

MARKSCHEME

November 2003

HISTORY - AFRICA

Higher Level

Paper 3

1. **With reference to *either East or West Africa*, examine the view that economic factors were the most important in the transition from the slave trade to legitimate commerce in the early nineteenth century.**

Though the argument that humanitarian factors had a role to play in the abolition of the slave trade and the introduction of legitimate commerce in East and West Africa is valid, it is expected that most of the answers will slant in favour of the primacy of the economic forces which influenced the changing patterns of trade in the early nineteenth century.

The more perceptive students will also mention the role played by scientists and explorers in opening up the interior of Africa (with its navigable rivers) and the discovery of quinine, which greatly reduced the incidence of malaria and encouraged European penetration of the interior of Africa.

Whatever part of Africa is chosen, it is expected that candidates would cite specific examples to explain their answer.

[8 to 10 marks] for answers which describe the process of the abolition of the slave trade, depending on the accuracy of material used.

[11 to 13 marks] for answers which include an analysis of the various factors involved.

[14 to 16+ marks] for candidates who assess the role of economic factors in the abolition process vis-à-vis other forces, and draw relevant and balanced conclusions.

2. **“Nineteenth century Ethiopia was not free from the threat of European and African imperialism, but fought successfully to preserve independence.” How far do you agree with this statement?**

Ethiopia, like all African nations, came under intense external pressure in the second half of the nineteenth century, but was able to preserve her independence in the face of threats from Egypt, the Mahdist state in the Sudan, Britain, France and Italy.

[8 to 10 marks] for narratives, especially those limited to the battle of Adowa.

[11 to 13 marks] will be awarded to candidates who discuss the role played by at least two of the leaders in resisting foreign attacks.

[14 to 16 marks] essays will analyse the various threats to Ethiopian sovereignty and the role played by the leaders in overcoming them.

[17+ marks] for answers that weave the different threads together with success, and evaluate the role of the various leaders with relevant and convincing conclusions. The best answers will examine other factors that could have contributed to Ethiopia’s success in preserving her independence.

3. Analyse the factors responsible for the expansion and strength of Buganda in the late eighteenth and early nineteenth centuries.

Buganda's expansion in the late eighteenth century as a successor state to Bunyoro followed a pattern quite familiar in Africa during the period: food, leadership, a centralised and effective system of administration under the Kabaka, an efficient and well-equipped army, full control of the waterway offered by Lake Victoria and a flourishing and profitable internal and external trade which brought wealth.

It is likely that candidates will discuss the strength and expansion together, but reward those who explain the expansion as a logical step to Buganda's new strength. The main (not exclusive) thrust of the expansion was to the West and South and the absence of any powerful neighbours except Bunyoro cannot be discounted as a factor.

[8 to 10 marks] for narratives on the activities of the various leaders of Buganda.

[11 to 13 marks] depending on scope and depth of answers which mention a number of factors with little meaningful analysis.

[14 to 16 marks] for essays which deal with both strength and expansion effectively with some analysis.

[17+ marks] for comprehensive, analytical essays which effectively assess the importance of the various factors.

4. Assess the impact made by the leaders of the Jihad movements in West Africa in the nineteenth century.

Islamic revival in West Africa from the sixteenth century was "not a once-for-all-impact, but a continuing impulse towards religious reform, which renewed itself in every generation." The nineteenth century Jihads in West Africa were part of this process and contributed to the spread and purification of Islam, the emergence of Islamic states (the present Sarduana of Sokoto in Nigeria is the direct descendant of Uthman dan Fodio); and the establishment of cultural, economic and political ties with Northern Africa, a contact which has had a far reaching impact on the people of West Africa.

Candidates are required to assess the impact of these Jihads and not narrate the events of the Jihads. In addition, answers are expected to cover the impact of the Fulani, Massina and Tijaniyya Jihads.

It is not expected that candidates should cover each equally, but the answer must reflect knowledge of all three Jihads.

[8 to 10 marks] for uncritical accounts of the causes and events of the Jihads.

[11 to 13 marks] depending on the scope covered and the quality of analysis of impact if only one Jihad is assessed.

[14 to 16 marks] to be awarded for focused answers which analyse successfully the impact of the Jihads.

[17+ marks] for answers which in addition to the above, assess the movement within a wider historical context and determine their short term and long-term impact.

5. Compare and contrast the factors that were responsible for the period of greatness of Asante and Dahomey.

Answers are likely to focus more on similarities rather than differences: both emerged in the forest areas where geographical conditions were favourable; both benefited tremendously from the Atlantic trade; both had effective and brave leaders who converted small tribal groups into empires; both evolved a highly efficient system of government.

Differences: Periods of greatness; Asante involvement in the Trans-Saharan Trade; system of administration; Dahomey had a standing army but Asante did not.

Mark out of *[12 marks]* if only one state is discussed.

[8 to 10 marks] for narrative answers on the rise of Asante and/or Dahomey.

[11 to 13 marks] depending on depth and accuracy of essays which examine factors responsible for both Asante and Dahomey without effective comparison/contrast.

[14 to 16 marks] answers will include effective comparison of the two states indicating the different periods of greatness.

[17+ marks] answers will effectively address the question in terms of comparative and contrasting factors and show depth of analysis and focused presentation.

6. To what extent was the desire for military expansion the main reason for the unstable condition of Southern Africa between 1815 and 1856?

This question requires a reappraisal of the key factors responsible for tension and instability in Southern Africa from the first half of the nineteenth century up to the establishment of the Boer Republics in 1854.

The role played by the Mfecane will be vital, but the answer should also consider the aftermath of the policies and attitudes of the British government in the Cape towards the Boers *e.g.* The Great Trek. Reward students who go beyond these traditional factors to reflect on recent historiographical issues of population pressure, the desire to take advantage of new opportunities for trade and the effects of climatic changes which prompted movements.

[8 to 10 marks] maximum for narratives on the Mfecane.

[11 to 13 marks] depending on depth and relevance of answers which attempt to assess the relative impact of “military adventurism”.

[14 to 16 marks] may be awarded to candidates who address the various factors in an analytical manner.

[17+ marks] for answers which weave the various reasons into coherent essays which contain depth of analysis, assessment and balance.

7. Account for the increased European interest in Africa after 1875 leading to a “scramble” for territories in Africa after 1884.

This is an open-ended question which requires candidates to examine the relative importance of events that led to the scramble. Candidates should be aware of the change in European attitude to Africa from “profit without responsibility” to direct occupation. The opening up of the interior of Africa presented new economic opportunities for the colonizing powers and in Europe national prestige became closely linked with European imperialism. The challenges posed by the new nation states (Germany and Italy) to the established colonial powers (Britain and France) opened a new chapter in colonial rivalry. Activities of Leopold de Brazza, Bismarck, and Gladstone’s occupation of Egypt stirred up an international rivalry over African territories.

[8 to 10 marks] for a chronicle of events detailing European interest in Africa before the 1850’s.

[11 to 13 marks] for answers that recognise the various forces at work, especially after 1875.

[14 to 16+ marks] for answers that in addition, show an awareness of different views and interpretations on the scramble for, and partition of, Africa and develop these into a coherent and balanced answer.

8. For what reasons, and with what degree of success, did any one uprising occur in East Africa before 1914?

This is a two-part question and both parts must be adequately (though not equally) covered for a mark of *[14]*. It offers candidates a wide choice from among the following uprisings: Maji Maji, Mkwawa of the Hehe, Mwangi and the Nandi.

Though the question lends itself to a narrative approach, expect analysis for a mark of *[14]* and above. There will be varied responses depending on which resistance or uprising is discussed. Though all invariably succumbed to superior European firepower eventually, the Nandi, for example, were able to resist British advance for over ten years. All others also put up some resistance with varying degrees of success.

[8 to 10 marks] maximum for narratives on any one of the uprisings.

[11 to 13 marks] may be awarded to answers which adequately cover both parts of the question with explicit attempts at analysis.

[14 to 16+ marks] for analytical, logical, coherent and balanced responses to both parts of the question.

9. Compare and contrast the policies of Mzilikazi and Lobengula as leaders of the Ndebele people.

Any attempt to compare the two Ndebele leaders should consider the fact that they lived and operated under different military and political pressures and this in no small way determined their responses.

Mzilikazi was the founder of the Ndebele state who survived the upheavals of the Mfecane period through alliances, military prowess and relocating when it was prudent to do so. He established a powerful and rich Ndebele state despite many threats and dangers. By the time of his death in 1868 he had established trading contacts with the Europeans. Though European missionaries were welcome, he was in full control of the state.

Lobenguela's major concern was not rival African states. He lived in an era of European imperialism and the Ndebele state was threatened both by imperialist ambitions and economic adventurers seeking mining concessions. He failed to preserve the independence of the Ndebele because he lacked some of the qualities of his predecessor, but most importantly, because in Cecil Rhodes, he faced a more determined and formidable opponent.

[8 to 10 marks] for unfocused narrative on any one or both of the leaders.

[11 to 13 marks] for essays which though narrative, attempt to identify similarities and differences in the policies of the two leaders.

[14 to 16 + marks] for essays which are balanced, highly analytical and focused and link the different policies to the prevailing circumstances with logical conclusions.

10. How far were the Zulu of Southern Africa able to resist European imperialism between 1850 and 1906?

This question is based on the theme of European imperialism and African resistance. The period mainly covers the efforts of Mpande (1840–1872): Cetshwayo (1882–1884): and Dinizulu (1884–1906) to resist European economic and political encroachment. Candidates should assess the diplomatic and compromising approach of Mpande and the more assertive and demanding stance of Cetshwayo in relation to the demands of the time and evaluate their effectiveness. To what extent was the Zulu uprising of 1906 the result of Dinizulu's policies?

[8 to 10 marks] for narrative answers on the relationship between the Zulu and the European settlers.

[11 to 13 marks] for answers which discuss the basic issues in the question with some insight.

[14 to 16+ marks] for detailed answers which discuss the issues raised with insight and produce analytical answers.

- 11. How far would you agree that the discovery of diamonds and gold in Southern Africa between 1867 and 1886 marked a turning point in the social, political and economic history of the region in the second half of the nineteenth century?**

Most candidates would agree with the view and give very good reasons. By 1860, rivalries between the Dutch and the British appeared to have been amicably settled by the Sand River Convention (1852) and the Bloemfontein Convention (1854). The discovery of diamond and gold was to introduce a new dimension not only in Anglo-Boer relations, but also Afro-European ones. Conflicts leading to the Anglo-Boer Wars and the British annexation of the African states in the interior of South Africa were the direct result of the discovery of gold and diamond. The discovery also changed the balance of power among the European States in South Africa and had far reaching socio-economic consequences for the Africans (migrant labour system).

[8 to 10 marks] for a chronology of events detailing the locations and discovery of minerals in South Africa.

[11 to 13 marks] for answers which identify changes in British policy after 1867.

[14 to 16 marks] answers will analyse the changing patterns in relationships and their effects on all parties involved.

[17+ marks] answers will show evidence of a real ability to understand and interpret the political, social and economic forces at work during the period and their resultant long and short-term consequences.

- 12. To what extent would you support the view that the colonial period was beneficial to most African societies in terms of political stability, economic and social developments? Reference must be made to specific examples.**

A recent view in African historiography seems to be gaining credence that for some African societies the colonial period was beneficial. Arguments now put forward include putting an end to tribal warfare and protecting the weak against aggressors; improvements in the health and educational sectors; developments in agriculture, trade and mining; expansion in communication infrastructure (especially roads, railways and harbours). On the other side of the divide, it is argued that most of the developments benefited not the Africans, but the colonial powers and in most cases African states were victims of exploitation, loss of farming land, and environmental degradation without recourse to safety measures.

[8 to 10 marks] for generalised answers about the colonial period.

[11 to 13 marks] for essays which show an understanding of the demands of the question but are on the thin side in terms of examples.

[14 to 16+ marks] for answers which are focused, analytical, well balanced and fairly well illustrated.

13. Assess the career of Haile Selassie as a leader of Ethiopia and explain why he was overthrown in 1974.

It has been said that Haile Selassie was a great African, but a poor Ethiopian.

He started well with a lot of support and became an international figure when he appeared before the League of Nations after the Italian invasion of Ethiopia. He symbolised the spirit of Ethiopian resistance and became a unifying force in his country. He was a respected African and world statesman who played a leading role in the establishment of the OAU and became the spiritual leader of the world wide Rastafarian movement. All these achievements increased the prestige of Ethiopia.

But back home, Haile Selassie was unable to retain the initial support and adulation of his people. His industrialization policies failed and he was unable to improve the social living standards of his people. His rule benefited an elite class and as discontent mounted, he became more and more autocratic and his regime became repressive. Massive discontent, resulting from poverty and hunger, eroded whatever support he had left as he spent the few reserves Ethiopia had on an expensive and glittering foreign policy. He was overthrown in a military coup in 1974.

[8 to 10 marks] for narrative answers on the rule of Haile Selassie.

[11 to 13 marks] for balanced answers which clearly identify the successes and failures of Haile Selassie.

[14 to 16 marks] for answers which are analytical and assess the policies of Haile Selassie and their impact on the people of Ethiopia.

[17+ marks] for answers which in addition to all these, provide incisive comments and provide relevant conclusions. Some candidates may question the relevance of the monarchy and its implications in the context of democratic developments.

14. In what ways can the Mau Mau uprising in Kenya be regarded as a nationalist struggle against European imperialism?

The uprising started as a protest by the Kikuyu against the appropriation of their land by settler farmers and the resultant economic and social deprivation they suffered.

British reaction to this gave the protest a political dimension. The large number of British settlers in Kenya made it impossible to give Kenya the same political concessions as had been granted to British West African territories. Meanwhile, the Kenyan political atmosphere had been infected by a “wind of change” blowing all over Africa at the time. The beginnings of the uprising might not have been politically motivated but the British response and the arrest and imprisonment of Jomo Kenyatta were to evoke passions which dictated the trend of Kenyan politics for many years.

[8 to 10 marks] for a narrative of the Mau Mau uprising, depending on accuracy of information provided.

[11 to 13 marks] for answers which identify the socio-economic and political reasons behind the uprising with little analysis.

[14 to 16 marks] answers will provide in-depth analysis of the changing trends in the dimensions of the uprising.

[17+ marks] will, in addition, consider the events within the political context of the independence agitation in Africa, with a focused analysis of the events and the motives of participants in the uprising. Good candidates could challenge the assumptions of the question because the uprising attracted little support outside Kikuyuland.

15. To what extent was European intervention a vital factor in the collapse of any *one* of the following: the Mandinka Empire; the Asante Kingdom; the Mahdist State?

In all three cases, though European intervention was the final event which brought the collapse of the state, there had been, to different degrees, various internal factors which weakened the internal cohesion of the state concerned.

Mandinka: In this instance, it was the relentless attack of the French coupled with superior weapons that was vital. Failure of Samori to win the support of his neighbours to halt the French colonial advance was also an important factor.

Asante: Despite internal divisions, weak leadership and other crises which confronted Asante, historians such as Adu Boahen believe that Asante would have survived but for the decisive defeats inflicted on her by the British, first in 1826 and finally in 1874, when the capital Kumasi was occupied.

Mahdist State: Internal divisions, loss of support among some of the Sudanese tribes, a weak economy, absence of effective leadership and the effects of years of constant wars weakened the Mahdist State before the final defeat by the Anglo-Egyptian forces between 1898 and 1899.

[8 to 10 marks] for narrative, but fairly accurate accounts of events leading to the collapse of the chosen state.

[11 to 13 marks] for analytical essays which recognise the internal and external factors.

[14 to 16+ marks] for answers which give different historical interpretations of the relative importance of these factors.

16. **Assess the contributions of any *two* of the following leaders to the fight for independence in his country: Sekou Toure of Guinea; Leopold Senghor of Senegal; Felix Houphouet-Boigny of the Ivory Coast.**

Although answers assessing the two leaders separately can attain high marks, reward students who attempt a comparison of the two leaders in terms of similarities and differences.

Senghor and Houphouet-Boigny were distinguished statesmen from French West Africa who represented their countries in the French Constituent Assembly and were instrumental in drawing up a new constitution in 1946 which set up the French Union.

In 1946, Houphouet-Boigny founded the Rassemblement Democratique Africain (RDA). In 1957 he was awarded a post in the French government. Differences between Senghor and Boigny occurred over their perceptions of the RDA and the new Loi Cadre. The coming to power of de Gaulle in 1958 accelerated the tempo and by the end of 1960, both Senegal and Ivory Coast were independent.

Sekou Toure, a trade unionist, was from a different background and had led a strike in Guinea in 1953. His approach and attitude was more radical than his “assimilated” counterparts. He, in 1958, opted out of the union and at independence went through a period of much difficulty.

Since two leaders are involved, do not expect too much detail. Award a maximum of **[12 marks]** if only one leader is mentioned.

[11 to 13 marks] for a balanced assessment of the role of the two leaders.

[14 to 16+ marks] for focused, relevant and analytical comparisons.

17. Examine the motives behind the establishment of the Central African Federation and analyse the reasons that led to its collapse.

This is a two part question: the first expects candidates to be familiar with the process of the formation of the Central African Federation from 1953. It has been suggested that it was “an instrument by which the strong oppressed the weak”. One might add the exploitation of the rich by the poor. The motive was to establish an economically viable political entity (on the lines of the Union of South Africa): a large and subservient African labour force and to attain a Dominion Status, free from British control.

The economic objective was realised: there was a post war economic boom from which Southern Rhodesia in particular benefited. But beyond that, problems arose. Black opinion and interests were not considered and resistance – especially in Northern Rhodesia and Nyasaland – became rampant. In the 1950s a more co-ordinated African nationalist opposition in Southern Rhodesia led by Nkomo, Sithole and Mugabe strongly opposed the imposition of the Federation leading to the declaration of a state of emergency in Nyasaland and Southern Rhodesia. Further consultation failed to produce a workable compromise, and with the independence of Zambia and Malawi in 1964, the Federation was ended.

[8 to 10 marks] for answers which discuss developments in the area in some detail, but are thin in terms of analysis.

[11 to 13 marks] for essays which adequately explore both motives for establishment and factors leading to collapse.

[14 to 16+ marks] answers will be analytical, balanced, well informed and examine the question within the context of the changing patterns of African-European relations in the sub region.

18. “External rather than internal pressures were responsible for the introduction of majority rule in South Africa in 1994.” Examine the validity of this assertion.

Candidates are expected to assess the relative impact of internal and external forces in the fight for majority rule in South Africa.

External pressure will assess the impact of trade and sporting boycotts, political isolation and pressure from the OAU and the UNO.

Internal agitation will include the protests of the ANC up to 1961 and the process of armed resistance and its effect on the South African economy and her image abroad. Of relevance will be the symbolic figure of Nelson Mandela who, as a prisoner of conscience, probably did as much for the cause of the ANC in prison as when he was released.

[8 to 10 marks] for narratives on the various stages in the fight for majority rule if answers are focused and informative.

[11 to 13 marks] for answers which recognise both the internal and external forces at work, depending on the level of analysis.

[14 to 16+ marks] for answers which show evidence of wide reading and an awareness of different views on the topic.

19. Why has the post-independence political climate in Kenya been more stable than that of Uganda?

Expect candidates to discuss a number of factors including political, economic and social ones. Kenya is a wealthier country than Uganda and this has made much difference in the post-independence climate in both countries.

Much of the discussion will, however, focus on the political history of both countries.

Jomo Kenyatta was a charismatic leader who played a leading role in the struggle for independence and both he and his successor, Arap Moi, provided Kenya with a long period of political stability and economic development. The Kenyan army has acted professionally and kept out of politics. An attempted coup in 1982 collapsed within hours.

Uganda on the other hand, had gone through a period of upheaval; conflict between Milton Obote, the Prime Minister and the President, Edward Mutesa the Kabaka of Buganda; Idi Amin's military coup and dictatorship; war with Tanzania; the abortive return of Obote and the conflict between General Okello and Yoweri Museveni's National Resistance Army. All these have affected economic and other developments.

[8 to 10 marks] for answers which narrate events in both countries.

[11 to 13 marks] will be awarded to candidates who have a clear perception of events in both countries and how they affect development and the political climate.

[14 to 16+ marks] for exceptional answers with focus which analytically examine major developments in both countries in a balanced and comparative manner, with explicit evaluation.

20. Explain the changing fortunes of *either* Zaire under Mobutu Sese Seko *or* Zimbabwe under Robert Mugabe.

Zaire: After independence in 1960, the history of Zaire (known as the Congo) was characterized by a period of unrest and confrontations between various interest groups.

In 1965, Mobutu took over a country whose economy was severely damaged by civil disorder and bitterly divided on tribal lines. His initial efforts were directed towards national integration (declaring a one party state) and improving the economy.

He encouraged national pride in its African heritage in order to reduce European influence. Joseph Desiré Mobutu became Mobutu Sese Seko and the Congo was renamed Zaire.

Zaire's fortunes took a downward trend from the early 1970s as a result of world wide recession and inflation which increased the price of oil imports and reduced export earning for copper. There were also increased rebel activities from Angola which diverted Mobutu's attention and resources from internal problems and he had to rely on Moroccan, French and Belgian support to overcome the Katanga rebels. From the 1980s up to the 1990s, protests over economic deprivations (despite Zaire's remarkable national resources) assumed political and military dimensions from which Mobutu never really recovered.

Zimbabwe: Robert Mugabe emerged a popular and charismatic hero of the independence struggle. In 1980 he became the Prime Minister of Zimbabwe. His immediate problems were the long-standing Shona-Ndebele conflicts, fulfilling his election pledges, and satisfying the demands of his black supporters while retaining the confidence of the whites whose presence was vital for the economic survival of the new nation.

For a while, Mugabe was successful with his balancing act, but in the 1990s, increased pressure from the Africans and crippling economic setbacks have forced him to institute far-reaching land reforms. These failed to satisfy the blacks but rather alarmed the whites and affected the economy negatively, precipitating more crisis in the country.

[8 to 10 marks] for detailed and factual answers which are mainly narrative.

[11 to 13 marks] for answers which assess both failures and successes.

[14 to 16+ marks] for answers which are analytical, balanced, coherent, draw relevant conclusions based on factual evidence and which address "the changing fortunes".

21. Analyse the factors which precipitated a civil war in Nigeria between 1967 and 1970.

Some historians argue that the root of the crisis that characterised the Nigerian political scene up to the civil war lay in the lopsided federation created at independence. This constitutional crisis was further aggravated by tribal divisions, religious conflicts, leaders who lacked vision for a united Nigeria and ambitious political military adventurers. Crisis after crisis erupted leading to a military take-over in 1966 and the outbreak of a civil war in 1967.

[8 to 10 marks] for a narrative but accurate account of the civil war.

[11 to 13 marks] for an analysis of the events leading to the civil war, depending on the level of presentation, balance and explicit assessment.

[14 to 16+ marks] answers will put the various events in their correct perspective with thought-provoking arguments and logical conclusions.

22. Examine the impact of the ideas and career of Kwame Nkrumah on Ghana and the African continent.

Candidates are likely to turn this question into a general discussion on the life of Kwame Nkrumah, but this will not score very well. The focus is on the impact on Ghana and Africa.

Ideas will include political and economic liberation of Ghana and Africa, promoting economic and social developments, restoring the dignity of the black race, uniting Africans and their brothers in the Diaspora and providing an African High Command.

Career will cover his relentless fight for independence for Ghana and Africa and his oft-repeated statement that the independence of Ghana was meaningless unless it was linked up with the total liberation of Africa. He supported nationalist movements all over Africa and played a remarkable role in the formation of the OAU. He carried out development programmes in health and education in Ghana and launched an industrialization programme. He attracted leading Pan-Africanists from all over the world and gave Ghana a leadership role in Africa during his time. Good candidates will also be aware that some African leaders felt threatened by Nkrumah's stand and that his policies attracted much criticism at home.

[8 to 10 marks] for narratives on the life and work of Kwame Nkrumah with only a basic effort at analysis.

[11 to 13 marks] for essays which clearly discuss his ideas and link them up with this career.

[14 to 16 marks] for answers which, in addition, discuss the impact of his ideas on Ghana and Africa.

[17+ marks] for more direct answers which relate his ideas and career to the impact he made on the history of both Ghana and Africa. Answers in this band must be factual, analytical and balanced with thought-provoking comments and conclusions.

23. **How far do you agree that the inability of the Organization of African Unity (OAU) to foster closer relations among independent African states has been a result of the divisions created by the colonial legacy?**

The key issue here is “how far”. To a large extent, most of the independent African states have retained varied degrees of links with their former colonial masters, *e.g.* Lusophone, Francophone and Anglophone Africa. These have, to some extent, created obstacles to closer unity, even at sub-regional level. Language, currency, foreign policy and defence pacts are some areas where the colonial legacy has been most manifested.

Other factors which have obstructed moves toward closer co-operation would include Cold War alliances and divisions especially in the 1970s and 1980s, lack of commitment among African leaders who paid lip service to the concept, instability, unequal levels of socio-economic development among the various states and the desire to protect national sovereignty.

[8 to 10 marks] maximum would be scored by students who turn this into a question on the problems that face the OAU.

[11 to 13 marks] for candidates who go further and discuss the factors which have hindered closer African co-operation, depending on the level of analysis and comments.

[14 to 16+ marks] answers must clearly address the question “how far” with incisive comments and well-focused analysis and arguments. Exceptional candidates may mention that despite different colonial legacies, there had been some degree of co-operation *e.g.* the short lived Ghana-Guinea-Mali Union in the 1960s.

24. **With reference to at least two states, examine closely the factors that have hindered development in post-independent Africa.**

The list is legion, but expect the following categorizations:

Economic: Poverty, failure to diversify economic and agricultural base, inappropriate industrialization policies, inability to add value to primary exports, crippling debt problems and limitations imposed on some nations by the acceptance of World Bank/IMF conditions.

Social: Tribal divisions, high population growth, inadequate educational and health facilities and corruption.

Political: Absence of committed leaders with a clear vision, failure of multi-party democracy and constant military coups resulting in a chronic state of instability.

[8 to 10 marks] for narrative answers on problems facing African nations with vague references.

[11 to 13 marks] may be awarded for answers which, though narrative, contain relevant references to some African nations.

[14 to 16+ marks] for answers which are focused, analytical and make relevant reference to specific African countries.

25. **“African novelists have, through their work, invariably portrayed the social, economic and political frustrations that have characterized contemporary Africa.” Using two African writers chosen from different regions in Africa, examine the validity of this assertion.**

Candidates have a wide variety of African writers to choose from. The list includes Chinua Achebe, Ayi Kwei Armah, Ngugi Wa ‘Thiongo, Wole Soyinka, Robert Serumaga and Naguib Mahfouz.

Most of these writers in their works portrayed the feelings of betrayal experienced by most African nations at the failure of political leaders to live up to expectations and fulfil promises.

Major issues raised include the display of affluence, rampant corruption and vulgarities in high places in the society, economic hardship and social deprivation suffered by a large majority of the African peoples, tribal divisions and the failure to find a workable political system in many nations and the desire to hold on to power at all costs leading to coups on the African continent.

Expect a wide variety of issues raised depending on the writer chosen and the country these issues relate to.

[8 to 10 marks] for candidates who paraphrase novels by selected writers.

[11 to 13 marks] for those who relate issues, events or personalities in the selected novels to specific developments on the African continent, depending on the scope covered and the depth of analysis.

[14 to 16+ marks] to students whose work is focused and analytical and address the question with insight and a factual interpretation of the novels discussed.

Mark as a whole, but out of **[12 marks]** if only one writer is discussed.
