

**MARKING SCHEME**  
**HISTORY FORM THREE**

**SECTION A: (20 MARKS)**

1. Give two aspects of history. (2 mks)
  - i. **Political history**
  - ii. **Social history**
  - iii. **Economic history**
  - iv.
2. Give two examples of regional trade in the pre-colonial period. (2 mks)
  - i. **Trans- Saharan trade**
  - ii. **Long- distance trade**
3. Mention one early form of written communication. (1 mk)
  - i. **Rock painting**
  - ii. **Scrolls**
  - iii. **Stone tablets**
  - iv. **Skins**
4. State two advantages of air transport. (2 mks)
  - i. **It's the fastest mode of transport**
  - ii. **It can be used to deliver relief**
  - iii. **It cannot be affected by traffic jams**
  - iv. **It's convenient for emergency services**
5. Name the treaty that was signed between Samouri Toure and the French in 1886. (1 mk)

**The BISANDUGU treaty**
6. Give two early urban centres in Africa. (2 mks)
  - i. **Cairo**
  - ii. **Kilwa**
  - iii. **Moreo/merowe**
7. Identify two types of treaties signed during the scramble and partition of Africa. (2 mks)
  - i. **Partition treaties signed between European powers e.g. The Anglo-German agreement of 1886 and 1890**
  - ii. **Protection treaties between Africans and Europeans e.g. Kabaka Mwanga of Buganda and the British in 1900**
8. Name two chartered companies that were used by the Europe and powers to govern colonies in Africa. (2 mks)
  - i. **The Imperial British East African Company**
  - ii. **The German East African Company**
  - iii. **The Royal Niger Company**
  - iv. **The British South African Company**
9. Name one European country that participated in the Berlin conference (1884 – 1885) (1 mk)

- Britain
- Germany
- France
- Portugal
- Belgium
- Italy

10. State two types of African reaction exhibited against the European colonization. (2 mks)

- i. Resistance
- ii. Collaboration
- iii. Mixed reaction

11. Name one community that was involved in the Maji maji uprising. (1 mk)

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|-------------|--------------|
| i. Zoromo   | vi. Pogoro   |
| ii. Matumbi | vii. Bunga   |
| iii. Bena   | viii. Ngoni  |
| iv. Ngindo  | ix. Luguru   |
| v. Wamwera  | x. Ndendeule |

12. Identify two treaties that Lewanika signed with the British. (2 mks)

- i. The treaty with Harry Ware (1889)
- ii. The Lochner treaty (1890)
- iii. The Lawley treaty (1898)
- iv. The Coryndon treaty (1900)

**SECTION B: (30 MARKS)**

13. (a) State three types of democracy. (3 mks)

- i. Pure or direct democracy
- ii. Representative or indirect democracy
- iii. Constitutional or liberal democracy

(b) Explain six principles of democracy. (12 mks)

- i. Freedom of speech- people are free to express their views without fear or limitation
- ii. Consent of people – governments are formed on the people’s consent by participating in regular, free and fair elections
- iii. Economic democracy- economic powers must be decentralized to enable individuals and communities to control their wealth.
- iv. Rule of law- judicial matters must be handled on the basis of written law and all are equal before the law.

- v. **Political tolerance- existence of others and divergent views must be recognized and accepted**
  - vi. **Free and accountable mass media- media should be free to disseminate information of public interest**
  - vii. **Respect for human rights- this enables people to live a dignified life and realize their potential**
  - viii. **Accountability and transparency- leaders should explain their actions and be ready for public scrutiny.**
  - ix. **Universal suffrage- every member of the society has the right to vote for leaders of their choice.**
  - x. **Education- empowers people to make informed information**
14. (a) State five causes of the Maji maji rebellion in Tanganyika (1905-1907). (5 mks)
- i. **Africans resented the forced labor introduced by the Germans**
  - ii. **Africans were forced to grow their cotton on infertile land**
  - iii. **The Africans disliked the rule of Akidas and Jumbes who were foreigners and brutal**
  - iv. **The Germans mistreated African rulers(flogging/whipping/harshness)**
  - v. **The Africans were against the introduction of taxes by the Germans**
  - vi. **The German officials sexually abused the African women**
  - vii. **The Africans were inspired by the prophecy of Kinjeketile Ngwale**
  - viii. **Africans wanted to repossess their land from the Germans.**
  - ix. **The Ngoni fought to seek revenge over the Boma massacre of 1897.**
  - x. **Africans wanted to regain their last independence**
  - xi. **The Germans despised /looked down upon the African way of life. (Christianity vs tradition)**
- (b) Explain five effects of the Chimurenga war of 1896-1897) (10 mks)
- i. **The Africans lost their independence/ the British established their authority.**
  - ii. **Loss of life and property**
  - iii. **Africans were alienated from their land and confined in reserves where they were subjected to forced labor on European farms**
  - iv. **People lost confidence in their traditional religions thus missionaries had the freedom to spread their faith.**
  - v. **The Indunas were to be recognized as headmen and no Shona police were to be stationed in the Ndebele area**
  - vi. **Company rule was discredited by the colonial office due to poor administration.**
15. (a) State the terms of the Berlin Act. (5 mks)
- i. **Any state laying claim to any part of Africa had to inform other interested parties. The claims had to be discussed and ratified if they were justifiable.**
  - ii. **All signatories had to declare their sphere of influence. i.e the area under each nation's occupation**
  - iii. **Effective occupation had to be established in an area once the area was declared a sphere of influence.**

- iv. Any power acquiring territory in Africa had to undertake stamping out of slave trade and safe guard Africans' interest.
  - v. The River Congo and River Niger basins were left free for any interested power to navigate
  - vi. If an European power claimed a certain part of the African coast, the land in the interior or behind the coastal possession became the coastal claimant's sphere of influence
  - vii. Any country that wished to declare a protectorate in Africa had to show that its authority in the region was firm enough to protect existing European rights and guarantee free trade.
- (b) Explain the factors that led to scramble for colonies in Africa. (10 mks)
- i. **The industrial revolution in Europe**, which increased the need for raw materials like cotton and palm oil, which could be obtained from the colonies.
  - ii. Colonies provided market for manufactured goods from the European countries.
  - iii. Increased/surplus capital which the Europeans wanted to invest in the colonies.
  - iv. Speculation that Africa was rich in minerals like gold and copper.
  - v. **Unification of Germany** after the Franco-Prussian war of 1870-1871. Germany became powerful under Chancellor Otto Von Bismarck, while as France lost her two mineral-rich provinces of Alsace and Lorraine. France turned her attention to Africa for colonies to compensate for her loss. Germany, not wishing to be left behind, was also out to acquire colonies.
  - vi. **National prestige**. Germany and Italy joined the race for colonies because of national glory and pride.
  - vii. European military officers encouraged their governments to participate in colonial expansion to give them an opportunity to be recognized and promoted.
  - viii. Public opinion in Europe favored acquisition of colonies. For example. De Brazza signed a treaty with Chief Makoko due to public opinion in France, creating a French colony, Congo.
  - ix. **The Egyptian question**. Egypt was of strategic importance to the Europeans because of the Suez canal, built by the British and the French, which shortened the route to British colonies in India and the Far East.
  - x. French activities in west Africa and the Congo alarmed other powers, who joined the race for colonies.
  - xi. Africa was rich in raw materials and had good harbors
  - xii. Britain and Germany encouraged their surplus population to settle in Africa.
  - xiii. Missionaries came to spread Christianity, western education and culture and invited their mother governments to occupy the areas to protect them.
  - xiv. Europeans believed that they had a superior culture as compared to other races. They felt they had a duty to "civilize" the blacks on the African continent.
  - xv. African communities were weakened by war, diseases drought and famine. This made the Europeans to easily conquer the Africans.