**WAKISSHA JOINT MOCK EXAMINATIONS**



**MARKING GUIDE**

**Uganda Advanced Certificate of Education**

**UACE August 2018**

**HISTORY OF AFRICA P210/6**

**MARK RANGES / SCORE BOARD.**

**00 - 05 (Very, poor, almost irrelevant essay).**

* The candidate does not understand the question.
* The work is sketchy, more outlined and more mentioning of points.
* The information presented does not reflect the demands of the question.

**06-09 (Just to the point essay / Boarder line)**

* The candidate demonstrates little understanding of the question.
* The work is sketchy, mere outline and mere mentioning the points.
* Very few points / facts are given and no analysis presented.

**10-12 (Generalized essay, “O” level type of essay)**

* Very narrative, mixed up points without supportive historical evidence and examples.
* The essay does not commit / reflect the time frame.
* No stand point where necessary.

**13-15 (Fairly good essay).**

* Correct interpretation of the question.
* The candidate does not present the essay in a logical sequence.
* Limited examples are provided.
* Little use of historical vocabulary.
* Communication and style of presentation is quite good.
* Fair coverage of the expected facts.
* The essay reflects the correct time frame.

**16-18 (A good essay).**

* Correct interpretation of the question.
* Well-developed arguments with supportive examples.
* Good coverage of expected facts.
* The essay reflects the correct time frame.
* A clear stand point is a must where necessary.

**19-21 (A very good essay).**

* Correct interpretation of the question.
* Good analysis and a quality of arguments and reasoning with clear choice of words.
* Good flow of ideas and presentation style remains good.
* Adequate and specific examples are given.
* The essay reflects the correct and specific time Frame.
* Wide coverage of the expected prints.
* A clear stand point where necessary.

**22-25 (Excellent essay)**

* Correct interpretation of the question.
* The work is well analyzed and in a systematic way.
* Chronologic flow of facts and ideas or correctly presented.
* High level of originality and creativity.
* Wide range of relevant and specific examples are given.
* Time frame is highly respected.
* A very clear stand point where necessary.
* A masterly and knowledge of facts.

1. **Asses the role of the military sector in the survival and maintenance of the pre-colonial societies by the end of the 19th C. (25 marks)**

**Approach:** Two sided question & core is the army & a stand point is a must. Examples are a must (Centralised, decentralized and others).

Give examples of the armies in different states

**CORE**

* Law and order
* Expansion
* Justice
* Administration
* Trade
* Protected leaders
* Defending from external aggression
* Spy network
* Collection of taxes and tributes
* Participation in agriculture
* Maintained socio-cultural norms
* Mobilized people for communal work
* Raiding

***However***

* Agriculture
* Trade
* Marriage
* Clans
* Inheritance
* Administration
* Communal work
* Industry
* Customs, taboos& norms
* Age sets
* Social strata vs. egalitarianism
* Respect of elders
* Raiding
* Geography and climate like Buganda
* The Nature of leaders.
* The attitude towards colonialists and missionaries.

1. **Examine the impacts of the abolition of slave trade in West Africa.**

**(25 marks**)

**Approach -** Both positive and negative clear background is needed.

* Industrialization
* Creation of two groups of people
* Land alienation
* Taxation
* Monetization of the economy
* Forced labour
* Development of transport
* Introduction of Christianity
* Improvement in agriculture
* Banking facilities
* New cash crops
* Settler economy
* Profit repatriation
* Formation of new states
* Social status restored
* Imbalance in development.
* Success of missionary work.
* Success of colonialism
* Collapse of some states
* Expansion of greater influence
* Exploitation of African resources

1. **How was the Moroccan Independence under mined by 1914?**

**(25 marks)**

**Approach -** One sided and note should be taken to the language used, clear background is needed.

* By the debt burden
* By the weakness of Moulay Hassan
* By the weakness of Abdel Aziz
* Through the decline of the ottoman empire
* Through the military weakness
* Through the earlier French occupation of Algeria and Tunisia
* Through internal feuds / conflicts
* By the absence of the centralized system of administration
* Through the geography that kept the people a part
* Through the Casablanca incident of 1907
* Through the signing of the Anglo-French entente of 1904.
* Through the Franco- Spanish agreement of 3rd October 1904
* Through the Algeciras conference of 1906
* By the signing of the treaty of FEZ
* By the formation of the I.F.C
* Through the assassination of the French doctor at Marrakesh
* Economic factors (Anglo – French investments)
* Declaration of the French protectorate.

1. **“Economic jingoism was primarily responsible for the colonization of Africa in the 19th Century” Discuss. (25 marks)**

**Approach:** Two sided & stand is a must

* Core is econ.jingoism meaning Colonial Expansionism
* Raw materialism
* market
* surplus capital
* employment
* dumping
* increase in population
* economic depression
* mineral discovery
* role of chartered companies
* Egyptian question
* Congo question
* Niger delta crisis
* Need to introduce Legitimate trade
* The Franco- Prussian War of 1870-71
* Rise of Industrialisation and capitalism

***However***

* Franco –Prussian war
* Christianity
* Wipe out Islam
* Unification of Germany and Italy
* Nationalism
* Berlin congress of 1878
* Barbaric practices of Africans
* Berlin Conference 1884-85
* Racial superiority complex theory
* Prestige
* Civilization
* Abolish slave trade
* Strategic aspects i.e. Egypt, Congo& Niger
* Rise of Leaders like Bismark, Inces Ferry and Grery

1. **To what extent did the internal grievances lead to the delay of the formation of the closure union of white states in South Africa up to 1910?**

**(25 marks)**

**Approach:** Two sided core is internal grievances, clear background is needed.

Core.

* Opposition from the cape
* Anglo- Boer war I 1880 - 1881
* Unfair terms of the Pretoria convention 1881
* The Jameson raid of 1895
* Presence of hardliners i.e. Kruger & Cecil Rhodes
* Mineral discovery
* Poverty of the Boers
* Threat & growing strength of the Africans
* Differences in racial policy
* Question of language
* Nature of the government to be adopted
* Issue of the representation in the Parliament
* Issue of the capital city
* Boer nationalism

***However***

* Rumour that the union government would be hosted in London
* Traditional hostility
* Annexation of R.Scheldit (1640) v London conference
* The vienna settlement 1815
* The congratulatory message of Kaiser Williams II
* The Great trek
* The question utilanders.
* The second Anglo-boer war 1899 - 1902

1. **Discuss the achievements and failures of the Turko – Egyptian rule in Sudan. (25 marks)**

* Give brief background of Sudan
* Explain / analyze the achievements and failures
* Give a logical conclusion

**Achievements.**

* Re-organization of administration
* Improved transport and communication
* Agricultural reforms
* Urbanization
* Military developments
* Cultural intergration or relationships
* Education reforms
* Trade and commerce
* Grow of Islam in the Sudan
* Extention of Egyptian Imperialism.

**Failures**

* Imbalance in developments
* Taxation policy
* Enslavement of the Sudanese.
* Loss of cattle
* Employment of European imperialists
* Forced labour
* Land alienation
* Religious discontent
* Mineral exploitation
* Multi administration
* Caused Mahdist revolt
* Racial problems in the Sudan

***Give a logical conclusion.***

1. **Account for the nationalist uprising of 1871 – 73 in Algeria. (25 marks)**

Account for the 1871-73 nationalistic uprising in Algeria

* Introduction
* One sided question well explained
* Conclusion
* Started as a tribal conflict in the Kabyla mountain.
* It was led by Mohammed Mukrani
* It was against the exploitature tendencies of the French.

**Causes**

* Against heavy taxation and harsh means of collection
* Land alienation
* Forced labour
* Undermining of African culture it was regarded as evil
* Need for independence- self autonomy
* Against the spread of Christianity that completed with Islam and it is principles
* Removal of the traditional corvee which was supposed to extend to kabyalia chiefs.
* Famine the French borrowed money to do away with the problems however they failed to pay the money.
* Outbreak of the Franco-Prussian war 1870-71 this gave mukrani hope and confidence to register victory.
* Undermining of Mukrani by the French this gave him the title hosh Aglo”
* Able leadership this presented him as the sole person to still the people into the fight against the enemy.
* Need for independence Mukrani wanted self-autonomy
* Inspiration from the earlier revolts e.g. the protracted war of Abdul Kader(1832-47)
* Rise of the Kabylia nationalism
* Loss of the middleman ship position in trade
* Mal-administration i.e. discrimination nepotism, exploitation etc.
* The religious factor
* The French social arrogancy

1. **How effective was the assimilation policy in West Africa by 1914? (25 marks)**

* Define indirect rule
* A stand point is required
* Give reasons for its employment.

**How it was effective**

* Christianity, catholism was enhanced
* Formal education spread through doctrinal approach
* Africans become French citizens over 25,000
* Africans represented in the French parliament
* French administrative system introduced in West Africa e.g. municipal council 1872.
* Creation of the federation joined together with the headquarters at Dakar i.e Senegal.
* Led to creation of the international financial courts of law. Fruns Zone
* Socio economic developments e.g roads and railways and hospitals.
* French language was promoted.

**Failures**

* No equality practically i.e. Africans undermined
* African traditional laws were undermined.
* Education was left in the hands of the missionaries which scared the Muslims
* Very harsh conditions of one to become a French citizen
* Top positions in the administration were taken by the French men.
* Catholism couldn’t out compete Islam.
* Failed to improve on the social conditions of the Africans in terms of health and education.
* Imposed chiefs warrant chiefs who were unpopular and disliked by the masses.
* Failed to win the support of the French
* Intellectuals and politicians.
* No full and total development of the communes.
* Challenged by the Anthropologists.

Conclusion

1. **“The down fall of Theodore II in Ethiopia by 1868 was inevitable” Discuss.**

**(25 marks)**

**Approach.** One sided question

* + **Clear background of Theodore is needed**
  + **Indication** of both internal and external factors

**Core**

* Military weakness i.e. immobile cannons& mortars
* Military superiority of the British
* Personal flaws of TheodoreII – weak leadership
* Propaganda of the British
* Support given to the British by the Russians
* Low levels of nationalism
* Determination of the British
* Divisionism at the time
* Economic weakness
* Dictatorship
* The death of the two Britons before his enemies i.e. John Bell and Water plowdern
* Opposition from the church
* Opposition from the Galla
* Imprisonment of Charles Cameroon
* Exertion of force to bring about unity unto the provincial basses
* Giving of heavy punishments for trivial loses
* Weakening of the army & desertion of the senior army commanders
* Failures to fulfill his premises.

1. **Justify the factors that led to the rise of the African led churches by 1914.**

**(25 marks)**

* A straight forward question
* Identify and explain the factors (internal and external)
* Examples should be over Africa ( South, East , Central and West Africa)
* Give a logical conclusion

Failure by Christian missionaries to Africanise church leadership

* Need for political independence under religious umbrella
* Colonial segregation and exploitation amidst missionary support
* Outstanding African leadership
* Undermining of African cultures
* African expectation of black Messiah
* Existence of Africans with special gifts
* Rigid and complicated requirements for Christianity
* Education policies that involved ,paying school fees
* Establishment of boarding schools.
* The 1896 Adowa victory in Ethiopia
* Pan- African movements in the Diaspora that agitated for “Africa for Africa”
* Segregation in distribution of missionary services
* Influence of world war I.
* influence of independent churches else where
* General practice of colour –bar syndrome especially by Dutch reformed church
* Lamentation of some whites on holiday
* Impact of the education given to Africans.
* Transportation of the bible into local languages.
* Support from African chiefs/leaders.
* Land alienation
* Missionary involvement in the politics.
* Signing of treachery agreements.
* Revelations and virsions.

**END**