KYERWA DISTRICT COUNCIL

JOINT MIDTERM EXAMINATION – MARCH 2023

FORM FOUR HISTORY

MARKING SCHEME

SECTION A

1.

Qns	i.	ii.	iii.	iv.	v.	vi.	vii.	viii.	ix.	x.
Ans	B	C	A	E	D	C	C	A	E	D

10 marks

2.

i.	ii.	iii.	iv.	v.	vi.
J	I	A	F	E	H

6 **marks**

3. SECTION B (54 marks)

(i) European Christianity. This was a kind of religions believes teachings that was introduced by Europeans missionaries as the agents of colonialism. The Europeans Christianity was used as a tool of colonial exploitation in Africa colonies as it gave more emphased on capitalist interest. European Christianity prearched Africa to be royal to the whites colonial governments ensuaring paying of taxes, land alienation and provition of free labor.

(ii) UDI referred to Unilateral declaration for independence. This was a kind of a freedom declared to the Africans states by the colonial government in favouring few people and discriminated the majority in political, economic and social opportunities example UDI was declared in Zanzibar and Zimbabwe

(iii) Hehe resistance This refers to the hehe reaction against the imposition of colonial rule. The hehe resisted the Germans in 1891 – 1998 under the leadership of Mtwa Mkwawa due to the Germans penetration over their terrories and brocking of Mkwawa's trade caravan routes. The germans would not forget the hehe resistance because the hehe managed to form a strong resistance for so long and killing of German commandor Emil Von Zelewisky and 300 germans solders.

(iv) The league of nations was the organizations involved Europeans nations formulated soon after the first world war in 1919. The league was initiated by France and Britain. The league became powerless to attain its ambitions because of the following weakness.
The league of nations failed to avoid and stopping aggressive activities among the Europeans example Italy invided Ethiopia in 1935, Japan invaded Machuria in 1931 while the league of nations remained silence
The League of Nations had no real mechanism like army, police or judiciary that would supervise the implementations of the terms

(v) Nationalists struggle for independence this was all about Africanas effects that were employed to terminate colonial role. However the mass nationalists struggle got momenturm from the 1960s. The Tanganyika Nationaliats learned lesson from the the majimaji war of 1902 – 1907 as it was great resistance that composed many tribes such as zaramo, pogoro, luguru, ngoni, yao. This resistance it shown that unity, solidarity, commitment to the leaders and followers was very impoertant hence the Africans applied the same knowledge during the struggle for independence.

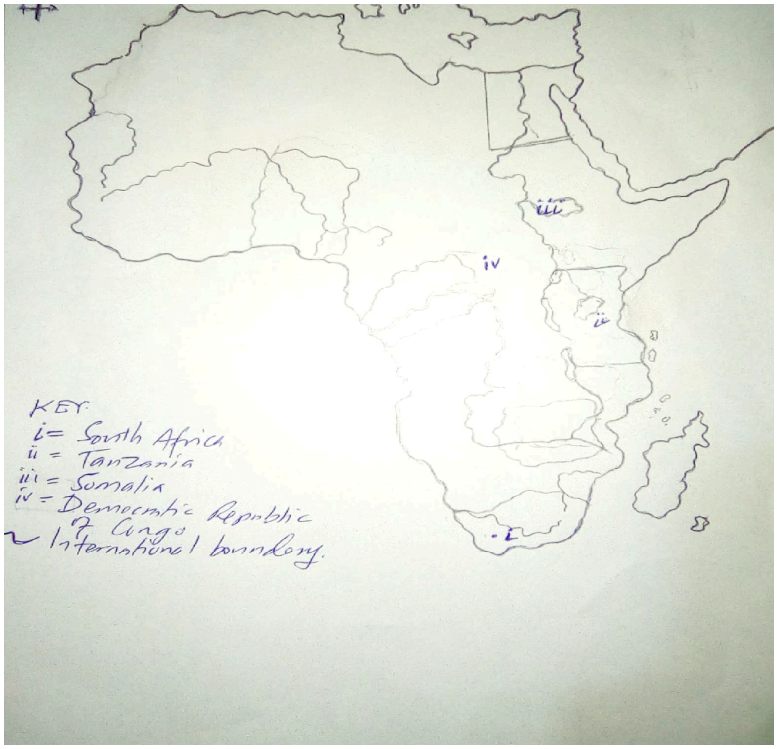
(vi) Colonial rule this was colonial administrative system imposed in Africa to attain imperialist interest one of the method employed by the colonialist to the impose colonial rule was psychological method where by educations and religions was used as the basic tool under the method or strategy. They used education to get many assistances in colonial administration especially under the system of indirect rule. Also with the colonial education they classified Africans into classes hence the policy of divide and rule was well implemented
The religions factor made Africans to be royal to the colonial government and ensure reliable supply of cheap labor. Payment of taxes and land alienation
(2X6 = 12 marks)

4.

Qns	i.	ii.	iii.	iv.	v.
Ans	3	1	2	4	5

1X6= 6 marks, Roman vi= 6

5. **A SKETCH MAP OF AFRICA SHOWING SOME AREAS OF AFRICAN STATES WITH HISTORICAL EVENTS**



(1X4= 4 marks)

Key and title **(2 marks)**

6. (i) Heirich schnee
   (ii) Indirect rule
   (iii) Microliths **(6 marks)**
   (iv) Assimilation policy
   (v) Kwavi
   (vi) colonial military and legal institutors

7. (a) Archorological excavations (1 marks)
   (b) Archeologists (1 marks)
   (c) Fossils (1 marks)
   (d)Artefacts (1 marks)
   (e) Archeological sites (2 arks)

(f) Archeology can not be used to study resent history (3 marks)

i. it is difficult to allocate archeological sites

ii. Most of the laboratories equipped for analyzing and dating artfacts are found in developed countries.

8. A students should give reasons behind for some parts of Africa to experience intensive scramble than others

. introduction 2marks

. main body six points

i. Large population
ii. Arable land for agriculture
iii. Strategic reason
iv. Navigable rivers
v. High mineral deposits **(12 marks)**
vi. Accessibility to the interior
vii. Conclusion (1 mark)

SECTION C (30 MARKS)

Students should answer 2 questions

9. A student should give six causes of great economic depression of 1929 – 1939

*Introduction 2 marks

*Main body

**Causes of great economic depression

i. Over production and underconsuption
ii. Absence of international organization eg. WTO,IMF, OPEC. **(12 marks)**
iii. The collapse of USA stock of exchange in 19 October 1929
iv. Heavy loans during the war periods
v. Bolshevick revolution
vi. Protectionism policy
vii. Conclusion 1 mark

10. A student should give features of the feudalism mode of production
    . introduction 3 marks
    . main body
    . features of feaudalism mode of production
    i. existence of little freedom
    ii. social classes of landlords and ternants
    iii. land was owned by few
    iv. existence system of paying taxes **(12 marks)**
    v. existence of political institutions
    vi. the government was responsible to protect people
    vii. the system of power sharing
    viii. conclusion 1 mark

11. a students should give the internal factors for rise of mass nationalism after the second world word war 1939 – 1945
    . introduction 2 marks
    . main body
    Internal factors for the rise of mass nationalism
    i. return of ex – solders
    ii. burning of political parties
    iii. intensive colonial exploitation **(12 marks)**
    iv. the role of colonial education
    v. the role of committed leaders
    vi. the rule of welfare association
    vii. conclusion 1 mark