

CAMBRIDGE

INTERNATIONAL EXAMINATIONS

Paper 8697/4 (The History of Tropical Africa, 1855-1914)

PROVISIONAL MARK SCHEME SHEET

Subject/Paper No: Month: Year:

Question Number	Mark Scheme Details	Part Mark
1	<p>Introduction The following notes on individual questions should be used in conjunction with the Generic Mark Bands for Essay Questions in the General Marking Instructions. This is particularly true in the case of weak answers since the notes emphasise the main points that will be expected in good and very good answers which should be awarded a mark in one of the higher mark bands from 1 down to 3. In addition, where the notes suggest that a mark from one or other of two mark bands might be awarded, the 'Level of Response' descriptions should be used by examiners to help reach a decision on the most appropriate mark.</p> <p>Why did slave trade and domestic slavery persist in West Africa well into the second half of the nineteenth century?</p> <p>The key word is 'Why' and answers must focus on explaining the continuation of the slave trade and domestic slavery in West Africa. All these aspects will need to be covered for a mark in one of the two top bands.</p> <p style="text-align: right;">Some reasons for the</p> <p>continuation of the slave trade (e.g. the difficulty of mounting an effective naval blockade and the fact that it was easier for Europeans than for Africans to adjust to abolition) and of domestic slavery resulting from the continued need for cheap, slave labour in some plantation agriculture carried on by Africans (e.g. for the cultivation of palm trees in Dahomey and the states of the Niger Delta. Most important of all so long as a demand for slaves existed the trade in slaves and the institution of slavery were likely to continue.</p>	



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2	<p>Assess the achievements of the Creoles in West Africa and explain the changed British attitude towards them after 1890.</p> <p>No definition of the Creoles is explicitly required but many candidates will no doubt supply this as an introduction. For a mark in the top two bands both parts of the question must be covered; 5/6 fields of activity from the following list of possibilities should be identified and achievements in these should be assessed: education; the church including mission work; administration; commerce; literature; medicine; law; the press.</p> <p>British attitudes to the Creoles changed after 1890 for a variety of reasons. The widespread use of Creoles in in important posts as part of the policy of assimilation gave way to a policy of indirect rule. The reasons were affected by racist views following the spread of Social Darwinism; by Governor Cardew's belief that Creoles in Sierra Leone were responsible for the Mende-Temne Rising; and by the view that it was dangerous to appoint Creoles to important posts in the fields listed above.</p> <p>Some specific examples should be given of individual achievements in at least three chosen fields for a mark in Bands 1 or 2. Where these are missing altogether answers should be given no more than 11-13. Three fields of activity, with examples, will be worth 13-15 when effectively assessed. For details of Creole activities and achievers see Tidy and Leeming, Vol.1, pp137-138 and for changed British attitude see Vol.2, pp126-127. If part 2 is ignored the answer should be marked out of a maximum of 16-17 (band 3).</p>	
3	<p>Analyse the reasons for, and the results of, the Ngoni invasions of Central and East Africa.</p>	

This is a two part question in which the parts should be

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4	<p>reasonably balanced for a mark in Band 3 or above.</p> <p>Reasons for invasions The original Ngoni were the Nguni speaking followers of Zwangendaba. The defeat of Zwangendaba by Shaka in 1819 led the Ngoni to move north, crossing the Zambesi in 1835 and entering modern Tanzania after 1848. After Zwangendaba's death (1848) the Ngoni split into 5 new groups which dispersed over much of Central and East Africa as far north as Lake Victoria. The groups included the Tuta Ngoni, the Gwangara, the Maseko, the Mpezeni.</p> <p>Results of the invasions were both destructive and constructive, bad and good. They led to the defeat and near collapse of the Rozwi, Undi and Chewa Empires. They raided for cattle, food and people. On balance, perhaps,, the results were positive leading to the rise of new and larger states e.g. the Nyamwezi of Mirambo, and the consolidation of Hehe and Sangu clans. All these new states adopted the Zulu military and political systems carried north by the Ngoni.</p> <p>Unbalanced answers and those which show no specific knowledge will not be worth more than Bands 5 or 6.</p> <p>Explain the warfare and unstable conditions in Yorubaland in this period with special reference to the role of Ibadan.</p> <p>Many of the reasons for the warfare and instability in Yorubaland stem from events in the area before 1855. Until the early nineteenth century the powerful military empire of Oyo had given stability to Yorubaland, but Oyo's power crumbled as other states like Nupe, Egba and Borgawa gained their independence. Ilorin rebelled and became part of the Sokoto Caliphate and from here the Fulani attacked and further disrupted the area. Ibadan and Egba, around its capital Abeokuta, emerged as the two most powerful states in Yorubaland. They began to compete for control of the palm oil trade with the Europeans and Ibadan was at a disadvantage by being cut off from direct access to the</p>	



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5	<p>coast. After Ibadan defeated the Fulani threat in 1839, the Yoruba states fought each other for land and slaves and dominance of the trade of the area. The two major periods of warfare were the Ijaye War (1860-1864) and the Sixteen Years' War (1877-1893). Both were fed by Ibadan's aim to trade directly with the coast. She emerged as the largest state in Yorubaland but peaceful conditions were not restored until the British conquest of the region (1893-1896).</p> <p>To gain a mark in Bands 1 or 2 candidates must explain the basic causes of warfare and focus on the key part played by Ibadan in the numerous wars between c.1840 and 1893 and identify her main rivals. Failure to focus on Ibadan will restrict the mark to Band 5. Failure to explain the basic cause of instability and warfare will be more serious still and restrict the mark to Band 6.</p> <p>Why was the Berlin West Africa Conference called in 1884? What were the results of its decisions for the colonial powers and for Africa?</p>	

Why called? Essentially because the acceleration of the partition of Africa since c.1876 had threatened to get out of control and cause war between the European powers. Bismarck called the conference to avoid such a war. The main decisions of the Conference were:

- to lay down guidelines for future annexations of African territory: the doctrine of effective occupation and the establishment of 'spheres of influence' recognised by the powers attending;
- guaranteed free navigation on the Niger and the Congo;
- commitment by the powers to end slavery.

Expect summary of the chain of events 1876-1884 which led to increased tourism.

Results of decisions:

- the first two decisions speeded up the rate of partition as the powers strove to protect their spheres of influence and establish their claims to effective occupation;
- within 20 years most of Africa had lost its independence and its peoples were being exploited by the colonial powers;
- abolition of slavery for a long time remained an unfulfilled promise as forced labour, practised by the colonial powers replaced it.

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6	<p>Expect e.g. of speed up of partition between 1855 and 1900.</p> <p>For a mark in one of the two top bands expect accurate , and balanced coverage of both parts of the question and evidence to show the acceleration of partition and exploitation of Africa and its people as a result of the conference's decisions. Use 'Levels of Response' to decide on appropriate marks for weaker, incomplete answers.</p> <p>Account for the growth of independent African churches in this period and assess their achievements.</p> <p>The most fruitful areas on which to base answers to this question will be West Africa and Malawi.</p> <p>Reasons for growth Independent African churches emerged as a form of protest against;</p> <ul style="list-style-type: none"> - the slow Africanisation of European controlled churches; - colonial control and exploitation, especially in relation to land alienation, taxation, forced labour. <p>In addition there were specific reasons in both West Africa and Malawi for the growth of the movement. In West Africa the most prominent figure in the movement was Majola Agbebi in Nigeria where the rise of independent churches was stimulated by the failure to replace Bishop Crowther, the only African bishop by another African.</p> <p>In Malawi a radical European, Joseph Booth, who believed in 'Africa for the Africans' was the inspiration for, and supporter of, a group of Africans who set up their own churches: Eliot Kamwana, Charles Domingo and John Chilembwe.</p> <p>Assessment of achievements All independent church leaders</p>	



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7	<p>mentioned above were in favour of African control and Africanization of their churches. As a means to this end all supported practically the establishment of schools where western education was given to pupils. Most set up communities consisting of a church, a school and a farm, using western methods of agriculture. In contrast to Chilembwe who made the wearing of European clothing compulsory for his followers, Agbebi never wore European clothes and believed that African dress was an important element and symbol of African culture. without which Africanisation would not be complete.</p> <p>The most successful independent church leader in terms of the number of converts and followers was William Wade Harris. He settled in the Ivory Coast in 1913 and by 1916 he had made nearly 100,000 converts. With the exception of Chilembwe, who led an anti-colonial Rising against the British in 1915, independent church leaders, though they were critical of many aspects of colonial rule and kept alive nationalist protests against colonialism did not advocate open rebellion. Chilembwe's Rising itself was badly organised and never had any hope of achieving its main objective of overthrowing British rule. At best it produced in Chilembwe a martyr and served to inspire later nationalists movements.</p> <p>For a mark in one of the two top bands answers to this two part question must respond to both parts in a reasonably balanced fashion and contain examples of independent churches, their leaders and their views. Answers without specific examples should reach Band 5 (11-13) provided they respond to both parts of the question. Use 'Level of Response' descriptions for weaker answers.</p> <p>Why did Africans respond more favourably and more readily to Islamic than to Christian missions in many colonial territories in tropical Africa.?</p> <p>This is an open ended question which might tempt some candidates to challenge its claim. There were a few territories e.g. Yorubaland and Buganda where Christian</p>	



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8	<p>missions enjoyed remarkable success; but generally African response was more favourable to Islam than to Christianity. The reasons included;</p> <ul style="list-style-type: none"> - the reluctance of Britain and France to permit Christian missions to operate in strongly Muslim areas for fear of stirring up violent opposition e.g. in the Sokoto Caliphate and in the interior of Senegal. in these areas Islam had no competition; - Islam possessed a number of advantages over Christianity which gave it a more ready and immediate appeal e.g. its message was simpler and more easily understood than that of Christianity; in various ways its teachings were more compatible with aspects of African Culture e.g. its acceptance of polygamy; in many areas e.g. the coastal regions of East Africa and the Savannah lands of much of West Africa it had been well established long before Christianity; it was free of the associations with colonialism which turned many Africans against Christian missions. <p>Candidates who challenge the claim in the title could earn credit providing that they go on to accept that the claim is generally valid, in spite of exceptions and show this by giving specific examples of territories where Islam had the greater appeal. Answers which reject the claim entirely are unlikely to have sufficient evidence to reach Band 6.</p> <p>Explain why the British invaded Asante in 1896 and why the Asante did not resist.</p> <p>Britain invaded Asante in 1896 because the aims of Prempeh I who became Asantehene in 1888 were a direct challenge to the imperial ambitions of Britain at the time. Prempeh's aims were essentially to undo the results of the Asante War of 1873-74 (the establishment by Britain of the Gold Coast Colony in 1874) and to revive the Asante Confederacy and Empire. He hoped to regain the territory lost in 1874 and regain direct access to the sea for his exports. Initially he had some success in reviving the</p>	



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9	<p>disbanded Confederacy but Britain, in league with Fante, ensured that the recaptured lands did not return to Prempeh's control. In 1892-93 he recaptured the the Boron states to the NW of Kumasi. In 1891 he rejected a proposal that Asante should become a British protectorate and in 1895 that Asante should accept a British resident to direct policy. Worse still Prempeh took the initiative against British attempts to control Asante. He sent a delegation to London to seek recognition of Asante's independence. The immediate cause of Britain's invasion was Prempeh's negotiation of a treaty of friendship with Samori Toure, a move which was interpreted as an African alliance against further European colonial expansion. The British were also under pressure from traders to open up the interior of Asante to trade, from missionaries to end the slave trade and human sacrifice and to spread Christianity. The British also feared French expansion from the Ivory Coast and German expansion from Togo.</p> <p>Reasons for failure of Asante to resist invasion. When Prempeh learned of the British advance on Kumasi he decided to offer no resistance. He gave way, belatedly, to Britain's request for a Resident in Kumasi, believing that this would avoid war and leave him still with some power. The move failed. Kumasi was occupied and Prempeh and his family were arrested and deported.</p> <p>A mark in band 2 (18-20) can be awarded for a full explanation of the British invasion, including long term and immediate causes. For a Band 1 mark there must also be a brief explanation of Prempeh's decision to offer no resistance. Use Level of Response descriptions for answers where explanation of invasion is too general and lacking in detail or where material used is not related to the requirements of the question.</p> <p>Why, and with what results before 1914, did the colonial powers build railways in either East Africa or Central Africa?</p> <p>Answers must be based on either East or Central Africa. If answers contain material on both regions marks should be</p>	

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	<p>awarded to the better of the two answers. An essential element in good answers will be a detailed and accurate description of the railway network in the chosen region. This is an indispensable base for the rest of the answer and without it a mark in Band 3 will be the maximum mark.</p> <p>Why were railways built?</p> <ul style="list-style-type: none"> - Basically to promote economic development (or exploitation) of the region. ('Coloniser, c'est transporter'); - to establish political and military control (Doctrine of 'effective occupation) <p>Results both of the above objectives were achieved to some degree. Africans benefited as well as settlers. In east Africa the Uganda Railway, before 1914, paid its way largely by transporting the products of African peasant agriculture.</p> <p>Award up to 5 marks for a full description of the rail network and 5 for a brief analysis of the reasons why railways were built. The remainder of the marks for an analysis of results. Economic results will be more important and require more detailed treatment including an analysis of the agricultural and mineral resources of the region. This should include details of crops and mineral wealth and reference to both settlers and peasant farmers in the agricultural sector. Economic use of railways included the transport/distribution of imports as well as of exports to. (N.B. Remember that the syllabus ends in 1914. no credit for post 1914-developments.)</p> <p>Maximum of 15 marks for answers based on Uganda Railway only.</p>	
10	<p>When and why did the French replace their policy of 'assimilation' by that of 'association' and how did the latter differ from the former?</p> <p>This is a question which has caused many candidates real problems in the past.</p> <p>When and why? The process began in the early years of the twentieth century and has never been completed in the sense that 'assimilation' has never been completely abandoned. The reasons for the introduction of 'association' arose from the disadvantages of 'assimilation' for the French</p>	

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	<p>- 'assimilation' demanded the existence of an expensive educational system to turn Africans into 'Black' Frenchmen 'Association' was much cheaper to implement;</p> <p>- in the long run it could mean that Africans who had become French citizens could take over the French Parliament and Government by outnumbering the French;</p> <p>- economically it could mean that African business men would face French business men in equal competition. For Africans there were also disadvantages:</p> <p>- they had to abandon their own culture to qualify for French citizenship;</p> <p>- it was so difficult to meet the requirements for French citizenship that very few Africans succeeded in qualifying. (Only in the Four Communes in Senegal, where birth alone was the qualification, had significant numbers of Africans become French citizens.)</p> <p>How did 'association' differ from 'assimilation'?</p> <p>- 'Assimilation' aimed at absorbing Africans as fully as possible into French culture - the creation of 'black Frenchmen', by the grant of French citizenship and the acceptance of Africans as equal partners. 'Association' meant that Africans would be associated with Frenchmen in administering French colonies but would not be equal partners.</p> <p>- 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 rulers be used as partners, When this happened they held authority as appointees of the French authorities and not by virtue of their traditional role and status.</p> <p>If both parts are answered on these lines a mark in Band 1 or 2 would be in order. Use levels of response for weaker, inaccurate or incomplete answers.</p>	