# TANZANIA HEADS OF ISLAMIC SCHOOLS COUNCIL

# FORM FOUR INTER ISLAMIC MOCK EXAMINATION

# HISTORY

## MARKING SCHEME AUGUST, 2026

### SECTION A (16 Marks)

A student is required to answer all questions in this section

1. Multiple choice question

| (i) | (ii) | (iii) | (iv) | (v) | (vi) | (vii) | (viii) | (ix) | (x) |
|---|---|---|---|---|---|---|---|---|---|
| C | A | B | B | D | B | C | B | A | C |

10 marks @ 01 mark

2. Matching item question

| (i) | (ii) | (iii) | (iv) | (v) | (vi) |
|---|---|---|---|---|---|
| A | F | E | B | C | G |

**06 marks @01 mark**

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### SECTION B (54 Marks)

A student is required to answer all question in this section

3. A student should assess any three (3) weaknesses of colonial education

(i) The syllabus taught based on foreign/European environment

(ii) It was not accessible to majority (only few people got that education)

(iii) It was theoretical oriented

(iv) it is pyramid in shape

(v) Uneven distribution

(vi) Biasness in nature

Any other relevant weaknesses

**09 marks @ 03 marks**

4. A student is required to arrange the historical concepts chronologically by writing number 1 to 6 beside the item number.

| (i) | (ii) | (iii) | (iv) | (v) | (vi) |
|---|---|---|---|---|---|
| 2 | 6 | 4 | 1 | 5 | 3 |

**09 Marks @ 01 ½ marks**

5. (a) A student should explain any three challenges of French assimilation policy that led to transition to association.

(i) Strong opposition from the Frenchmen as they feared assimilated Africans would become serious economic rivals as they would have the same rights as them.

(ii) The system was economically expensive since it focused much on the ambitions programme of turning Africans into Frenchmen.

(iii) Strong opposition from the Africans especially them Muslims who opposed Christians customs in their community.

(iv) language barrier/problem

(v) culture diversity

Any other relevant reasons/challenges of assimilation policy

**4.5 Marks @ 1 ½ marks**

(b) A student should identify the functions of colonial military/solers during colonial era.

(i) To suppress African resistance

(ii) To collect information which strengthened colonial interests

(iii) The6 penetrated to the interior parts to maintain order and security

(iv) To suspense colonial projects

Any other relevant functions

**4.5 Marks @ 1 ½ marks**

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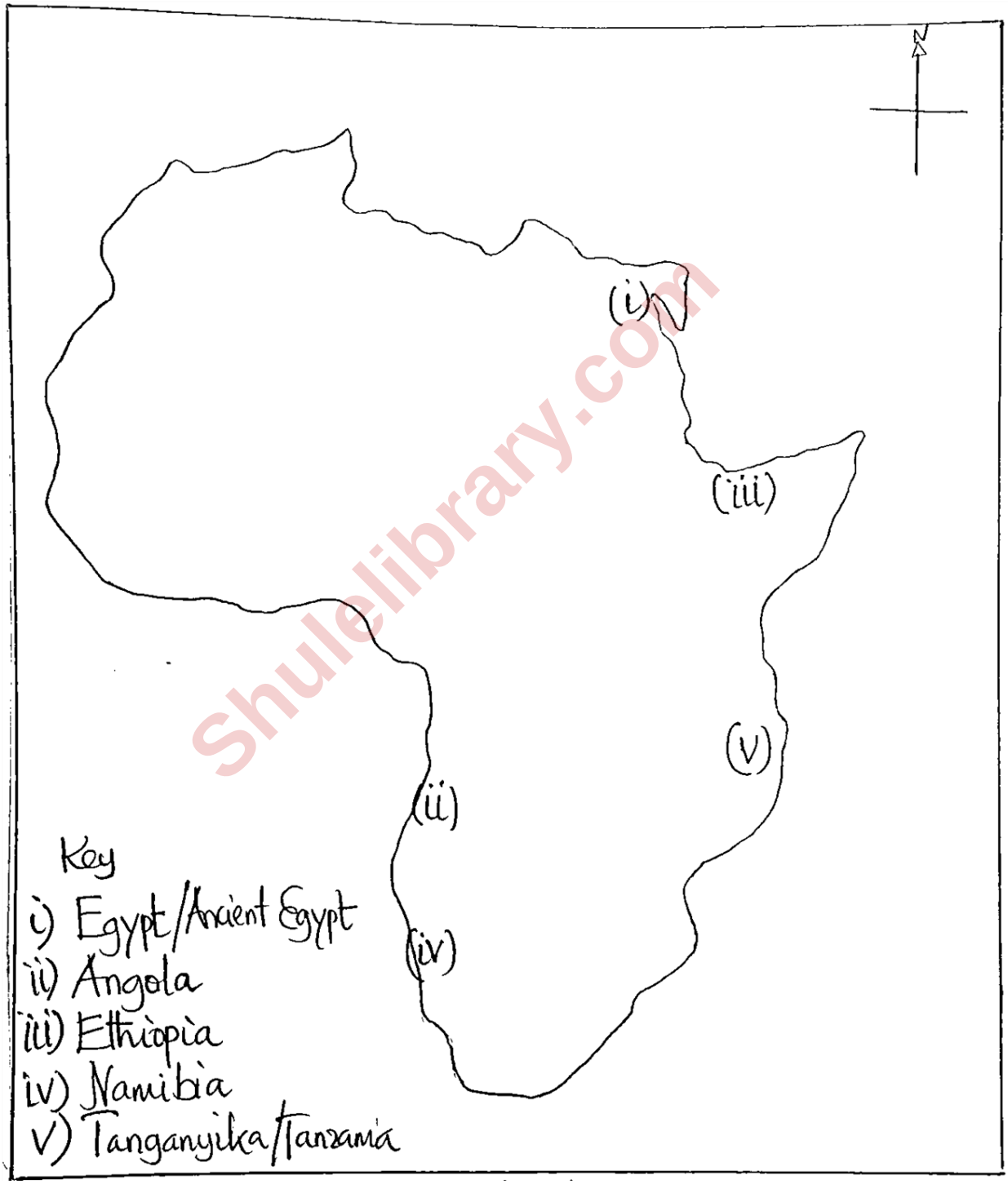
6. A student should draw a sketch map of Africa and locate the given historical information by writing roman numbers.

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**Each site 1 ½ marks * 5 sites = 7 ½ marks**
**Drawing 1 ½ marks**
**TOTAL = 09 MARKS**

7. A student should explain any three functions of the colonial transport and communication networks (infrastructure) during colonial period.

   (i) They were used to carry/transport raw materials from production areas to the nearest ports for export to the capitalist countries.

   (ii) They were used to transport and supply the European manufactured goods from the Coast to different parts of the colonies.

   (iii) They were used to simplify the communication between the colonial state and metropole and coordinate various colonial activities. Example of the communication networks were telegraphs and telephones lines.

   Any other relevant functions

   **09 marks @ 03 marks**

8. A student is required to differentiate the concepts as used in political organization in pre-colonial Africa.

   (a) Kinship organization and Age-set organization

   Kinship organization was a form of political organization which based on a collection of closely related families with the same or common ancestors while, Age set organization was a form of political organization which based on age and sex group. The duties and responsibilities were divided/based on sex and age.

   **03 marks @ 1 ½ marks**

   (b) Centralized states and decentralized states

   Centralized states were the political units which operated and ruled under one central authority which were Kings and chiefs who had great power and authority. Example of the centralized states in Africa were Karagwe and Buganda where as decentralized states were the political units which they did not operate and ruled by a single/central authority. Most of them were headed by a group of leaders such as clan heads and elders. Example of societies that operated this system were Maasai and Chagga.

   **03 marks @ 1 ½ marks**

   (c) Omukama and Kabaka

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Omukama was the title of the King of Bunyoro and Karagwe Kingdoms in the interlacustrine region while Kabaka was the title of the King of Buganda Kingdom.

**03 Marks @ 1 ½ marks**

## SECTION C (30 Marks)

A student is required to answer two questions in this section

9. A student should analyse features of slavery mode of production.

INTRODUCTION **02 Marks**

Tracing the meaning of slavery, example of societies developed slavery and ways people became slaves.

MAINBODY **12 Marks @ 02 marks**

(i) Human beings were treated as personal properties
(ii) Presence of exploitation of man by man, whereby slave masters exploited the slaves
(iii) The level of technology was more advanced compared to that of communication
(iv) Presence of antagonistic classes which were slaves and slave masters
(v) Existence of surplus production due to the use of advanced tools and improved skills
(vi) Existence of political institution such as army, prisons and police used to explot and suppress slaves

Any other relevant features of slavery mode of production

CONCLUSION **01 Marks**

Highlighting the effects and uses of slaves in various societies in Africa

**Total Marks = 15**

10. A student should explain the reasons for cop d'tat after independence

INTRODUCTION **02 Marks**

Highlighting on the meaning of coup de'tat (military coups) and example of countries experienced coups.

MAINBODY **12 Marks @ 02 Marks**

Causes/reasons for Coup de' tat (Military Coup)

(i) Religious reasons/factor example, Nigeria, Somalia etc
(ii) Regional inbalance/development disparity e.g. Nigeria
(iii) Puppet leaders
(iv) Tribalism e.g. Burundi
(v) Corruption of leaders in governments e.g. Ghana
(vi) Military grievances such as poor salaries and working conditions of the army

Any other relevant reasons

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CONCLUSION **01 mark**

Any relevant conclusion such as effects of military Coups and solutions to avoid them.

**TOTAL 15 MARKS**

11. A student should explain six benefits of the Zanzibar revolution to its people

INRODUCTION **02 Marks**

- Definition of the Zanzibar revolution and its periodization
- Factors/causes for the Zanzibar revolution

MAINBODY **- 12 Marks @ 02 Marks**

(i) It ended social inequality and injustice

(ii) It ensured equal access to education as schools were open to all children, boys and girls

(iii) It improved health services as better hospitals, clinics and public health was improved

(iv) It redistributed the land to majority unlike before revolution whereby the land ownership concentrate in few (Arabs)

(v) Empowerment of women as the new government promoted gender equality and encourage their participation in leadership, education and the workforce

(vi) It promoted national unity and forested the spirit of togetherness

Any other relevant benefits

CONCLUSION **01 Mark**

Any relevant conclusion such as effects and challenges faced by people of Zanzibar during the revolution

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