

INTERNAL MOCK EXAMINATIONS – 2018
Uganda Advanced Certificate of Education

HISTORY OF AFRICA P210/6

MARKING GUIDE

1. Assess the role of Shaka in the development of Zulu Kingdom by 1914.

Approach

- Give a brief background about Shaka.
- Show the role of Shaka in the growth and development of the Zulu State.
- A clear stand point must be given.

The role of Shaka in the development of Zulu Kingdom

- He managed to lead the Zulu State between 1818 to 1828.
- He built a strong army for the Zulu Kingdom.
- He expanded the Zulu Kingdom from a small chiefdom under the Mthethwa to a large Zulu State.
- He introduced the regimentary system where young boys were recruited from all over the Kingdom and gathered together for military training.
- He rewarded hard working soldiers and officials on merit.
- His dictatorship scared the would be enemies of the Zulu kingdom which ensured survival of the state.
- He built a very strong spy network using his female relatives.
- He introduced military reforms e.g. the cow-horn method of fighting, surprise attacks and used of short stabbing spears which strengthened the state's military.
- He raided neighbours like the Swazi, Ndwandwe, Tswana and Tsonga for war booty that was used to reward his officers.
- He assimilated the conquered people into the Zulu culture which ensured unity among all the people.
- He encouraged food production in the Zulu state especially during peaceful times which ensured food security in the Kingdom.
- He encouraged and promoted iron working in his kingdom through which he was able to produce military weapons that were used to boost his army.
- He encouraged trade between his kingdom and Europeans e.g. the Boers, British and Portuguese through which he acquired guns to defend his kingdom.
- He conquered many states like the Sotho, Ngwane, Ndwandwe etc that paid tributes to the Zulu kingdom which boosted the economy of the Zulu state.
- He appointed chiefs (Indunas) to rule on his behalf which helped to ensure efficient administration.

However, he negatively contributed to the kingdom as follows;

- He caused insecurity through the Mfecane uprising.
- Increased enmity through his wars of expansion.
- He undertook harsh policies of assassinating the elders.
- He was a dictator hence caused internal insecurity.
- Failed to groom his successor that is why the kingdom collapsed by his death.
- Tortured the Zulu nationals especially by the death of his mother Nandi.
- He over worked his soldiers through many wars of conquest.
- He created a very large empire which became very hard to lead after his death.
- His policy of assimilation backfired as some of the assimilated chiefs allied with Dingane to overthrow him.
- He conflicted with his half brothers like Dingane which worsened insecurity.
- He over taxed the assimilated nationals which increased opposition.

(Mark as a whole = 25 marks)

2. Examine the causes and consequences of the Nandi resistance of 1890 – 1905 in East Africa.

Approach

- Give a brief background about the Nandi resistance.
- Explain the causes and thereafter effects of the resistance.
- Conclude logically.

Points to consider

- The Nandi fought the British in order to defend their independence.
- Construction of the Kenya – Uganda railway provided them with an excuse to fight the British.
- The Nandi's natural hatred for the Whites.
- The Nandi were a warrior society, militaristic and aggressive who took pride in fighting and raiding their neighbours.
- The role of African traditional religion i.e. Prophet Orkoiyot inspired the Nandi to fight the British.
- Attempts by the British to force the Nandi out of their land (land alienation) also led to the revolt.
- Collaboration of the Masai with the British forced the Nandi to resist.
- Punitive expeditions sent by the British against the Nandi e.g. in 1895.
- Inspiration from other African uprising e.g. the Egyptians through the Urabist revolt resisted the British, Anglo-Asante wars in West Africa in the 1870s, Anglo-Zulu War of 1879 etc.

- The charismatic leadership provided by Orkoiyot Koitale.
- The Nandi had pride in themselves basing on the past experiences i.e. they had succeeded in raids over their neighbours.
- The British behaviours and feelings that the Whites were superior and the Nandi were inferior.
- Penetration of the British traders into Nandi land following railway construction annoyed the Nandi e.g. killing of Peter West.
- British act of killing two Nandi warriors around Guasa-Masai camp in 1895 provoked the Nandi to raid British camps too.

Consequences of the Nandi resistance

- Loss of lives i.e. both Africans and the Whites e.g. Peter West a British trader, Andrew Dick and Orkoiyot Koitale.
- Massive destruction of property i.e. villages and towns, plantations as well as food stores. Several herds of cattle were also looted.
- The Nandi were defeated by the British which marked loss of independence.
- The defeat of the Nandi paved way for an influx of Europeans.
- The Nandi superiority, prestige and pride were devastated after the humiliating defeat by the British.
- Several Nandi families and settlements were disrupted / displacement.
- There was an outbreak of famine due to the insecurity created by the war situation.
- The defeat of the Nandi undermined the influence of African traditional religion i.e. Africans lost confidence in Africa.
- The British were able to continue with the construction of the railway line.
- The rebellion laid a foundation for the growth of African nationalism in Kenya e.g. further rebellions and demand for independence .

(Mark as a whole = 25 marks)

3. To what extent did the character of Paul Kruger lead to the outbreak of the 1895 British - Boer conflict

Approach

- The candidate must clearly interpret that 1895. British Boer conflict was the popular Jameson Raid /invasion
- A brief background about the conflict should be given.
- Show the role of Paul Kruger in the outbreak of the 1895 Jameson raid vis-à-vis other personalities.

Role of Paul Kruger

- He strongly opposed British imperialism in South Africa.
- He advocated for Boer superiority and purity which annoyed the British.
- He continuously mistreated the uitlanders in Transvaal by denying them civil and voting rights.
- He forced the uitlanders to speak Dutch language and not to use English in any public places.
- Kruger's preferential treatment of the Germans scared and annoyed the British.
- Denied citizenship to the uitlanders in Transvaal and trial by jury.
- He charged high prices for uitlander's goods.
- He over taxed the goods of the uitlanders which annoyed the British.
- His action of closing all roads and railways to the cape annoyed the British.
- He violated the terms of the Pretoria convention by pursuing an active foreign policy without the consent of the British in 1894.
- He was naturally a war-monger who preferred war other than peaceful settlement or resolution of conflicts which made the conflict inevitable.
- His radicalism and determination to safeguard the Boer's independence also made the conflict inevitable.

However, other factors include;

- Traditional hostility between Boers and the British since the Great Trek.
- The British imperialistic policies.
- Increased rise of Boer nationalism.
- Need to control the mineral wealth.
- Transvaal's desire for economic and political independence.
- Mistreatment of uitlanders in Transvaal.
- Conflicts over the customs and transport links with Transvaal.
- Differences in culture.
- Economic conflicts from uitlander capitalists / investors.
- Rise of imperialistic British officials like chamberlain.
- Defeat of the British in the 1880 – 81 1st Anglo – Boer war.
- Violation of the Pretoria convention by Boers.
- The continued British policy of following the Boers wherever they went since the Great Trek.
- Revival of the British federation plans.
- Increased Boer military strength.

(Mark as a whole = 25 marks)

4. Why were the Europeans unable to colonise Liberia?

Approach

- Give a brief background about Liberia.
- Identify the reasons/factors that enabled Liberia to survive European colonization.
- Clear examples should be given to back up the points.
- A logical conclusion is required.

Points to consider

- Presence and support of the American Colonization Society (ACS) scared off many other European countries.
- Liberia declaration of her independence from the ACS in 1847 saved her from being colonized as they recognized her as a sovereign state.
- Good leadership in Liberia e.g. John Roberts the first president of Liberia was a strict financial controller who avoided tempting loans from European countries.
- The earlier spread of Christianity in the country saved her from falling into the hands of European colonialists through the evangelical pretext of Christian missionaries.
- The earlier civilization in the country brought by the ex-slaves saved her from the European related activities that would be used as a pretext to colonize Liberia.
- Earlier abolition of slave trade enabled the country to survive European rule.
- Liberia was protected and supported by USA which acted as a police force to prevent any colonial threats.
- The Liberians were politically aware as many of them were literate, thus easily mobilized others to defend their independence.
- Liberia tried to avoid heavy foreign debts which the Europeans would have used as a pretext to colonise her for failing to pay back.
- Lack of strong economic resources to attract European imperialists i.e. lacked adequate minerals, fertile soils etc.
- Rivalry between Britain and France over the Niger delta region diverted their attention from Liberia enabling it to escape colonialism.
- The economic depression that hit Liberia in the 19th century scared off the would be European colonialists.
- The scrambling power interested in colonizing Liberia were pre-occupied with affairs in other parts of Africa e.g. France was busy scrambling for Tunisia.

- Liberia's diplomacy i.e. they managed to reach to an agreement with both Britain and France e.g. 1904 treaty that settled the Liberia – Sierra Leon boundary question.
- Liberia was founded on purely humanitarian grounds, therefore it would be a gross violation of the international law if the founders turned around and occupied Liberia.
- Liberia pursued a non-aggressive policy on the neighbours which enabled them to avoid enemies around them that would have allied with the colonialists.
- Luck also enabled her to escape colonialism.
- The use of a single party system that even incorporated the “good opposers”.

(Mark as a whole = 25 marks)

5. Account for the failure of the French system of colonial administration in West Africa by 1914.

Approach

- Give a brief background about the assimilation policy in areas like Goree, Rufisque, Dakar and St. Lous in Senegal.
- Give reasons to explain failure of the French system of colonial administration.
- Clear examples must be given.
- Conclude

Point to consider

- It was based on unrealistic assumptions.
- Policy faced opposition from strong Moslem societies in West Africa e.g. in Senegal.
- It was opposed by French traders because it would promote rivalry and competition in trade and commerce between Africans and French Merchants.
- Implementation of the policy was very expensive because it needed a lot of facilities e.g. schools, cultural centres etc.
- The policy was opposed by French scholars / Elites on grounds that it was wrong to assimilate people with different race and culture.
- The conditions set by the French for one to be assimilated were difficult for Africans to fulfill.
- Strong attachment of Africans to their cultures and traditions.
- Policy required a long period of time for successful implementation.
- Colonial policies by the French like forced labour, taxes etc contradicted with the policy.
- The policy was also failed by a problem of language barrier.

- The French rejected the policy since it would make them equal to the Africans.
- The system of education introduced did not promote cultural transformation, but rather concentration on spreading Christianity.
- The introduction of association led to the failure of assimilation.
- Educated assimilated Africans and French parliamentarians refused to support the policy.
- Difference in French Code and Muslim courts i.e. Shariah law Vs French Code.

(Mark as a whole = 25 marks)

6. “Internal factors were primarily responsible for the Egyptian loss of independence.”

Discuss

Approach

- Give a brief account of the history of Egypt.
- Clearly bring out the internal factors that led to the Egyptian loss of independence visavis other factors.
- Conclude with a clear stand point.

Points to consider

- Egypt lost her independence in 1882 to Britain after the successful suppression of the Urabist revolt.
- Weakness of the Egyptian administration.
- Bankruptcy and financial crisis of the Egyptian administration due to heavy borrowing.
- The coming into power of Tawfiq i.e. was young, weak etc.
- Weakness of the Egyptian army both in organisation and weaponry levels.
- Failure of the Urabist revolt.
- The strategic location of Egypt which attracted European attention.
- The completion of the Suez canal by 1869.
- Weakness of Egyptian leaders i.e. Mohammed Said Pasha 1854 – 1863, Khedive Ismail 1863 – 79 and Mohammed Tewfiq 1819 – 82.
- The weakening of Islam in Egypt which was a unifying factor.
- The economic potentials of Egypt especially the Nile valley that would provide good opportunities for cotton –growing.

Other factors (external)

- Increased number of Europeans in Egypt especially the British and the French.
- Decline of the Ottoman Empire which gave way to European interests in Egypt.
- It was a period of scramble and partition and Egypt was not exceptional.

- Failure by Egypt to pay back external loans borrowed from European powers.
- British desire to control the Suez Canal and monopolise the Mediterranean sea trade.
- Encouraged given to Britain by Germany to occupy Egypt.
- Absence of the French in 1852 which gave the British a free hand to occupy Egypt.
- The defeat of France in the Franco-Prussian war of 1870 – 71 which made her a weak contender.
- The British prime minister influence who supported the idea of conquering Egypt.
- Pressure put forward by the merchants and industrialists on the British parliament to colonise Egypt.
- Humanitarian reasons e.g. stopping slave trade, spreading western values and religion e.t.c.
- Bismarck's isolationist policy against France.

(Mark as a whole = 25 marks)

7. Account for the failure of the Italians at Adowa in 1896.

Approach

- Brief account of the history of Ethiopia.
- Clearly explain the factors for the defeat of the Italians at Adowa in 1896.
- Conclude.

Points to consider

- Presence of a strong and patriotic army created by Menelik II.
- Presence of strong unity among the people of Ethiopia.
- Lack of geographical knowledge of the country by Italians / Topographic barriers.
- Weakness of Italy i.e. it was a young nation.
- Weakness of the Italian commander Baratieri i.e. he was too incompetent to direct the Italian forces.
- Clear cause/objective of the struggle i.e. the Ethiopians were fighting to defend their independence that was being threatened by the Italians.
- Massive support of the Ethiopian church.
- Strong spirit of nationalism by the Ethiopians / support of Ethiopians.
- The Italians had a small army of about 17,000 men.
- Italy's lack of support from other European countries.
- Misconception about the victory in the Napier expedition of 1868.

- The support of all Rases to Menelik.
- Presence of strong and foresighted leadership provided by Menelik II.
- Menelik's snake bit propaganda.
- The character of Menelik i.e. he was shrewd, courageous and tactical.
- High level of infrastructural development in Ethiopia e.g. railway, telegraph networks etc which eased communication.
- The poor timing of the attack by the Italians i.e. it was carried out on a Sunday hoping to find all the Ethiopians in church and ambush them.

(Mark as a whole = 25 marks)

8. "The period between 1860 – 1914 in South Africa was full of both economic development and exploitation" Discuss.

Approach

- Brief introduction about the history of South Africa.
- Show aspects of economic development in South Africa between 1860 – 1914 (After mineral discovery)
- Bring out aspects of exploitation.
- Conclude with a clear stand point.

Points to consider

- Influx of white investors into South Africa (Uitlanders)
- There was rapid urbanisation i.e. towns e.g. Johannesburg, Durban, Pretoria etc developed.
- Transformation of South Africa's economy from traditional agriculture to an industrial one / plantation farming / commercialized agriculture.
- Increase of value of African land in mineralized areas like Griqualand.
- Introduction of a cash economy to replace the barter system.
- Development of banking and financial institutions e.g. standard bank, bank of Orange Free State etc, oriental Bank of South Africa.
- Emergence of rich mining companies e.g. De Beers.
- Boosted South Africa's volume of exports international trade.
- Increased employment opportunities in South Africa in the mines.
- Development of transport systems e.g. Transvaal-Natal railway Delagoa–Transvaal railway etc.
- Development of telecommunication networks, bridges, steamship services etc.
- Enriched white races in South Africa especially the Boers.
- Rise of wealthy individuals e.g. Cecil Rhodes.

- Industrialization to process the minerals, sugar industries at Durban.
- Rise of nationalists e.g. Nelson Mandela, Albert Lithuli, Robert Sobukwe.
- Education reforms in towns like Johannesburg, Pretoria.
- Union of white republics (Act of Union 1910).

Aspects of exploitation

- Increased land grabbing and exploitation in the mineralized areas of South Africa.
- Rise of migrant labour system.
- Rural-Urban migration as many South Africans left rural areas to urban areas to seek for employment.
- Put whites in control of South African's economy and resources at the expense of Africans.
- Emergency of Bantustans (reserve homes) where the landless Africans were pushed.
- Increased exploitation of African labour employed to work in mines, railway constructions etc.
- Rise of racial segregation (apartheid) in South Africa.
- Profit repatriation.
- Forced labour on plantations in Natal.
- Over taxation of blacks both in Bantustans and towns.
- Raiding of African communities by whites.
- Increased cost of living in the Bantu Stans.

Aspects of Non – exploitation and economic development.

- There was an increase in scramble for colonies in the S. African region e.g. Britain over Botswana, Lesotho.
- Change of government e.g. creation of a unitary government through the 1910 Act of Union.
- There was renewal of the federation plans by the British.
- It was also characterized by military revival where the Boers armed them selves after getting mineral profits.
- Disintegration of the African social setting e.g. Adoption of monogamy by blacks in urban centers.

(Mark as a whole = 25 marks)

9. How did the French maintain their influence in Tunisia up to 1914?

Approach

- Give a brief account of the French rule in Tunisia.
- Show the methods used by French to maintain their influence in Tunisia upto 1914.

- Conclude

Points to consider

- Use of force i.e. imposed an army of occupation which was used to suppress internal resistances in Southern Tunisia.
- Use of indirect rule i.e. the Bey remained head of state but under strict control of the French Resident General.
- The French dominated the major posts in government and civil services.
- Deliberate exclusion of the Tunisian natives from the civil service and government to impoverish and prevent them from rebelling.
- Control of Tunisia's foreign affairs which deprived her of any chance to secure any form of foreign assistance.
- Control of the country's finances by the French.
- They encouraged many French settlers in Tunisia e.g. over 130,000 French by 1910.
- Imposed high taxes on the Tunisians to keep the Tunisians in abject e.g. poverty, poll tax, hut tax, land tax, death tax.
- Grabbing of large tracts of native land (land alienation) which was allocated to the French settlers causing famine between (1884 – 1900).
- Manipulation of the country's Judicial system i.e. maintained Muslim courts for Tunisian nationals and French courts to try other nationals that lived in Tunisia.
- The French manipulated the education system i.e. emphasized teaching of subjects that would not arouse national consciousness among Tunisians e.g. history, literature were banned.
- Use of forced labour on the Tunisians in reserves whom they paid very little wages which left them impoverished on plantations and in public works.
- They built modern infrastructure like roads, railways for easy conduct of colonial activities and consolidation of their rule.
- They also used the appeasement policy i.e. set up a number of amenities purposely to appease the natives and stop them from resisting.
- They used various land reforms to strengthen their control over Tunisia e.g. the 1885 land Registration Act.

- Use of diplomacy e.g. the Bardo treaty on 12 – May – 1881, Almaisra treaty of June 1883.
- Occupation of Morocco to limit her from harbouring Tunisian rebels.
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(Mark as a whole = 25 marks)

10. Examine the impact of christian missionary activities in Nyasaland.

Approach

- Brief account of missionary activities in Nyasaland (Malawi)
- Show effects of christian missionary activities in Malawi.
- Clear examples ought to be given.

Preamble

- Several missionary groups worked in Malawi e.g. The Landon Missionary Society, Livingstonia Mission, University Mission to central Africa, Church of Scotland Mission. Paris evangelical Mission etc.
- Individual missionaries included Bishop Mackenzie and Bishop Tozer of the UMCA, Bishop WP Johnson, Dr. Robert Howard and Dr. Laws.

Points to consider

- Set up mission station e.g. the UMCA set up a station at Lukoma area occupied by the Nyanja people where they converted several natives into Christianity.
- They set up mission centres which acted as centres/homes for freed slaves.
- They set up schools in which they taught the Nyanja people how to read and write.
- Missionaries translated the gospel into native African languages e.g. Bishop Johnson wrote many grammar books in Chi-Nyanja language which made into easy and cheap to spread the gospel.
- They introduced cash crop growing and set up plantations e.g. among the Tonga people and gave Africans modern methods of farming.
- They set up schools particularly among the Tonga people where the Africans as clerks, teachers, doctors, interpreters etc.
- They set up vocational schools in which they taught practical skills like carpentry, brick laying etc e.g. among the Yao, Dr. Laws set up vocational schools.
- They signed treaties with the Ngoni and Yao chiefs in which they agreed to stop slave raiding among the Tonga and Nyanja people.
- They pacified many areas of war e.g. among the Amachinga Yao which restored peace.

- They educated Africans who championed nationalistic struggles for independence in Malawi.
- They opened up medical centres and health facilities e.g. the Livingstonia hospital which improved health standards of the Africans.
- Missionaries constructed roads like Stevenson road connecting L. Malawi and Tanganyika, steamer services on L. Malawi etc which improved transport.
- They promoted legitimate trade e.g. chief Mberwa sold food crops in exchange for cheap cotton cloths.
- They engaged in reconciling rivaling parties e.g. quarrels between chief Mbelwa and Tonga ended, Tonga and Ngoni etc.
- Preached Christianity and converted many Africans into Christianity e.g. Amachinga Yao, Tonga etc thus dropping immoral acts like human sacrifice, idol worshipping etc.
- Trained some Africans as catechists and priests e.g. Yahana Abdullah and Kamungu were converted and trained as professional catechists.
- Missionaries worked as political administrators e.g. at Blantyre they helped to solve day to day disputes. Punished lawbreakers etc thus established law and order.
- They facilitated European colonization of Nyasaland.
- Missionary activities led to emergence of independent African church leaders e.g. Charlse Damingo, Elliot Kamwana etc.
- Development of urban centres like Mucra and Longwe where mission stations were built.

(Mark as a whole = 25 marks)

END