

GCE

History A

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

Advanced GCE

Mark Scheme for June 2017

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

MARK SCHEME

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which of the following were the more significant reasons for the adoption of Christianity in the kingdom of Kongo?</p> <p>(i) Religious reasons (ii) Political reasons</p> <p>Explain your answer with reference to both (i) and (ii).</p> <p>In dealing with religious reasons,</p> <ul style="list-style-type: none"> • Answers might consider the ritual significance of the arrival of the Portuguese, being seen variously as spirits or reincarnations of the ancestors, leading to the acceptance of their 'cult'. • Answers might consider the belief that Christianity was compatible with traditional religion and did not need to replace it. • Answers might also consider that while these reasons explain an acceptance of Christianity, they did not confer any specific benefit on the elites and therefore might be an insufficient explanation on their own. <p>In dealing with political reasons,</p> <ul style="list-style-type: none"> • Answers might consider that the Mwissikongo elites were originally outsiders, and the adoption of Christianity allowed them to usurp the traditional priestly elites. • Answers might consider that the adoption of Christianity allowed the Mwissikongo to develop productive diplomatic and trading relationships with the Portuguese, which conferred power. • Answers might also consider, however, that Christianity, with its insistence on monogamy, undermined the traditional clan and lineage 	10	<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 question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or 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 mark scheme.

			structures which were a key part of Kongolese political authority.		
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1	(b)*	<p>To what extent was the slave trade a positive influence on Oyo and Dahomey in the period 1608-c.1800?</p> <p>In arguing that the slave trade was a positive influence,</p> <ul style="list-style-type: none"> • Answers might consider the economic value of the trade in slaves; slave trading allowed Dahomey and Oyo to participate both in the Atlantic Trade with Europeans and the Trans-Saharan Trade with Islamic North Africa; willingness to trade in slaves was particularly important to Europeans who were becoming increasingly focused on this. • Answers might consider the importance of slaves as a form of tribute from client states, which reinforced political power (in the latter part of the period Dahomey both paid tribute to Oyo and collected tribute from smaller client states). • Answers might consider the political structures established to manage & regulate the slave trade, which allowed a degree of local control. • Answers might consider the relationship between slavery and traditional kinship structures (particularly in Dahomey) in which slavery actually facilitated societal expansion; the importance of royal slaves in consolidating royal power. <p>In arguing that the slave trade was not a positive influence,</p> <ul style="list-style-type: none"> • Answers might consider the economic over-dependence of both Oyo and Dahomey on the slave trade, which particularly came to be a problem just after c.1800 (1807) when abolition occurred. • Answers might consider the role that trade in slaves played in depopulating Oyo and Dahomey's client states, thus leaving them economically weaker, and the role that slave trading played in 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on 'to what extent', but at Level 4 may simply describe influences of the slave trade. • At Level 5 and above there will be judgement as to how far it was a positive influence. • At higher levels candidates might establish criteria against which to judge 'positive'. • 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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			<p>alienating client states from Oyo and Dahomey and building resentment.</p> <ul style="list-style-type: none">• Answers might consider the dependency on Europeans that participation in the slave trade created – arguably an unequal power balance.• Answers might consider the destabilising influence of slavery as elites fought to control the trade and benefit from it, particularly the contribution of the slave trade to internal power struggles in Oyo, as the elites gained more independent wealth and power through trade. This left Oyo politically divided and weak and unable to resist external political threats (Dahomey fared slightly better and survived the threat from the Sokoto caliphate).		
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2	(a)	<p>Which of the following was a more significant reason for the economic prosperity of the Kingdom of Benin c.1500-c.1700?</p> <p>(i) Its geographical location (ii) Contact with Europeans</p> <p>Explain your answer with reference to both (i) and (ii).</p> <p>In dealing with its geographical location, answers might consider the wide variety of products that Benin was able to produce and trade due to its favourable geography (for example, pepper, cotton cloths, leopard skins, palm oil, coral beads, yams, wood and water).</p> <ul style="list-style-type: none"> • Answers might consider the benefit of having coastal ports, plus a geographically well-defended hinterland in which the prosperous and developed capital city was located, which limited the opportunities for invasion and war. • Answers might also consider that its location facilitated its participation in the Atlantic trade with Europeans, being used as a trading post for transshipment of other goods, as well as trading directly with Benin. <p>In dealing with contact with Europeans, answers might consider, the comparatively early relationships established with Europeans in Benin as compared to other neighbouring kingdoms, having well developed trading relations with the Portuguese from 1490.</p> <ul style="list-style-type: none"> • Answers might consider the positive benefits of trading in local pepper and cloth, rather than slaves, which prevented depopulation of working-age males. • Answers might consider that European traders increased the circulation of cowrie shells which they brought from the Indian Ocean, which stimulated the economy as these were used as currency. • Answers might also consider that as the slave trade 	10	<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 question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or 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 mark scheme.
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			<p>became more important to Europeans (from c.1650), Benin's refusal to participate in this reduced its economic prosperity rather than boosting it.</p>		
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2.	(b)*	<p>‘The promotion of learning was the most significant achievement of the Askia dynasty in Songhay.’ How far do you agree?</p> <p>In arguing that the promotion of learning was the most significant achievement,</p> <ul style="list-style-type: none"> • Answers might consider the importance of Askia Mohammed’s decision to build collaborative relations with the scholars, changing a history of conflict under the Sonni dynasty. • Answers might consider the development of sophisticated Islamic jurisprudence and scholarship. • Answers might consider the growth of Timbuktu as a renowned centre of learning in West Africa. • Answers might consider the long-term legacy of the scholars of Songhay in influencing political thought across West Africa and beyond, and the huge numbers of important Islamic manuscripts that were generated (many of which still survive). <p>In arguing that other achievements were more significant,</p> <ul style="list-style-type: none"> • Answers might consider Askia Mohammed’s expansion of the empire, through both war and diplomatic relations. • Answers might consider the Askia’s success in maintaining a large, complex and multi-ethnic empire, the last that was seen in West Africa. • Answers might consider developments in government and administration, for example, the establishment of the office of Kanfari (Viceroy to the Western Provinces) and the development of the administrative offices at Gao. • Answers might consider economic prosperity due to an efficient taxation system, and the development of agriculture and trade. 	20	<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. • At higher levels candidates might establish criteria against which to judge most significant achievement. • 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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		<ul style="list-style-type: none">• Answers might consider military developments in equipment and tactics.• Answers might consider cultural developments, with the growth of a sophisticated court; patronage of the arts and music.		
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APPENDIX 1 – this contains the generic mark scheme grids.

	<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>
	1. Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
2. Level 6 9–10 marks	3. 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.
4. Level 5 7–8 marks	5. 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.
6. Level 4 5–6 marks	7. 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.
8. Level 3 3–4 marks	9. 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.
10. Level 2 2 marks	11. 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.
12. Level 1 1 mark	13. 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.
14. 0 marks	15. 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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