

ISESE

FORM FOUR OPENING TEST

HISTORY MARKING SCHEME

1

I	ii	iii	iv	v	vi	Vii	viii	ix	x
C	C	D	D	D	E	D	A	B	B

10 marks @ 1 marks

2.

I	ii	iii	iv	v	vi
E	F	A	B	C	D

6 marks @ 1mark

3. (a)

- Colonial economy there is **exploitation** while in pre-colonial economy no exploitation
- excessive **use of coercion** in colonial economy while in pre-colonial not
- Import-export** oriented in colonial economy while production for consumption in pre-colonial
- monoculture** oriented in colonial economy while production of food crops
- colonial economy **under whites control** while pre-colonial economy Africans themselves controlled
- colonial economy there were **advanced in technology** while pre-colonial poor technology
- colonial economy bases on **production of cash crops** while pre colonial economy was based on production of food crops.
- colonial economy **trade was dominates by whites** and Asians while in pre colonial economy trade was dominates by African chiefs and traders like Mohammed el Murjeb aka Tippu Tipu
- colonial economy **experienced construction** of physical infrastructures such as roads, railways and ports while pre colonial economy was dominated by trade routes.
- colonial economy dominated by **international exploited trade** while pre colonial economy was dominated by regional and local trade. **3 marks @ 1mark**

(b) – Pemba – Mafia

- Lamu – Zanzibar

-Kismayu **3 marks @ 1mark**

(c)

- Health services aimed at eradicating diseases such as small pox, malaria and e.t.c.
- Housing service to provide shelter for colonialist
- Water service was used for irrigations and domestics uses

**3 marks @ 1mark**

4. (a)

- To transport raw materials from interior to the coast
- To transport flourished goods from costal to the interior
- To transport troops to suppress resistance
- To transport migrant labor from recruitment /labor reserves
- To transport whites to the production zones

**3 marks @ 1mark**

(b) The system of agriculture adopted in Kenya was known as settler agriculture and the system of agriculture adopted in Tanganyika was known as Plantation agriculture.

- Settler agriculture, most of the settler has neither the expertise nor the capital to start large –scale agriculture.

- Plantation agriculture, most of the owners stayed in the metro pole and employed farms managers to supervise workers in their farms.

**3 marks @ 1mark**

(c)

- Introduction of taxation in cash like hut tax, titi tax, head tax.
- Formulations of legislations e.g. Registration ordinance of 1921(kipande system), sisal labor beural (SILABU) IN 1944, pass laws in South Africa etc
- Land alienation
- Creation of labor reserves eg Singida, Shinyanga and Kigoma
- Destruction of African economies and introduction of foreign goods
- Low wages
- Creation of infrastructures system e.g. Railways, roads etc.
- Forced labor

**3 marks @ 1mark**

5. (a)

- To make African humble to accept colonialism
- Explore Africa countries and sent back information to the mother countries
- They acted as chief advisers to African chiefs
- Some agents declare the colonial master to come and rule Africans eg.Henry Johnstone in Uganda
- They signed treaties with African chiefs
- They appeared for their home government for protection.
- Participated in abolition of slave trade.
- They set up a security system to ensure the observance of law and order in African territories.

**3 marks @ 1mark**

(b)

**COMPARISONS:-**

- Both are exploitative
- Both are colonial administrative system
- Both aimed to meet colonial demands
- Both use cohesive apparatus e.g. Courts, police and army
- Both applied in Africa.
- Both were racist ie they both used whites in top positions.

**3 marks @ 1mark**

**CONTRAST:-**

- Indirect rule preserved African administrative system while direct/assimilation not
- Indirect rule use African chiefs while direct use jumbe and akida
- Indirect rule respect Africans while direct rule not
- Indirect rule was not harsh while direct rule was so harsh

**3 marks @ 1mark**

(c)

- Anglo-French conspiracy
- Shortage of military weapon
- Dis-unity among unity
- Lack of support from community

**3 marks @ 1mark**

6. (a)

- Enslavement of Africans
- Social segregation
- Displacement of African communities

**3 marks @ 1mark**

(b)

Social effects

- Loss of many lives
- The Ngoni also destroyed the political, social and economic organization of the societies they attacked
- Intermarriage

**3 marks @ 1mark**

Economic effects

- New technological skills
- Agricultural activities were disrupted
- The Ngoni warrior destroyed both human and life and livestock

**3 marks @ 1mark**

(c) –it increased agriculture production

- Population increased
- stimulated trade between communities

**3 marks @ 1mark**

7. (a)

- Because there was no school fees
- There was no discrimination
- Africans were learned about environment

**3 marks @ 1mark**

(b)

- Industrial revolution

**3 marks @ 1mark**

(c)

- Effective land alienation
- To avoid resistance
- Collect tax
- To transfer information

**3 marks @ 1mark**

8.

MAP OF EAST AFRICA SHOWING AREAS OF RESISTANCE



**9 marks**

#### 9. Introduction (02 marks)

##### Main body (12 marks)

- it was a lesson to whites that African were not ready to be colonized-colonialist made some reforms to their administrative system by employing young educates Africans in the colonial government
- it stimulated African nationalism. Other African states used Maji maji as their motivation of unity during their independence struggle.
- stimulate unity among the people
- it contributed to the Tanganyika independence
- it taught Africans a bitter lesson that without proper preparations and strong unity, they could never win against whites

##### Conclusion (1 mark)

#### 10. Introduction (02 marks)

##### Main body (12 marks)

- Portugal had a small population
- Few portuguese officials
- Attack from zimba warrior
- Attack from oman arabs
- Tropical diseases
- Decline of coastal trade due to Portuguese interference led to loss of income

##### Conclusion (1 mark)

#### 11. Introduction (02 marks)

##### Main body (12 marks)

- Enables people to know their origin.
- Enables people to know their culture.
- Enables people to get employments eg teachers, curator, anthropologists, archaeologists, administrators etc
- Enables people to know technological changes.
- Enables people to know different events and how they occurred eg ww1.
- Enables learners to understand how African societies were formed.
- Helps to develop the basic skills of critical thinking, reasoning, judgment.
- Develop and understanding appreciation of African unity and the need of it.
- Enables people to search for truth.
- Enables man to know success and failure of ancient people.

##### Conclusion (1 mark)

**U.B.N COOPERATION O-LEVEL EXAMINATION SERIES 2025**  
**TIME TABLE FOR ALL SUBJECTS**  
**FORM TWO AND FORM FOUR**  
**JANUARY SERIES**

ALL SUBJECTS	DATE	TIME
SERIES – 01	20 <sup>th</sup> January 2025	03:00 – 6:00 pm
SERIES – 02	27 <sup>th</sup> January 2025	03:00 – 6:00 pm

**CONTENTS COVERED**

**1. SERIES FORM TWO**

**(ALL TOPICS IN FORM ONE AND ONLY ONE TOPIC IN FORM TWO)**

**2. FORM FOUR**

**(ALL TOPICS IN FORM ONE, FORM TWO, FORM THREE AND ONLY ONE TOPIC IN FORM FOUR)**

**ADA : FORM TWO 15,000 MUHULA MZIMA**

**: FORM FOUR 15,000 MUHULA MZIMA**

**OFA : UKIFANYA MALIPO YA SERIES KABLA YA TAREHE 13 JANUARY**

**MALIPO NI TSH 10,000 KWA KILA KIDATO**

**NB : \*\*\*MWISHO WA MALIPO NI TAREHE 20/01/2025**

**\*\*\* ADA ZA MALIPO YA MUHULA HUPANDA KILA DEADLINE**

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**FOR MORE INFO**

**CALL US : 0624 254 757**

**U.B.N COOPERATION  
O-LEVEL MONTHLY TEST 2025  
FORM TWO AND FORM FOUR**

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**OFA OFA**

**U.B.N COOPERATION TUNATOA OFA MAALUM YA KUJIUNGA NA GROUP LETU LA “U.B.N COOPERATION” KWA WAKUU WA SHULE NA WATAALUMA KWA TSH 100,000/= KWA KIDATO KIMOJA AMBAPO UTAPATA MITIHANI YA KILA MWEZI (MONTHLY TEST NA MARKING SCHEMES ZAKE) KWA MASOMO YOTE NDANI YA MIEZI SITA (MWEZI JANUARI – JUNE). OFA HII NI KWA KIDATO CHA PILI NA CHA NNE TUU. MWISHO WA KUJIUNGA NA OFA HII NI TAREHE 15/01/2025**

**KWA MAWASILIANO TUCHEKI KWENYE NAMBA 0624 254 757 WHATSAPP TU**