to create and maintain a large well trained and well equipped standing army to defend the country from foreign and domestic enemies. Johannes was much more successful in the execution of these aims. The fact that Johannes learned much from Tewodros' mistakes points to contrasts between the two. Johannes replaced a centralised system of government with a federal one; he used diplomacy and marriage alliances rather than force to win the support of the provincial Rases; he avoided confrontations with the church and clergy and repaired

the damage done by Tewodros' Church reforms. Above all, Johannes used his army successfully against foreign enemies - the Egyptians, the Italians and the Mahdists. The conclusion might emphasise the relative stability of Johannes legacy to Menelik in contrast to the chaos and insecurity and the disputed succession left by Tewodros. For a mark in one of the two top bands answers should be fairly equally balanced between the two rulers. Maximum for an answer which writes two separate accounts of the work of the two rulers with only a token attempt at comparison/contrast: 11-13 marks. If such answers are also unbalanced, maximum 8-10 marks.

4 How and why did the interest of European powers in Africa change between 1875 and 1900?

This question is essentially one on the causes of the scramble for Africa which developed during this period and the focus of answers should be on the developments in the ten years after 1875 which triggered the scramble and reached its outcome by the end of the century. Before 1875, the European powers were mainly interested in 'informal empire', in 'profit through trade, without responsibility.' After the Brussels Conference of 1876, called by Leopold II, this approach to Africa became increasingly difficult to maintain. Nothing short of colonising Africa would ensure profit through trade. Other developments which led to the same conclusion included: the adoption of protectionism; the activities of Leopold II in the Congo Basin; De Brazza's treaty with Makoko, made in 1880; Britain's occupation of Egypt in 1882, after which the French Government ratified De Brazza's Treaty; Bismarck's annexation of African territory in 1884-85; the meeting of the Berlin West Africa Conference 1884-1885, its decisions and their impact between 1885 and 1895.

Candidates who identify these events and developments and show an understanding of the links between them and the changing nature of European interest in Africa will deserve a mark in one of the two top bands. An answer based on a discussion of the general motives - political, economic, strategic, humanitarian etc. - will not meet the question's requirements so effectively and probably not deserve more than 8-10 marks, unless they are linked explicitly to events between 1875 and 1895. Answers should not stray outside the prescribed dates in the title. Answers which show no detailed knowledge of colonies acquired between 1886 and 1900, i.e. at the height of the scramble, maximum of 16-17.

5. Account for the emergence and growth of independent African churches in either Malawi or West Africa and assess the importance of this development.

The main reasons for the emergence of the independent African church movement were linked with the style of management of mission controlled churches and with certain unpopular aspects of colonial rule in the late 19th and early 20th century:

- the alienation of African land for use by foreign settlers;
- colonial taxation policies;
- the use of forced labour;
- the slow speed of Africanisation of mission churches e.g. in the ordination of African priests and the promotion of Africans within the church hierarchy.

In Malawi

Here the growth of independent churches was closely associated with protest against colonial rule in general. The main leaders in the movement were Eliot Kamwana (the Watch Tower movement); Charles Domingo (the Watch Tower movement and the Seventh Day Baptists); John Chilembwe who went to the USA with Charles Booth and returned as an ordained priest in 1900. He led the 1915 Rising as an anti-

colonial rebellion directed particularly against the recruitment of Africans to fight in the First World War.

In West Africa

The main leaders here were Majola Agbebi and William Wade Harris. Agbebi was associated with several independent churches including the African Baptist Church (1888), the United Native African Church (1891), and the African Bethel Church (1901). He was President of the African Baptist Union of West Africa. Harris, a Liberian Protestant evangelist, was the most successful in terms of the number of followers and converts. He moved to the Ivory Coast in 1913 where he enjoyed his greatest success.

Importance

Though reasons for the emergence and growth of independent churches varied from place to place there was much commonality in their importance and significance. All were examples of protest against colonialism in general and against foreign control of churches and all were early examples of African nationalism. Only Chilembwe in Malawi carried protest to the point of open rebellion. Most leaders were opposed to the use of violence. All were advocates of more and better education for Africans as a means of improving living standards and promoting progress and justice. All believed that Christianity in Africa must come to terms with African culture and the African personality.

To gain a mark in one of the top two bands answers must respond to both parts of the question. Answers which give no specific examples can hardly expect to get beyond Band 7.

6 What were the similarities and differences between (a) the causes and (b) the results of the Hehe and MajiMaji Risings in German East Africa?

Causes

The Hehe Rising was an example of initial primary resistance; the MajiMaji of post pacification primary resistance. Mkwawa of the Hehe ruled a powerful military state and the Germans could not allow him to raid Africans under their rule without endangering their position as the colonial ruler in the area. Hehe control of the trade routes from the interior to the coast was a major cause of conflict. Mkwawa was angry with the German rejection of his offer of gifts which was misunderstood.

The MajiMaji Rising began in 1905 as a result of economic and other grievances arising from several years of German rule: the compulsory cotton growing programme, forced labour and taxation. Social and political causes included resentment of German disapproval of traditional religious practices and abuse of African women. Numerous ethnic groups in southern Tanzania were inspired to rise by the charismatic religious leader Kinjikitile who prophesied that magic water would protect Africans against German bullets.

Results

Both risings were defeated by superior German weaponry but served to inspire nationalists at a later date. Both underlined the importance of Unity amongst Africans if freedom were to be won; and the futility of resorting to the use of violence against Europeans with overwhelming military superiority. The MajiMaji rebels' early successes alarmed the Germans and led to the introduction of important reforms and concessions to Africans under the new Governor, Rechenberg, appointed in 1907. Expect examples of 'reforms and concessions'. Narrative accounts of the risings without reference to similarities and differences will not get beyond 8 marks.

Balanced answers to both parts of the question which identify similarities and differences will deserve a mark of 18+ depending on the amount and accuracy of the coverage.

7 Analyse the economic and social results of the building of railways in either Central or East Africa

A reasonably detailed and accurate description of the railway network in the chosen region will be an indispensable base for the analysis of the results of the building of railways. Candidates who fail to provide this will reach a maximum of 12 marks.

Economic results

Though the reasons for the building of railways in both regions may have been primarily political - the need to consolidate claims to territory by establishing effective administration and control - the practical and longer term consequences were largely economic. Some details of the economic activities in the region will be necessary - agricultural, mining, transportation of goods for export/import. In various parts of East Africa, coffee, tea, cotton and sisal were already established as cash crops before 1914. Though many candidates may claim that there was economic exploitation rather than development, there was a boom in African farming for some years after the opening of the railways in East Africa. The Uganda railway was able to pay its way before 1914 mainly by transporting African grown produce. There was a growing emphasis on cash crops and a decline in subsistence agriculture which eventually was to lead to food shortages. European traders were able to increase their imports with the improved facilities for distribution. In both regions much of the best land along the lines of rail was eventually allocated to European settlers. Towns sprang up along the railways in both regions with Nairobi an outstanding example.

Social results

Social and economic results are difficult to separate as economic and social change went hand in hand. Railway building was an important factor in encouraging Asians and Europeans to settle in Africa to pursue economic activities. Indians came to East Africa to provide labour for railway building. Many stayed on to become retail traders and were joined by others. Europeans moved into both regions, particularly into Kenya, where they took over much African land in the 'White Highlands'. This had obvious consequences for the displaced Africans. The influx of Asians and Europeans had economic and social and political consequences.

For a mark of 16 and above there must be reasonably even balance between economic and social results. Comprehensive answers will probably be rare and should be rewarded generously with a mark of 18+. (See Tidy and Leeming, Vol. II Chapter 7, pp.146-164 for details.)

8 With reference to any two chartered trading companies show how and why these played an important part in the establishment of colonial empires in Africa.

The most popular choices are likely to be the British South Africa Company; the Imperial British East Africa Company; the German East Africa Company and the Royal Niger Company. Answers may begin by outlining the role of chartered companies in general terms. By definition they were involved initially and primarily in trade with Africans, but this soon led to involvement in 'colonialism' - the annexation and the administration of territory. To facilitate trading activities they pressed their home governments to grant them 'charters' which conferred on them rights of conquest/occupation and administration. They had troops/armies to help in these

roles, acquired in the period after the Berlin West Africa Conference had laid down rules for future acquisition of territory. At the time, the late 1880s, European governments were reluctant to assume the expensive burden of acquiring and administering colonies. Chartered companies assumed this role on their behalf, often in competition with rival companies from other countries, until European governments were ready to take responsibility themselves.

For a mark of 18-20 candidates must show how and why chartered companies carried out these roles; and for a mark of 20+ answers should show how the companies provided a link between this 'stop-gap' role and 'protectorate', or full 'colonial', status.

9 Why, and with what results, did Lobengula resist the British but Lewanika seek their protection?

Good candidates here will avoid a crude contrast between Lobengula, the 'resister' and Lewanika, the 'collaborator'. They will make it clear that, for many years, Lobengula, realising that the result of using force against Europeans was likely to mean defeat, tried hard to avoid confrontation with European concession seekers. He turned to armed resistance reluctantly and only when nothing else could prevent loss of sovereignty.

Lewanika deliberately sought British protection, after careful consideration of his situation in the late 1880s. He failed, however, to foresee the long term consequences of his decision. Look for some explanation and detail of the various agreements entered into by the two leaders and for some acknowledgement that both were deceived and misled in their negotiations with Europeans.

Both leaders lost their independence, but the path to this ultimate outcome was much less unpleasant and violent for Lewanika and the Lozi than for Lobengula and the Ndebele. Lewanika did retain a measure of authority and control over his subjects and country until his death.

10 In French colonial territories, what were the differences between the administrative systems of 'assimilation' and 'association'? When and why did the French move from one to the other?

Differences between 'assimilation' and 'association'

The initial aim of the system of 'assimilation' was to absorb as many Africans as possible into French culture and to grant French citizenship to those Africans who had succeeded in making the cultural transition. These 'assimilated' Africans would henceforth be accepted as equal partners in every respect with the French. In practice it was so difficult for Africans to meet the requirement that very few succeeded in qualifying for French citizenship. Only in the Four Communes in Senegal - St. Louis, Dakar, Rufisque and Goree - where birth alone was the qualification had significant numbers of Africans become French citizens.

'Association' meant that Africans would be 'associated' with Frenchmen in administering French colonies but not as equal partners. Under 'association' the French used educated Africans in preference to traditional African rulers to occupy posts of responsibility. (This was the reverse of the British system of indirect rule.) Only when educated Africans were not available would traditional rulers be used as low ranking officers in the administration. In all cases Africans held their posts as 'appointees' of the French authorities and not by virtue of their traditional role and status as chiefs.

When and why did the French move from one to the other?

Assimilation was never completely abandoned. A few Africans, mostly from the 'Four Communes' continued to enjoy French citizenship and a few were elected to sit in the French Assembly until independence. The process of change to the policy of 'association', however, began soon after 1900 for a variety of reasons. These included:

- the high cost of promoting and maintaining the policy of 'assimilation' and the slow realisation by the French of the potentially harmful consequences of the policy of assimilation for French interests. Amongst these harmful consequences were:
- the possibility that, in the future, the French could be outnumbered by Africans in the French National Assembly;
- the increasing competition that French businessmen would have to face from Africans on equal terms;
- the growing opposition of most Africans to becoming 'black Frenchmen' and to face a policy which undermined their own culture.

The above are all reasons which explain France's decision to abandon 'assimilation' as the basis of their colonial administrative system in Africa in the early years of the 20th century.

Candidates who identify the basic differences between the two systems and explain when and why the change was made will deserve a mark in one of the two top bands. Refer to the levels of response in the Mark band descriptions to assess weaker, less accurate answers.