

**MARK SCHEME for the October/November 2008 question paper**

**9697 HISTORY**

**9697/04**

Paper 4, maximum raw mark 100

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

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 discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2008</b>	<b>9697</b>	<b>04</b>

### 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.

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 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 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.

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2008</b>	<b>9697</b>	<b>04</b>

**Note: all papers are to be marked using the generic marking bands for source-based and essay questions. Paper 4 contains essay questions only.**

**1 What was the ‘House System’? Explain, with examples, the origins and importance of the system in the city states of the Niger Delta.**

Definition: The house states of the Niger Delta in the mid-nineteenth century were essentially companies whose main function was the organisation and promotion of trade. When it was necessary to switch to legitimate trade after the abolition of the slave trade they became more numerous and more important.

Origin: The emergence of the ‘house system’ brought political, economic and social change to the Niger Delta. Leaders needed economic and military skills which the traditional rulers did not always possess. Many such ‘new men’ were ex-slaves who had risen by merit, for example Alali in Bonny and Jaja of Opobo. Jaja adopted a new base east of Bonny, thus cutting off its trade. He had strong links with Igboland in the interior and from there obtained slaves and palm oil.

Importance: Jaja dominated trade with the Europeans. He had a fleet of canoes and was soon joined by most of the other house heads from Bonny. He also had the ability to preserve African culture and traditions while taking advantage of the benefits that Western education and technology could bring, eventually exporting legitimate products to Europe in his own ships. He refused to allow Christian missions into his country and became such a threat to the British that they removed him from power. He, and other ‘new men’, stimulated the imperialist aims of traders and missionaries who pressed for the annexation of parts of West Africa where such rulers stood in the way of their objectives.

Answers in Bands 1, 2 and 3 need to address all 3 aspects of this question.

**2 Assess the achievements of the Creoles in West Africa and explain why Britain changed its attitude and policy towards them late in the nineteenth century.**

Activities and achievements of the Creoles: They were freed slaves, known as ‘recaptives’ who settled in Sierra Leone and then became influential all along the West African coastal regions. Their achievements were mainly in education, the church (including missionary work), administration, trade, literature, the press, medicine, and law.

Specific examples should be given of Creoles working in these fields: John Thorpe – first black lawyer; William Davies and Africanus Horton – first black doctors of western medicine; Samuel Ajayi Crowther – first black Protestant bishop; Samuel Lewis – first newspaper editor, first mayor of Freetown, first African Oxbridge graduate and first black knight. Also candidates could mention A.B.C. Sibthorpe, Samuel Johnson and Richard Blaize. The work of some or all of these notable Creoles should be expanded upon.

Changes in Britain’s attitude and policy towards the Creoles: in the last decade of the nineteenth century Britain became worried about the widespread involvement of Creoles in important posts and key occupations. Instead of her previous policy of assimilation, Britain switched to indirect rule. Reasons for this change included:

- Racist views associated with the spread of Social Darwinism;
- Governor Cardew’s belief that the Sierra Leone Creoles were responsible for the outbreak of the Mende-Temne rising;
- The growing belief that it was, therefore, dangerous to practice a policy of assimilation.

Both parts of the question must be developed for a mark in the top 3 bands. 4 or more specific examples should be given for a mark in one of the two top bands and 2 or 3 examples for a mark in bands 3 or 4.

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2008</b>	<b>9697</b>	<b>04</b>

**3 What were the reasons for the Ngoni invasions of Central and East Africa? Assess the consequences of these invasions.**

Reasons for the invasions: The Ngoni were the Nguni speaking followers of Zwangendaba whose defeat by Shaka in 1819 led the Ngoni to move north in search of new homes. They crossed the Zambesi in 1835 and entered Malawi and Tanzania after Zwangendaba's death in 1848. There were 5 groups including the Tuta, Gwangara, Maseko and Mpezeni. They were looking for places to settle; they despised cultivation and loved war, and so were constantly raiding for cattle and looking for food crops and people to be absorbed as soldiers, wives and slaves.

Results of the invasions: They were both negative and positive. They led to the defeat and near collapse of the Rozwi, Undi and Chewa Empires. They constantly raided for cattle, food and prisoners. Agricultural activity was disrupted over a wide area and slave trade increased. These destructive results were balanced by more constructive ones like the rise of new and larger states and communities, for example the Nyamwezi under Mirambo who controlled trade routes far into the interior of East Africa; the consolidation of the Hehe and Sangu clans. The new states adopted the Zulu military systems which were carried north by the Ngoni. Candidates may suggest other valid results.

The two parts of the answer should be reasonably balanced. Answers which are seriously unbalanced will struggle to get a mark higher than Band 5 (11–13 marks)

**4 What do you understand by the terms 'informal empire' and 'formal empire'? When, how and why did the latter replace the former in Tropical Africa?**

Definitions: 'Informal empire' refers to the very limited amount of Africa under European rule in 1875 as most European powers were reluctant to annex, preferring profit from trade without the responsibility and expense of administration. 'Formal empire' came about with the trend towards protectionism in international trade and the increasing rivalry between the European powers to secure the lion's share of that trade for themselves. Formal empire meant effective occupation of territories, confirmed by treaties with African tribal leaders, and is usually referred to as the Scramble for Africa which took place between about 1875 and 1885

When, how and why?: This question requires a focus on the 4 triggers or accelerators which led to the Scramble for Africa. These were: Leopold II's activities in the Congo Basin after 1876; De Brazza's treaty with Makoko, signed in 1880 but not ratified by the French government until 1882; the British occupation of Egypt in 1882; the Berlin West Africa Conference and Bismarck's annexation of colonies in Africa between 1884 and 1885. The conference laid down guidelines for future annexations of African territory – only after effective occupation and recognised 'spheres of influence' for the various European powers.

Candidates need to address both parts of this question for a mark in Bands 1 or 2. Candidates who do not understand the two terms will struggle to get beyond Band 7. Candidates who do not mention the 4 accelerators are unlikely to get beyond Band 6.

<b>Page 5</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2008</b>	<b>9697</b>	<b>04</b>

**5 With reference to specific examples, account for the emergence and growth of independent African churches in West Africa and assess their importance in the region.**

Reasons for the emergence and growth: Independent African Churches grew up as a protest against the style of management of mission controlled churches and against certain unpopular aspects of colonial rule. These reasons were the same in every part of Africa. They included the slow speed of Africanisation in mission churches e.g. in the ordination of Africans to the priesthood and in the promotion of Africans within the church hierarchy; the alienation of African land for use by foreign settlers; colonial taxation policies; the use of forced African labour by colonial authorities.

Examples of churches and leaders in West Africa: Majola Agbebi who was associated with several independent churches including the African Baptist Church (1888), the United African Native Church (1891), the African Bethel Church (1901) and was President of the African Baptist Union of West Africa; William Wade Harris, a Liberian Protestant evangelist, who converted many thousands of Africans to Christianity. In 1913 he moved to the Ivory Coast where he enjoyed his greatest successes numerically.

Importance: Although local factors influenced Independent African Churches to some extent, their importance was similar:

- all were examples of protest against colonialism and foreign control of churches;
- all were, therefore, early examples of African nationalism;
- in W. Africa, the leaders of these churches were against the use of violence to achieve their aims;
- all wanted better education in order to improve living standards and promote justice for Africans;
- all believed that Christianity in Africa must be based on African culture and African personality.

To gain a mark in one of the top 2 bands answers must respond to both parts of the question. Those which do not refer to specific examples should not expect to get beyond Band 7.

**6 Why did the efforts of Samori Touré to resist the European conquest of his territory fail, whilst those of Menelik II succeeded?**

Candidates may offer 2 separate sections, or 'compare and contrast' as they go along.

Samori Touré's failure: he was unable to obtain large supplies of modern weapons, especially after he was cut off from his supply route to Freetown; after 16 years of fighting against the French his followers were weary, and they also resented some of the demands he made upon them (e.g. forced conversions, scorched earth policy); his most serious error was to attempt to recapture Sikasso; the French forces were always superior to his; he moved his power base to a geographical area he was less well able to defend; he failed to gain allies from any of the neighbouring tribes.

Menelik's success: he was militarily and diplomatically skilful as a leader; he had built up a well-trained army equipped with modern weapons; he learnt from the mistakes of his predecessors and achieved unity of the Ethiopians by diplomacy, marriage and cultural ties; he outwitted the Italians in the Treaty of Wichali, and beat them resoundingly at the Battle of Adowa; he had a great general, Ras Alula, while the Italians had poor military leadership in General Baratieri; the geography of Ethiopia was difficult terrain for the Italian army which was weaker numerically than the Ethiopian army.

Good coverage of most of these points should be rewarded by a mark in Bands 1 or 2. Answers which do not show a balanced treatment should not get beyond Band 5.

Page 6	Mark Scheme	Syllabus	Paper
	GCE A LEVEL – October/November 2008	9697	04

**7 How far do you agree with the view that the establishment of European colonialism in Africa helped the spread of Islam more than that of Christianity?**

This is an open ended question. The best candidates may well argue that the claim is not true in every part of Africa and show how both religions were affected by colonial rule. The most rapid spread of both Islam and Christianity took place in the 25 years before 1914. Certain areas challenge the premise, for example Sierra Leone, Yorubaland, the Niger Delta, Buganda and Malawi, where the spread of Christianity was greater than that of Islam. In general, however, the view is valid and candidates should be expected to explain why this was the case.

Reasons for Islam spreading more:

- Colonial powers, particularly Britain and France, were reluctant to allow Christian missionaries to work in areas where Islam was already firmly established;
- In some parts of tropical Africa Islam had been established for centuries before the advent of colonialism;
- The relative peace and stability brought by colonial rule created a climate favourable to the spread of both religions;
- Once colonial rule began, Islam benefited from having no connection with a system which imposed unpopular alien control in Africa.

When candidates identify areas where 'exceptions prove the general rule', an explanation should be expected.

Candidates who make several of the points raised above and reach a conclusion consistent with the evidence they have used will deserve a mark in Band 1 or Band 2.

**8 Assess the view that 'Africans who resisted Europeans were bound to fail; those who collaborated were certain to gain'. Answer with reference to the history of Central and East Africa.**

Good candidates should be expected to challenge the truth of this view as well as offering evidence to support it. They might also point out that few Africans were consistently one or the other, seizing short-term benefits and concessions whenever possible. In the long-term, all except Menelik II of Ethiopia lost out to colonial rule.

Challenge view:

- Resisters not always losers, for example, after the Maji Maji rising the Germans modified significantly their oppressive rule in German East Africa;
- Collaborators not always gainers, for example, Lewanika in Central Africa and Lenana in British East Africa lost much land and ultimately fell under European control.

Support view:

- As resisters who failed, the examples of the Hehe, Nandi and Bunyoro might well be used, and the eventual resistance of the Ndebele led by Lobengula after many years of trying to make concessions in keeping with his sovereignty;
- For collaborators who gained, Lewanika of the Buluzi is the usual example – his short-term gains were that he nominally retained his kingship and his kingdom.

Candidates offering a persuasive argument in line with the above and reaching a conclusion consistent with their evidence should be given a mark in Band 1 or Band 2. If the view is not challenged to some extent do not award a mark above Band 5.

<b>Page 7</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A LEVEL – October/November 2008</b>	<b>9697</b>	<b>04</b>

**9 What were the differences between the French colonial administrative systems of ‘assimilation’ and ‘association’? When and why did ‘association’ begin to replace ‘assimilation’?**

Differences: The initial aim of the system of ‘assimilation’ was to absorb as many Africans as possible into French culture and turn Africans into ‘black Frenchmen’. Those Africans who met specified requirements would be granted French citizenship and be accepted as equal partners of the French. In practice it was so difficult for Africans to meet the stringent requirements that very few succeeded in qualifying for French citizenship. The exception was in the 4 Senegalese Communes of St. Louis, Dakar, Rufisque and Goree, where birth was the only qualification required.

Under the system of ‘association’ Africans would be associated with Frenchmen in administering French colonies, but not as equal partners. The French authorities appointed educated Africans in preference to traditional African chiefs to posts of responsibility. Only when educated Africans were not available would traditional rulers be used, and then only in low-ranking posts and as appointees of the French, not as of right.

When and why the change: Change began in about 1900 for the following reasons:

- the high cost of maintaining the system of assimilation;
- the realisation that, in time, Africans might outnumber Frenchmen in the French Assembly;
- French businessmen disliked increasing competition from Africans working on equal terms;
- opposition of Africans to becoming ‘black Frenchmen’, losing their own culture and traditions.

Candidates who identify the main differences between the two systems and accurately address When? and Why? will deserve a mark in Band 1 or Band 2.

**10 Analyse the similarities and differences in the ways European powers economically exploited and developed their colonies in Tropical Africa.**

Candidates should use their knowledge of the 3 main regions of tropical Africa in answering this question. The best answers will take the form of running comparisons between the methods employed in the different regions and by the various colonial powers. Examples of the 3 main approaches to economic development should be identified and explained:

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

The policies of at least Britain, France and Belgium should be considered. Some candidates might refer to Germany and Portugal as well.

Essential to all methods of economic development and in all territories was the establishment of a transport infrastructure – mainly railways in this period. Answers should also refer to specific examples of agricultural, mineral and other products.

To merit a mark in Band 1 or Band 2 candidates should refer to 3 regions and 3 product types. Answers referring to only 2 regions and 2 colonial powers should receive a maximum of Band 3.