**Comprehensive Assessment for S.2 HISTORY**

**Marking guide**

**Class: Senior Two**

**Paper 1&2: History (Africa, World and Citizenship)**

**Subject: History and Citizenship**

  **Section A: History of Africa**

1(a) Historical information can be obtained through various sources, describe the main sources of history. **(10 Marks)**

-Oral tradition

-Historical sites

-Written records/documents

-Archives

-Museums

-Archeology

-Audio-visual record

-Anthropology

-Linguistic

**Good Introduction: 1 Mark**

**Body: any 4 points x 2 =8 Marks (good and convincing explanations)**

**Good conclusion: 1 Mark**

(b) Why is written history more trustworthy than oral traditions? **(10 marks)**

 -They are durable i.e. they can stay for a long time;

 -Written records are easy to get like libraries;

 -The information can easily spread in the world;

- If one is educated then it becomes easy for him/her to read and

 understand;

 -Conclusion

**Good Introduction: 1 Mark**

**Body: any 4 points x 2 =8 Marks (good and convincing explanations)**

**Good conclusion: 1 Mark**

2 (a) Describe the actors of the 1994 genocide against the Tutsi in Rwanda **(8 Marks)**

-Government of Rwanda under Habyarimana

-Militias

-Republic forces

-Civil servants and the military

-Local actors

-Citizens

**Good Introduction: 1 Mark**

**Body: any 3 points x 2 =6 Marks (good and convincing explanations)**

**Good conclusion: 1 Mark**

(b)What should be done to prevent genocide from happening again in Rwanda and elsewhere in the world? **(12 Marks)**

Introduction

-To put emphasis in unity and reconciliation programs through National Unity and Reconciliation so as to promote unity and organize *Itorero* and *Nd’umunyarwanda* to cement unity;

-Punish those who carried out Tutsi genocide;

-International Criminal tribunal for Rwanda to arrest and punish genocide perpetrators;

-Be alert to impact of negative models in nearly regions;

-Pay close attention to media in situations of potential ethnic, religious or racial conflict in case of impending genocide, be prepared to silence broadcasts that incite or provide directions for violence;

-To ensure that young people get the chance to better themselves through education and peaceful employment so that they are less easily recruited into predatory gangs and militias;

-React promptly and firmly to preparations for massive slaughter of civilians;

-Give greater attention to environmental problems and tension related to competition over natural resources;

-Ensure accurate information of what is happening on the ground;

-Call the genocide by its rightful name and vigorously condemn it commit to permanently opposing any government involved in genocide including by refusing it assistance in the future;

-Identify and support opponents of Genocide;

-Conclusion

**Good Introduction: 1 Mark**

**Body: any 5 points x 2 =10 marks (good and convincing explanations)**

**Good conclusion: 1 Mark**

3.(a) Examine the role of explorers in the colonization of Africa. **(10 Marks)**

-They discovered navigable rivers that eased the colonization process and transportation of raw materials.

They discovered minerals that attracted more colonialists.

-They exposed economical potentials of Africa

-They called their home governments for protection which lead to colonialism

-Some explorers acted as colonial rulers e.g. sir Samuel baker

-They drew the map of Africa which later guided the colonialists

-Thy advocated for the spread of Christianity, where many Africans were brain washed

-They encouraged treaty signing which led to colonization

-They exposed African tribes that were so welcoming,

-They collaborated with other colonial agents e.g. traders and missionaries,

-They created first administration headquarters pots

**Good Introduction: 1 Mark**

**Body: any 4 points x 2 =8 marks (good and convincing explanations)**

**Good conclusion: 1 Mark**

 (b) Imagine it is your first time to visit a new place, use your experience to describe the challenges explorers may have encountered in their exploration in Africa. **(10 Marks)**

-Harsh climatic conditions

-Language barrier

-Presence of wild animals

-Hostility from slave dealers

-Limited manpower

-The threat of Islam

-Hostile tribes

-Diseases

-Poor communication and transport

-Getting lost

**Good Introduction: 1 Mark**

**Body: any 4 points x 2 =8 marks (good and convincing explanations)**

**Good conclusion: 1 Mark**

**Section B: History of the world and citizenship**

4. (a) What negative effects were brought about by the industrial revolution? Which are still visible in today’s world?  **(10 Marks)**

**-**Introduction

-Creation of slums;

**-**Accidents;

**-**Pollution;

**-**Child labor;

**-**Production of goods that are harmful to life;

**-**Exploitation of workers;

**-**Un employment;

**-**Overcrowding in places of work;

**-**Rural to urban migration;

**-**Decline in traditional forms of social security;

**-**Brought about family problems;

**-**Conflicts between employers and employees;

**-**Led to imperialism and colonialism;

**-**Led to income inequality;

**-**Led to increase in the cost of living;

**-**Population explosion;

**-**Misunderstanding and conflict between European countries;

**-**Led to death of African craftsmanship;

**-**Conclusion

**Good Introduction: 1 Mark**

**Body: any 4 points x 2 =8 marks (good and convincing explanations)**

**Good conclusion: 1 Mark**

(b) Explain the political causes of American revolution between. **(10 Marks**)

-The effects of Anglo-French war of 1756-63

-The rise and growth of nationalism among the Americans and need for independence

-The passing of intolerable acts

-The character of king George III of England

-The oppressive rule of the British government

-The Boston massacres of 1770

-Undemocratic nature of the British leadership

-Inter-colonial congress at Philadelphia

**Good Introduction: 1 Mark**

**Body: any 4 points x 2 =8 marks (good and convincing explanations)**

**Good conclusion: 1 Mark**

5.(a) Examine the importance of international cooperation in respect to Rwandan aspirations. **(10 Marks)**

-International cooperation has led to high competition in Rwandan industries

-It increases the bargaining power of Rwanda in international trade markets

-It has led to improvement of trade as Rwanda has managed to get a wider market for her goods and services.

-It has enabled Rwanda to pull up resources to carry out joint research that lead to innovation and invention

-International cooperation leads to increased investment in Rwanda

-It leads to increased foreign exchange earnings because Rwanda earns a lot of foreign exchange from increased exported commodities

-International cooperation increases employment opportunities because of increased factors of mobility such as labour.

-It will enable Rwanda to share some common services and infrastructure

-It leads to increased foreign exchange earnings because Rwanda earns a lot of foreign exchange from increased exported commodities.

-International cooperation leads to political cooperation and mutual understanding.

**Good Introduction: 1 Mark**

**Body: any 4 points x 2 =8 marks (good and convincing explanations)**

**Good conclusion: 1 Mark**

(b). What are the roles and functions of the state and government? **(10 marks)**

- Foreign diplomacy

-Security of the people

-Democratic order

-Administration of justice

-Protection of civil liberties

-Provision for and regulation of the conducts of elections

-Provision for public goods and services

-Promotion of economic growth and development

-Social welfare

**Good Introduction: 1 Mark**

**Body: any 4 points x 2 =8 marks (good and convincing explanations)**

**Good conclusion: 1 Mark**