

## AS Level History A

### Unit Y239

#### African Kingdoms c.1400–c.1800: four case studies

Sample Question Paper

### Date – Morning/Afternoon

Time allowed: 1 hour 30 minutes



**OCR supplied materials:**

- 12 page Answer Booklet

**Other materials required:**

- None



|               |  |  |  |  |  |                  |  |  |  |  |
|---------------|--|--|--|--|--|------------------|--|--|--|--|
| First name    |  |  |  |  |  |                  |  |  |  |  |
| Last name     |  |  |  |  |  |                  |  |  |  |  |
| Centre number |  |  |  |  |  | Candidate number |  |  |  |  |

#### INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer either Question 1 or Question 2 in Section A and Question 3 in Section B
- Write your answer to each question on the Answer Booklet.
- Do **not** write in the bar codes.

#### INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [ ].
- Quality of extended responses will be assessed in questions marked with an asterisk (\*).
- This document consists of **4** pages.

**Section A**

Answer **ONE** question

**EITHER**

**1\*** Assess the reasons for the rise of the Songhay Empire in the fifteenth century.

**[30]**

**OR**

**2\*** 'Increased instability in Kongo in the period 1500–1709 was down to the presence of the Portuguese.' How far do you agree?

**[30]**

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**Section B**

**3** Read the interpretation and then answer the question that follows:

'By the 1720s access to firearms had allowed the rulers of Dahomy to create an autocratic regime'.

From: R. Guisepi, *Africa and The Africans In The Age Of The Atlantic Slave Trade*, 1992

Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.

**[20]**

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**...day June 20XX – Morning/Afternoon**

**AS Level History A**

**Unit Y239 African Kingdoms c.1400–c.1800: four case studies**

**MARK SCHEME**

**Duration:** 1 hour 30 minutes

**MAXIMUM MARK    50**

**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on–screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log–in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

| Descriptor  | Award mark  |
|---|---|
| On the borderline of this level and the one below     | At bottom of level  |
| Just enough achievement on balance for this level     | Above bottom and either below middle or at middle of level (depending on number of marks available)       |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level        | At top of level   |

### 11. Annotations

| Annotation | Meaning |
|------------|---------|
|            |         |
|            |         |
|            |         |
|            |         |
|            |         |
|            |         |

## 12. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

## USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

|                                  |   |
|----------------------------------|---|
|                                  | <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>   |
|                                  | <b>Generic mark scheme for Section A, Questions 1 and 2: Essay [30]</b>   |
| <b>Level 5</b><br>25–30<br>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.<br>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.   |
| <b>Level 4</b><br>19–24<br>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.<br>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.  |
| <b>Level 3</b><br>13–18<br>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.<br>The information has some relevance and is presented with limited structure. The information is supported by limited evidence. |
| <b>Level 2</b><br>7–12<br>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.<br>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.  |
| <b>Level 1</b><br>1–6<br>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.<br>Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion.<br>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.  |

|                                  |   |
|----------------------------------|---|
|                                  | <i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>   |
|                                  | <b>Generic mark scheme for Section B, Question 3: Interpretation [20]</b>   |
| <b>Level 5</b><br>17–20<br>marks | The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.   |
| <b>Level 4</b><br>13–16<br>marks | The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.   |
| <b>Level 3</b><br>9–12<br>marks  | The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.                                |
| <b>Level 2</b><br>5–8<br>marks   | The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths.                   |
| <b>Level 1</b><br>1–4<br>marks   | The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation. |
| 0 marks                          | No evidence of understanding or reference to the interpretation.  |

## Section A

| Question | Answer  | Marks | Guidance   |
|----------|---|-------|--|
| 1*       | <p><b>Assess the reasons for the rise of the Songhay Empire in the fifteenth century.</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that it was the collapse of the Mali Empire</b>, answers might consider the death of Mansa Sulyaman in 1360 and the succession disputes which followed.</li> <li>• Answers might consider the role of Sonni Ali (1464–1492) who was seen as a fearless warrior and his conquests.</li> <li>• Answers might consider the importance of the military strength of the Songhay, particularly the cavalry.</li> <li>• <b>In arguing that the foundations were laid by previous rulers</b>, answers might consider the rule of Sulyaman Dama and the attack on Mema.</li> <li>• Answers might consider the importance of Islam and the appeal made by Timbuktu to defeat the Tuaregs.</li> </ul> | 30    | <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to the relative importance of the reasons.</li> <li>• At level 5 answers might establish criteria against which to judge the relative importance of the reasons.</li> <li>• To be valid, judgements must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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.</li> </ul> |
| 2        | <p><b>'Increased instability in Kongo in the period 1500–1709 was down to the presence of the Portuguese.' How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that the presence of the Portuguese was the main reason</b>, they might argue that from 1575, the Portuguese established a colony in Luanda, Angola, just to the south of Kongo, creating significant influence in the region.</li> <li>• Answers might argue that some Portuguese governors</li> </ul>   |       | <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be judgement as to the relative importance of the reasons.</li> <li>• At level 5 answers might establish criteria against which to judge the relative importance of the reasons.</li> <li>• To be valid, judgements must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• 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</li> </ul>         |

## Section A

| Question | Answer   | Marks | Guidance |
|----------|--|-------|----------|
|          | <p>routinely launched raids into Kongo to gather slaves, or in an attempt to take tracts of territory.</p> <ul style="list-style-type: none"> <li>• Answers might consider that in 1622, a full-scale Portuguese invasion from Angola was eventually beaten off, but in 1665, Kongo suffered a serious defeat at the battle of Mbwila, resulting in the deaths of the Kongolesse king Antonio I and many of his nobles.</li> <li>• <b>In arguing that presence of the Portuguese was not the main reason</b>, as increasing instability towards the end of the 16th century and later was more to do with problems over succession that afflicted many African societies.</li> <li>• Candidates might also argue that Primogeniture (the handing of the throne from father to son) was not an accepted principle and in Kongo, kingship was decided by an electoral college, which increased opportunities for intrigue and in-fighting.</li> <li>• Answers might consider that Kongo was plunged into half a century of civil war, which included the abandonment of the capital and its independence was severely reduced as was the power of the kings to control the whole country allowing for an increase in instability.</li> <li>• Answers might consider that Kongo's own involvement in the slave trade caused significant instability.</li> </ul> |       | scheme.  |

| Question | Answer  | Marks | Guidance   |
|----------|---|-------|--|
| 3        | <p><b>'By the 1720s access to firearms allowed the rulers of Dahomy to create an autocratic regime'.</b></p> <p><b>From: R Guisepi, <i>Africa and The Africans In The Age Of The Atlantic Slave Trade</i>, 1992</b></p> <p><b>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</b></p> <ul style="list-style-type: none"> <li>• <b>The historical debate about the reasons for an autocratic regime in Dahomy centres around the relative importance of 4 key factors: military, economy, social and political. There is also a historical debate about how 'autocratic' the political system was, and the appropriateness of this term, and candidates might draw on this in evaluating the interpretation given.</b></li> <li>• <b>In analysing and evaluating the strengths of the given interpretation</b>, answers might use knowledge and understanding of: <ul style="list-style-type: none"> <li>• Military skill was seen as the ultimate sign of power and authority and access to firearms enabled Dahomy to create an autocratic regime</li> </ul> </li> </ul> | 20    | <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation.</li> <li>• Candidates must refer to at least one other interpretation.</li> <li>• The quality of analysis and evaluation of the interpretations should be considered when assigning answers to a level, not the quantity of other interpretations included in the answer.</li> <li>• Other interpretations considered as part of evaluation and analysis do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate's own viewpoint.</li> <li>• Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however for level 5 there should be well-supported evaluation of both and for level 4 supported evaluation of both, in line with levels descriptors.</li> <li>• Candidates are not required to construct their own interpretation.</li> </ul> |

## Section B

| Question | Answer   | Marks | Guidance |
|----------|--|-------|----------|
|          | <ul style="list-style-type: none"> <li>• the period of centralisation that followed Dahomey's access to firearms after 1650.</li> <li>• <b>In analysing the limitations of the given interpretation</b>, answers might use knowledge and understanding of:               <ul style="list-style-type: none"> <li>• Dahomey belief in military skill, which was seen as the ultimate sign of power and authority and firearms were merely an extension of this</li> <li>• the keenness of the leaders of Dahomey to capitalise on firearms in order to perform well on the battlefield</li> <li>• militaristic values which were embedded in the people, of which firearms were merely a part.</li> </ul> </li> <li>• <b>Other interpretations that might be used in evaluation of the given interpretation are:</b> <ul style="list-style-type: none"> <li>• interpretations focusing on the fact that there was deep rooted tradition of autocratic government within Dahomy</li> <li>• interpretations focusing on contrary historical evidence from Isaac A. Akinjogbin and John C. Yoder, who have argued that Dahomey was a progressive nation that had much in common with the states of the modern West</li> </ul> </li> </ul> |       |          |

## Section B

| Question | Answer   | Marks | Guidance |
|----------|--|-------|----------|
|          | <ul style="list-style-type: none"> <li>• interpretations focusing on the slave trade as a reason for the creation of an autocratic state, this includes the need to capture slaves as tribute to Oyo and the need for strong central government to organise the trade and when it failed the king was removed as with Adandozan. The slave trade was source of income for the king and he gained his power and wealth from this, hence its importance</li> <li>• interpretations focusing on the creation of an autocratic state being the only way to resist the Yoruba people of Oyo.</li> </ul> |       |          |

## Assessment Objectives (AO) Grid

| Question      | AO1       | AO2 | AO3       | Total     |
|---------------|-----------|-----|-----------|-----------|
| 1/2           | 30        |     |           | 30        |
| 3             |           |     | 20        | 20        |
| <b>Totals</b> | <b>30</b> |     | <b>20</b> | <b>50</b> |

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