

History, 2013 EC, social science, entrance exam

Grade 12 · History · 2013 E.C.

MARKING KEY — CONFIDENTIAL

Time allowed: 120 minutes

Questions: 31

Total marks: 31

1. Which of the following was Not a motivation for European colonialism in Africa? (1)
- A. ✓ **Protection of African's natural environment.**
 - B. New areas of capital investment.
 - C. Sources of raw materials and markets.
 - D. Territories for settlement of surplus population.

Answer: A

Europe went into Africa for profit. The stated motives were cheap raw materials for factories, protected markets for finished goods, fresh places to invest capital, and land for surplus population.

Caring for Africa's natural environment was never one of them. Colonial rule pushed the other way, clearing forest and turning land over to cash crops and mines. Since B, C and D are all real motives, the answer is A.

Textbook: History Grade 10, Unit 2 Africa and the Colonial Experience, section 2.2 The Motives of European Colonialism (page 28).

2. What was the important principle approved at The Berlin Conference that was designed to facilitate the process of colonization in Africa? (1)
- A. The principle of peaceful occupation of colonies
 - B. The principle of the The White Man's Burden
 - C. The principle of equitable distribution of colonies
 - D. ✓ **The principle of effective occupation**

Answer: D

The Berlin Conference of 1884 to 1885 set the principle of effective occupation. Article 35 of the Final Act said a power could claim African land only if it really held it: treaties with local rulers, its flag flying there, and an administration on the ground.

Option A tempts you because the conference did try to keep the Europeans from fighting each other, but the rule written into the Act was effective occupation.

Textbook: History Grade 10, Unit 2, section 2.3.1 Berlin Conference 1884 to 1885 (page 31).

3. Which one of the following was true about African resistance against colonial rule during the inter-war period? It was (1)
- A. mainly inspired by ideas from the Ethiopianist churches.
 - B. ✓ **mostly aimed at securing better economic and political rights**
 - C. organized by Africans who had participated in WWI
 - D. primarily based in the rural areas and led by chiefs

Answer: B

Between the two world wars the protest moved from the countryside into the towns. Educated Africans, trade unions and welfare associations asked the colonial governments for better pay, more schools and a share in government. Full independence became the demand only after 1945.

Option C tempts you because many Africans did fight in the First World War, but ex-soldiers became leaders of protest mainly after the Second World War.

4. What was the most common strategy that the Africans used in expressing their discontent with colonial rule during the inter-war period? (1)
- A. Guerrilla warfare
B. Boycotting elections
C. ✓ **Writing petitions**
D. Violent armed struggle

Answer: C

In the inter-war years the usual weapon was the written petition. Associations, unions and educated elites sent petitions to governors and to London or Paris asking for reform.

Armed struggle and guerrilla war belong to the later period after 1945, for example Mau Mau in Kenya and the Algerian war. Africans could not boycott elections they were not allowed to vote in.

5. Which one of the following was correct about the period of Fascist Occupation in Ethiopia? (1)
- A. It was a time of investment in the steel and chemical industries
B. ✓ **It saw the establishment of provinces mainly along ethnic lines**
C. It was characterized by absence of racial distinction and oppression
D. It witnessed the spread of literacy among the elite as well as the masses

Answer: B

After May 1936 the Italians merged Ethiopia with Eritrea and Somalia into Italian East Africa and cut it into six regions drawn largely along ethnic and regional lines: Eritrea with Tigray, Amhara with its capital at Gondar, Oromo and Sidama with its capital at Jimma, Addis Ababa (later Shewa), Harar, and Somalia with the Ogaden.

Option A is the trap. The Italians did invest, but in roads, housing and small light industry, not in steel and chemicals. Racial segregation was strict, and schools for Ethiopians were closed rather than expanded.

Textbook: History Grade 10, Unit 3, section 3.5 Fascist Italian Aggression and Patriotic Resistance (page 72).

6. Which one of the following was strength of anti-fascist resistance in Ethiopia? (1)
- A. ✓ **Its mobilization of various sections of the population**
B. Its capacity to wage conventional war
C. Its success in establishing a national organization
D. Its concentration in the cities than in the countryside

Answer: A

The patriots, the Arbegnoch, drew fighters from every part of the country. The resistance ran from 1936 to 1941 and crossed lines of region, language and religion, which is why Italy never controlled the countryside.

Options B, C and D are the weaknesses, not the strengths. The patriots had no national command, could not fight a conventional war against tanks and aircraft, and were based in the rural areas while the Italians held the towns.

Textbook: History Grade 10, Unit 3, section 3.5 Fascist Italian Aggression and Patriotic Resistance (page 72).

7. The USA and Ethiopia started to establish relation in 1952 when the "Qagnaw station", a communication was built by the Americans. Then, two additional agreements signed known as - "The pont four" and MAAG (Military advisory and training). (1)
- A. he builds his image globally.
- B. **They provided military training and subsidies that helped the Emperor build a national army loyal to him.**
- C. They helped the Emperor build a strong airline that made control
- D. They provided military help to the Emperor to establish control over the rebel provinces of Ogden and Eritrea.

Answer: B

The stem lost its final question line in the scan. Read as: what did these American agreements do for Emperor Haile Selassie? The Point Four Agreement was signed on 15 May 1952 and the 1953 treaty let the United States run the Kagnaw communication station at Asmara. In return America supplied arms, money and the Military Assistance Advisory Group (MAAG) that trained the Ethiopian army.

That training and subsidy built a standing national army that answered to the Emperor, which is option B. Option D is narrower: the aid was not tied to fighting in the Ogaden and Eritrea.

Textbook: History Grade 10, Unit 6, section 6.1.1 External Influences (page 148).

8. Which one of the following entities established a manufacturing industry in Ethiopia in the 1950s? (1)
- A. CADU
- B. Point Four
- C. MIDROC
- D. **✓ HVA**

Answer: D

HVA, the Dutch company Handels Vereeniging Amsterdam, opened the Wonji sugar estate and factory in the Awash valley in the 1950s. It was the largest manufacturing venture of the imperial period.

Point Four was an American technical aid agreement, not a factory. CADU was the Chilalo Agricultural Development Unit of the late 1960s, and MIDROC is a private group of the 1990s, so all three fall outside the question.

9. Why did Girmame and Mengistu Neway organize a coup against the Emperor in 1960? (1)
- A. To create a modern army that would withland the eminent threat from Somalia,
- B. **✓ To establish a constitutional monarchy that would speed up Ethio. Pia's development**
- C. To radically transform Ethiopia's society by adopting an Ethiopian form of Socialism.
- D. To punish the Emperor for confiscating their family's lands in the south

Answer: B

On 14 December 1960 the Neway brothers proclaimed a new government with the Emperor's son Asfawosen as a salaried constitutional monarch and Ras Emeru as prime minister. Their complaint was that Ethiopia was being left behind, and their remedy was to limit the Emperor's personal rule.

Option C tempts you because Gername did read socialist ideas, but Ethiopian socialism was the language of the student movement and the Derg later, not the programme announced in 1960.

Textbook: History Grade 10, Unit 6, section 6.2.2 The Coup of 1960 (page 155).

10. Who were the founders of Great Zimbabwe?

(1)

- A. South African Boers
- B. Shirazi Arabs from Persia
- C. ✓ **Shona- speaking peoples**
- D. Traders from Phoenicia

Answer: C

Great Zimbabwe was built by Bantu speaking people, the Shona, who settled the plateau between about 900 and 1500 AD. The name comes from a Bantu word meaning stone house, and the capital was at its height around 1300 AD, living on cattle, farming and the gold trade through Sofala.

The old colonial claim that Phoenicians or Arabs built it has been disproved by archaeology. Shirazi settlers belong to the Swahili coast towns such as Kilwa, not to the inland stone city.

Textbook: History Grade 11, Unit 5 Peoples and States of Africa to 1500, section 5.6 Southern Africa (page 134).

11. What was the basis of the economic prosperity for the Hausa states of West Africa? Their

(1)

- A. ✓ **strategic location between the sahel and tropical forests**
- B. success in creating a unified empire
- C. adherence to a moderate form of Islam
- D. political alliance with the neighboring state of Kanem-Bornu Slave in

Answer: A

The Hausa city states of northern Nigeria grew rich on position. They sat at the southern end of the trans Saharan caravan routes, so goods from the forest belt in the south, such as kola nuts, leather, gold and cloth, were collected, taxed and sent north across the Sahara.

Option B is false: Kano, Katsina, Zazzau and the others stayed a loose group of rivals and were never united into one empire until Uthman dan Fodio's jihad swallowed them into the Sokoto Caliphate.

Textbook: History Grade 11, Unit 5, section 5.4 States in West Africa, Hausa City States (page 129).

12. which it was dominated by individual merchants and adventures?

(1)

- A. Mercantilist
- B. ✓ **Piratic**
- C. Triangular
- D. Monopolistic

Answer: B

The stem lost its opening words. Read as: which phase of the Atlantic slave trade was dominated by individual merchants and adventurers? That is the piratic phase, the first phase, running from the fifteenth century to the last quarter of the sixteenth. Slave hunters were private merchants, navigators and sea robbers, with no government backing.

The triangular label describes the shape of the route between Europe, Africa and the Americas, not a phase. The monopolistic phase that followed was run by chartered companies with armed support from their governments.

Textbook: History Grade 11, Unit 6, section 6.3 Slavery and Slave Trade in Africa (page 157).

13. What did the term "triangular" refer to in connection with the trans Atlantic Slave "trade"?

(1)

- A. The imbalance that existed in the value of the commodities exchanged between Africa, Europe and the Americans.
- B. ✓ **The linkage between the three continents involved in the trade of the times.**
- C. The sitting arrangements used inside the ships that carried slaves to the Americans.
- D. The design of the ships that transported slaves from African to the Americans.

Answer: B

Triangular describes the shape of the voyage across three continents. Ships carried guns, cloth and alcohol from Europe to Africa, captives from Africa to the Americas on the middle passage, then sugar, cotton and tobacco from the Americas back to Europe.

Option A names a real injustice, the unequal value of what was exchanged, but that is not what the word triangular refers to. Options C and D describe the ships, not the route.

Textbook: History Grade 11, Unit 6, section 6.3 Slavery and Slave Trade in Africa (page 154).

14. What was the major objective of the Portuguese explorations of the 15th and 16th centuries? (1)

- A. ✓ **The desire to enrich the state by locating new sources of commodities and markets.**
- B. The desire to secure sources of iron and coal for building the Portuguese navy
- C. The desire to establish buffer zones against the aggressively expanding Ottoman empire
- D. The desire to expand the teachings of reformed Catholic Church globally.

Answer: A

Portugal sailed to make the crown rich. Prince Henry and the kings who followed wanted a sea road to the spices, gold and ivory of Asia and Africa so they could buy at the source and cut out the Muslim and Venetian middlemen.

Option D is the near miss. Spreading Christianity really was a Portuguese aim, but the Catholic Reformation came later in the sixteenth century, so a reformed Catholic Church cannot explain voyages that began in the 1400s.

Textbook: History Grade 11, Unit 4, section 4.5 The Age of Exploration and Inception of Globalization (page 102).

15. Which one of the following was a factor behind the establishment of the Non-Aligned movement? (1)

- A. The failure of the UN to resolve international conflicts especially
- B. in East Asia Council to developing countries
- C. The desire to receive assistance both from the Communist and
- D. ✓ **The desire to unify the world through a non-ideological organization**

Answer: D

The Non Aligned Movement grew out of the Bandung Conference of 1955 and held its first summit at Belgrade in 1961 under Tito, Nasser, Nehru, Nkrumah and Sukarno. Its founding idea was to stand outside both Cold War blocs and to gather states of Asia, Africa and Latin America in one body that belonged to neither ideology.

Non alignment did not mean silence. Members intervened in world politics, pushed decolonization and condemned apartheid, but they refused to join either camp.

Textbook: History Grade 10, Unit 5, section 5.4 Non-Aligned Movement (page 134).

16. Why the 1945 Manchester Conference is considered an important landmark in the history of Pan-Africanism? (1)
Because it

- A. ✓ **called for the end of colonial rule in Africa.**
- B. approved a plan for the political union of African countries.
- C. was the first time that such a conference was held in Europe.
- D. rejected the use of violent means in achieving independence.

Answer: A

The fifth Pan African Congress met at Manchester in 1945 and for the first time demanded an end to colonial rule outright, not gradual reform. It was also the first congress in which delegates from Africa itself, among them Nkrumah and Kenyatta, took the lead.

Option C is false because earlier congresses had already met in Europe, in Paris in 1919 and in London. Option D is false because Manchester accepted that force might be needed if peaceful means failed.

Textbook: History Grade 12, Unit 7, section 7.5 Pan-Africanism, from Organization of African Unity to African Union (page 228).

17. Which of the following countries achieved independence through armed struggle? (1)

- A. Tunisia
B. ✓ Kenya
C. Ghana
D. Liberia

Answer: B

Kenya won independence in 1963 after the Mau Mau armed revolt of 1952 to 1960, which the British met with a state of emergency.

Tunisia and Ghana reached independence through political parties, strikes and negotiation, and Liberia was never colonised, so it had no war of liberation at all.

Textbook: History Grade 12, Unit 7, section 7.1 The Road to Independence and the Rise of Independent States in Africa (page 210).

18. Which of the following crisis was the OAU able to mediate successfully? (1)

- A. The Morocco- Western Saharan Conflict
B. The Ethio- Somali War
C. ✓ The Biafran War
D. The Congo Crisis

Answer: C

Of the four, the Nigerian civil war of 1967 to 1970, the Biafran war, is the one the OAU took up as a mediator. It set up a consultative committee of heads of state, backed Nigerian unity, and the country did stay whole when the war ended.

The others were beyond it. The Congo crisis and the Ethio Somali war were driven by the superpowers, and Western Sahara split the OAU so badly that Morocco walked out of the organisation in 1984.

Textbook: History Grade 10, Unit 7, section 7.1.7 Successes and Failures of the OAU (page 185).

19. Which of the following is the biggest contemporary threat to African economic development? (1)

- A. State failure
B. The HIV pandemic
C. Environmental degradation
D. ✓ The debt crisis

Answer: D

Debt is the answer the syllabus gives. African governments borrowed heavily in the 1970s, and when prices for their exports fell they had to spend a large share of every year's earnings on repayment instead of on schools, clinics and factories. The textbook names international debt and drought as the two things that held African development back in the 1980s and 1990s.

HIV and environmental damage are real problems, but they hurt one sector or one region. Debt drains the whole national budget every year.

Textbook: History Grade 12, Unit 7, section 7.3 Economy and Society in Independent Africa (page 217).

20. Which of the following Medieval Islamic scholars contributed to the development of the field of medicine? (1)

- A. ibnishaq
B. ✓ Ibn-Sina
C. Al-Bakri
D. Ibn-Khaldun

Answer: B

Ibn Sina, known in Europe as Avicenna, wrote the Canon of Medicine, which was used as a medical textbook in Europe and Asia for centuries.

The other three worked in different fields: al Bakri was a geographer who described the empire of Ghana, and Ibn Khaldun was a historian and the author of the Muqaddimah.

Textbook: History Grade 11, Unit 4, section 4.3 The Middle Ages in Asia (page 87).

21. What can the tajmahal tell us about Medieval Indian civilization? That it

(1)

- A. had advanced knowledge of the construction of canals.
- B. was secular despite its claim of being ardently Muslim.
- C. borrowed its building traditions from Persia.
- D. ✓ **had major achievements in the field of architecture.**

Answer: D

The Taj Mahal at Agra is a tomb Shah Jahan built for his wife Mumtaz Mahal, finished in the 1650s. Its white marble dome, its exact symmetry and its inlaid stonework show how far Mughal India had gone in architecture and engineering.

Option B fails on the building itself. The Taj is a Muslim mausoleum covered in Quranic inscriptions, so it is evidence of religious art, not of a secular state. Persian influence, option C, is real but partial: the building blends Persian, Indian and Central Asian styles.

22. Which one of the following can be a primary source for writing Ethiopia's economic history during the imperial period?

(1)

- A. ✓ **The various documents of the Five-Year Development Plans**
- B. A phd dissertation on the history of The Bank of Abyssinia
- C. Reports of Addis Zemen on the appointment dismissal of officials
- D. The memoir of the prominent patriot Ras Abebe Aregay

Answer: A

A primary source is a record made by the people involved at the time. The Five Year Development Plan documents were produced by the imperial government itself while it was running the economy, so they are first hand evidence of economic policy.

A PhD dissertation is a secondary source: the writer studied the past from other records. The memoir of Ras Abebe Aregay is primary, but it is about the patriotic struggle, not economic history, and newspaper notices of appointments are about politics.

Textbook: History Grade 11, Unit 1, section 1.1 History and Historiography (page 1).

23. Which one of the following is correct about the linguistic diversity and unity of the Ethiopian Region?

(1)

- A. The presence of a wide variety of languages spoken in the region indicates that the area was a favorite destination for migrants from Asia.
- B. The relatively small number of languages within Omotic family suggests that this was the most recent language to develop in the region
- C. **Despite their wide variety, a large number of the languages share common elements due to people's ✓ interactions.**
- D. The languages of the region expect the Semitic languages originate from one common language Proto - family.

Answer: C

Ethiopia and the Horn hold languages from several families, mainly Cushitic, Semitic and Omotic within Afro Asiatic, plus Nilo Saharan. Centuries of trade, migration, intermarriage and shared religion left borrowed words and shared features across them, so diversity and unity sit side by side.

Option A repeats the old and rejected idea that the region's peoples came from Asia. Option D is wrong because the Semitic languages of Ethiopia are not an exception: they belong to the same Afro Asiatic family as Cushitic and Omotic.

Textbook: History Grade 11, Unit 3, section 3.1 Languages, Religions and Peoples of Ethiopia and the Horn (page 52).

24. Which of the following areas appears to have been included within the territorial limits of the state of Punt? (1)

- A. ✓ **Parts of northern Somalia**
- B. Ethiopia's Omo Valley
- C. The southern part of the Aksum state
- D. The delta region of Egypt

Answer: A

No one knows the exact borders of Punt, but every proposal puts it on the Red Sea and Gulf of Aden side of the Horn. The incense and myrrh named in the Egyptian records point scholars to northern and north eastern Somalia, while the gold, ebony and monkeys point to northern Ethiopia and the coast between Suakin and Bab el Mandeb.

The Omo valley and the Egyptian delta are both far outside that zone, since the Egyptians sailed south from their own country to reach Punt.

Textbook: History Grade 11, Unit 3, section 3.2 Pre-Aksumite States and their Geographical Setting (page 61).

25. Which of the following is a correct comparison of the achievements of the civilizations of Rome and Persia? (1)

- A. Both established forest reserves to reduce environment degradation,
- B. Both developed decentralized state systems that respected local autonomy.
- C. Both developed religious systems in which the emperors were
- D. ✓ **Both built extensive road networks to control their populations.**

Answer: D

Both empires ruled far flung provinces by road. Persia built the Royal Road from Susa to Sardis with posting stations for royal messengers, and Rome built a paved network across its provinces. Roads moved armies, officials and tax, which is how both held their populations.

Option B is the opposite of the truth for Rome, which governed through appointed provincial officials, and neither state built forest reserves for the environment.

Textbook: History Grade 11, Unit 2, sections 2.2 Civilizations in Asia and 2.3 Civilizations in Europe (pages 28 and 36).

26. What was the distinctive feature of politics during the "Dark Ages"? (1)

- A. Temporary alliance between the nobility and the bourgeoisie against kings
- B. Persistence of peasant rebellions against absolute monarchs
- C. ✓ **Decentralization of power and authority among various elites**
- D. Concentration of power in the hands of autocratic emperors

Answer: C

The Dark Age, roughly 500 to 1000 AD in western Europe, followed the collapse of the western Roman Empire. Central authority broke apart, towns declined, and power passed to a growing number of lords, vassals and bishops holding land locally. Feudalism was the result.

Option D describes the opposite. Strong autocratic monarchs, and the peasant revolts and merchant classes of options A and B, belong to the later Middle Ages and the early modern period.

Textbook: History Grade 9, Unit 4, sections 4.1.1 Dark Age and 4.1.2 Feudal Society (pages 66 to 67).

27. What was the key feature of politics in the Byzantine Empire?

(1)

- A. The extreme fragmentation of royal authority
- B. The division of political authority between the Patriarchs and emperors
- C. The existence of two political capitals in Constantinople and Rome
- D. ✓ **The absolute nature of the power of the emperors**

Answer: D

In the Byzantine Empire the emperor was absolute. He was the sole law maker, ran the administration and held authority over the church as well, appointing and removing patriarchs.

Option B is the trap, because a patriarch did sit in Constantinople, but he did not share political power with the emperor. Byzantine authority stayed central, so option A is wrong too.

Textbook: History Grade 9, Unit 4, section 4.1.3 Byzantine Empire (page 67).

28. Which one of the following was important in the development of early capitalism in Europe?

(1)

- A. The Chemical industry
- B. ✓ **Long distance trade**
- C. Slave plantations
- D. Railways

Answer: B

Early capitalism grew out of long distance trade. From about 1000 to 1300 European towns and fairs grew, merchants gathered capital from trade in cloth, spices and metals, and reinvested it, which produced the first banking and credit systems.

Railways and the chemical industry came with the Industrial Revolution centuries later, so they cannot explain how capitalism began.

Textbook: History Grade 11, Unit 4, section 4.4 Development of Early Capitalism 1500 to 1789 (page 100).

29. What was the most important invention of the Early Modern period that was behind the global spread of knowledge?

(1)

- A. The imposition of English as a global lingua franca
- B. The adaptation of the Arabic numerals for everyday use
- C. ✓ **The invention of the movable printing press**
- D. The discovery of paper and ink

Answer: C

Johannes Gutenberg's movable type press, around 1450, is the invention meant here. Books could now be printed quickly and cheaply, so Bibles, Reformation pamphlets and scientific work reached readers across Europe and beyond in numbers no copyist could match.

Paper and ink, option D, were far older and came from China and the Arab world, and English became a world language only in the modern period.

Textbook: History Grade 11, Unit 4, section 4.6 The Renaissance (page 106).

30. What do archaeological findings tell us about the distribution of Neolithic cultures in the Ethiopian region? (1)

- A. That they originated in the north and then spread to the south
- B. ✓ **That they were found across extensive areas of the region**
- C. That they were first developed in the south and then spread to the north
- D. That they were limited to the border areas between Ethiopia and Eritrea

Answer: B

Neolithic sites and remains, including grinding stones, pottery and rock paintings, have been found in many parts of the Ethiopian region, north and south alike. That spread is what archaeology shows.

Options A and C both claim a single starting point with movement in one direction, and the evidence does not support either. Option D is far too narrow.

Textbook: History Grade 9, Unit 1, section 1.6 The Stone Age (page 14).

31. Which one of the following best characterizes early states? (1)

- A. ✓ **They tended to confer political rights to limited sections of society**
- B. They were the main agents for spreading democratic principles
- C. They were primarily the creations of a priestly class
- D. They tended to be guided by egalitarian principles than later states

Answer: A

Early states were divided into classes. Kings, priests, officials and soldiers held power, a person's place was fixed by birth and treated as god given, and the mass of farmers had no say in government. So political rights sat with a small part of society.

Option C is the tempting one, because religion was one route to kingship through the divine right idea. But the textbook lists war leadership, control of trade routes and control of irrigation alongside it, so priests were not the primary makers of early states.

Textbook: History Grade 11, Unit 1, section 1.3 The Emergence of States, Main Features of the Early States (page 18).

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