

CHRISTIAN SOCIAL SERVICES COMMISSION (CSSC)

NORTHERN ZONE JOINT EXAMINATION SYNDICATE

FORM SIX PRE-NATIONAL EXAMINATION

HISTORY I - MARKING SCHEME

- 1 With vivid examples refute the fallacy that the pre-colonial African societies were barbaric, static and unchanging. (Six points).

Introduction (1 Mark)

Pre-colonial African societies were societies and political organisations which existed in African continent before the coming of colonialism. These include the Ancient Egyptians, Western Sudanese states, Southern African communities like the Mwanantapa, the Nubians of the horn of Africa and soon.

Mainbody (3 marks @ 6 points = 18 marks)

A candidate should show the development that existed in Africa before colonialism.

- (i) Development of political organisation. In pre-colonial African societies there were various forms of political organisation like Age-set system of Maasai of East Africa, decentralised states like the Iteso of Uganda, Nyamweru under Mirambo of Tanganyika, and Ibo of West Africa. Also there were centralized societies like Zulu of South Africa, the Axum, Nubia and Egyptian Empires of

1 of the horn of Africa. Also, there were the western Sudanese states like Ghana, Mali and Songhai.

(ii) Modes of production. African societies passed through different modes of production. Starting with communalism where by all African societies had passed through it. Few African societies developed slavery - such as Egyptians, the coast of East Africa and some of West African societies like Dahomey Kingdom. Some African societies with the influence of some factors evolved into feudalism, example; Buganda Kingdom and the Ghana, Mali and Songhai empires.

(iii) Science and technology. African societies had developed various science and technology, like metal work in Meroe, Engarwa, Nok and Axum; also manufacturing industries in Carthage where the Africans produced clothes. Development of Irrigation farming in Egypt around the river Nile; construction technology as proved by the pyramids in Egypt and the great wall of Zimbabwe which is about 300 feet high and 20 feet thick.

(iv) Trade and exchange. Pre-colonial African societies conducted various trade relations - which involved exchange of goods for goods. Example of trade relationship included; the East African Long distance trade controlled by Kamba, Yao and Nyamwezi and the Trans-Saharan trade in West Africa.

1. (V) Education and culture. In Pre-colonial African societies, there were different educational institutions which provided formal and informal education. This has a vivid example in the University of Fez in Morocco, Timbuktu University (Mali) and Muwanemtopa University in Zimbabwe. Also Africans had their total ways of life such as religion, taboos, customs and norms which governed their daily life.

(vi) Agriculture development. This was facilitated with the Neolithic revolution. African societies used microlith tools and iron tools to improve the domestication of animals and crop cultivation. Some of the societies such as in interlakes region in East Africa developed permanent crop cultivation. Societies like Buganda, Ankole, Bunyoro engaged in planting banana. Other societies like Maasai practiced pastoralism, whereby they kept cow, goat and sheep.

Conclusion. Any relevant conclusion.
(1 mark)

Total Marks-20

2 Marine technology played a big role in the widening of the gap between Africa and Europe. Comment with six arguments.

Introduction or any other relevant (1 mark)

In the 15th century, Europe had developed advanced transport technology across the continents. It was invented ocean-going vessels, steam engine and marine compass direction. By such level of development sailors and merchants made longer sea routes to contact overseas places around the world.

Mainbody - The role of marine technology in the widening the development gap between Africa and Europe. [Any six points @ 3 marks]

(i) It brought technological stagnation.

This was due to the importation of European manufactured goods to Africa which denied African local industries market due to their high quality. Also slave trade was accelerated in this era, resulting to decrease of African skilled craftsmen and artisans to the New World for labor.

(ii) Exploitation of African resources through unequal exchange. Maritime technology facilitated the widening of the gap as the Africans valuable resources like gold, silver, ivory and labor (slaves) were taken by European merchants for cheap European manufactured goods such as beads and clothes.

- 2 (iii) It led to the downfall of some African states. Some states crumbled by attacks from more powerful states for slaves and wealth like gold and silver needed by European traders. Marine technology enabled easy interaction between the European merchants and also exposed Africans to diseases such as small pox, syphilis and gonorrhoea. African states such as Songhai declined due to this technology.
- (iv) Decline of inter African trading system. Marine technology facilitated the rise of the Trans-Atlantic slave trade which overshadowed African local and regional patterns like the Trans-Saharan trade.
- (v) It led to depopulation of African people. A large number of African productive youths ageing between 15 and 35 shipped to the Americas as slaves. Additionally, famine, raids and wars of slave capture also claimed lives of many Africans.
- (vi) Marine technology led to distortion of African culture and heritage. In contacting Europeans, many Africans adopted European ways of life like languages and dressing codes. Embracing new culture meant subjection to foreign interference and dependence.
- (vii) Rise of state of fear and insecurity. Slave trade across the Atlantic Ocean to Americas devastated African societies by introducing guns and gun powder which encouraged

2 frequent inter-society wars for slave-raiding. Societies were destabilized hence could hardly concentrate on economic development.

Conclusion: 1 Mark

or any relevant conclusion

Marine technology integrated Africa into capitalist economic system by which Africa was robbed of her precious human and physical resources. Meanwhile, mercantile states such as Britain, France, Holland, Spain and Portugal emerged into powerful states in the world economically and politically due to huge wealth accumulated by exploiting other continents during maritime era.

3. The Afro-American nationalism was the struggle of the people of African descent for freedom, civil and equal rights in America. Account for its rise.

Introduction.

The Afro-American Nationalism was the struggle of people of African origin for freedom and civil rights in America. Nationalism of black people in America was done by black Americans during the early time of enslavement though it gained momentum in the end of 19th century towards 20 century.
@ 1 mark.

Main body.

1. Extreme exploitation and oppression; People of black origin were overworked for longer hours. While in slavery they were not paid at all and after slavery they were paid a very low wages. Black people faced torture and all sort of human punishment and attacks including amputation. All these injustices aroused awareness of black hence struggle for nationalism.
2. Denial of civil rights. The people of African origin were not considered as a legal citizen of America since their arrival as slaves. After the independence of America in 1776 still blacks were not allowed to vote, or voted for, were not allowed to be leader in the government party, hence they had to struggle against such segregation.
3. The role of American war of independence 1776. During the war of American independence many blacks participated as soldiers and were promised freedom and abolition of slave trade. Participating in this war made black to be exposed to new life and understanding. Also they acquired skills of fighting. This made them demand their civil rights immediately after the war.

3

4. American civil war 1861-1865. This was the war between US union government and the Southern USA states that promoted slavery and the government wanted to abolish slave trade. Blacks participated in the war. Besides acquiring fighting experience, they benefited as the Union government under president Abraham Lincoln passed the law against slavery. This was a step ahead towards black freedom in America.

5. The rise of elite. Few Afro american were lucky to receive education. People like W.E. Dubois, Henry William Sylvester and Marcus Garvey were very inspirational to black awareness. Also these elite provided leadership towards the movement. Example: Marcus Garvey - Back to Africa movement, W. Dubois - Pan Africanism.

6. The role of religious movements. There were separatist churches like Methodist, Episcopal and Baptist churches formed by people of African origin due to white segregation. Example: they were not allowed to occupy front seats or share seats with white in prayer houses. Other blacks like Malcolm X and Elijah Muhammed converted to Islam. These religious forums were used as a source of unity and racial awareness for Africans to struggle for freedom.

7. Rise of anti-slavery movement. This movement started in Europe after the rise of democracy. People like William Wilberforce and Thomas Clarkson campaigned for the abolition of slave trade.

6 pts @ 3 marks

Any relevant conclusion.

1 @ mark

4. Adjustments were made in colonial economy to respond to the WWII crisis on the imperial powers. Justify.

Introduction

After WWII the European economy was warrened. The European countries turned to Africa as the area of concentration in solving the capitalist economic problems. To solve the problems they had to make changes in Africa. production sector @ 1 mark.

Main body: A student should explain the changes made in colonial economy after 1945.

1. Changes in agriculture. Changes were made in agriculture sector. Established development schemes like crop cultivation scheme example Wachungu groundnuts scheme, Establishment of progressive master farmer, Example in Sengerema and Mbulu, Cooperative Societies example KNCU in Kilimanjaro, Changes in Labour sector so as to insure supply of labour in Plantation and mining.
2. Changes in industrial sector. They established different import substitution industries, to produce consumer goods like Cigarettes, Soft drink as from fish, Increased processing industries in the colony. Increased mining in African colonies Example Mwadui Diamond minings, 1933 Laloma copper mine in Uganda, Kenya Soda mining. Also power generation for industrial running they built different dams Example MLalo dam construction in Tanzania.

4. 3. Changes in colonial trade and commerce. To boost commerce and trade they established different changes like establishment of marketing boards example Coffee marketing boards in Uganda. Expansion of transport service example Mbagati to Hororo road. Trade licence were provided to Africans, and banking and different services were introduced in the colonies.

4. Changes in colonial Labour. To increase production they also changed labour sector, by increasing migrant labour from labour reserved zone like Kigoma and Tabora Tanzania to productive zone like Tanganyika and Dar es Salaam. Also they increased permanent labour, increased wages, established labour recruitment agencies like SILABU, and allowed Africans to form trade unions. All these were made to ensure availability of labour.

5. Changes in transport and communication. Colonial power constructed new transport network like roads and railway. Examples Mbagati-Hororo road, the Nachingwea railway. They also increased air transport by building Airfield Example Amboseli Airfield in Kenya. All these were extended so as to facilitate movement of goods, raw materials and labour.

6. Changes in colonial social services. They made a lot of change in provision of social services like in Education, housing, water and health service. They increased more elementary schools, established secondary school education, built teacher training college Example Makerere university in Uganda, the university of Ghana and different health centres and hospitals were built.

6 points @ 3 marks.

Any relevant conclusion.

@ 1 mark.

4. Adjustments were made in colonial economy to respond to the WWII crisis on the imperial powers.
Justly.

Introduction

After WWII the European economy was weakened. The European countries turned to Africa as the area of concentration in solving the capitalist economic problems. To solve the problems they had to make changes in Africa's production sector.
@ 1 mark.

Main body: A student should explain the changes made in colonial economy after 1945.

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- 5 By using concrete examples, account for six motives for colonial education reforms at different levels after 1945.

Introduction: 1 mark

Colonial education is the type of education provided by colonialist with the aim of consolidating their rule and accelerating exploitation in the colonies through ideological means. It was mainly provided by the missionaries with the aid of the colonial states, metropolitan states and religious groups in Europe.

Main body: Any six motives behind colonial education reforms after 1945. (3 marks @ pt)

(i) To boost colonial production. Education changes after WWII were a response to the need to improve labor productivity in the production of the badly needed raw materials so as to hasten the exploitation of the colonies to reconstruct metropolitan war damaged. The increase in elementary, vocational, agricultural and higher learning institutions reveals that.

(ii) Expand literate labor force. The expansion of colonial production activities and shortage of European labor that was kept in Europe to reconstruct European economies after the war forced colonial masters increase African literate labor force. The increase in the number of learning institutions was to create more secretaries, teachers, catechists, carpenters, drivers.

- 5 (iii) Pressure from the United Nations Organisation. The UNO in its Universal Human Rights declaration stressed that education is a fundamental human right which all people are entitled to - without discrimination of any kind. Basing on that UNO conditioned colonial powers to expand education services to have room for more enrolment of colonial subjects.
- (iv) To contain socialism. The wide spread of socialism after WWII worried the capitalist world. Colonial powers feared that if socialism became a great force in Africa, it would jeopardize colonial exploitation. In that sense, education also aimed at consolidating capitalist relations in the colonies and create a class of African petty bourgeoisies that would defend capitalism.
- (v) Pressure from African elites. African elites like Kwame Nkrumah and Nnamdi Azikiwe pressurised colonial governments to expand education rights to Africans. They believed that education would raise awareness for mass nationalism against colonialism.
- (vi) Capital investment. Colonial states, private individuals and missionaries invested in education services for profit.

5 making. Profits were accumulated from school fees and business boomed with selling of food and fuel within and along learning institutions. Also capital was invested in housing, water and electricity sources provided to learning institutions.

(vii) Preparation for neo-colonialism
With the upsurge of nationalism after WWII, adjustments were made in colonial education to prepare colonies for independence and neo-colonialism. Secondary and higher education was introduced to create an elite petty bourgeois class - that was European in outlook through whom imperialist interest would be perpetuated in neo-colonies.

(viii) Ideological purposes. Changes in education looked at increasing indoctrination of Africans to cherish Western values and religion and consolidate European superiority and create a class of Africans that would help consolidate colonial rule and thus stave off anti-colonial feelings and ward off neo-colonialism after independence.

Conclusion: Any relevant (1 Mark)
Total Marks 20.

6. The second world war was a watershed in the history of African nationalism. Prove this statement with six points.

Introduction.

African nationalism is a general feeling and demands of independence and self governance which gained momentum after World war two in 1945.

1 @ 1 mark.

1. The Ex-soldiers: African conscripted to fight for their colonial masters during WWII. African learnt a lot of skills for rebellion wars, They got experience, confidence and awareness. By participating in the WWII they came to know all the weakness of whites, for example on the returning home people like Dedan Kimathi of Kenya organised the MAU-MAU movement, while Ahmed Ben Bella of Algeria formed the political party known as FLN to fight for independence of their nation.

2. Emergence of new superpowers: USA and USSR emerged as the new super power after the WWII in 1945. These two super power condemned colonialism through UN. USA and USSR provided material support and moral support to some of African countries during the decolonisation process. Example USSR gave financial and military aids to liberation movements in Angola, Zimbabwe and Mozambique.

6. 3. Formation of UNO. The United Nations Organisation was formed immediately after the WWII. The UNO campaigned for self-determination, formed Decolonisation Committee and Trusteeship Council. Through all these UNO has a lot to contribute to the rise of African countries' independence.
4. Decline of European economy. The WWII brought a serious damage to the European economy. For the reconstruction of their economy and reump their early status they intensified exploitation in Africa. Capitalist evils like over Taxation - matiti tax, head tax, Land alienation like the land ordinances Kenya 1903, long working hours like the Kipande system of Kenya.
5. The role of pan Africanism. The war gave the fresh impetus to the pan Africanism. For example the Manchester conference of 1945 was held immediately after the world war II. During this meeting some of African delegates attended for the liberation of their countries. Examples are Dr. Kwame Nkrumah of Ghana and Jomo Kenyatta of Kenya.
6. Independence of Asian countries. After the WWII some of Asian countries were given self rule due to defaulting of governing these colonies. Examples countries like Indonesia 1945, India and Pakistan in 1947 and Burma 1948. Africans learned a lesson from these Asian countries hence they were aware that it is possible even for Africans to have self rule.

6. 7. The Role of Bandung Conference and the Non Aligned Movement.
The Bandung Conference was held in Indonesia at the city of Bandung in 1955. Popular political activists attended to that conference including Jawaharlal Nehru of India, Josip Tito of Yugoslavia, Dr. Achmed Sukarno of Indonesia and Gamal Nasser of Egypt. Delegates in that conference addressed themselves to a number of issues including the following; colonialism and neo-colonialism, racism and racialism. Non-Aligned Movement on other hand as founded in 1955 during Bandung Conference, was implemented in 1961 and attended by all leaders plus Dr. Kwame Nkrumah of Ghana; and challenged the colonialism and neo-colonialism.

Conclusion . 1 Mark

Any relevant conclusion

Total Marks = 20 Marks

7. At independence, Tanganyika was still politically, socially and economically immature. Discuss with six points

Introduction:

Tanganyika got her independence in 1961, at independence the economy, social and political situation was still poor in various ways. This was because of the legacy of colonialism in Tanganyika in East Africa. @ 1 mark

Main body:

- I. Inadequate funds. Tanzania as an infant state suffered from a problem of inadequate fund to run and implement government projects which needed millions of shillings. Example a plan of modernising agriculture needed money for modern machines due to shortage of fund. It never succeeded. financial sector suffered due to low national income.
- II. Monoculture economy. The economic sector of Tanganyika, based on only one sector which is agriculture. Though plans were made the sector suffered from market shortages. Agriculture made lack a proper linkage to other sector like mining and industries. This made price of farm products to be even more low. Example in 1960, the price dropped by 33.1% from normal world market.

7. iii. Poor infrastructures. Economic sector needed proper infrastructure. Roads and railways were not supportive to the transportation, other sectors like agriculture needed dams for irrigation, but Tanganyika failed on that. Sectors like tourism and trade needed different conducive infrastructures. Inadequate infrastructure was a major hurdle to other sectors like tourism, agriculture, mining and trade.

iv. Low industrial base. At independence Tanganyika was not having enough industries for production of essential goods. Only few import substitution industries and processing industries were available in few towns like Dar es Salaam and Tanga. This made Tanzania to depend much on importation of European goods at high price which kept on bringing problems to the growth of national economy.

v. Technological backwardness. The period of independence had a great challenge of technology. The country had no enough technology to fit in all other sectors like industry, health, transport and agriculture lacked proper technology. Technological backwardness made Tanganyika to rely on poor agriculture using hand hoe, poor mining and brought challenges to the development of a national economy.

vi. Import export oriented economy. The economy of Tanganyika depended on importation of ready made goods from Europe. While exporting raw materials from plantations and mining. This was due to poor industries, no enough technology and ignorance among Africans themselves.

7

VII. Limited skilled labour. A large part of Labour force inherited from the colonial masters was unskilled, few had received elementary education from colonialism. By that time Tanganyika had few experts, ~~example~~ there were less than 5 skilled engineers, financial experts were very few, This made Tanganyika to suffer from low productivity and low per capital income.

6 points @ 3 marks

Conclusion, Immediately after independence, Tanganyika's government sought to bring quick development to its people to meet people's expectation of independence.