

TANZANIA HEADS OF ISLAMIC SCHOOLS COUNCIL
FORM TWO INTER ISLAMIC MOCK ASSESSMENT
HISTORY

MARKING SCHEME JULY/AUGUST, 2026

SECTION A (15 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	C	A	B	D	B	C	A	B	D

01 MARK @ = 10 MARKS

2. Matching item question

(i)	(ii)	(iii)	(iv)	(v)
C	B	F	D	E

01 MARK @ = 05 MARKS

SECTION B (70 Marks)

Answer all questions in this section

3. A student should briefly explain the following concepts:
- (i) Permanent crop cultivation, this was a form of farming where people cultivate the same land for a long period without moving to another area. Example the Shona and Bemba in Central Africa, Ashanti, Yoruba and Akan in West Africa.
 - (ii) Handcrafts industries are type of industries in which humans used hands, skills and knowledge to produce different products such as baskets, pots and mats.
 - (iii) The shafting method, was the method of extracting gold involving digging out the rocks containing gold. It was applied by people of Mashona land in Zimbabwe and Asante in Ghana.
 - (iv) Sedentary pastoralism, was a form of animal keeping in which livestock were kept in one location. These communities were located near water sources and grazing areas. Example of these communities were Khoi Khoi and the san in the Southern part of Africa.

- (v) Leaching was a method of salt making by which water was drained through rocky soils that had a high content of salt, sieved and boiled to obtain salt crystals. The method was practiced at Uvinza and Ivuna in Tanzania and Bilma in West Africa.

10 marks @ 02 marks

4. A student should arrange the sentences on chronological order.

1 st	2 nd	3 rd	4 th	5 th
(iii)	(v)	(iv)	(ii)	(i)

TOTAL 10 Marks @ 02 marks

5. A student should evaluate the effects of interaction in pre-colonial African societies.

- (i) It led development of local and long-distance trade.
- (ii) It led the spread of new agricultural skills and practices.
- (iii) It led loss of the original cultural identity.
- (iv) It led to the emergence and development of new languages.
- (v) It led to the rise and growth of a certain states due to the unity among the communities.

Any other relevant effects

TOTAL 10 Marks @ 02 MARKS

6. A student should read the Scenario carefully and answer the question, followed

- (a) Any three causes of the abolition of the slave trade in East Africa.
- (i) Religious factor (Christian Missionaries)
 - (ii) The role of writers and philosophers through their books, newspaper and articles to awaken the evil of the trade.
 - (iii) The role of activists and social reformers who exposed the badness of slavery
 - (iv) Sugar competition
 - (v) Industrial revolution

03 marks @ 01 mark

- (b) Any three reasons for the delay of the abolition of the slave trade

- (i) Presence of multiple slave trade routes in the Indian Ocean, which made it difficult to control and manage.
- (ii) European naval forces were often few in numbers

- (iii) Some African leaders resisted the abolition of the slave trade due to their economic interests. **03 marks @ 01 mark**

(c) Any three economic effects of the abolition of slave trade in East Africa

- (i) Emergence of powerful merchants and traders such as King Jaja of Opobo
- (ii) Introduction of legitimate trade which replace the human exchange
- (iii) Decline of Agricultural activities in Africa.

03 marks @ 01 mark

(d) Closure of slave marked. **01 mark**

TOTAL 10 MARKS

7. A student should describe five features of pre-colonial education.

- (i) It was practical nature, for example, the youth was taken to sea or river and taught how to fish.
- (ii) Pre-colonial education lacked uniformity as it varied from one society to another, depending on a given society's economic, social and environmental conditions.
- (iii) Pre-colonial education was not financially motivated. During the pre-colonial era, every member of the society considered as having thus, instructors were not paid.
- (iv) Pre-colonial education was valuable and relevant to the societies where it was practiced
- (v) It carried some weaknesses, such as including certain customs and traditions which unnecessary like those undermined women rights.

TOTAL 10 MARKS @ 02 MARKS

8. A student should evaluate five reasons for the fall of Portuguese rule in East Africa:

- (i) Resistance from Africans. Example Zimba of the Zambezi region and the Segeju of Somalia, these people wanted to regain their lost political and economic interests and control.
- (ii) Support from the Oman and Turkey
- (iii) Emergence of other traders from Europe.
- (iv) Financial problems
- (v) Tropical diseases
- (vi) Harshness and ruthlessness of Portuguese
- (vii) They were few in numbers

TOTAL 10 Marks @ 02 Marks

9. A student should carefully study the picture and answer the following questions
- (a) TRIANGULAR SLAVE TRADE/TRANS-ANTLANTIC SLAVE TRADE/INTER CONTINENTAL SLAVE TRADE. **02 Marks**
 - (b) It was called the triangular slave trade because of the nature of its routes across the three continents, namely Africa, Europe and America. Also, it was called the Trans-Atlantic slave trade because it passed through the Atlantic Ocean. It was called inter-continental because of involving more than continent. **02 Marks**
 - (c) CHRISTOPHER COLUMBUS in 1492. **02 marks @ 01 mark**
 - (d) A student should list down any two methods used by the European to obtain labourers for their investments.
 - (i) Using indigenous American labourers
 - (ii) Using indentured labourers from Europe.
 - (iii) Using labourers from Asia
 - (iv) Using slaves from Africa**02 Marks @ 01 mark**
 - (e) A student should propose any two social effects of the triangular slave trade
 - (i) Massive loss of people/depopulation as many died during the wars, barracoons and on ships across the Atlantic Ocean.
 - (ii) It led to inter-ethnic wars waged to capture slaves and hence caused insecurity.
 - (iii) It created to sense of inferiority in Africans due to humiliation and dehumanization.
 - (iv) It led to family separation **02 marks @ 01 mark**

TOTAL 10 Marks

SECTION C (15 Marks)

A student is required question number ten (10) in essay form

10. A student is required to highlight five (5) advantages of using Iron technology.

INTRODUCTION**1.5 Mark**

Definition of iron technology or iron smelting technology, provide theories of iron discovery and examples of iron-smelting centres in Africa.

MAIN BODY**12**

- (i) Expansion of agriculture, because people started to use better iron tools such as machetes, axes and hoes for production.
- (ii) Population increase, surplus food production due to the use of iron tools led population increase
- (iii) Increased efficiency in hunting, the use of iron weapons such as arrows and spears improved hunting and made the process be efficient
- (iv) Improvement of self-defense, the use of iron weapons such as arrows and spears helped people to defend themselves against wild animals than the use of the stone tools.
- (v) Emergence of specializations. Example basketry, pottery, pastoralism and fishing.
- (vi) Development of trade
- (vii) Promoted states formation
- (viii) Influenced permanent state formation

CONCLUSION 01 Marks

Any relevant conclusion7