



CHRISTIAN SOCIAL SERVICES COMMISSION

An Ecumenical Body of Tanzania Episcopal Conference and Christian Council of Tanzania

P.O. Box 9433, Dar es Salaam, Tanzania

CSSC-SOUTHERN ZONE FORM FOUR JOINT EXAMINATION 2024

HISTORY FORM FOUR CSSC 2024

MARKING GUIDE ONE

SECTION A (16 Marks)

1.

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

01Mark@=10 Marks

2.

i.	ii.	iii.	iv.	v.	vi.
C	A	G	B	D	E

01Mark@=06 Marks

SECTION B (54 Marks)

3. Briefly questions

- (i) Mfecane was a time of wars and migrations in southern Africa in the early 1800s. the people involved belonged mainly to Zulu and other Nguni groups. Mfecane means “destruction” or “crushing” in the Zulu language (1818-1830). **03 Marks.**
- (ii) France revolution through its policy of equality, liberty and fraternity in 1789 brought the sense of humanity among the slave masters from France and other parts of the world hence they regard that all human are equal. NB, any other explanation should relay to equality, liberty and fraternity.

03 Marks.

(iii)Circumstances of becoming a slave in pre-colonial Africa

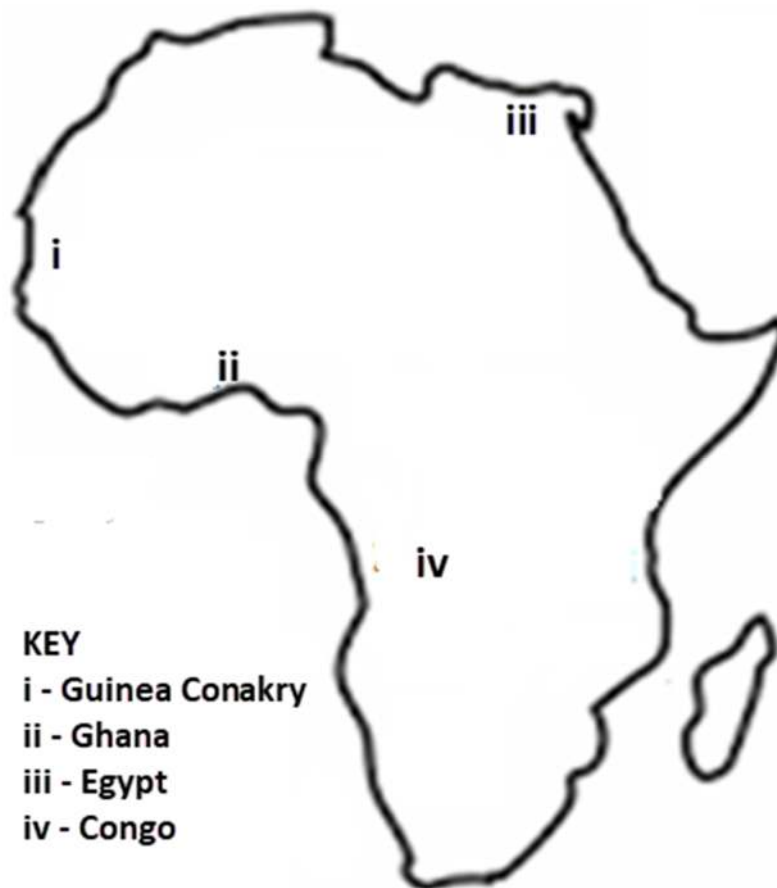
- Failure to clear debts and promises
- If someone involved in criminal offences such as stealing and raping
- If is war captive
- Inheritance of slave status, child to become slave because his or her parents were slaves.
- Entering into contacts between slave and slave master
- Etc. **01 Mark @ = 03 Marks.**

4. Arrangement question

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

01.5 Mark @= 09 Marks

5. THE SKETCH MAP OF AFRICA TO SHOW DIFFERENT HISTORICAL AREAS



01 Mark @ for correct answers in the key = 4 Marks.

01 Mark @ for correct locations inside the sketched map = 4 Marks.

Good sketched map 0.5 Mark and 0.5 Mark for relevant title = 1 Mark

(Total Marks =9 Marks)

6. (a) Ways on how assimilation policy destructed African culture (Three points)

- (i) It changed the African marriage system from polygamy to monogamy
- (ii) It changed the language system of Senegalese
- (iii) It changed the education system from more practical and African based to theoretical and European based
- (iv) It changed religion or faith from African ways of worship to Christianity etc. *01.5 Mark*

@= 04.5 Marks

Difference between nationalistic struggles of post- Second World War from pre- Second World War.

- (i) During post Second World War the freedom fighters were united together than during prewar. All classes such as workers, peasants and religious groups were united in the post than the early.
- (ii) During the post Second World War the political parties were identified as identity for the freedom fighters but not in pre Second World War.
 - (iii) In the post Second World War many movements were controlled by educated/ elites compared to pre Second World War.

- (iv) In post Second World War, people there were fighting for common goal that was to be independent rather than in pre Second World War where people fought for individual interests.
- (v) In post Second World War, the methods used to struggle were more advanced than that of pre Second World War.

01.5 Mark @= 04.5 Marks

7. The roles/ position of colonial social services in consolidating colonialism in Africa

- (i) Colonial education was provided to few Africans especially the sons of chiefs to assist in different ruling positions
- (ii) Colonial education was provided to spread the western culture so as to dismantle African culture
- (iii) Colonial infrastructure were to transport raw materials, labourers, administrators, troops and manufactured goods
- (iv) Health services was to make sure colonial workers physical healthy so as to meet the colonial interests
- (v) Housing and electricity were served to colonial workers as favour to them in accomplishment of colonial objectives.
- (vi) Colonial education was provided so as to create classes among Africans for divide and rule purpose. **01.5 Mark @= 09 Marks**

8. (a) Factors for Direct Rule in Zimbabwe (Three points).

- (i) To end African resistance /have complete control of Africa.
- (ii) To control the economy of Zimbabwe to maximize profits.
- (iii) The local political institutions of indunas had been destroyed during British invasion.
- (iv) Richness of the colony.
- (v) They were large in population so there was no need to use Africans in administration.

01.5 Mark @= 04.5 Marks

(b) Reasons why Germans colonized Tanganyika in spite of strong resistance.

- (i) Poor weapons
- (ii) Lack of unity
- (iii) Poor ideological beliefs For example in Majimaji
- (vi) Germany strong army for example war skills

01.5 Mark @= 04.5 Marks

SECTION C (30 Marks)

In this section, candidate is instructed to attempt only two questions

9. Introduction

- A candidate to give out the meaning of Colonial economy and Settler Agriculture.
- Examples of settlers in Kenya for example Lord Delamere and Francis Scott
- Factors that favoured settler agriculture in short by citing examples from Kenya like good climate, availability of labourers and availability of land.

Main body. In this part a candidate is to explain the way colonial state favoured settler agriculture in Kenya.

- The colonial state enacted some laws and land ordinances to make land available for settlers .g. the crown ordinance of 1916 was enacted to give settlers in Kenya the right to own for 199years.

- Colonial state ensured settlers with constant supply of labor
 - Introduction of squatter system e.g. Africans residing on the near settler farms
 - The colonial state provide loans, credit and subsidies
 - The colonial state ensured security of the settlers
 - It allowed settlers to form political organization and trade unions
 - Settlers had power to determine the price of their crops
- Conclusion**, a candidate to write any relevant details of settler agriculture such as impacts of settler agriculture to Africans, advantages of settler agriculture to Whites.

10. **Introduction**, a candidate to give out the meaning of slave trade with relevant details of slave trade conducted through Indian ocean before, during and after 18th century

Main body, a candidate to explain the factors for the development of slave trade in 18th crossing Indian Ocean such as

- Increase of demand for slaves in Arabia and Asia as domestic servant and soldiers
- Increase in demand for slave labour in Portuguese coffee and sugarcane plantations
- High demand of slaves labour on the French sugarcane plantations in the islands of Mauritius, Mayotte, Madagascar and Reunion
- The growth of ivory trade across East Africa region
- The high need of slaves by local chiefs to be used in long distance trade in east Africa
- The need of slave labour by Sayyid Said in coconut and cloves plantation in Zanzibar
- Etc.

Conclusion, a candidate to provide relevant information such as effects brought by this trade, etc.

11. **Introduction** a candidate to explain

- The meaning of current EAC
- Short historical background
- Periodization.
- Members of EAC

Main body, a candidate to show the challenges facing current East African Community as follows

- Political instabilities for example in Burundi and Sudan
- Absence of common currency
- Occurrence of natural disasters like famine, drought and floods
- Terrorism for example the presence of Al-Shabaab in Somalia.
- Presence of diseases like HIV/AIDS and Covid-19.
- Poor transport and communication.
- Etc.

Conclusion, a candidate to provide any relevant explanation regarding to what should be done so as to have successful community (EAC).

Marks Distribution for Section C

INTRODUCTION 01.5 Marks

MAIN BODY 02 Marks @=12 Marks

CONCLUSION 01.5 Marks

Total marks=15 marks @ essay.