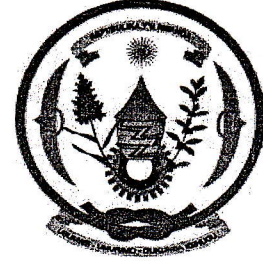


# History I

## 006

02/11/2012 8.30am - 11.30 pm

REPUBLIC OF RWANDA



RWANDA EDUCATION BOARD (REB)

### ORDINARY LEVEL NATIONAL EXAMINATIONS, 2011

**SUBJECT : HISTORY**

**PAPER I : HISTORY OF AFRICA**

**DURATION : 3 HOURS**

#### INSTRUCTIONS:

1. Write your name and index number on the answer booklet as written on your registration form.
2. Do not open this question paper until you are told to do so.
3. There are 10 questions in this paper.
4. Answer only **4 questions** of your choice.
5. Each question carries **25 marks**.
6. All history questions should be answered in essay form.
7. Use only blue or black pen.

**ATTEMPT ANY FOUR QUESTIONS.**

1. Explain the main famines that ravaged Rwanda before 1962. (25 marks)
2. Discuss the characteristics of kingdoms in the pre-colonial African societies. (25 marks)
3. Describe the contribution of ancient Greeks to modern civilization. (25 marks)
4. Account for the decline of Songhai Empire. (25 marks)
5. What were the effects of slave trade on Africa? (25 marks)
6. What are the reasons for the rise and growth of African nationalism during the 20<sup>th</sup> century? (25 marks)
7. Examine the role of explorers in the colonization of Africa. (25 marks)
8. Account for the outbreak of the 1896 Chimurenga uprising. (25 marks)

**END**

## 2011 – PAPER 1 MARKING GUIDE

### Answer to question 1

Introduction: Define the term famine which means a wide scarcity of food.

The main famines were:

- Rukungugu in the 19<sup>th</sup> century (1830 – 1853) during Gahindiro's regime and it was caused by severe sunshine or harsh climatic conditions which destroyed a number of crops leading to poor harvest due to lack of enough rainfall.
- Ruyaga in 1897 – 1903 during Musinga Yuhi IV and it was caused by a locust invasion which destroyed a number of crops leading to internal migration, high rainfall in the northern parts of the country.
- Gashogoro in 1904 which was caused by heavy rainfall that led to floods in many parts of the country.
- Kiramwaramwara or Rwakabija 1906 – 1908 and it was caused by severe sun shine in the northern and eastern parts of the country.
- Kazuba 1910 caused by severe sunshine that led to drought and locust invasion.
- Rumanura 1917 – 1918 caused by the effects of World War I like property destruction, looting of agricultural products locust invasion etc.
- Gakwege or ntayanjweho 1924 – 26 caused as a result of forced labour imposed by the Belgians imposition of cash crop growing and the effects of World War I.
- Rwakayihura of Rwakayondo 1928 – 1929 caused by effects of the world economic depression, heavy rainfall, forced labour on public land and compulsory growing of coffee.
- Ruzagayura of matemane of gahoro of Rudakangwino 1943 – 1944 during Mutara III Rudahirwa's regime and it was caused by the effects of World War II, forced labour, economic depression, internal and external migrations.
- Rwabuyenge 1944 – 1947 caused by the negative effects of World War II and forced labour introduced by the Belgians.

In conclusion therefore, one can say that however much Rwanda tried to do meaningful agriculture, there reached a time when she missed enough food leading to times of difficult hence famine and starvations.

### Answer to question 2

Introduction: Some Kingdoms that existed in the pre-colonial African society included: Buganda, Zulu, Ndebele, Bunyoro, Benin, Mandinka and Asante. Their characteristics included the following:

- They had a centralized system of administration where the King was at the top. He controlled all political, social and economic activities of the Kingdom.
- The king was considered semi divine and people always prayed for his existence such the kingdom may not face calamities.
- The king was the commander in chief of the army and could mobilize all able bodied men to fight and defend the kingdom.

- Succession in these kingdoms was hereditary and in most cases, the elder son of the King would succeed him.
- The queen mother also played an advisory role to the king.
- Economic activities were practiced in the kingdoms like farming, fishing, hunting, rearing of animals etc.
- Tributes were paid to the king from the captured states in most centralized pre-colonial African states.
- Local industries also existed in these kingdoms. E.g. the back cloth and pottery industries in Buganda Kingdom.
- Local and external trade was carried out in most of these kingdoms.
- Social classes also existed in these kingdoms. i.e. the Royal class, chiefs, peasants and commoners.
- Most pre-colonial kingdoms spoke one language which was a unifying factor in the Kingdom.
- There was also belief in ancestral spirits.

*Conclusion:*

### **Answer to question 3**

*Introduction:* The Greeks belong to the Aryan race branch of the white race. Greek civilization developed in many different places in Greece at about the same time. The oldest form of civilization (Minoan civilization) developed on the Island of Crete. It extended its influence to many islands and parts of the main land on the Mediterranean Sea. The contribution of ancient Greeks to modern civilization includes:

- The Greeks introduced a government which was a form of democracy exercised in the major city states of Athens. Democracy is defined as the government of the people, by the people and for the people. It's still practiced up to today.
- Philosophers: Important Greek philosophers (great thinkers) developed some thinking which still influences the world. These included Socrates who developed a method of teaching by asking questions, Plato who majored in political systems and was a student of Socrates, Aristotle who created a system of reasoning called logic, Pythagoras who founded the Pythagoras theorem and Archimedes who founded the Archimedes principle.
- Science: The Greeks made many advances in Science and laid a foundation for astronomy.
- Literature: The Greeks initiated literature through storytelling and writing. Great story tellers included Homer, Aeschylus, Sophocles etc.
- Religion: the Greeks developed a belief in divinity. They believed in Zeus, the king of gods and mortals who lived in the Olympus Mountain.
- Olympic Games were introduced by the Greeks in honor of Zeus.
- Fine art: they created sculptures, architecture and other works that incorporate the basic ideals of simplicity, dignity and proportion

- Theatre: Greeks were the first people to write plays (drama) which involved love, hatred, murder, human suffering comedy etc. this became the foundation of modern drama.
- Mathematics: Greeks added much to the science of mathematics. They changed the Egyptian methods of geometry (measurement of angles and lines). Greeks like the Pythagoras introduce the Pythagoras theorem still used today.
- Military education: Greeks where the first people to introduce military education. This was due to the small conflicts that existed among villages. Each village resorted to making itself ever prepared.
- Medicine: Greeks were the first people to develop medicine. They believed diseases were not caused by magic (punishments from the gods) but from natural causes. Hippocrates believed that the best cure was rest, fresh air and a proper diet and he also introduced the Hippocratic Oath for doctors.

#### **Answer to question 4**

*Introduction:* explain what Songhai Empire was, its location, its natives and when it started. Factors for its decline include:

- External attacks especially the tuaregs, Mossi, Sosso (hostile neighbors)
- Weak leadership
- The growth of nationalism among captured states
- Decline of military strength
- Decline of the Trans-Saharan trade
- Division of the empire into Muslims in the West and non-Muslims in the east. This led to civil wars.
- Neglect of agriculture
- The extensive nature of Songahi
- Moroccan invasion of 1590
- Exhaustion and decrease of resources like salt and gold at taghaza.
- The spread of Islamic religion (jihads)
- The rise of Kanem Bornu Empire and the Hausa states.

*Conclusion:*

#### **Answer to question 5**

*Introduction:*

- There was dcpopulation due to death of many people during periods of raids and transit of slaves. The elderly and the young also died of famine because no farming could take place. Energetic men had been taken.
- Traditional culture and customs that were a bond of unity were destroyed. Those sold to different parts of the world took up the culture and behavior where they worked.
- Slave trade also led to the introduction of foreign languages. in West Africa, foreign languages that came up included the Krio of the Creoles, Portuguese and the English languages. In East Africa, Swahili language was spread.

- There was a large influx of foreigners in East Africa due to slave trade like the Arabs who settled in Zanzibar. In West Africa, the Portuguese, the French, Spanish, Dutch and British also settled there.
- Due to slave trade, there were intermarriages hence the emergence of new tribes and races. In West Africa, the Negroes and Creoles emerged and in East Africa, the Swahili people emerged.
- Slave trade led to the spread of foreign religion in East Africa (Islamic religion by the Arabs) and in West Africa Christianity was introduced.
- People who got involved in this trade became rich. These included Jaja of Opobo, Nana Itsekir, Samori Toure of Mandinka Empire, Uthman Dan Fodio of Sokoto all in West Africa. In East Africa, they included Sayid Said, Mlozi Musiri, Mirambo, Nyungu ya Mawe and Mukwawa.
- Major trading towns grew because of slave trade. In east Africa, Zanzibar, Tabora, Ujiji, Sofala, Bagamoyo, Kilwa, Mombasa etc. all developed. In west Africa, towns like Elmina, Bojodor, Lagos, Kumasi, Timbukutu, Gao and Dakar also developed.
- African local industries like making of iron tools, bark cloth, basketry etc. collapsed and this resulted into the decline of African skills.
- Some kingdoms and empires expanded while others declined due to slave trade. In East Africa, the Hehe, Yao, Nyamwezi, Kamba etc expanded while in West Africa, the Asante, Mandinka, Itsekir, Opobo, Ogbo and Yomba also expanded. The state of Benin in West Africa declined due to constant slave raids.
- Slave trade in West Africa led to the establishment of Sierra Leone and Liberia as homes for freed slaves. After the abolition of slave trade, those countries were formed to accommodate former slaves from America and Europe who wanted to go back to Africa.

*Conclusion:*

### **Answer to question 7**

*Introduction:* African nationalism was the strong desire for self determination politically and economically by all Africans. Reasons for the rise and growth of African nationalism include:

- The **oppressive and exploitative colonial policies** during the 19<sup>th</sup> and 20<sup>th</sup> centuries like grabbing African land, introducing high taxes, forceful growing of cash crops and forced labour annoyed Africans hence demanding for independence.
- The independence enjoyed by Ethiopia and Liberia gave courage to other African countries that had been colonized to demand for independence.
- **Missionary activities like introduction of western education.** Africans were taught subjects like history e.g. the 1789 French revolution which emphasized equality of all people.

- **The development of mass media.** Educated Africans founded newspapers, magazines, and radio stations all of which emphasized the wrongs of colonialists. E.g the Accra Evening News paper and Accra radio.
- The **formation of political parties like** KANU, ZANU, UPC, ANC etc. The leaders of these political parties encouraged their members to demand for independence of Africans.
- The **formation of OAU on may 25<sup>th</sup> 1963.** This continental body was set up to promote decolonization by providing economic and military support.
- The **apartheid policy in South Africa** where many whites segregated blacks in their own country encouraged people like Nelson Mandela to fight for independence.
- The **independent of Ghana in 1957** under Kwame Nkrumah, influenced other countries in Africa to also demand for independence.
- The **1954-62 Algerian war of independence.** The Algerians successfully resisted French rule and gained independence. This was a clear example for other African countries.
- **Western education** made some Africans who had been given scholarships to witness democracy in Europe and America. They demanded the same when they came back at home.
- In **Second World War**, Africans participated and witnessed that even the white man could die of bullets and so he was not god. They too organized fellow Africans to fight against colonialists.
- The **formation of the UNO in 1945.** It set up a decolonization committee and a trusteeship charged with the responsibility of granting political freedom to all colonized people.
- The **attainment of independence by India in 1947** inspired other African countries to also demand for independence.
- **The rise of USA as a super power.** USA put pressure on both Britain and France to grant independence to African countries.
- The **1945 Pan African congress in Manchester** were Africans like Jomo Kenyatta of Kenya, Kamuzu Banda of Malawi and Kwame Nkrumah of Ghana came into contact with black Negroes whom they urged to return home and fight for independence.
- The **1941 Atlantic Charter** were the American president Franklin Roosevelt and Winston Churchill met near the Canadian coast along the Atlantic Ocean and signed the Atlantic charter. It stated that all people of the world have the right to chose their governments and that all those under colonial rule were to get independence as soon as possible. (See also question 10 paper II 2015)

*Conclusion:*

### **Answer to question 8**

#### *Introduction:*

- They discovered navigable rivers.
- They discovered a number of minerals that attracted a number of colonialists.
- They exposed the economic potential of the African continent.
- They called their home government for protection.
- They advocated for the spread of Christianity in Africa.
- They encouraged treaty signing
- They exposed both welcoming and hostile tribes.
- They drew the map of Africa.
- They opened up the way for European traders.
- They exposed to Europeans African way of life. E.g. language, cultures and organization.
- They established contacts and relationship between African chiefs and European colonialists e.g. Stanly visited Kabaka Muteesa encouraging them to enter Uganda.
- They encouraged the stopping of slave trade.

#### *Conclusion:*

### **Answer to question 9**

*Introduction:* Chimurenga is a Shona word for revolutionary struggle against the British colonial rule (1896 – 1897) by the people of Zimbabwe (Shona and Ndebele). Causes of the rebellion included:

- British alienation of fertile land of the Shona and Ndebele for settlement of the whites. Africans were pushed into reserves which lacked water and infested with tsetse flies. This created hostility towards the white administration.
- There was also forced labour. Chiefs were forced to provide cheap African labour for white mines and farms. Conditions of work were so bad i.e. whipping, lack of payment, long hours of work and manual labour.
- The introduction of hut tax also caused the rebellion and methods of collection were brutal.
- There was confiscation of cattle, goats and grain from the people who failed to pay taxes. Tax defaulters were tortured and sometimes imprisoned or subjected to manual labour.
- Africans had lost their independence. There was a strong national feeling and desire to regain the lost independence.
- The colonial government promoted injustices, both in the Shona and Ndebele societies. Whites introduced laws that favoured them against black people.
- Natural disasters which attacked African communities caused the rebellion. E.g. between 1894 – 1897, the Ndebele and Shona faced drought, a locust attack and a rinderpest attack. All this reduced crop harvest and swept herds of cattle respectively.



- The role of traditional medicine men like Mkwati, Kagubi and Nehanda. These saw their suffering as God-sent and they stated that tribal spirits were displeased with the coming of the Europeans in Mashonaland and Matebeleland.

*Conclusion:*