CHRISTIAN SOCIAL SERVICES COMMISSION (CSSC)

NORTHERN ZONE JOINT EXAMINATIONS SYNDICATE (NZ-JES)

FORM SIX PRE-NATIONAL EXAMINATIONS 2026

112/1 HISTORY 1

MARKING SCHEME

1. Importance of Culture in Pre-Colonial African Societies

Culture played a vital role in pre-colonial African societies through shaping societal values and directing the daily trend of affairs of society. Explain six (6) importance of culture to pre-colonial African societies.

a) Introduction (01 Mark)
A candidate should give the meaning of culture e.g.
- Culture is the total way of life of the people of a given society at a given time; OR any relevant definition.
- A candidate should provide the elements of culture e.g. arts, religion, norms and conduct, traditions etc. OR any relevant introduction.

b) Main Body (6 points @ 03 marks = 18 Marks)
A candidate should provide the importance of culture in pre-colonial African societies:

i) Identification: Culture shows an identity through language, wearing style etc. which distinguished one society from another since African societies had different cultures.

ii) Preservation of history: Through cultural aspects such as tales, songs, games, myths, stories and ceremonies, societies preserved and passed on their history.

iii) Encouraged hard work: African culture emphasized hard work through teaching the youth economic activities and discouraging laziness through punishment.

iv) Consolidation of unity and cooperation: Cultural relations tied people together especially through rituals and ceremonies.

v) Education system: Culture was a central part of education in society through transmission of knowledge, values and skills from one generation to another through stories, songs and traditional ceremonies.

vi) Shaping morals: Culture directed the youth to social values, taboos, norms and conduct which encouraged good behavior and prohibited bad behavior.

vii) Determining societal norms: Culture dictated the social, political and economic life of society by giving daily routines that answered many life questions.

viii) Entertainment: Through unique dressing styles, traditional ceremonies, dances and songs, culture entertained people in pre-colonial African societies.

c) Conclusion (01 Mark)
Any relevant conclusion.

2. The underdevelopment of Africa to a large extent was due to historical phenomena such as colonialism. Although by the 15th century Africa and Europe were said to be at the same level of development, show the contribution of colonialism to the underdevelopment of Africa from the 15th century to the 20th century.

a) Introduction (01 Mark)
A candidate should give the meaning of colonialism and give examples of countries in Africa which were under colonial rule OR any relevant introduction.

b) Main Body (06 points @ 3 marks = 18 Marks)

i) A candidate should show the role of colonialism in widening the development gap between Africa and Europe.

ii) Exploitation of resources both human and natural resources. Exploitation of raw materials e.g. agricultural raw materials in colonies to feed their industries and integration of Africans into forced labour in providing labour in their metropolitan countries made Africa lose manpower in utilizing their resources.

iii) It destroyed African trading systems. Local and regional trade like long distance trade and Trans-Saharan trade was destroyed after incorporating Africa into intercontinental trade which was a much exploitative form of trade and hence to rely on export-import oriented system.

iv) It destroyed African political systems. The political system inherited from colonial masters set the continent into political and economic crises that indeed destabilized African countries.

v) Colonial education: It was education for brainwashing Africans to accept colonial rule, to discourage technological development and to make Africans dependent hence the underdevelopment of Africa continent.

vi) It contributed to disunity among Africans. Internally they were divided into tribal, regional, racial and religious lines that led them into civil wars, religious wars and regional imbalance due to alliances formed by the colonial masters.

vii) It was a tool for cultural imperialism. The integration of Africa into Western culture had some economic impact. It changed consumption styles by brainwashing Africans and strengthening their dependence on Europe.

c) Conclusion (01 Mark)
Any relevant conclusion.

3. Achievements of the Civil Rights Movement

The struggle of people of African origin in the Diaspora was not easy. Afro-American intellectuals used different methods and well-organized movements to fight for freedom and equality of Afro-Americans. Explain six (6) achievements of the Civil Rights Movement.

a) Introduction (01 Mark)
A candidate should give the meaning of the Civil Rights Movement or a short background of the Civil Rights Movement OR any relevant introduction.

- The Civil Rights Movement was an organized movement in the USA to fight against all forms of racial segregation and discrimination and to ensure that all U.S. citizens got their citizenship rights as guaranteed by the U.S. Constitution. It operated mainly in the 1950s–1960s under leaders such as Martin Luther King Jr., Malcolm X, and W.E.B. Du Bois.

b) Main Body (6 points @ 3 marks = 18 Marks)

i) Achieved equal citizenship rights through the Civil Rights Bill of 1963 which was submitted to Congress by President John F. Kennedy.

ii) Banned racial discrimination throughout the USA through the Civil Rights Act of 1964.

iii) Achieved voting rights for Afro-Americans through the Voting Rights Act of 1965.

iv) Abolished racial segregation in schools in 1954 by rejecting the existence of separate schools for whites and coloureds.

v) Achieved equal employment opportunities through laws passed in 1964 under President Lyndon B. Johnson.

vi) Helped to raise awareness and consciousness among Afro-Americans about their rights and freedoms.

c) Conclusion (01 Mark)
Any relevant conclusion.

4. Factors Considered by Colonial Governments in Introducing Agriculture in Africa

In introducing agriculture in Africa, colonial governments considered several factors before introducing a particular agricultural system in the colonies. Below are six important factors:

a) Introduction (01 Mark)

A candidate should give the meaning of agriculture or agricultural systems. A candidate should also show the variety of agricultural systems that were introduced in the colonies, such as peasant, plantation, and settler agriculture, and where they were located, or give any relevant introduction.

b) Main Body (6 points @ 3 marks = 18 Marks)

i) Topographic factor
They considered climatic conditions, relief, and soil fertility. In areas with harsh climatic conditions such as high temperatures, they preferred peasant agriculture. In areas with favorable climate and fertile soils, they preferred settler agriculture.

ii) Population factor
In areas with high population, they preferred peasant agriculture due to land shortage, for example in West Africa and Uganda. In areas with low population, they preferred settler agriculture.

iii) Nature of African political organization
They considered whether African societies had strong or weak political organization. In strongly centralized political systems, they preferred peasant agriculture (e.g. Uganda), while in weak or decentralized systems they preferred plantation or settler agriculture.

iv) Type of crops
Crops that required extra care or seasonal attention such as cotton, coffee, and cocoa favored peasant agriculture, while crops that survived with little attention favored settler agriculture.

v) Preference of colonial masters
The preferences of colonial governors determined the agricultural system of a colony. For example, Sir Hesketh Bell of Uganda preferred peasant agriculture, while in Kenya under Governor Charles Eliot, settler farming was encouraged.

vi) Readiness of Africans to grow cash crops or resistance
In areas where Africans had experience in cash crop production, such as Uganda, peasant agriculture continued. In areas that resisted colonial rule such as Nandi and Ndebele, settler or plantation agriculture was established.

vii) Missionary factor
In areas where missionary activities were strong, agriculture was widely practiced compared to other systems.

c) Conclusion (01 Mark)

Any relevant conclusion.

5. Changes in Labour Policies in Africa after 1945

After 1945, Europeans introduced reforms in social services and the economic sector in Africa. These reforms were accompanied by changes in labour policies aimed at increasing productivity. Below are six major changes that occurred in labour policies after 1945.

a) Introduction (01 Mark)

A candidate should explain the concept of labour. The candidate should also show the kinds of labour used before 1945, such as migrant labour and forced labour, or give any other relevant introduction.

b) Main Body (6 points @ 3 marks = 18 Marks)

i) Encouraging more migrant labour
Although migrant labour existed before 1945, changes after 1945 allowed workers to move with their families, marry at working stations, and be employed on a permanent basis.

ii) Introduction of labour recruitment agencies
Specific organs were established with the duty of recruiting labour for colonial plantations and enterprises, such as SILABU (1941) and WENELA in Mozambique.

iii) Increase in permanent labour
After 1945, colonial governments encouraged permanent labour for jobs that required special skills, such as teachers and nurses.

iv) Increase in skilled and semi-skilled labour
After 1945, skilled and semi-skilled labour increased due to the expansion of economic activities such as industries, mining, and building infrastructure.

v) Formation of trade unions
Trade unions were formed as workers' associations to fight for workers' rights and to resist exploitation through collective bargaining.

vi) Increase in wage labour
Wage labour was encouraged to attract more Africans to work in social and economic sectors. Wages were used as motivation to improve productivity and retain workers.

vii) Encouragement of self-employment
Due to the growth of urban centres and industries, rural-urban migration increased. This encouraged Africans to engage in self-employment such as opening restaurants, shops, and saloons around productive areas.

c) Conclusion (01 Mark)

Any relevant conclusion.

6. Use of the Principle of Self-Determination by African Nationalists

The principle of self-determination was among the fourteen points of President Woodrow Wilson outlined in the Versailles Treaty of 1919. African nationalist leaders used this principle to demand independence for their countries in various ways.

a) Introduction (01 Mark)

The principle of self-determination refers to the right of all people to choose the form of government under which they wish to live, as stated by President Woodrow Wilson. A candidate may also give any other relevant introduction.

b) Main Body (6 points @ 3 marks = 18 Marks)

A candidate should show how African nationalist leaders used the principle of self-determination to demand independence.

i) Formation of political parties
African nationalists formed political parties to mobilize the masses in the struggle for independence. Parties such as KANU, TANU, and CPP expressed national consciousness and the desire for self-determination.

ii) Militant nationalism
The principle encouraged militant nationalism in areas where colonial powers were unwilling to grant independence peacefully, for example the Mau Mau movement in Kenya.

iii) Approaching the United Nations (UN)
African leaders such as J.K. Nyerere presented their demands to the United Nations to express their desire for self-rule and independence.

iv) Conferences and demonstrations
African nationalist leaders organized and participated in conferences and demonstrations locally and internationally, such as the Pan-African conferences (e.g. Manchester Conference), which condemned colonialism.

v) Formation of pressure groups
Nationalists formed pressure groups through welfare associations and religious movements to mobilize people and oppose colonial rule.

vi) Demand for fair representation in legislative councils
African nationalists demanded equal rights, self-governance, and fair representation in legislative councils alongside Europeans.

vii) Raising awareness and consciousness
The principle of self-determination helped raise political awareness and national consciousness among Africans.

c) Conclusion (01 Mark)

Any relevant conclusion.

7. Explain six (6) internal social, political and economic factors that have hindered Tanzania's development since independence.

a) Introduction (01 Mark)

A candidate should briefly explain the social, political and economic situation of Tanzania since independence.

OR

Any relevant introduction.

b) Main Body (6 points × 3 marks = 18 Marks)

A candidate should explain the internal challenges facing social, political and economic development of Tanzania.

i) Corruption

The misuse of public funds for private gain has been a serious problem that has hindered Tanzania's economy, e.g., EPA, TICS.

ii) Low Level of Science and Technology

Weak industrial development with few import substitution industries has made Tanzania dependent on developed countries.

iii) Weak Economic Diversification

Tanzania has largely depended on the agricultural sector, while other sectors like industry, fishing and mining are still lagging behind.

iv) Natural Disasters

Tanzania has been affected by natural hazards such as droughts, floods and earthquakes, e.g., the severe drought of 1973–74.

v) Education System

The education system has been more theoretical and lacks a strong practical, scientific and technological approach needed for development.

vi) Demand for Fair Representation in Legislative Councils

There were demands for equal rights, self-governance and fair representation in legislative councils alongside Europeans. This raised awareness and political consciousness.

c) Conclusion (01 Mark)

Any relevant conclusion.