

## MARK SCHEME for the November 2005 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 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*.

The minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the Report on the Examination for this session.

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

CIE is publishing the mark schemes for the November 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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### **Notes on individual questions**

N.B. These notes must be read 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. 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 and levels of response may often be the most helpful guide to the most appropriate mark.

#### **1 Explain the survival of the overseas slave trade and of domestic slavery in East and West Africa into the second half of the nineteenth century.**

The key words here are 'Explain the survival' and 'East and West Africa'. The focus should be on 'explanation' and coverage of both regions. Answers which meet this requirement will deserve a mark in one of the two top bands. Omission of one of the two regions will effectively halve the possible marks and lack of reasonable balance between the two will significantly lower the mark awarded. Some reasons for the survival of the overseas 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 of the overseas slave trade and switch to legitimate trade applied to both regions. The need for domestic slavery e.g. for the cultivation of palm trees in Dahomey and the states of the Niger Delta, and of cloves in Zanzibar and Pemba also applied to both regions. Other reasons applied much more to one region than the other e.g. Islam's greater tolerance of slavery and of the slave trade applied more to East Africa, where the Islamic presence on the coast was greater and longer established, than to West Africa. For weaker answers see the general mark band descriptions and levels of response.

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**2 Who were the Creoles and what were their achievements in West Africa? Why did British policy and attitudes towards them change in the last decade of the nineteenth century?**

A brief definition of the Creoles is required as well as a list of their main achievements. Their main fields of activity included: education; the church, (including mission work); administration; commerce; literature; medicine; law; journalism. A few specific examples of leading Creoles working in three or four of these fields should be supplied to earn a mark in one of the two top bands. Where no examples of individual achievements are given, 11-13 should be the maximum mark.

British policy and attitudes changed from c1890 for a variety of reasons. The widespread involvement of Creoles in important posts, initially an integral part of the British adoption of a form of assimilation gave way to the adoption of indirect rule. Reasons for this included:

- racist views associated with Social Darwinism;
- Governor Cardew's belief that Creoles in Sierra Leone were responsible for the Mende-Temne Rising;
- the growing belief that it was, therefore, dangerous to continue to practise assimilation.

See Tidy and Leeming, Vol. 1, pp 137-138 for details of Creole achievements and Vol. 2 pp 126-127 for changes in British attitudes. If either part of the question is ignored answers should be marked out of a maximum of 13.

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**3 'Tewodros II was a ruler with a vision.' How far, and why, did he fail to achieve it?**

**His vision (aims)**

Tewodros' aims should be briefly described at the outset: the unification and modernisation of Ethiopia after a century of turmoil and disunity during the 'era of Princes'; and the preservation of the country's independence. Other aims, associated with the broad ones above, included:

- the creation of an efficient, well equipped standing army;
- the eradication of Islam;
- a reduction in the wealth and privileges of the church;
- a reduction in the power of the rases.

The means of achieving these aims should be described:

- the centralisation of power in the person of the Emperor or 'King of Kings';
- the reform of the army, the church; the law, land ownership and taxation.

**How far, and why, did he fail?**

Cumulatively these reforms roused widespread opposition to Tewodros as did the manner of their implementation. The regular use of the army to crush opposition alienated many different sections of society - the nobles ('rases'), the clergy and the peasants. His foreign policy was equally tactless and insensitive. He ended up facing a British invasion with an army that had largely deserted him.

The vision of a united and partly modernised Ethiopia had, however, been briefly achieved in the early years of his reign and was never forgotten. It was revived by his successors, who learned from his mistakes, and succeeded in achieving most of his aims. Answers on these lines, adequately supported with some accurate, detailed knowledge will deserve a mark in one of the two top bands. Omission of a definition of his vision would reduce the maximum to 17, and failure to respond to the key phrase: 'How far, and why, did he fail...' would limit the mark to the 8-10 band.

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**4 Why, and with what results, did Bismarck convene the Berlin West Africa Conference in 1884?**

**Why convened?**

The increased interest shown in Africa by European powers beginning with Leopold II's activities in the Congo after 1876 was threatening to get out of control by 1882. Bismarck called the conference to avoid the outbreak of a European war and ensure that any scramble for Africa was brought under control.

**With what results**

The conference laid down guidelines for the annexation of African territory in the future. These included:

- the definition of spheres of influence for the various powers;
- the establishment of the principle of 'effective occupation', a necessary pre-condition for claiming the right to colonise African territory;
- an obligation on all colonising powers to accept the right of free navigation on the Niger and Congo rivers, and to make a commitment to work for the abolition of slavery.

These guidelines speeded up the rate of partition which became a 'scramble' as the various powers hastened to achieve 'effective occupation' and to protect their 'spheres of influence' (a few examples should be given to illustrate these developments).

By 1900 most of Africa had been colonised but the abolition of slavery remained an unfulfilled promise for many years and was widely replaced by colonising powers using 'forced labour'.

For a mark in one of the two top bands expect accurate and balanced coverage of both parts of the question and some evidence to show the onset of 'the scramble' and exploitation of Africa and its peoples. Use general mark band descriptions and levels of response for marking weaker, incomplete answers.

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**5 Compare and contrast the factors which led to the spread of Islam and Christianity in either East or West Africa in this period.**

Note that answers should be based on either East or West Africa not on 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 to Sierra Leone, Yorubaland and the Niger Delta for Christianity.

The spread of the two religions depended on their appeal to Africans and this was rarely the result of religious appeal alone. Economic, social, political and cultural factors were often more important than religious factors in inspiring a response from Africans. Whether the response was positive or negative depended on Africans' perceptions of which religion would best serve their interests. Whichever region is chosen, Islam started with an advantage over Christianity. In parts of both regions - the coastal areas of East Africa and much of the interior 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 and the French in much of the interior of Senegal. In these areas Islam continued to spread amongst Africans still following traditional religions e.g. as a result of the migration of Muslim workers in the north of the Gold Coast; and of Wolof groundnut farmers in Senegal. Similarly, Arab-Swahili traders from the East African coast carried Islam into the interior. Even in those parts of East and West Africa where Islam had not been established for a long time, it had advantages over Christianity in terms of its appeal to Africans. As a religion Islam had a message that was far simpler and easier to understand than Christianity; and socially and culturally it was much more compatible with African culture and traditions, e.g. in its acceptance of polygamy. It was also free of the associations that Christianity had with the colonial powers. Against this, however, Christianity was linked with the progress associated with western education and western medicine through its provision of schools and hospitals. Decisions taken by African rulers often played a big part in the spread of these two religions. For example, Mutesa I of Buganda encouraged trading with Arab-Swahili merchants from the coast. This promoted the spread of Islam. Later, however, when faced with the threat of Muslim invasion from the Sudan, Mutesa invited Christian missions into Buganda in the late 1870s and, as a result, Buganda became one of the great success stories for conversions to Christianity in Africa. This rapid spread of Christianity in Buganda was due largely to the work of young Christian converts setting up 'reading rooms' and churches all over the country. A similar rapid spread of Christianity took place in parts of West Africa, in large part due to the work of African controlled missions in Yorubaland and the Niger Delta, and to the emergence of Independent African Christian churches.

For a mark in one of the two top bands answers should cover, in a balanced way, most of these main reasons for the spread of the two religions, supported by some specific examples. Unbalanced answers and those not supported by any specific examples will deserve no more than 10 or 11.

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**6 'Railway construction was the key to economic growth in colonial Africa.'  
How far is this claim supported by the history of either East or Central Africa before 1914?**

Whichever region is chosen, a reasonably detailed and accurate description of the railway network in the region up to 1914 is indispensable as a base for the explanation of why railway construction was the key to economic growth. By 1914, in East Africa, the network was limited to the two main lines: the Uganda Railway in British East Africa, and the Central Line in German East Africa. In Central Africa, the network was limited to the main line, south into South Africa and north to Lusaka and the copper belt; and the line to Beira and the coast in Mozambique. Railway building in the Belgian Congo was restricted to short sections between Stanleyville and Albertville on Lake Tanganyika, built by concessionary trading companies.

Equally important is the need for specific information about the economic activities which the railways promoted and serviced. These would include, in both East and Central Africa, the main agricultural crops that were grown and mineral wealth which was exploited; and the facilities for transport to the coast of goods for export, and for the distribution of imported goods to the interior of the regions. In East Africa railway construction brought Indians into the region, initially as railway builders and later to stay on as retail traders to be joined by further immigrants. Railways also helped to attract white settlers from Europe and South Africa into both regions to develop and exploit their wealth. It should not be forgotten, however, that in British East Africa the Uganda Railway was made profitable by serving the needs of small African farmers rather than those of settler farmers. Settler farming on a significant scale did not begin until after World War I.

Answers which meet the above requirements will deserve a mark in one of the top three bands. Answers which lack a description of the network which existed by 1914 and give no details about the role of railways in economic activities and growth will struggle to reach the 8-10 mark band.

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**7 Explain the failure of Samori Toure and the success of Menelik II in resisting European conquest of their territory.**

This is a big question so expect only a broad analysis of the reasons. It is not a 'compare and contrast' question though some candidates may treat it as such. Two separate sections, however, would also be appropriate here.

**Samori Toure's failure**

This cannot be explained in terms of Samori's personal qualities or deficiencies as a leader. Like Menelik, he was aware of the vital importance of a well trained, well equipped standing army. He was less successful than Menelik in obtaining large supplies of modern weapons and was eventually cut off from Freetown, his main source of supply for such weapons. He had a loyal following from a generally united country though there was some decline in support as the long attempts to resist the French made increasing demands on his weary followers. His main military error was his decision to attempt the capture of Sikasso, a military 'diversion' which led to heavy losses. The main reasons for his eventual defeat were:

- the strength and skill of his European opponents, the French who were more formidable than Menelik's opponents, the Italians, and held a decisive superiority in weaponry;
- the absence of any advantage from the geography of his territory;
- his failure to gain the help of any of his African neighbours against the French, though this was not through want of trying.

**Menelik's success**

Menelik's personal qualities and skills as a leader were of a high order, militarily and diplomatically. Over a long period of time he had built up a formidable army, well trained, well tried and equipped with modern weapons obtained from Europeans, including the Italians. He avoided Tewodros' mistake of trying to impose support through force. He relied on diplomacy, marriage and cultural ties shown in his pact with Johannes. His diplomatic skills were demonstrated by his success in discrediting the Italians over the Treaty of Wichali. Other factors that help to explain his success include:

- the debt owed to his predecessors in uniting and modernising Ethiopia;
- the skill of his military commanders, particularly Ras Alula;
- the geography of Ethiopia which posed serious problems for the Italians and was skillfully exploited by his own generals;
- the miscalculations, both diplomatic and military, of the Italians and the incompetence of their leader, General Baratieri.

Other valid points may be given. Answers on these lines will deserve a mark in one of the two top bands. Answers which are one sided, with much more on one leader than the other, are unlikely to be worth more than 11-13.



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- 8 'Africans who resisted Europeans, lost; those who collaborated, gained'. Examine the truth of this assertion with reference to events in East and Central Africa.**

Good candidates should be expected to challenge the truth of this statement.

It should be easy to find evidence to show that resisters were not always losers in every sense, (e.g. after the MajiMaji Rising the Germans modified significantly their oppressive rule in German East Africa); and collaborators were not always gainers (e.g. Lewanika and Lenana ultimately lost much of their land and fell under European control). Other examples may be offered to challenge the truth of the statement. This does not alter the fact that resisters invariably lost and collaborators occasionally gained some benefits and advantages. Good candidates may also point out that few Africans faced with European encroachment, were consistently resisters or collaborators. Lobengula, who ultimately resisted the British, tried hard to make concessions which were consistent with maintaining his sovereignty. In truth, with the exception of Menelik, all Africans, resisters and collaborators, were finally brought under European rule.

Expect the truth of the statement to be challenged to some extent before awarding a mark of 16+.

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**9 Explain the emergence, and assess the achievements, of nationalist movements in British and French West Africa before 1914.**

**British West Africa**

There were more of these movements in British than in French territories.

This was largely because of the change in British West Africa in the last decade of the nineteenth century from a system of assimilation to a system of indirect rule. This had the effect of excluding the educated African elite from their previously important role in many branches of colonial life. During the nineteenth century, educated Africans had come to occupy many important posts in administration, commerce, medicine, journalism and other fields. The elite resented the change and began to organise themselves in an attempt to reform the system of administration and regain access to other important roles, and to protect African rights and interests generally. The earliest and best known movement was the Aborigines Rights Protection Society founded in 1897 in the Gold Coast, to fight the Crown Lands Bill which threatened to make it easy to alienate African land to Europeans. A delegation made up largely of Fante chiefs went to London and persuaded the colonial secretary to cancel the scheme. The ARPS remained vigilant and active for many years and in 1911 succeeded in delaying the implementation of the Forest Bill until 1927. In Nigeria in 1908, Herbert Macaulay founded the Lagos People's Union to fight against land alienation and against the imposition of a water rate in Lagos which was designed to provide water for Europeans.

A form of cultural nationalism also flourished in British territories, triggered by the land issues referred to above. Casely Hayford, Attah Ahuma and N A Adaye were amongst the writers whose aim was to make Africans conscious of their identity, their cultural heritage and their rights as Africans. From the 1890s onwards an active press served the same purposes at a less literary level, keeping Africans informed about developments relevant to their interests inside and outside of West Africa.

**French West Africa**

Early nationalist activities were less evident in French West Africa partly because there was a role for the educated elite even after the system of association began to replace assimilation. This did not mean that educated French Africans were replaced in the administration by traditional chiefs as was the case in indirect rule. The French authorities, unlike the British, preferred to use the educated elite. Blaise Diagne was elected in 1914 as the representative for Senegal in the French National Assembly in Paris. He won his seat as a member of the Young Senegalese Party against six European opponents whose aim was to promote the interests of French traders. He gained support from the Senegalese in the communes of Dakar and Rufisque by helping them to resist land alienation. When first elected he fought for equality between blacks and whites and in 1916 won the rights of French citizenship, including exemption from forced labour and the 'indigenat', for all Senegalese in the Four Communes. Sadly, by 1919 he had become a champion of the French establishment and a supporter of forced labour.

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Most answers are likely to show more knowledge about British than about French West Africa. To gain a mark of 14+, however, answers must show some knowledge of nationalist activity in French West Africa and, in addition, identify some specific movements/activities, explaining their emergence and assessing their achievements. Use the Generic Mark Band descriptions to differentiate between the various 'levels of response'.

**10 Why did the British use the system of Indirect Rule to administer most of their African colonies after 1900? What were the strengths and weaknesses of this system?**

In the last years of the nineteenth century the British began to abandon the form of assimilation which they had previously used and adopt indirect rule. The reasons for the change included the influence of the racial theories associated with Social Darwinism. There were also several more practical and pragmatic reasons like financial considerations and a shortage of British officials to serve in West Africa, mainly for climatic reasons. Lugard, the 'father of indirect rule', argued that it was the best way to prepare Africans to assume responsibility for self-government and independence. This list of reasons is not exhaustive and other reasons should be considered on their merits.

**Strengths and weaknesses**

Candidates who make it clear that indirect rule was not a rigid, monolithic system, but one that varied from one colony to another and reflected previous traditional conditions will deserve some credit. Within these variables the following points might be made:

**Strengths**

- the system was cheap to operate compared with the one it replaced;
- in areas where the right kind of traditional system was in place, ideally one based on traditional chiefs like the Emirs in the Sokoto Caliphate in N. Nigeria, the system worked well and made for social and political stability;
- in a situation where there was a shortage of British administrators it was expedient as well as economical to use existing African personnel.

**Weaknesses**

- indirect rule tended to encourage stagnation and discourage progress and reform;
- it alienated the educated elite who were given no role in the new system;
- it led to serious protest and unrest in areas where there were no traditional chiefs and the British authorities created 'Warrant chiefs' who were rejected by the African people.

Again these lists are not exhaustive but would be sufficient to earn a mark in one of the two top bands. Other points should be considered on merit. For a mark in one of the two top bands the two parts of the answer should be reasonably evenly balanced.

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### 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.

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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.