

**CHRISTIAN SOCIAL SERVICES COMMISSION (CSSC)  
NORTHERN ZONE JOINT EXAMINATIONS SYNDICATE (NZ-JES)**



**FORM FOUR PRE – NATIONAL EXAMINATION 2025**

**HISTORY MARKING SCHEME**

**1. Multiple choice**

i.	ii.	iii.	iv.	v.	vi.	vii.	viii.	ix.	x.
D	C	E	B	A	D	B	E	D	A

**1@ = 10 Marks**

**2. Matching Items**

i.	ii.	iii.	iv.	v.	vi.
F	C	A	H	B	G

**1@ = 6 Marks**

**3. a) Weaknesses of Social and Welfare Association**

- i. They were small groups (Ethnical and regional groups)
- ii. They suffered from the threat of colonial government
- iii. Financial problems
- iv. Inadequate skilled and knowledgeable leaders

**1@ = 3 Marks**

**b) Contribution of UNO to African Decolonization**

- i. UNO established a decolonization committee
- ii. UNO promoted democracy
- iii. UNO issued the Universal Declaration of human rights
- iv. It provide moral and material support

**1@ = 3 Marks**

**c) Role of Missionaries in African colonization**

- i. Build schools, hospitals and churches
- ii. Preached the word of God and converted some Africans into Christianity
- iii. Encouraged development of Agriculture

- iv. Some missionary societies formed trading companies for buying African cash crops and selling manufactured goods
- v. Campaigned for abolition of slave trade

**Any three points, 1@ = 3 Marks**

**Total = 9 Marks**

#### 4. Answers

Item	i.	ii.	iii.	iv.	v.	vi
Ans	1		2	3	4	5

**1.5@ = 9 Marks**

5. a)i. Cow-horn attack was the Ngoni military technique where by the soldiers or warriors circled the enemies for effective attack **while** scorched-earth technique was a Ngoni military technique in which the warriors destroyed the food crops and properties.
- ii. Ubusoka was a ceremony among the Nyakyusa who practiced Age-set system in which young boys were qualified as adult **while** Kihamba was a piece of land under the ownership of a feudal lord in a Chagga society.
- iii. Assimilation policy was French administrative system which aimed at changing Africans into black French-men **while** Association policy was the French administrative system adopted after the failure of assimilation which respected African culture.

**2@ = 6 Marks**

- b) i. Forest fire theory: it came across iron ores on the earth's surface and smelted it, later it was found by humans who got interested on it.
- ii. Mistaken identity theory: iron was discovered mistakenly when man was mining copper which he was using beforehand.

**1.5@ = 3 Marks**

**Total = 9 Marks.**

#### 6. SAPs

- i. Devaluation of African currencies against dollar.
- ii. Decline of agriculture.
- iii. Undermined African sovereignty.
- iv. Deterioration in the provision of social services.
- v. Decline of industries due to free market policies.
- vi. Corruption during privatization process.

**And any other relevant 1.5@ = 9 Marks.**

7. i. It coordinates the work of government in receiving and accommodate refugees
- ii. It provide care and support to children and mothers to promote their health and security.
- iii. It helps African states to increase food production and development of agriculture.

**3@ = 9 Marks**

8. Techniques used to obtain laborers.
- i. Use of migrant labour
  - ii. Establishment of labour recruits' agencies like SILABU
  - iii. Introduction of forced labour
  - iv. Importation of foreign labour
  - v. Introduction of tax in cash
  - vi. Payment of low wages
  - vii. Land and cattle expropriation

**And any other relevant 1.5@ = 9 Marks.**

**9. Any relevant introduction 1.5 Marks**

**Main Body: 2@ = 12 Marks.** Features of colonial education

- i. It was pyramidal in shape
- ii. It was segregative in nature
- iii. It was gender biased
- iv. It was regionally based
- v. It was based on religion.
- vi. It was more theoretical than practical
- vii. It was irrelevant to African environment

**Conclusion: 1.5 Marks**

**Total = 15 Marks**

**10. Any relevant introduction 1.5 Marks**

**Main Body: 2@ = 12 Marks.** Reasons for Ghana to achieve independence earlier.

- i. The use of English language as Lingua Franca
- ii. Good leadership of Nkrumah.
- iii. Absence of settlers in Ghana.
- iv. Strong political party
- v. Support from Cocoa growers to CPP
- vi. Influence of Pan Africanism
- vii. Size of the country (Small)

**Conclusion: 1.5 Marks**

**Total = 15 Marks**

**11. Any relevant introduction 1.5 Marks**

**Main Body: 2@ = 12 Marks.** Effects of WW1 in Africa.

- i. Change of colonial masters.
- ii. Depopulation.
- iii. Intensive exploitation
- iv. Changed the pattern of production in Africa.
- v. Starvation / famine and hunger
- vi. Spread of diseases.
- vii. Destruction of properties
- viii. Separation of families

**ix. Conclusion: 1.5 Marks Total = 15 Marks**