

**MARK SCHEME for the October/November 2010 question paper  
for the guidance of teachers**

**9697 HISTORY**

**9697/41**

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, which would have considered the acceptability of alternative answers.

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

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## GENERIC MARK BANDS FOR ESSAY QUESTIONS

Examiners should note the mark bands below and assess which Level of Response best reflects most of the answer. An answer will not be required to demonstrate all of the descriptors 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.

<b>Band</b>	<b>Marks</b>	<b>Levels of Response</b>
1	21–25	The approach will be consistently analytic 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 will 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 conclusion. 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 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 which 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.

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**1 What difficulties, both within and external to East Africa, delayed the ending of the slave trade in that region? How were these difficulties overcome?**

Difficulties: different situation from West Africa – British ignorance of East African coast and distance from UK meant that 1807 abolition not applicable to East Africa until many years later. Slave trade controlled by Seyyid Said of Zanzibar; as trade in ivory and cloves increased so did the need for more slaves. Britain regarded East Africa as strategically important, so buttressed Omani regime. British consul in Zanzibar was subordinate to Viceroy of India, suppression of slave trade therefore linked to Indian Ocean strategy. As slave trade vital to internal East African economy, abolition impossible until 1873. Earlier restrictions proved ineffective because British naval squadron deployed to Indian Ocean too small, coastline too long to patrol and Indian Ocean too vast.

Overcome by: Sultan had begun to co-operate against slave trade in return for British support of his regime. 1872 hurricane destroyed Zanzibari clove plantations and Sultan Barghash appealed to British Consul Sir John Kirk for help. Kirk backed by British agent Sir Bartle Frere, who threatened naval blockade of Zanzibar if slave market not closed. This led to 1873 Treaty. Still some rebellions (1875/6 Mombasa and Kilwa) and smuggling of slaves rife. Final resistance only overcome by stronger British control and reduction of Zanzibar to puppet state. Economic motives for Britain not important in East Africa, but humanitarian motives were. Livingstone's descriptions roused sympathy at home and this put pressure upon government to take stronger action.

Marks in Bands 1 and 2 for balanced answers giving accurate details and appreciation of conditions peculiar to East Africa e.g. profitability of slave trade to Arabs, Indian traders and African merchants.

**2 Explain the successful establishment of Samori Touré's Mandinka empire in the Western Sudan. Did its strength lie more in the political or in the economic field?**

Foundations of success: Samori became a trader and joined the Dyula long-distance traders and the Tijaniyya Brotherhood. These factors acted as a unifying influence among the small states of the western savanna. Mandinka had been traditionalist in religion but many converted to revivalist Islam after jihad of Mori Ule and establishment of Sise kingdom. Samori fought in Sise army; showed himself a master of military tactics, rose to be commander on own merits. Broke from Sise and operated as local Mandinka warlord 1857–67, built up power-base. 1867–81 created own state and empire based on religion and strong economy. 1873 established capital in Bisandugu and later conquered much of Upper Niger valley; made astute marriage alliances e.g. with the Toure of Odiene. By 1881 had defeated the Sise; empire continued to expand until 1887–8. In 1884 he took the title 'Almami', cementing religious unity. Generally did not allow forced conversions to Islam – this strengthened his position. Tijaniyya Brotherhood emphasised equality which appealed to Mandinka.

Political strengths: efficient government and administration – direct control of centre and forest border of south, military commanders of outlying provinces; rulers of conquered states often persuaded to become 'allies'. Samori created a Council of Advisors, each with a ministerial task and consulted them regularly, thus advisory and executive functions were combined. He also developed an efficient civil service.

Economic factors: trade – Samori was the most successful trader in kola, horses and cattle in southern part of Western Sudan. He was backed by Dyula expertise and wealth; well-established trade routes were developed, made safe and tolls abolished. Stable conditions in the Empire fostered trade. Agriculture became highly organised. Guns, weapons and horses acquired for the army.

Answers in Bands 1 and 2 will provide detailed analysis of 'foundations' and a balanced view of political and economic factors which were jointly responsible for the Empire's success. Any judgement is acceptable so long as it is supported.

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**3 Examine the reactions of the leaders and people of Uganda to the arrival and activities of Christian missionaries. Assess the impact of the missions upon African welfare and development.**

The Kabakas reacted differently, but were political opportunists. Mutesa accepted missionaries as a link with the British government, a defence against Muslim invaders from Egypt and because he might have been interested in the Christian religion. However, he could swing against them when it suited him as he favoured polygamy and human sacrifice. Mwanga was against the missionaries and massacred many of them 1885–6. The Katikiros Mukasa and Kalema were against the Christians and Kalema led the Muslims in the civil war of 1889–90. The Katikiro Apolo Kagwa was leader of the Protestant Christian faction, the Ingleza Party, for 36 years, pursuing Christian and pro-mission policies. The Baganda people were enthusiastic recipients of Christianity. Uganda became the most Christianised African country. Chiefs and the Reading Room helped the rapid spread of the religion. Many of the court pages were Christians because the religion appealed to their youthful idealism, gave them a better deal and more self-respect.

Impact of the missions on African welfare and development:

- The British colonisation of Uganda was in many ways due to missionary activity. Protestant missionaries pushed for more support and Britain feared the influence of the French and the Germans. Therefore indirectly the missions brought the benefits of British colonial rule.
- The Land Agreement of 1900 brought the concept of 'freehold' land to the Baganda. The Baganda chiefs also helped spread schooling and literacy. Sleeping sickness was combatted, agriculture improved and new crops were introduced.
- The missions brought schools and hospitals, contact with the wider world, European dress, a rejection of traditional authority and religious practices. But the people also suffered because of conflict between Christians and Protestants as they fought for converts. Traditional communities were broken up and bloodshed resulted from religious wars.

Both parts of the question should be addressed for Bands 1 and 2.

**4 In the period up to 1914, who gained and who lost in the 'Scramble for Africa'?**

Who gained?

These European countries acquired colonies and benefited commercially:

- Britain –1889 boundaries for Gambia, Sierra Leone and Gold Coast, Nigeria 1900. Zanzibar and Uganda protectorates + British East Africa (Kenya) 1895.
- France – Senegal, Ivory Coast, Dahomey (disputed) French West Africa 1902.
- Germany – Togoland (1899) and Cameroons 1894, Tanganyika.
- Portugal, Italy and Spain gained peripherally.

Colonies gave status, were exploited to bring economic benefit and the policies of indirect rule and association gave many Europeans employment. Africans gained contact with European culture, access to western education and in some cases experience in government. Some chiefs acquired status as administrators and some built up personal wealth. The slave trade was officially ended.

Who lost?

Africans in all areas lost to European colonial exploitation. Candidates should develop at least some of the following points, but examples may vary.

- Plundering of African mineral wealth, especially in southern Africa and the Congo.
- Commerce, some migrant farmers profited but Europeans fixed cocoa prices so Africans lost out.
- Access to interior allowing further exploitation and interference with traditional patterns of society; many boundaries followed lines of latitude/longitude with no reference to African ethnic groups.
- Mismanagement of local government e.g. Royal Niger Company 1886–99; soldiers of the trading companies stole livestock, looted conquered areas and officers of companies were adventurers and military men with little concern for African welfare. The companies built no roads, railways, hospitals or schools. In clashes over territory European technological superiority meant Africans suffered most.

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**5 Why did Lugard's system of Indirect Rule work more successfully in Northern Nigeria than in other regions of that country?**

Northern Nigeria: Lugard, ruler of Northern Nigeria 1900–06 and of all Nigeria 1912–20, used an existing system to rule vast areas of territory. It worked well because the Emirs were used to administering the area through the centralised and established governmental hierarchy of the Fulani-Hausa. Indirect Rule could not be used in an area without chiefs but it was suited to the British imperial system where individual colonies and governors had virtual autonomy. Lugard maintained that it prepared African societies for eventual self-government and gave Africans experience in responsibility. His 'Dual Mandate' was a combination of promoting political and economic development while at the same time exploiting the colonies. Lugard preferred working through the Emirs to creating an artificial system of chiefs, or using the western-educated elite. British Residents took orders from the Governor, and all Emirs were reduced to the equal status of provincial rulers. Careful checks were made on the Emirs' spending and they were paid a regular salary. Lugard did not interfere with the religion of the Emirs (Islam). There was military support from the West African Frontier Police and further stability followed the settlement with the French in 1898.

Southern and Western Nigeria: Indirect rule was applied with some success in Yorubaland because the Yoruba had well-developed kingship (Obas) and chieftaincy institutions to build on. Councils set up – e.g. Ibadan in 1897. Each council presided over by British Resident then by paramount rulers or traditional ministers e.g. the Alafin in Oyo. These councils had some success in dealing with disputes, land tenure and tolls. The system did not work well because the strong educated elite wanted a share in government while Lugard's system strengthened traditional rulers.

Southern and Eastern Nigeria: as there were no existing chiefs Lugard created warrant chiefs among the Igbo. This did not work as political authority was widely decentralised. There were no obvious agents of Indirect Rule in clan village councils which carried out legislative, executive and judicial functions democratically. Warrant chiefs were not respected by the people and were often most unsuitable. Lugard's mistake was he tried to make the south run like the north and would not adapt his system.

**6 Show how Lobengula attempted to safeguard the interests of the Matabele people through his policy of concessions to the British South Africa Company and other foreign agencies. How successful was this policy?**

Lobengula wanted to prevent Europeans from taking over his land. He wanted to ensure the Ndebele did not fight the Europeans or Boers for land as he knew his warriors would lose; he was prepared to give away land and mining rights in Mashonaland but not Matabeleland. He trusted missionaries and agents to help him and tried to make enough concessions to satisfy them. His aims were impossible from the start given the determination of Rhodes and the white settlers' awareness of the suitability of Matabeleland for farming. Zulu military traditions made fighting likely. 1887 Piet Grobler's treaty – Lobengula aimed to control Afrikaner expansion. 1888 John Moffat tried to counteract this by a treaty in which Lobengula agreed that no further concessions be given to Afrikaners without British permission. 1888 Rudd Concession gave Lobengula money and weapons in exchange for mining rights in Matabeleland and Mashonaland. 1889 British granted Charter to British South Africa Company giving economic and political rights in Lobengula's territory. 1890 Pioneer Column and BSAC police organised by Rhodes arrived in Mashonaland. Each Pioneer given gold mining rights and land, against the Rudd Concession. Lobengula stopped Ndebele army from attacking. 1891 Britain recognised occupation of Mashonaland by BSAC. War seemed inevitable. Lobengula sent peace envoys. 1893 Jameson (leader of Pioneers) found excuse to invade Matabeleland. Peace envoys from Lobengula killed. War broke out. 1894 Britain took over Matabeleland. Lobengula died.

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How successful was Lobengula? Lobengula lost all round – Rhodes gained mining rights and administrative and political control. BSAC rule in Matabeleland established 1894; Ndebele war methods outdated and ineffective against European weapons, many Shona fought on European side, also Tswana men and some Ndebele to settle old scores with Lobengula.

Other side – Ndebele-Shona rising of 1896–7 showed that Ndebele not completely destroyed, demoralised or demilitarised, so perhaps Lobengula's legacy of independent spirit remained? Some European support for Ndebele and Shona temporarily realised common cause with Ndebele against European occupation.

Both parts of question should be addressed but some imbalance is acceptable. Clear evaluation of success necessary for Bands 1 and 2.

**7 Analyse the causes of the Maji-Maji Rising (1905–07). What changes in German colonial policy followed?**

Causes of Maji-Maji Rising:

- Immediate cause was the development of Kolelo snake-god cult from a traditional fertility cult into a millenarian anti-colonial movement. Spread throughout S.E.Tanganyika. Began when Kinjikitile began to distribute Maji-Maji as war medicine to men of Pogoro, Matumbi and Ngindo communities as protection against white man's bullets. This acted as a unifying factor. Kinjikitile had mocked Europeans to diminish their authority, and created a disciplined following in which witchcraft and looting was prohibited. This movement then encompassed underlying political, social and economic grievances.
- There had long been hostility to German methods of colonial rule. Forced labour on plantations and estates was bitterly resented, as were the brutal methods of recruitment and harsh punishments administered by police. Taxes, and the employment of literate Swahili-Arab akidas and jumbes for their collection also hated. Working on cotton plantations a particular grievance - picking was hard work and took Africans away from their own food cultivation.
- Social grievances: against Christian missionaries who tried to abolish witchcraft; mercenary soldiers in the German army had abused women of the Ngindo.
- The Ngoni wanted to restore their military reputation after humiliating defeat by Germans in 1897. Incidents such as the Boma massacre of 1897 and the murder of their war-general, Chilembo, needed to be avenged.
- Although Mkwana of the Hehe had been defeated after resisting German advances 1891–98, tradition of heroic military resistance to Germans established.

Changes in German policy: The forced cotton programme was abandoned; the new German governor, von Rechenberg, encouraged African cash-crop farming, allowed Africans to choose not to work for German settlers and punished settlers for mistreatment of Africans. Extended railways, although built with forced labour, brought increased farming and trading opportunities for Africans; some traditional chiefs were replaced by younger, western-educated men from mission schools which brought some benefits to Africans as well as ensuring no more rebellions against Germans.

To reach Bands 1 and 2 candidates must address both causes and changes but imbalance between parts is acceptable.

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**8 'Where Tewodros II failed, Johannes IV succeeded.' Does the history of Ethiopia support this statement?**

Tewodros II:

Successes: Competent militarily but made enemies through cruelty. Wanted to reunite, modernise and reform his administration. Created a national army loyal to himself; modernised the law. Attempted to reform the Church – property taken over by the state, profits distributed between each church, surplus given to farmers or used to pay army. Hired engineers, bought guns and equipment from Europeans.

Failures: Later part of reign less successful. Tewodros' personality badly affected by deaths of wife and two notable friends; centralised system failed because provincial nobles alienated and lacked bureaucratic support; people disliked constant military campaigns; Tewodros hated for church reforms; industrialisation and arms production failed; he became more cruel and repressive, lost most of territory gained. Relations with Britain collapsed; empire finally brought down by Napier's expedition 1867–8.

Johannes IV:

Successes: From Tigre, ally of Britain, became emperor in 1871 with aid of Ras Alula and strong military forces. Better ruler than Tewodros – consolidated authority by diplomacy, created federal rather than centralised state. Provincial rulers accepted him; marriage alliance overcame resistance of Menelik of Shewa but unity of country not completed, nor was reform of church. Foreign policy most successful – threat from Egypt dealt with; threat from Mahdists in Sudan 1885–9 almost overcome; first victory over Italians won at Dogali in 1887.

Comparison of Achievements: Johannes used diplomacy and marriage alliances rather than force to win the support of the provincial rases; he avoided confrontations with the church and tried to repair the damage done; he used his army successfully against foreign enemies rather than against opponents from inside Ethiopia; handled Menelik better than Tewodros did. Some credit should be given to Tewodros and an analysis of his achievements with identification of successes in early part of reign is meritorious, but overall conclusion for Bands 1 and 2 should be that in the end his policies failed.

**9 Show how, and explain why, Christianity expanded rapidly in West Africa during this period.**

How Christianity spread:

1. Sierra Leone: Creoles felt grateful to the white man and embraced his religion; CMS provided funds and set up mission schools; Fourah Bay teacher-training college, Creole missionaries went from there to Nigeria e.g. Crowther
2. Yorubaland: Abeokuta the main centre of Christian expansion; Creoles spread the faith, followed by Saros and missionaries who brought printing press, cotton-growing and brick-making. George W Johnson arrived in Abeokuta 1865 aiming to create a Christian, modernised, independent state; brought postal service, secular school, sanitary improvements and written communication to Egba, but was heavily dependent upon support of Bashorun so movement collapsed after he died in 1868.
3. Niger Delta: Spread of Christianity helped by trade; missions founded and mass conversions. Crowther worked to start a self-supporting, self-propagating church, financed by local contributions and strongly linked to Christian western education.
4. Igboland: Christianity spread most successfully here due to intense desire for western education as way to achieve higher status as clerks/teachers/engineers; freed from oppression of Native Court clerks also from forced labour and portage. Traditional Igbo social structure based on status and rank being achieved through merit; corresponded with Christian ideas about worth of individual.

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Why Christianity expanded rapidly: Enthusiasm of Creoles, religious revival in Europe in late 1700s which stressed evangelism of the 'Dark Continent'. Funds raised by literate, church-going middle classes. Sincerity and courage of missionaries. Missionary societies – especially CMS and Holy Ghost Fathers, proliferation of missions. Europeans softened the ground by commerce and then mission churches able to take root; nearly all Christian activity on coast or along rivers. Association of Christianity with European culture. Genuine conversion of some rulers (e.g. King George Dappa Pepple); diplomatic and political benefits – support of Europeans could help in local rivalries/bring status; European occupation removed barriers, improved communications and superimposed a new kind of law and order. Christianity appealed to the marginalised e.g. slaves/refugees and allowed Africans to rise above restrictions of family/clan/tribe. Ethiopianism appealed – Christianity gave the chance for converts to rise through mission education and take part in running their own churches; policy of Henry Venn at CMS until his retirement in 1872 was to promote 'Africanisation'. Africans themselves e.g. Crowther able to make many converts.

**10 Did the activities of African, Arab and European traders result in more harm than good for the people of East Africa? Illustrate your answer with examples from each of the three groups.**

African traders: Kamba, worked in Kenya, controlled ivory trade in Mombasa hinterland; skilled in ironwork. Traded with Kikuyu, expanded into Tanzania; Nyamwezi pioneered routes to Lake Tanganyika, upper Zaire, Shaba and Buganda regions; well-placed to control trade from Zanzibar to the interior. Trading goods began with salt, ironwork, copper, grain, livestock, bark goods and pottery, but came to focus on ivory. Notable traders Mirambo and Tippu Tip; Yao – dominated Malawi; had moved inland from coast around Kilwa to interior to avoid slave raids; traded in slaves and ivory, power based on guns acquired from coast via Swahili-Arabs; influence spread via polygamy and growing Islamisation. Some adaptation to agricultural economy when British dominance of area established.

Arab traders: Sultans of Zanzibar dominated trade. Swahili traders controlled trading caravans. Some advantages to Africans of interior – growth of towns (Tabora, Ujiji), agricultural plantations, but generally only harmful effects: ivory trade self-destructing as elephant population decimated, guns used to stimulate more tribal wars in the interior, import of cheap foreign goods depressed African manufactures. Cruelty of slave trade, death toll at all stages of slaves' movement. Arab traders preferred to use Africans as suppliers, but Arab and Islamic influences were strong on culture and lifestyle.

European traders: individual traders, hunters, explorers tried to establish legitimate commerce to replace slave trade. Livingstone's campaigns stirred British humanitarian interest and resulted in abolition of the slave trade in Zanzibar in 1873. German East Africa Company led by Karl Peters was a trading failure; Company did not attempt to abolish slave trade and provoked rebellion. No government involvement until 1880s despite work of German missionaries.

Common effects: chiefs sold their subjects and their captives; wars between African groups; social insecurity and destruction; fear and uncertainty in tribal and social relationships. Overall results: more harm than good. Opened door for imperialist and colonial exploitation. Maybe some benefits for African people – end of slave trade, mission education etc.

Balanced answer and examples from all three groups needed for Bands 1 and 2.