

KYERWA DISTRICT COUNCIL
JOINT MIDTERM EXAMINATION – MARCH 2023
FORM FOUR HISTORY

MARKING SCHEME

SECTION A

1.

Q n s	i.	ii.	iii.	iv.	v.	vi.	vii.	viii.	ix.	x.
A n s	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 emphasized on capitalist interest. European Christianity preached 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 Mtwaw Mkwawa due to the Germans penetration over their territories 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.

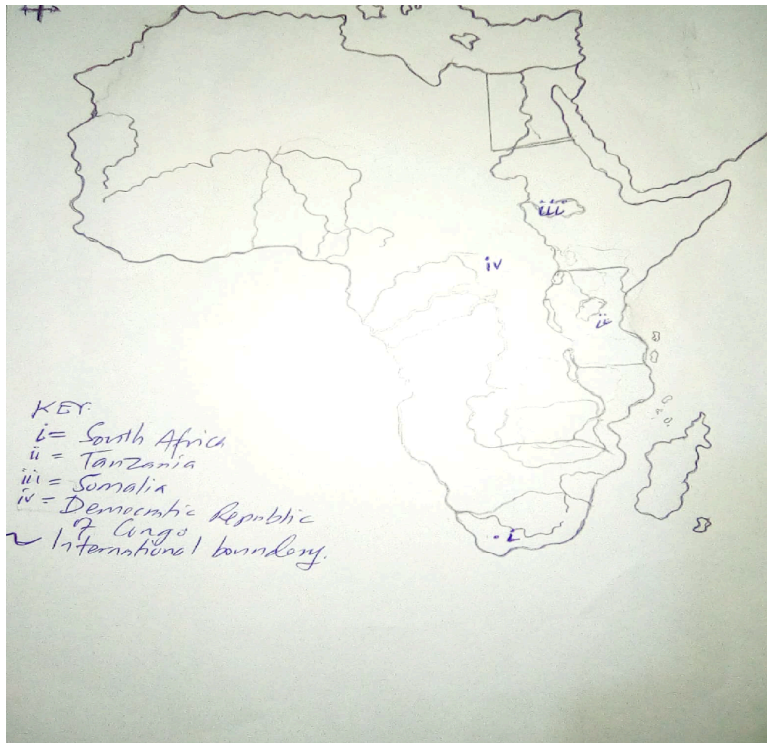
- (iv) The league of nations was the organizations involved Europeans nations formulated soon after the first world war in 1919. The league was initiated by France and Britain. The league became powerless to attain its ambitions because of the following weakness. The league of nations failed to avoid and stopping aggressive activities among the Europeans example Italy invaded Ethiopia in 1935, Japan invaded Manchuria 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 momentum from the 1960s. The Tanganyika Nationalists 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 important 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 loyal 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) Heinrich Schliemann
(ii) Indirect rule
(iii) Microliths (6 marks)
(iv) Assimilation policy
(v) Kwavi
(vi) colonial military and legal institutions
7. (a) Archaeological excavations (1 mark)
(b) Archeologists (1 mark)
(c) Fossils (1 mark)
(d) Artefacts (1 mark)
(e) Archeological sites (2 marks)

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

i. it is difficult to allocate archeological sites

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

8. A student 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 underconsumption

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. Bolshevik 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 feudalism mode of production

- i. existence of little freedom
- ii. social classes of landlords and tenants
- 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 student should give the internal factors for rise of mass nationalism after the second world war 1939 – 1945

. introduction 2 marks

. main body

Internal factors for the rise of mass nationalism

- i. return of ex – soldiers
- 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

