

FORM FOUR HISTORY

MARKING GUIDE

1.

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

@1mark = 10marks.

2.

i	ii	iii	iv	v	vi
D	A	C	F	C	B

@1mark = 6marks.

SECTION B: (54 MARKS)

3. A student should explain the functions of Colonial apparatus in maintaining and consolidating the colonial plantation agriculture.

- (i) To recruit Labourers
- (ii) To ensure implementation of capitalist interests.
- (iii) To collect taxes

@ 1 mark@Total = 3 marks

(ii) A student should explain three (3) factors for the rise of Trans-Saharan trade.

- (i) -Political stability
- (ii) Presence of Means of transport like camels
- (iii) -Availability of Commodities like gold and Salt
- (iv) -Profitability of Trade
- (v) The development of early states in West Africa between 7th and 16th centuries

@1mark@Total = 3marks

(iii) A student should explain ways that can be used to determine dates by historians.

(i) Language studies

(ii) Carbon 14

(iii) Recalling events/remembering

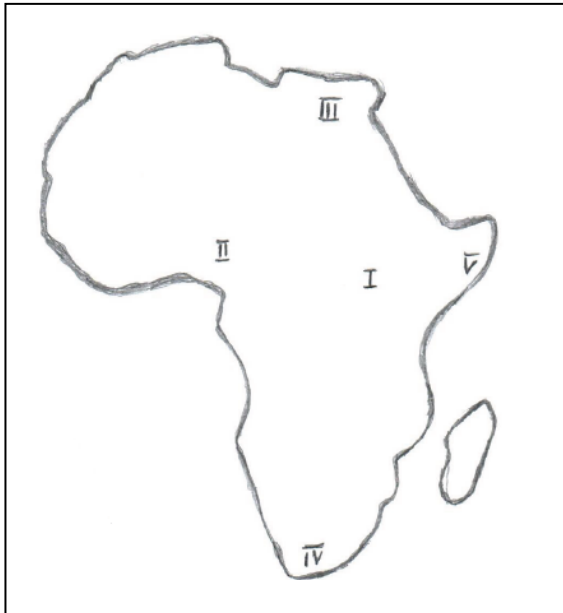
@ 1 mark @ Total = 3 marks

4.

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

(9 marks)

5.



(i) South Sudan

(ii) Nigeria

(iii) Egypt

(IV) South Africa

(v) Somalia.

Good map = 1.5

Marks

Location @1.5

Mark $1.5 \times 5 = 7.5$ Total = 9.0 Marks

6. Six Contributions" of nationalistic political parties towards the rise of mass nationalism;

- (i) They brought unity and solidarity among the people eng TANU
- (ii) They led to the emergence of strong and powerful leaders erg Nyerere under TANU and Jomo Kenyatta.
- (iii) They brought consciousness and awareness among the people
- (iv) They organized various strikes and boycotts against white Colonialist
- (v) They organized Fund rising for nationalism
- (vi) Negotiate with Colonial regime.

@1.5 marks = Total 9.0 marks

7. (a) A student should show the benefits of the migrant labourers to the capitalists during Colonial Economy in Africa.

- (i) It was easy to Control
- (ii) It was difficult to escape
- (iii) They ensured constant Supply of labour.
- (iv) They helped to reduce African resistances
- (v) They provided market for European manufactured goods
- (vi) They were very cheap to Maintain.

@1mark = 6marks

(b) A student should explain the reason why the Colonialists built schools in cash-crop growing region.

This aimed at training Africans on how to grow cash crops.

3marks.Total mark=9.

8(a) Africans to enter into Contract with the slave Masters in pre-Colonial Africa in order to become slaves.

First of all, they were poor, so they needed;

- (i) Land
- (ii) Food
- (iii) Money.

@1.5 marks

Total=3marks

(b) A student should explain the efforts that has made by the Tanzania government to provide education for industrial development purposes

- (i) Expansion of schools or education facilities like Laboratories for science Subjects.
- (ii) (ii) By giving scholarship to the students who has passed Well science subjects.
- (iii) By establishing Vocational Training Institutions in each district.

@1markTotal 3 marks

(c) The dream of United Africa has not yet been achieved.

explain reasons that has prevented the implementation of the ideas of the United States of

(USA)

- (i) The death of the generation of the African leaders like Kwame Nkrumah in 1966

- (ii) Difference in Currency
- (iii) Poor infrastructure
- (iv) Difference in Ideology.
- (v) Tribalism

@1markTotal 3 marks

SECTION C (30 Marks)

9. A student should show factors that led the attainment of the independence of Tanganyika in 1961.

Introduction

- Tracing over When Tanganyika started to struggle for Independence
- Leaders who pioneered the struggle for the independence
- The earliest movement formed during the tough time
- Political parties that were involved during the struggle for the independence. 1.5 marks

Mainbody

- (i) Tanganyika had less tribalism
- (ii) Tanganyika had few settlers.
- (iii) The role of lingua Franca like Kiswahili language
- (iv) The role of leaders like Julius K. Nyerere
- (v) The role of early associations like TAA, TNPA TTCSA.
- (vi) Role played by TANU. @2marks

Conclusion 1.5 marks

Total 12 mark

Any acceptable Conclusion,

Total marks=15 marks

10. It led to the growth of towns and cities e.g., Walata, Gao, Timbuktu, Ujiji, Kilwa, etc.

- It led to the emergence of strong centralized states. Eg. Mali, Ghana, Songhai
- Emergence of rich people such as Mirambo
- It led to the occurrence of intermarriages
- Emergence of strong leaders such as Mansa Kankan Musa, Mirambo etc.
- Emergence of specialization and division of labor.

Introduction (02 marks)

Main body (12 marks)

Conclusion (01 mark)

11.

1. **Ensuring a steady supply of cash crops:** The British preferred this system because it guaranteed the production of cash crops (like cotton or coffee) that were essential for the British economy.
2. **Maintaining food security for the local population:** Allowing Africans to grow their own food crops prevented famine and social unrest, which could disrupt cash crop production.
3. **Minimizing administrative costs:** This system placed the burden of food production on Africans, reducing the need for the British administration to provide food or develop extensive food production systems.
4. **Controlling African labor:** By requiring Africans to grow cash crops, the British could control their labor and ensure they participated in the colonial economy.
5. **Preventing the development of an independent African peasantry:** Restricting Africans to small plots and requiring cash crop production limited their ability to develop large-scale, independent farming operations that could challenge colonial economic dominance.
6. **Facilitating taxation:** Cash crop production provided Africans with some income, which could then be taxed by the colonial administration.

Introduction (02 marks)

Main body (12 marks)

Conclusion (01 mark)