

GCE

History A

Y209/01: African Kingdoms c.1400-c.1800: four case studies

Advanced GCE

2021 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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 marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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 should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View

Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p>Which of the following saw greater change in the Kingdom of Benin during the period from c.1500 to c.1750?</p> <p>i. The economy ii. The political system</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with the economy answers might consider the way that trade developed, including the integration of European trading partners. • Answers might consider the development of the currency system. • Answers might consider new forms of production, both agricultural and manufacturing. • In dealing with the political system answers might consider the social, physical and ritual evolution around the Oba and the royal palace. • Answers might consider the development of the system of government of the empire. • Answers might consider the development of external diplomatic networks and political relationships. 	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to change. • Answers may deal with each factor in turn, then compare them to reach a judgement, or make take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels marks scheme.
1	(b)*	<p>'Internal developments were more important than the influence of Europeans in the decline of Oyo and Dahomey by c.1800.' How far do you agree?</p> <p>In arguing that internal developments were the main reason, answers might consider:</p> <ul style="list-style-type: none"> • The tensions caused by imperial expansion around political centralisation and religious freedom. 	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and</p>

		<ul style="list-style-type: none"> • The long-term tensions between the Alafins and the Oyo-Mesi, which eventually precipitated political crisis in Oyo. • The importance of succession crises. • The invasion of Dahomey by Oyo. • The impact of the expansion of the Sokoto Caliphate on Oyo. • Military failures. • Independence movements within client states. <p>In arguing that the influence of Europeans was more important, answers might consider:</p> <ul style="list-style-type: none"> • Changing regional trade patterns. • The Dahomeyan trade crisis. • The social competition for economic advantage that resulted from trade with Europeans. • Political centralisation, which was a cause of the political instability, was a result of the slave trade with Europeans. • Dahomey’s war with the Dutch. • The British conquest of Oyo in the early C19th may also be mentioned given the approximate nature of the date range in the question. 	<p>evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘how far’, but at Level 4 may simply list the reasons. • At Level 5 and above there will be judgement as to the relative importance of the reasons • At higher levels candidates might establish criteria against which to judge the reasons. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
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2	(a)	<p>Which of the following had a more significant effect on the Kingdom of Kongo as a result of its relationship with Portugal in the fifteenth and sixteenth centuries?</p> <p>i. slavery ii. religious change</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with slavery answers might consider that slave trading was one way in which the Portuguese sought to integrate Kongo into their regional economic and trade networks. • Answers might consider the increased frequency and intensity of Portuguese slave raiding. • Answers might consider that conflict over slave trading created increasing difficulties in the relationship between Portugal and Kongo. • In dealing with religious change answers might consider the benefits which the Kongolese ruling class saw in conversion to Christianity. • Answers might consider the development of an indigenous Christian Church, in terms of beliefs and structures, which translated Christianity into the local context in a negotiated way. • Answers might consider the impact of the influx of Portuguese priests and missionaries, including Jesuits from 1548, and the dispatch of ambassadors and even an indigenous bishop from Kongo. 	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to Portuguese motives in Kongo. • Answers may deal with each factor in turn, then compare them to reach a judgement, or make take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels marks scheme.
2.	(b)*	<p>‘The most significant achievements of the Kingdom of Benin during the period from c.1500 to c.1750 were cultural and artistic.’ How far do you agree?</p> <p>In arguing that cultural and artistic achievements were the main achievement, answers might consider:</p> <ul style="list-style-type: none"> • The sophisticated bronze-casting and copper 	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge</p>

		<p>working which resulted in numerous significant cultural artefacts.</p> <ul style="list-style-type: none"> • The development of histories and myths of Benin, in close relationship with the practice of metalworking and the creation of visual representations. • The socio-political importance of casters and the associated guilds of craftsmen. • The material development of the city of Edo. • The architectural and artistic sophistication of the royal palace. • The complex rituals and beliefs that developed around the power of the Oba. • The development of a complex and sophisticated belief system which saw the development and integration of a range of new shrines and cults with older ones. • The development of education, for example in Portuguese language. <p>In arguing that other achievements were more important, answers might consider:</p> <ul style="list-style-type: none"> • The expansion of the empire. • The development of a sophisticated imperial structure. • The development of the military and specific military achievements. • Benin’s complex and sophisticated economy, which was dynamic, diverse and encompassed agriculture and manufacturing. • Benin’s regional trade networks, and the way in which they integrated trade with Europeans as they became more implicated in the region. • The socio-political development of Benin and a long period of expansion and stability. • The success of Benin in managing relations with Europeans in this period (before its decline). 	<p>and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘how far’, but at Level 4 may simply list the achievements. • At Level 5 and above there will be judgement as to the relative significance of achievements. • At higher levels candidates might establish criteria against which to judge. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
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APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
Level 5 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
Level 4 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
Level 3 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
Level 2 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
Level 1 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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