

**INTER SECONDARY SCHOOLS EXAMINATION SERIES**  
**ISESE**  
**FORM FOUR HISTORY**  
**MARKING GUIDE**

1.

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

(10 marks @ =1mark)

2.

i	ii	iii	iv	v	vi
H	F	E	C	D	J

(6 marks @ =1mark)

3. (a)

- i) Land alienation
- ii) Forced labor
- iii) Taxation
- iv) Low wages
- v) Exploitation
- vi) Racial discrimination
- vii) Poor and Harsh Working Conditions

(3 marks @ 1 mark)

(b)

- i) Colonial economy there is **exploitation** while in pre-colonial economy no exploitation
  - ii) Excessive **use of coercion** in colonial economy while in pre-colonial not
  - iii) **Import-export** oriented in colonial economy while production for consumption in pre-colonial
  - iv) **monoculture** oriented in colonial economy while production of food crops
  - v) Colonial economy **under whites control** while pre-colonial economy Africans themselves controlled
  - vi) colonial economy there were **advanced in technology** while pre-colonial poor technology
  - vii) Colonial economy bases on **production of cash crops** while pre colonial economy was based on production of food crops. (3 marks @ 1 mark)
- (c) The Versailles peace treaty was a treaty held in Versailles in France 1919 to evaluate the effects of the First World War. This treaty was considered as bad treaty to Germany because

it accused Germany as the cause of the war and thus he was heavily punished. For example she was dispossessed her all colonies, she was to disarm her army; she was to pay about 6,500 million pounds/ 33million dollars e.t.c. **(3 marks @ 1 mark)**

4. (a)

- i) Introduction of money economy
- ii) Building of infrastructure
- iii) New products become available
- iv) Technology is brought
- v) Neglect of food crops
- vi) Ending of the barter system
- vii) Destruction of traditional economic practices
- viii) Introduction of new crops like sisal/cotton/pyrethrum **(3 marks @ 1 mark)**

(b)

COMPARISONS:-

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

CONTRAST:-

- i) Indirect rule preserved African administrative system while direct/assimilation not
- ii) Indirect rule use African chiefs while direct use jumbe and akida
- iii) Indirect rule respect Africans while direct rule not
- iv) Indirect rule was not harsh while direct rule was so harsh **(3 marks @ 1 mark)**

(c)

- i) Through colonial education
- ii) Transport facilities simplified the movement of colonial officials to different areas.
- iii) Through provision of water and housing services
- iv) Colonial health services also protected African to use African laborers in different sectors for production.
- v) Colonial education produced a group of Africans used by the colonial government in performing different works.
- vi) Transportation facilities e.g. railway and roads facilitated transportation of raw materials and other goods **(3 marks @ 1 mark)**

5. (a)

- i) Poor believes like magic water (maji maji war)
- ii) Use of poor tactics/methods of fighting
- iii) Technological backwardness (use of poor fighting tools)
- iv) Poor economic base
- v) Dis-unity among Tanganyika tribes most fought on their own.
- vi) Inferiority complex of African.
- vii) Poor military communication.
- viii) Much knowledge of African continent by whites (through agents of colonialism)
- ix) More war experience by whites. **(3 marks @ 1 mark)**

(b)

- i) Because colonial education was based on the children of chiefs, and whites than African local peoples
- ii) The colonial education introduced foreign culture like education and religion, which began to distort the African values, and traditions and African local beliefs were despised, Africans were seen as pagans and uncivilized people
- iii) It promoted Africans under development. This was because colonial education abandoned (killed/denied) African education that was practical and based on African environment as a result Africans were given education which no application in their life, thus economic well being in Africa declined **(3 marks @ 1 mark)**

(c)

- i) They brought unity among people
- ii) They challenged the evil of colonialism **(3 marks @ 1 mark)**

6. (a)

- i) They wanted to establish full control of people
- ii) -They desired to control the economy
- iii) Some of the communities were resisting **(3 marks @ 1 mark)**

(b)

- i) Tanganyika was a Mandate /trusts territory.
- ii) Good leadership of late J. K Nyerere.
- iii) Unity among the people.
- iv) Absence of serious tribalism in Kenya.
- v) The role of United Nations Organization (UNO).
- vi) Absence of many settlers.
- vii) Role of mass media eg Sauti ya Tank.
- viii) Role of Kiswahili language.
- ix) Role of Richard Turnbull.
- x) Role of TANU **(3 marks @ 1 mark)**

(c) Military alliances built the confidence of antagonistic blocs, which created outbreak of the world war. **(3 marks)**

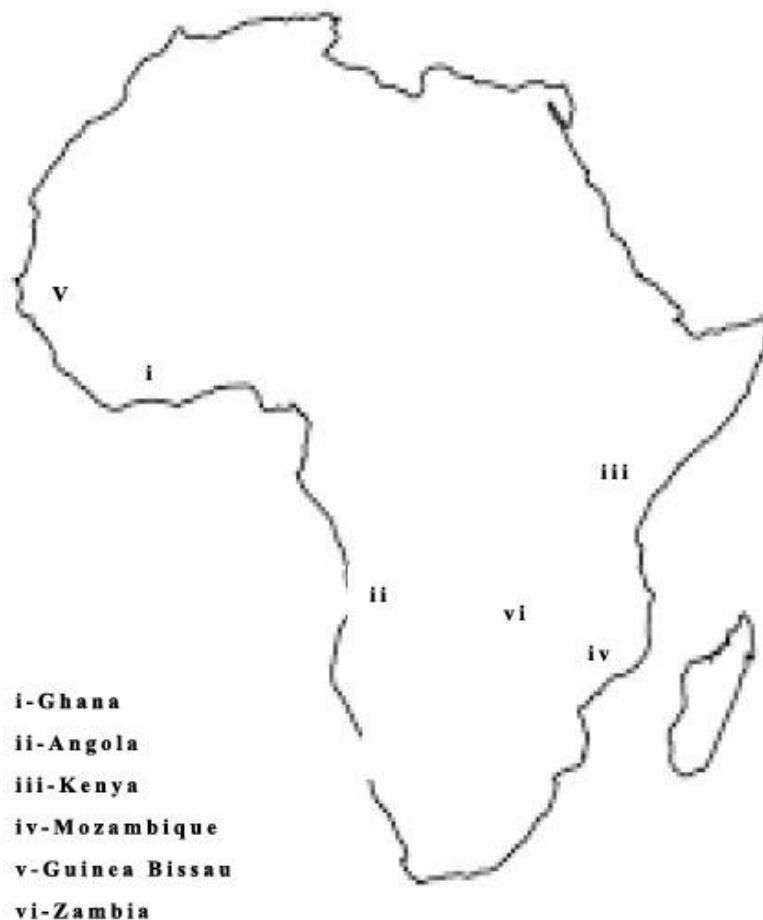
7. (a)

- i) Good leadership of Samore Toure
- ii) Good and well organized army
- iii) Geographical location
- iv) Possession of better weapons
- v) Iron technology
- vi) Proud of Africa (Ethiopia)
- vii) Good economic base. He was a wealth leader. He paid his soldiers well.
- viii) He had an industry to manufacture and repair his weapons **(4 marks @ 1 mark)**

(b)

- i) To expand the markets for manufactured goods from Europe
- ii) It aimed at creating African staff to work in the white colour jobs such as clerks, messengers and foremen
- iii) It aimed at creating elites who had to be loyal to the colonialist
- iv) It aimed at providing the knowledge which could help the Africans in the production of raw materials **(5 marks @ 1mark)**

8.



## SECTION C

9. Relevant introduction (1.5mark)

Main body (12 marks)

- Led to loss of independent
- Led to the creation of states in past-colonial period
- Led to enormous hardship to most Africans
- Led to the creation of economic and political dependence
- Led to creation of boundaries in Africa

NB/ Any other relevant points

Conclusion- any relevant conclusion (1.5 mark)

10.

Introduction {1.5% Marks}

Meaning of TANU

The role played by TANU's (12 MARKS)

- Mobilization of Africans.
- Promotion of Unity and solidarity.
- Fund raising for nationalism
- Negotiating with colonial regime.
- Raising political awareness among native people.
- Organizing political activities such as demonstrations, assemblies etc.

Conclusion {1.5% Marks}

Any relevant conclusion

11.

Introduction **1 ½ marks**

Trace the historical origin of mass nationalism in Africa and the forms of struggle.

Main body

Why Ghana got independence earlier than any other African countries? **06points 2@**

- Strong leadership (Kwame Nkrumah)
- Strong political party (CPP)
- The role of mass media (Accra evening news)
- Unity and solidarity among the people.
- The role of Pan Africanism
- Absence of many white settlers
- The role of socialist countries

**Any relevant point**

**Conclusion 1 ½**

Any relevant point

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SERIES - 02	12 <sup>th</sup> February 2024	03:00 – 6:00 pm
SERIES – 03	19 <sup>th</sup> February 2024	03:00 – 6:00 pm
SERIES – 04	26 <sup>th</sup> February 2024	03:00 – 6:00 pm

**CONTENTS COVERED**

**1. SERIES FORM TWO**

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**: FORM FOUR 16,000 MUHULA MZIMA**

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