

**CHRISTIAN SOCIAL SERVICES COMMISSION (CSSC)**  
**NORTHERN ZONE JOINT EXAMINATIONS SYNDICATE (NZJES)**



**FORM FOUR PRE-NATIONAL EXAMINATIONS AUGUST 2024**

**CODE: 012**

**HISTORY**

**MARKING SCHEME**

**SECTION A (16 Marks)**

1.

Questions	(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
Answers	B	D	A	C	C	D	C	B	C	E

**1 @ (i) Total=10 marks.**

2.

LIST A	(i)	(ii)	(iii)	(iv)	(v)	(vi)
LIST B	E	G	I	J	C	F

**1 @ (i) Total=06 marks**

**SECTION B (54 Marks)**

3. (i) Pan-Africanism movement: this was a massive movement of all black people of African origin together as one people against all forms of colonial exploitation. Pan Africanism originated in the diaspora started by Americans or new world by black people and Pan Africanism implemented the spirit of oneness, unity, solidarity and fraternity among Africans towards independence.

(ii) Limitations of colonial Education

- Based on gender discrimination
- Based on pyramid shape
- Based on examinations system
- It was irrelevant.

(iii) Evidences of the creation theory

a) Genesis 1;26 (Biblical evidence)

-Then God said "Let us make mankind in our image, in our likeness..."

b) Surah Sajdah Ayat32:7 (Quran evidence)

- "He who created all things in the best way and he began the creation of man from clay"

(iv) This was because of the harsh terms used to punish Germany such as to hand over all her colonies to the League of Nations, to return Alsace and Lorraine, to pay for the damages caused by the war and to reduce her army. This made Germany to revenge against the Triple Entente, hence the occurrence of the Second World War.

(v) The Apartheid policy was implemented through.

- Establishment of land acts
- Segregation in the education system between blacks and whites
- Segregation based on accommodation.

(vi) How people became slaves

- A person could become a slave if he/she failed to clear his/her debts
- Involvement in criminal offences
- War captives could also be turned into slaves
- Inheritance status – Here a child could become a slave because his/her parents were slaves.

**1.5 @ (i) Total = 09 marks**

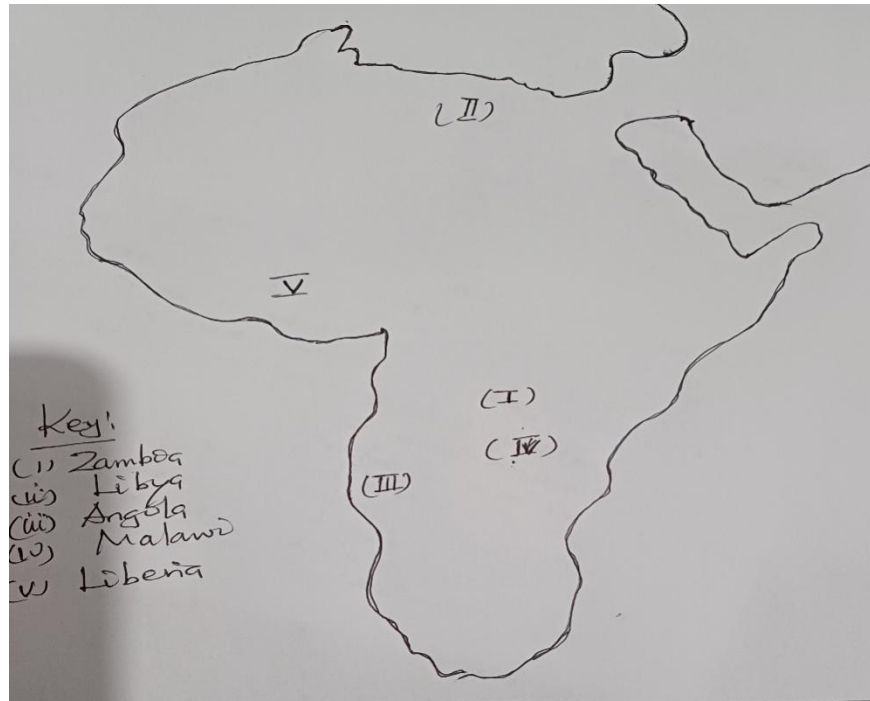
4.

(i)	(ii)	(iii)	(iv)	v	vi
3	1	2	4	5	6

**1.5 @ (i) Total = 09 marks**

5.

A SKETCH MAP OF AFRICA SHOWING DIFFERENT HISTORICAL EVENTS



Marks distribution

Title = 0.5, Drawing = 1, Locating = 1.5 @ (i) **TOTAL = 09 marks**

6.

### Similarities between feudalism and slavery

- (i) Both had classes
- (ii) Both of them based on private ownership of the major means of production
- (iii) Both were based on the exploitation of man by man.
- (iv) Both had improved productive forces compared to communalism
- (v) Both had political institutions eg states
- (vi) Existence of surplus production in both modes of production.

1.5 @ (i) Total =09 marks

7.

### Advantages of producing and using iron tools in pre-colonial African societies

- (i) Expansion of Agriculture
- (ii) Consolidation of settled life
- (iii) Population increase
- (iv) Emergence of chiefdoms and kingdoms
- (v) Increased efficiency in hunting
- (vi) Improved self-defense
- (vii) Emergence of specialization
- (viii) The growth of Trade

1.5 @ (i) TOTAL= 09 marks

8.

### Principles of the African Unity (AU)

- (i) Sovereign legality of all the member states
- (ii) Non-interference with the internal affairs of the member states.
- (iii) Peaceful resolutions of conflicts
- (iv) Condemnation of political assassinations.
- (v) Promotion of gender equality
- (vi) Respect for democratic principles and rule of law
- (vii) Rejection of unconstitutional changes of governments

1.5 @ (i) TOTAL =09 marks

## **SECTION C (30 Marks)**

### **ESSAY QUESTIONS**

9.

**Introduction (1.5 marks)**

-Student should define colonial economy and give out its periodization in Africa.

**Main Body (2 per each point)**

-Objectives of colonial economy in Africa

(i)To ensure constant supply of raw material for the imperialists. Eg, cash crops and minerals

(ii)To ensure market for the surplus European industrial goods

(iii)To exploit cheap African labor

(iv)To get area for investment.

(v)To get areas for settlement

(vi)To raise revenue for sustaining the colonies.

**Conclusion-** any relevant explanations (1.5 marks)

10.

**Introduction (1.5 marks)**

-Student should give out brief explanation about the political, ideological and administrative changes in Africa after independence

**Main Body (2 marks per each point)**

The reasons for the political, ideological and administrative changes in Africa after independence.

(i)African countries had inherited weak economies

(ii) Existence of regional imbalance in the post independent Africa.

(iii) Existence of inequality in the provision of education

(iv)African countries had inherited the colonial exploitative systems which made people to suffer from poverty eg . Taxation.

(v)To destroy capitalism in Africa eg by adopting socialism ideology

(vi) To look for unity eg. by adopting mono-party system

(vii) To transfer political power to African rulers

Especially through the Africanization of the administrative system by for instance adopting republic constitution.

**Conclusion-** any relevant explanations **(1.5 marks)**

**11.**

**Introduction (1.5 marks)**

-Student should briefly explain about Oral traditions.

**Main Body**

-Limitations of Oral traditions

(i) It is not always accurate

(ii) It may disappear when narrator dies

(iii) It may be affected by language problem

(iv) It cannot be applied to people with speaking and hearing impairment.

(v) It only captures events from a few past generations.

(vi) It needs much attention and power of memory.

**Conclusion –** any relevant explanations **(1.5 marks)**