

History, 2017 EC, social science, entrance exam

Grade 12 · History · 2017 E.C.

MARKING KEY — CONFIDENTIAL**Time allowed:** 120 minutes**Questions:** 99**Total marks:** 99

1. What was the cause for the division of Islam into Sunni and Shi'a? (1)
- A. Disagreement on the meaning of "Sunna."
 - B. ✓ **Disagreement on the meaning and role of the Caliph.**
 - C. Disagreement on how leaders should be elected.
 - D. Conflict over who should be the next Prophet.

Answer: B

The split happened after the Prophet Muhammad died in 632, and the question was who should hold the office of Caliph and what that office meant. The Shi'a held that leadership belonged to the Prophet's family through Ali, his cousin and son in law; the Sunni accepted a Caliph chosen by the agreement of the community.

Option D fails because no group expected a new prophet. Muslims regard Muhammad as the last prophet, so the quarrel was about succession to leadership, not prophethood.

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

2. What was the central idea of the Enlightenment movement? It argued that (1)
- A. ✓ **Human progress is a possibility through the use of reason.**
 - B. In order to become enlightened one needs to believe in God.
 - C. People could attain happiness only in the next world.
 - D. All forms of government are oppressive and should be abolished.

Answer: A

The Enlightenment of the 17th and 18th centuries taught that people can improve their own lives by using reason, observation and science instead of accepting tradition or church authority without question.

Option C is the opposite of that idea. Enlightenment writers looked for happiness and progress in this world, which is why they pressed for reforms in law, government and education.

Textbook: History Grade 11, Unit 4 The Middle Ages and Early Modern World, section 4.8 The Scientific Revolution and the Enlightenment (page 113).

3. In what ways did the Almoravid and the Almohad movements strengthen Islam in North Africa? (1)
- A. Continuously conducted military campaigns against non-Muslims.
 - B. ✓ **Re-established "pure" Islam in both belief and community life.**
 - C. Formed alliance with Christians against others religion followers.
 - D. Gradually attracted non-Muslim community to Islam.

Answer: B

The Almoravids and the Almohads were Berber reform movements from the 11th and 12th centuries. Both taught that Islam in North Africa had drifted from its proper form, so they restored what they called pure belief and made daily community life follow Islamic law.

Option A is only part of the story. They did fight campaigns, but their lasting mark was religious reform inside Muslim society itself, not conversion of outsiders.

Textbook: History Grade 11, Unit 5 Peoples and States of Africa to 1500, section 5.3 Spread of Islam to North Africa (page 123).

4. What is the distinctive mark and achievement of Great Zimbabwe? (1)
- A. ✓ **Impressive stone building** B. Creatively crafted metal tools
C. Developed Ghana literature D. Irrigation-based agriculture

Answer: A

Great Zimbabwe is remembered for its huge stone enclosures and walls, built by the Shona without mortar. The ruins still stand on the plateau between the Limpopo and the Zambezi and gave the modern country its name.

Option C is wrong on two counts. Ghana was a separate West African state, and Great Zimbabwe left buildings rather than written literature.

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

5. How did Mansa Musa demonstrate the power and wealth of the Empire of Mali during the Great Africa? (1)
- A. By sponsoring the writings of a chronicle about his Islamic activities in Mecca.
B. ✓ **By undertaking a pilgrimage to Mecca and through his generous gifts from gold.**
C. By sponsoring the building of rest homes for pilgrims traveling to Mecca.
D. By offering protection to merchants who traveled the Trans-Saharan Trade.

Answer: B

Mansa Musa made the pilgrimage to Mecca in 1324 with a huge caravan and gave away so much gold on the way, especially in Cairo, that the price of gold fell there. That single journey showed the Muslim world how rich Mali was.

Option D describes ordinary practice for any state on the trans Saharan routes. It was the pilgrimage and the gold gifts that made Mali famous.

Textbook: History Grade 11, Unit 5 Peoples and States of Africa to 1500, section 5.4 States in West Africa (page 125).

6. Why did Great Britain begin to advocate the abolitionist movement of the 19th century? Because (1)
- A. Free trade was confronted with the major slave trader states.
B. Humanitarian actors condemned slavery as an evil act.
C. Seasons of civil unrest began aggravated majority of the population.
D. ✓ **Industrialization forced them to abandon the use of slave labor.**

Answer: D

The syllabus is direct on this point: the most important reasons for abolition were economic. With the Industrial Revolution, plantation slavery and the slave trade stopped being profitable, and British interests moved to cheap labour, raw materials and new markets. Britain outlawed the trade for its citizens in 1807 and then patrolled the Atlantic to enforce it.

Option B is the tempting answer, but the textbook states that European governments ignored the pressure of the humanitarian abolitionists. Moral campaigns mattered, yet the change of policy followed the change in economic interest.

Textbook: History Grade 11, Unit 6 Africa and the Outside World 1500 to 1880s, section 6.3 Slavery and Slave Trade in Africa (page 160).

7. What was the major cause for the decline and eventual downfall of the Kingdom of Kongo? (1)
- A. Competition of the land and other resources
 - B. Focus on warfare rather than production
 - C. ✓ **Prolonged Portuguese activities**
 - D. Miscommunication by the Manikongo

Answer: C

The Kingdom of Kongo broke down by the end of the 16th century mainly because of long Portuguese involvement. Portuguese traders pushed the slave trade deep into the kingdom, and the raiding that followed caused internal unrest that the Manikongo could not control.

Option A misses the real pressure. The damage came from outside interference in trade and politics, not from a local quarrel over land.

Textbook: History Grade 11, Unit 6 Africa and the Outside World 1500 to 1880s, section 6.1 Medieval African States (page 146).

8. What attracted the Dutch to initially settle at the southern tip of Africa? (1)
- A. Abundance of minerals including diamonds.
 - B. The exceptionally good weather in the region.
 - C. The presence of a strong state power in the region.
 - D. ✓ **Desire to supply food items to passing ships.**

Answer: D

The Dutch East India Company set up its station at the Cape of Good Hope in 1652 to feed its ships. The plan was to buy meat from the Khoisan and grow fresh fruit and vegetables for crews sailing to and from Asia, with a hospital for sick sailors.

Option A is a later story. Diamonds and gold were found in the interior only in the second half of the 19th century, more than two hundred years after the first settlement.

Textbook: History Grade 11, Unit 6 Africa and the Outside World 1500 to 1880s, section 6.5 The White Settlement in South Africa (page 163).

9. Which of the following is correct about the relationship between the sultanates of Ifat and Adal? (1)
- A. The former conquered the latter after nearly a century of resistance.
 - B. ✓ **Both were established at different times from the Walasma family.**
 - C. The ruling classes had a tradition of establishing marriage alliances.
 - D. They were leaders of the alliance against the Christian kingdom.

Answer: B

Ifat and Adal were both ruled by the Walasma family, but at different times. Walasma rulers took over the Sultanate of Shewa in 1285 and led Ifat; after Ifat was broken by the Christian kingdom, the same family carried on further east as the Sultanate of Adal.

Option A reverses the order and invents a conquest. Adal came after Ifat and grew out of it, so one did not conquer the other.

Textbook: History Grade 11, Unit 7 States, Principalities, Population Movements and Interactions in Ethiopia, section 7.2 The Expansion of Islam and the Emergence of Muslim Sultanates (page 179).

10. What factor contributed to the success of Yekuno Amlak in overthrowing the Zagwe Dynasty? (1)
- A. The relatively advanced weapons he possessed.
 - B. ✓ **The popular support of the local community he enjoyed.**
 - C. The military strength of Yekuno Amlak over the Zagwe.
 - D. The internal administration within the Zagwe.

Answer: B

Yekuno Amlak won because people accepted his claim rather than because he had the stronger army. He said he descended from Dil Na'od, the last Aksumite king, and influential churchmen such as Abune Teklehaymanot backed him, so local communities treated the Zagwe kings as illegitimate rulers. He defeated Yetbarek and took power in 1270.

Option A has no support. Nothing in the record shows better weapons on his side, and the Zagwe fell mainly through succession quarrels and lost legitimacy.

Textbook: History Grade 11, Unit 3 Peoples, States and Historical Processes in Ethiopia and the Horn, section 3.5 Zagwe Dynasty (page 68).

11. Between which European countries did the alliance system begin to isolate each other? (1)
- A. Russia-Britain antagonism
 - B. ✓ **France-German rivalry**
 - C. German-Ottoman rivalry
 - D. Italian-British opposition

Answer: B

After the Franco Prussian War of 1870 and 1871, Bismarck built a web of alliances whose whole purpose was to keep France without friends. He signed the Dual Alliance with Austria Hungary in 1879 and turned it into the Triple Alliance with Italy in 1882.

Option C fails because Germany and the Ottoman Empire moved closer together, not apart. The Ottomans ended up fighting on Germany's side in the First World War.

Textbook: History Grade 12, Unit 4 Society and Politics in the Age of World Wars, section 4.1 World War I and Its Settlement (page 93).

12. What signifies the February Russian Revolution of 1917? (1)
- A. ✓ **Tzar Nicholas was overthrown and reforms began**
 - B. Bolsheviks seized political power.
 - C. Soviets' abilities in the people's demand.
 - D. Soldiers in Petrograd began a strike.

Answer: A

The February Revolution of 1917 forced Tsar Nicholas II to abdicate. The monarchy ended and a Provisional Government took over and promised reforms.

Option B belongs to the second revolution. The Bolsheviks seized power in October 1917, eight months later, so it cannot be what February stands for.

Textbook: History Grade 12, Unit 4 Society and Politics in the Age of World Wars, section 4.2 The Russian Revolution of 1917 (page 101).

13. Which of the following alliance groups finally formed the "Axis powers" on the eve of WWII? (1)
- A. Anglo-French allied party
 - B. Allied powers
 - C. ✓ **Rome-Berlin-Tokyo Axis**
 - D. Entente powers

Answer: C

Hitler and Mussolini formed the Rome Berlin Axis in 1936, and Japan joined when Germany, Italy and Japan signed the Tripartite Pact on 27 September 1940. That is the Rome Berlin Tokyo Axis.

Options A, B and D name the other side or an earlier war. The Entente belongs to the First World War, and the Allies were the states that fought against the Axis.

Textbook: History Grade 12, Unit 4 Society and Politics in the Age of World Wars, section 4.3 Interwar Period: Capitalist Economy, Fascism and Nazism (page 104).

14. Which one of the following principal organs of the United Nations is concerned with developing nations? (1)
- A. The General Assembly
 - B. The Trusteeship Council
 - C. The International Court of Justice
 - D. ✓ **The Economic and Social Council**

Answer: D

The Economic and Social Council is the organ that handles economic development, social progress, health and education, so it is the one that works most closely with developing nations through the specialised agencies.

Option B is the tempting choice because it also dealt with dependent peoples, but the Trusteeship Council only supervised trust territories on their way to independence and suspended its work in 1994.

Textbook: History Grade 12, Unit 5 Global and Regional Developments Since 1945, section 5.2 The United Nations Organization (page 126).

15. Why are the "Third World" countries referred to as Non-Aligned? (1)
- A. They were neutral in both World Wars.
 - B. They were advanced economically and militarily.
 - C. They joined either NATO or Warsaw Pact military camp.
 - D. ✓ **They did not align with either the Eastern or Western blocs during the Cold War.**

Answer: D

Non Aligned means refusing to join either Cold War camp. These states stayed out of both NATO and the Warsaw Pact so that they could keep their new independence and choose their own policies.

Option A confuses two different periods. The Non Aligned Movement was founded at Belgrade in 1961, long after the world wars, and its whole subject was the Cold War.

Textbook: History Grade 10, Unit 5 Global and Regional Developments Since 1945, section 5.4 Non Aligned Movement (page 134).

16. What was the major characteristic of the Cold War? (1)
- A. ✓ **Armament race between the two Blocks**
 - B. Establishment of the Non-Aligned movement
 - C. The end of intelligence agencies
 - D. The decline of intelligence agencies

Answer: A

The Cold War was a contest of armament rather than direct battle between the two superpowers. The United States and the Soviet Union raced to build more and better nuclear weapons, and each side armed its own bloc.

Options C and D are simply false. Intelligence work grew during the Cold War, since spying was one of the main ways each bloc watched the other.

Textbook: History Grade 12, Unit 5 Global and Regional Developments Since 1945, section 5.4 The Cold War Realities (page 131).

17. Which of the following was NOT part of the arguments made by Ethiopia after WWII for Eritrea to be part of it? (1)
- A. ✓ **Eritrea was the breadbasket for Ethiopia.**
 - B. Eritrea was historically part of Ethiopia.
 - C. Italy used Eritrea as a base for aggression.
 - D. Ethiopia needed access to the Red Sea.

Answer: A

Ethiopia's case before the United Nations rested on three claims: that Eritrea had long been part of Ethiopia, that Italy had used Eritrea as a base to attack Ethiopia in 1896 and 1935, and that Ethiopia needed an outlet to the Red Sea. Calling Eritrea a breadbasket was never one of those arguments.

Option D is the easiest to mistake for the odd one out, but access to the sea was in fact one of Ethiopia's strongest points before the UN commission of 1950.

Textbook: History Grade 12, Unit 6 Ethiopia: Internal Developments and External Influences from 1941 to 1991, section 6.1 The Restoration of the Imperial Rule and External Influences (page 161).

18. What was the main cause for peasant rebellion in Ethiopia against the imperial regime? (1)
- A. Predominance of ethnic sentiments
 - B. ✓ **Opposition to taxation of land**
 - C. Irregularly centralized authority
 - D. Foreign agitation and subversion

Answer: B

The peasant revolts against the imperial regime grew out of land and tax grievances. In Gojjam in 1968 the farmers rose because they saw the new agricultural income tax as a step towards taking away their hereditary land.

Option A reads a later politics back into the 1960s. The revolts were about tribute, tax and landlord demands on the harvest.

Textbook: History Grade 12, Unit 6 Ethiopia: Internal Developments and External Influences from 1941 to 1991, section 6.3 Consolidation of Autocracy and Oppositions to the Monarchy (page 169).

19. Why did the Imperial Government of Ethiopia revise the Constitution in 1955? (1)
- A. To impress African leaders
 - B. To celebrate the Jubilee
 - C. To shift toward constitutional monarchy
 - D. ✓ **To incorporate Eritrea**

Answer: D

The 1931 constitution had to be replaced because Eritrea, joined to Ethiopia by the federation of 1952, already had a more advanced constitution with an elected assembly. To hold the two parts together the imperial government issued the Revised Constitution of 1955, which brought universal adult suffrage and an elected Chamber of Deputies.

Option C is the trap. The 1955 document did not move Ethiopia towards constitutional monarchy; it declared the person of the Emperor sacred and his power indisputable. The silver jubilee in option B was only the occasion chosen for announcing it.

Textbook: History Grade 12, Unit 6 Ethiopia: Internal Developments and External Influences from 1941 to 1991, section 6.3 The Revised Constitution of 1955 (page 172).

20. When did the Derg officially depose Emperor Haile Selassie I? (1)
- A. September 1975
 - B. February 1974
 - C. ✓ **September 1974**
 - D. January 1975

Answer: C

The Derg deposed Emperor Haile Selassie I by proclamation on 12 September 1974. The same proclamation suspended the 1955 constitution, dissolved parliament and set up the Provisional Military Administrative Council.

Option B is the year the revolution began but not the deposition. The mutiny at Negele Borena and the February strikes came first, and the Emperor was removed only in September.

Textbook: History Grade 12, Unit 6 Ethiopia: Internal Developments and External Influences from 1941 to 1991, section 6.4 The 1974 Revolution (page 184).

21. Which one of the following is a primary source for historians?

(1)

- A. History books
B. Oral traditions
C. Novels
D. ✓ **Eyewitness accounts**

Answer: D

A primary source is one made at the time of the event by someone directly involved, so an eyewitness account belongs there together with inscriptions, coins, letters and chronicles.

Option B is the tempting one, but Grade 9 lists oral traditions among secondary sources, because the story passes through many mouths before it reaches the historian. History books and novels are not primary either.

Textbook: History Grade 9, Unit 1 The Discipline of History and Human Evolution, section 1.2.3 Sources of History (page 5).

22. In which of the following pairs of archaeological sites in Ethiopia were hominid remains (*Homo*) discovered?

(1)

- A. ✓ **The Awash and Omo Valleys** B. Melka Kunture and Axum Valley
C. Axum and Awash Valley D. Aksum and Awash Valley

Answer: A

The Lower Awash and the Lower Omo valleys are the two Ethiopian sites where hominid remains have been found, including Lucy or Dinkinesh from Hadar in the Awash valley. Both are on the UNESCO world heritage list for this reason.

Options B, C and D all bring in Aksum, which is an archaeological site of a much later kingdom of stelae and inscriptions, not of hominid fossils.

Textbook: History Grade 9, Unit 1 The Discipline of History and Human Evolution, section 1.5 Africa and Human Evolution (page 12).

23. Which early state in the Horn of Africa is mentioned in Egyptian documents?

(1)

- A. Arrebiat
B. Damat
C. ✓ Punt
D. Zagwe

Answer: C

Punt is the land named in ancient Egyptian records as a trading partner that supplied incense, gold, ivory and ebony, and it is placed in the Horn of Africa. The best known expedition to Punt was sent by Queen Hatshepsut.

Option B fails on date. Da'mat was a real pre Aksumite state, but it is known from its own inscriptions rather than from Egyptian documents, and the Zagwe in option D belong to the 12th and 13th centuries.

Textbook: History Grade 11, Unit 3 Peoples, States and Historical Processes in Ethiopia and the Horn, section 3.2 Pre-Aksumite States and their Geographical Setting (page 61).

24. Where is the origin of ancient Chinese civilization?

(1)

- A.** ✓ **Yellow River**
- B.** Hwang Ho Valley
- C.** Yangtze Valley
- D.** Tigris River

Answer: A

Chinese civilization began in the valley of the Yellow River, where the fertile loess soil supported the first Chinese states. The Yangtze in option C became important later, and the Tigris in option D belongs to Mesopotamia.

Watch out for a fault in this question: option B, Hwang Ho Valley, is the same river as option A. Hwang Ho is simply the Chinese name for the Yellow River, so A and B name one and the same answer.

Textbook: History Grade 9, Unit 2 Ancient World Civilizations up to c. 500 AD, section 2.2.4 China (page 28).

25. What achievement did ancient Egypt, Mesopotamia, and China have in common? (1)

- A. Sale by religious leaders
- B. Construction of huge tombs
- C. ✓ **Development of writing systems**
- D. Peaceful relations with neighbors

Answer: C

Egypt, Mesopotamia and China each worked out a writing system of their own: hieroglyphics in Egypt, cuneiform in Mesopotamia and character writing in China. Writing is what allowed them to keep records, laws and religious texts.

Option B fits Egypt and its pyramids, but Mesopotamia built ziggurats as temples rather than tombs, so huge tombs are not the shared achievement.

Textbook: History Grade 9, Unit 2 Ancient World Civilizations up to c. 500 AD, sections 2.1.1 and 2.2 (pages 23 to 28).

26. Which of the following is true about Christianity in Aksum? (1)

- A. It suffered persecution
- B. ✓ **It spread rapidly after becoming a state religion**
- C. It weakened kings
- D. It was introduced by Egyptian monks

Answer: B

King Ezana made Christianity the official religion of Aksum in the fourth century, and the faith then spread quickly with royal backing. His coins stopped carrying the disc and crescent and began to carry the cross, which is the clearest evidence of the change.

Option D names the wrong people. The faith reached Aksum through Frumentius, the Syrian who became the first bishop, and it was later carried into the countryside by the Nine Saints.

Textbook: History Grade 11, Unit 3 Peoples, States and Historical Processes in Ethiopia and the Horn, section 3.3 The Aksumite Kingdom (page 63).

27. Which practice did Islam inherit from pre-Islamic Arabs? (1)

- A. Peaceful relations
- B. Separation of religion and state
- C. The system of counting time
- D. ✓ **Respect for Ka'aba**

Answer: D

The Ka'aba at Mecca was already a place of pilgrimage in pre Islamic Arabia, and Islam kept that respect while removing the idols kept there. Pilgrimage to it became one of the five pillars of the faith.

Option B is the opposite of Islamic practice. In early Islam religion and government were joined in the person of the Caliph, so no separation was inherited.

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

28. What weakened the Zagwe dynasty politically? (1)

- A. ✓ **Conflict over succession**
- B. Diversity among the ruled
- C. Outside competition
- D. Opposition from priests

Answer: A

The Zagwe dynasty was brought down by quarrels over the succession inside the ruling house, which left it open to rivals who claimed descent from the old Aksumite kings. Yekuno Amlak used that weakness and defeated the last Zagwe king, Yetbarek, in 1270.

Option D is close but not the main point. Some clergy did oppose the Zagwe, yet the textbook names internal problems of royal succession first.

Textbook: History Grade 11, Unit 3 Peoples, States and Historical Processes in Ethiopia and the Horn, section 3.5 Zagwe Dynasty (page 68).

29. Why did the Christian kingdom adopt the guild system after the restoration?

(1)

- A. ✓ **To increase productivity through organized land use**
- B. To recognize Agaw people's rights
- C. To resist external threats
- D. To address internal ethnic challenges

Answer: A

Read the stem as the gult system, which is what the restored dynasty used after 1270; the printed word guild is a scanning error. Gult was the right to collect tribute from peasants who held rist land, and it let the king reward officials and soldiers with the produce of a district instead of paying them in cash.

Of the four choices only A speaks about land and its produce. Options B, C and D bring in Agaw rights, foreign threats and ethnic questions, none of which the gult system was designed to answer.

Textbook: History Grade 11, Unit 7 States, Principalities, Population Movements and Interactions in Ethiopia, section 7.1 The Christian Highland Kingdom under the Restored Solomonic Dynasty (page 171).

30. What best characterizes the relationship between Muslim Sultanates and others in Ethiopia during the medieval period?

(1)

- A. Commercial
- B. ✓ **Conflict and competition**
- C. Military alliances
- D. Insignificant interaction

Answer: B

Through the medieval centuries the Muslim sultanates and the Christian kingdom competed for the same trade routes to Zeila and for control of the country between the highlands and the coast, and that competition turned into repeated war, from Amde Tsiyon against Ifat in 1332 to Imam Ahmad in the 1520s.

Option A is only half true. Trade did link the two sides, but the trade itself was the prize they fought over, so conflict and competition describe the relationship better.

Textbook: History Grade 11, Unit 7 States, Principalities, Population Movements and Interactions in Ethiopia, section 7.4 Relationship between the Christian Highland Kingdom and the Muslim Sultanate of Adal (page 188).

31. What caused the 1977/78 war between Somalia and Ethiopia?

(1)

- A. Desire to annex Djibouti
- B. Border disagreements
- C. Ethiopian political weakness
- D. ✓ **Somalia's claim to Ogaden**

Answer: D

Somalia invaded the Ogaden in July 1977 to take the Somali speaking lowlands of eastern Ethiopia into a Greater Somalia. Ethiopia, backed by Soviet arms and Cuban troops, drove the invaders out by March 1978.

Option B sounds close but is too mild. This was not a dispute over where a line should be drawn; Somalia claimed and occupied a whole region of Ethiopian territory.

Textbook: History Grade 10, Unit 6 Ethiopia: Internal Developments and External Influences from 1941 to 1991, section 6.4.1 The Ethio-Somalia War of 1977 (page 164).

32. What was the political situation in French West Africa after 1945?

(1)

- A. Africans demanded conditional independence
- B. French blocked local participation
- C. ✓ **Nationalists demanded full independence**
- D. French promised conditional independence

Answer: C

After 1945 France offered its West African colonies elected territorial assemblies but kept lawmaking in Paris with the Minister of Colonies. Because the reforms stopped short of real power, radical nationalists began to demand unconditional full independence.

Option D describes what France offered rather than what Africans wanted. The whole point of the period is the gap between the French offer of association and the nationalist demand for independence.

Textbook: History Grade 12, Unit 7 Africa since the 1960s, section 7.1 The Road to Independence and the Rise of Independent States in Africa (page 211).

33. What indicates economic failure in post-independence Africa?

(1)

- A. ✓ **Failure to solve food crises**
- B. Debt to Western nations
- C. Exporting European-demanded cash crops
- D. Weak industry sector

Answer: A

The clearest sign of economic failure after independence is that African states could not feed their own people. Land went to export crops, food production fell behind population growth, and drought turned into famine.

Option B is a real problem but a symptom rather than the proof asked for. Debt grew largely because food and fuel had to be bought from abroad.

Textbook: History Grade 12, Unit 7 Africa since the 1960s, section 7.3 Economy and Society in Independent Africa (page 217).

34. What was the key factor in defeating apartheid in South Africa?

(1)

- A. ✓ **Armed struggle and global support**
- B. UN condemnations
- C. Security council demonstrations
- D. Reforms in the constitution

Answer: A

Apartheid fell to pressure from two directions at once: armed struggle inside South Africa led by the African National Congress and its wing Umkhonto we Sizwe, and worldwide sanctions, boycotts and protest that isolated the government. Nelson Mandela was released in 1990 and the first non racial election was held in 1994.

Option B is not enough by itself. The United Nations condemned apartheid for decades without ending it, and change came only when internal struggle and external pressure worked together.

Textbook: History Grade 10, Unit 7 Africa Since 1960, section 7.1.5 Apartheid in South Africa (page 179).

35. Where did Pan-Africanism first gain momentum?

(1)

- A. America and West Africa
- B. Northern and Western Africa
- C. ✓ **The Americas and the Caribbean**
- D. Eastern and North-Western Africa

Answer: C

Pan Africanism started among people of African descent outside the continent, in the Americas and the Caribbean. W. E. B. Du Bois of the United States and Marcus Garvey and Henry Sylvester Williams of the Caribbean led the early congresses, and only later did the movement take root in Africa itself.

Option A is half right, because West Africa did become a centre of Pan Africanism, but that came later under leaders such as Kwame Nkrumah, after the idea crossed from the diaspora.

Textbook: History Grade 12, Unit 7 Africa since the 1960s, section 7.5 Pan-Africanism, from the Organization of African Unity to the African Union (page 228).

36. What was common in Ethiopian elections after the 1995 Constitution? (1)

- A. Opposition won in the capital
- B. ✓ **Ruling party always formed government**
- C. Ruling party won all seats
- D. Few political parties participated

Answer: B

In every general election held after the 1995 constitution the ruling front and its allies came back with a majority and formed the government. That is the pattern the question is asking about.

Option C goes too far for the whole period. In 2005 the opposition won a large number of seats, including in Addis Ababa, so the ruling party did not always take every seat.

Textbook: History Grade 12, Unit 8 Post 1991 Developments in Ethiopia, section 8.2 Ethiopia after the 1995 Constitution (page 244).

37. What limits the use of indigenous knowledge to solve modern problems? (1)

- A. It's monopolized
- B. It's outdated
- C. It's undemocratic
- D. ✓ **Lack of documentation**

Answer: D

Indigenous knowledge in Ethiopia passes from elder to young by word of mouth and practice, so very little of it is written down or studied. Because it is not documented, it is hard to test, teach or apply to present day problems, and knowledge dies with its holders.

Option B is a common prejudice rather than a limit. Many indigenous practices in soil care, medicine and conflict resolution still work; the problem is that they are not recorded.

Textbook: History Grade 12, Unit 9 Indigenous Knowledge Systems and Heritages of Ethiopia, section 9.1 Indigenous Knowledge: Definition and Unique Characteristic Features (page 255).

38. Why is indigenous knowledge considered an asset? (1)

- A. It's modern and up to date
- B. ✓ **It reflects cultural uniqueness**
- C. It is narrow in use
- D. It depends on ancient ideas

Answer: B

Indigenous knowledge is valued because it is the community's own. It grew out of one people's environment, language and long experience, so it carries their culture and identity as well as practical skill.

Option D turns the same fact into a fault. Being rooted in old ideas is not the point; the point is that the knowledge is tested by generations of use in that particular place.

Textbook: History Grade 12, Unit 9 Indigenous Knowledge Systems and Heritages of Ethiopia, section 9.1 Indigenous Knowledge: Definition and Unique Characteristic Features (page 255).

39. How did the Arab world repay the Muslims who spread Islam? (1)

- A. ✓ **with the first Masjid ever built was Masjid Al Noor**
- B. for the most decorated Masjid by Akum Mosque
- C. were the most decorated Mosaics
- D. was the most decorated Mercited by Akum Mosques.

Answer: A

This item reached us badly damaged and three of the four choices are unreadable, so answer it from the fact behind it. Option A is the only choice that speaks about the first mosque, and it is kept as the key.

Learn the two facts the question is reaching for. The first mosque of Islam was Quba, built at Medina after the migration of 622. In Africa the earliest mosque is the Al Nejashi mosque at Negash in Tigray, linked to the companions of the Prophet who found refuge with the king of Aksum in 615.

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

40. Which European rivalry caused WWI?

(1)

- A. Italy and Germany
- B. Britain and France
- C. Austria and Russia
- D. ✓ **Germany and France**

Answer: D

France never accepted the loss of Alsace and Lorraine to Germany in 1871, and Bismarck built his alliances to keep France isolated. That Franco German rivalry is the standing quarrel behind the alliance blocs that went to war in 1914.

Option C names a real Balkan rivalry but not the one the syllabus points to as the root cause. Austria and Russia clashed over the Balkans, yet the war grew out of the alliance system built around the German and French antagonism.

Textbook: History Grade 12, Unit 4 Society and Politics in the Age of World Wars, section 4.1 World War I and Its Settlement (page 93).

41. What made the Maji Maji rebellion in Tanganyika unique?

(1)

- A. It defended sovereignty
- B. It responded to economic oppression
- C. It led to colonization
- D. ✓ **It resisted German colonialism under spiritual unity**

Answer: D

The Maji Maji rising in German East Africa, from 1905 to 1907, was unusual because a spiritual message united many peoples who had never fought together. The prophet Kinjikitile told fighters that sacred water, maji, would protect them, and that belief carried the revolt across ethnic lines against German rule and forced cotton growing.

Option B is true but not what made it unique. Many colonial revolts answered economic oppression; only here did a religious message weld separate peoples into one movement.

Textbook: History Grade 12, Unit 2 Africa and the Colonial Experience, section 2.2 African Resistance against Colonial Expansion (page 33).

42. How can the Italo-Ethiopian War of 1935–36 be evaluated in the history of Italo-Ethiopian conflicts?

(1)

- A. A major cause for war.
- B. An unrelated cause for war.
- C. A weak cause for war.
- D. ✓ **An Italian pretext for war.**

Answer: D

The options here all judge something as a cause of war, so read the stem as asking about the Walwal incident of December 1934. Walwal was a clash at a well deep inside Ethiopian territory, and Italy used it as a pretext. Ethiopia took the matter to the League of Nations, while Mussolini went on preparing the invasion he launched on 3 October 1935.

Option A is the trap. A pretext is not a real cause: the true cause was Fascist Italy's decision to avenge Adwa and build an empire, and Walwal was only the excuse chosen to justify it.

Textbook: History Grade 12, Unit 3 Social, Economic and Political Developments in Ethiopia, section 3.7 Italian Aggression and the Patriotic Resistance (page 83).

43. Which of the following was an immediate consequence in Ethiopia for joining WWII on the side of the Allied Powers (against Nazi Germany)? (1)
- A. Italy's joining WWII on the side of Nazi Germany.
 - B. Ethiopia became fully independent.
 - C. ✓ **Direct foreign support for the patriots.**
 - D. Easy restoration of the Emperor to his throne.

Answer: C

Once Italy entered the war in June 1940, Ethiopia's fight became part of the Allied war effort, and the immediate result was open British help for the patriots. Arms, money and officers reached the resistance, and the combined force brought Emperor Haile Selassie back to Addis Ababa on 5 May 1941.

Option B claims too much too soon. Liberation in 1941 was followed by British control under the Anglo Ethiopian agreements, and full independence of action came only later in the 1940s and 1950s.

Textbook: History Grade 10, Unit 3 Social, Economic and Political Developments in Ethiopia, section 3.5 Fascist Italian Aggression and Patriotic Resistance (page 69).

44. Which of the following is NOT directly related to the Six-Day Arab-Israeli War in 1967? (1)
- A. ✓ **The designation of Jerusalem as an international city.**
 - B. The increase of Palestinian refugees in neighboring countries.
 - C. The declaration of war by allied Arab armies on Israel.
 - D. Israeli occupation of Sinai in Egypt.

Answer: A

Making Jerusalem an international city was part of the United Nations partition plan of 1947, twenty years before the Six Day War. In the war of June 1967 Israel took East Jerusalem and then annexed it, which is the opposite of internationalising the city.

Options B, C and D all belong to 1967: Arab armies declared war, Israel occupied Sinai as well as the West Bank and Gaza, and a new wave of Palestinian refugees crossed into neighbouring states.

Textbook: History Grade 12, Unit 5 Global and Regional Developments Since 1945, section 5.6 The Middle East (page 145).

45. What was an immediate outcome following the "referendum" allowed by the French government in 1958? (1)
- A. All the French colonies gained independence.
 - B. All colonies remained within the French community.
 - C. France stopped providing aid to colonies.
 - D. ✓ **Guinea became fully independent.**

Answer: D

In the 1958 referendum de Gaulle asked each French African colony to vote Yes for autonomy inside the French Community or No for immediate independence outside it. Only Guinea voted No, and under Sekou Toure it became fully independent at once, losing French aid and technical staff.

Option A is wrong on timing. The other French colonies first became autonomous republics within the Community and reached independence in 1960.

Textbook: History Grade 12, Unit 7 Africa since the 1960s, section 7.1 The Road to Independence and the Rise of Independent States in Africa (page 211).

46. In which of the following aspects had the OAU achieved the most success?

(1)

- A.** In achieving African unity.
- B. ✓ In ending colonialism.**
- C.** In promoting Pan-Africanism.
- D.** In promoting integration.

Answer: B

The strongest record of the Organization of African Unity, founded in 1963, is decolonisation. Its Liberation Committee gave money, training and diplomatic cover to liberation movements, and it kept up the pressure until Zimbabwe, Namibia and finally South Africa were free.

Option A is where the OAU fell short. Nkrumah wanted continental union government, but member states guarded their sovereignty, so unity and economic integration stayed weak.

Textbook: History Grade 10, Unit 7 Africa Since 1960, section 7.1.7 Successes and Failures of the OAU (page 185).

47. In what way did the British contribute to the consolidation of autocracy in Ethiopia between 1841 and 1855?

(1)

- A. Organized the Imperial Body Guard. B. Established the Kapon custom.
- C. ✓ **Established the Police Force.** D. Founded the Ethiopian Airlines.

Answer: C

Read the dates as 1941 and 1955, the years of British influence after liberation. The Ethiopian Police Force was set up in 1942, organised along British lines, and British officers trained and led it. Along with British advisers in the ministries, that gave the restored Emperor a coercive arm he had not had before.

Option A is the tempting one but the dates do not fit. The Imperial Bodyguard was created in 1930 with Belgian advisers and rebuilt after 1941 with Swedish help, and Ethiopian Airlines was founded in 1945 with American assistance.

Textbook: History Grade 12, Unit 6 Ethiopia: Internal Developments and External Influences from 1941 to 1991, section 6.3 Consolidation of Autocracy (page 172).

48. What was the main fact that encouraged students to protest with the slogan "Land to the Tiller"?

(1)

- A. ✓ Feudal exploitation that they witnessed during community service.**
- B. Marxian ideology encouraged them to oppose inequality.
- C. They aimed at rallying the rural population to their side.
- D. The leaders of the Land Union created the issue for political purposes.

Answer: A

University students were posted to the countryside for national service, and what they saw there turned them into radicals. Tenants handing over a large share of their harvest to landlords convinced them that the land question came first, and the slogan Land to the Tiller was born from that experience.

Option B is second in line rather than first. Marxist reading gave the students their language, but the demand grew out of the tenancy and landlordism they met face to face.

Textbook: History Grade 12, Unit 6 Ethiopia: Internal Developments and External Influences from 1941 to 1991, section 6.3 Oppositions to the Imperial Rule (page 176).

49. Which one of the following groups began to take actions that seriously endangered the power of the Emperor?

(1)

- A. Workers' strike.
- B. ✓ Military officers.
- C. Teachers' strike.
- D. Student Movement.

Answer: B

The revolution turned dangerous for the Emperor when the army moved. It began with the mutiny of the Fourth Brigade at Negele Borena in January 1974, spread to the Second Division in Asmera, and ended with officers and soldiers forming the Derg and deposing him in September.

Option D started the criticism but could not remove a government. Students had protested for a decade without shaking the throne; the crown fell only when the armed forces turned.

Textbook: History Grade 12, Unit 6 Ethiopia: Internal Developments and External Influences from 1941 to 1991, section 6.4 The 1974 Revolution (page 184).

50. What was the key element that facilitated Muslim Sultanates' formation in Eastern, Southern, and Central Ethiopia? (1)
- A. Settlement of Muslim Arabs.
 - B. ✓ **The influence of long-distance trade routes.**
 - C. The coming of Arab refugees.
 - D. Availability of imported firearms.

Answer: B

The sultanates of Ifat, Adal, Hadya, Bali, Dawaro and Fatagar all grew up along the caravan roads that ran from Zeila and the Red Sea into the interior. Trade brought Muslim merchants, wealth and firearms, and the men who controlled the road became rulers.

Option A points at the wrong people. Islam and its states here were carried by traders and local converts, not by settling Arab populations.

Textbook: History Grade 11, Unit 7 States, Principalities, Population Movements and Interactions in Ethiopia, section 7.2 The Expansion of Islam and the Emergence of Muslim Sultanates (page 179).

51. What did the Medieval Kingdoms of Kaffa and Yem have in common? (1)
- A. ✓ **Economy was supplemented by trade.**
 - B. Both had central governments.
 - C. Both had the same culture.
 - D. Rulers' families belonged to the same dynasty.

Answer: A

For both kingdoms the textbook describes the same economic shape: farming was the base and trade was the extra. Kafa lived on agriculture supplemented by trade in ivory, cattle, musk and later coffee, while in Yem enset and cereals came first and trade and handicrafts came second.

Note that both also had strong central kingship, so option B is not entirely false; option A is the answer because it is the feature the syllabus states in the same words for each kingdom. Options C and D are clearly wrong, since the two had separate dynasties, the Minjo of Kafa and the Halman Gama and later Mowa of Yem.

Textbook: History Grade 11, Unit 8 Political, Social and Economic Processes in Ethiopia, section 8.1 Peoples and States of Southern, Western and Eastern Ethiopia (pages 204 to 205).

52. What accounted for the involvement of the Portuguese and Ottoman Turks in the conflict between the Christian Kingdom and Adal in the 16th century? (1)
- A. Libne Dingil and Imam Ahmed had ties with the respective rulers.
 - B. Both were interested in restoring peace to the region.
 - C. Both rivaled for commercial dominance of the Red Sea coast.
 - D. ✓ **Each felt that it had the duty to support their co-religionists.**

Answer: D

The war between Libne Dingil and Imam Ahmad ibn Ibrahim in the 1520s and 1530s drew in outsiders on religious lines. Ottoman Turkey sent firearms and men to Adal as a Muslim power, and Portugal landed the force of Christopher da Gama in 1541 to help a Christian king, which decided the battle of Woyna Dega in 1543.

Option C sounds modern and reasonable, but Red Sea commerce alone does not explain why each side backed one particular Ethiopian ruler. Both powers described their action as help for fellow believers.

Textbook: History Grade 11, Unit 7 States, Principalities, Population Movements and Interactions in Ethiopia, section 7.4 Relationship between the Christian Highland Kingdom and the Muslim Sultanate of Adal (page 188).

53. How did the Mogassa system facilitate the Oromo population movement in the 16th century and after? (1)
- A. Boosted the morale of Oromo warriors with motivational songs.
 - B. Weakened the power of groups they came into contact with.
 - C. Encouraged non-Oromo groups to accept Oromo customs.
 - D. ✓ **Increased the Oromo military number over others.**

Answer: D

Moggasa was mass adoption. A whole group, Oromo or not, was taken into a gosa by an oath sworn before the Abba Gadaa, and its members then held full rights as sons of the clan. The textbook says plainly that this swelled Oromo numbers and with them their military strength.

Option C describes a side effect. Adopted groups did take on Oromo custom and language, but what made the movement succeed was the extra fighting manpower.

Textbook: History Grade 11, Unit 7 States, Principalities, Population Movements and Interactions in Ethiopia, section 7.5 Population Movements in the Ethiopian Region (page 199).

54. Which of the following refers to the 16th-century Oromo and Ennarya relation? (1)
- A. ✓ **Ennarya was assimilated into the Oromo finally**
 - B. They were strong commercial allies.
 - C. They made a strong campaign against their enemies.
 - D. Ennarya was once reduced to a tributary by the Oromo.

Answer: A

Ennarya held out against the Macha Oromo for more than a hundred years from the end of the 16th century, then lost. The Limmu branch defeated it in about 1710, the territory was renamed Limmu Ennarya, and the remaining people were absorbed into Oromo society.

Option D misplaces the tributary status. Ennarya was made a tributary by King Amde Tsiyon of the Christian kingdom in the 14th century, not by the Oromo.

Textbook: History Grade 11, Unit 7 States, Principalities, Population Movements and Interactions in Ethiopia, sections 7.3.3 The Kingdom of Ennarya (page 187) and 7.5 (page 195).

55. Which of the following is correct about the Kingdom of Sonni? (1)
- A. ✓ **The economy was dependent on the production of cash crops.**
 - B. There had been religious intolerance during the period.
 - C. It organized a successful resistance against the expansion of Kaffa.
 - D. Its dynasty claimed descent from Emperor Yishak.

Answer: A

The name in the stem is scrape damage and cannot be matched to any kingdom in the syllabus, so answer it by elimination. Option A fits the southwestern kingdoms of the Gibe and Omo country, whose wealth came from crops sold on the long distance routes, above all coffee, along with ivory, musk and gold.

The other three cannot be supported. Kafa was the kingdom that expanded rather than the one resisted, and no southern dynasty in the textbook claims descent from Emperor Yeshak, who ruled from 1412 to 1430.

Textbook: History Grade 11, Unit 8 Political, Social and Economic Processes in Ethiopia, section 8.1 Peoples and States of Southern, Western and Eastern Ethiopia (pages 203 to 212).

56. Which of the following was a characteristic of the Zemene Mesafint?

(1)

- A. The Medieval church strengthened to resolve internal divisions.
- B. The kings became powerful at the expense of regional lords.
- C. The remnants of the Gondar dynasty remained to govern, say the Yaju.
- D. ✓ **The Warassek were the dominant political family of the period.**

Answer: D

During the Zemene Mesafint, from 1769 to 1855, the Yeju Oromo family known as the Warra Sheh held real power. They founded their line in 1786 and their Ras at Debre Tabor, men such as Ras Gugsa and Ras Ali II, appointed and removed the Gondar kings at will.

Option B states the opposite of the period. The kings kept the title but lost the power, and it was the regional lords who ruled.

Textbook: History Grade 11, Unit 8 Political, Social and Economic Processes in Ethiopia, section 8.2.4 The Zemene Mesafint (page 229).

57. What was the major motivation of European travelers since 1800 with grave consequences for Africa?

(1)

- A. Spreading Christianity with missionary zeal.
- B. Discovering new areas for scientific motivations
- C. ✓ **Preparing the ground for colonial conquest**
- D. Enhancing friendly relations with African states.

Answer: C

The travellers who crossed Africa after 1800, men such as Mungo Park, Livingstone and Stanley, mapped rivers, routes and resources and published what they found. Those maps and reports became the working papers of the powers that partitioned the continent at Berlin in 1884 and 1885.

Option B describes what the explorers said about themselves. Their stated aim was science and discovery, but the grave consequence for Africa was that they opened the way for conquest.

Textbook: History Grade 11, Unit 6 Africa and the Outside World 1500 to 1880s, section 6.6 European Explorers and Missionaries 1770 to 1870 (page 165).

58. How did "The Boston Tea Party" bring about the American War of Independence?

(1)

- A. ✓ **Triggered anti-British protests by the colonists.**
- B. Brought a dramatic length to the colonists' discussions.
- C. Increased the price of tea for export in the colonies.
- D. Served as a communication link with the French.

Answer: A

In December 1773 colonists threw British East India Company tea into Boston harbour in protest at taxation without representation. Britain answered with the Coercive Acts, which closed the port and cut Massachusetts self government, and that punishment pulled the thirteen colonies together into open resistance.

Option C reverses the economics. The Tea Act had lowered the price of the company's tea; what angered the colonists was the tax and the monopoly behind it.

Textbook: History Grade 11, Unit 9 The Age of Revolutions, section 9.2 The American War of Independence (page 246).

59. In which of the following aspects of French and European life did Napoleon influence as a model mark? (1)

- A. Education system
- B. Election system
- C. Bureaucratic system
- D. ✓ **Legal system**

Answer: D

Napoleon's lasting mark was the Civil Code of 1804. It put the law in one clear written book, secured equality before the law and property rights, and was carried into Italy, the Low Countries, Germany and beyond, where it shaped legal systems long after his fall.

Option C is real but smaller. He did rebuild the French bureaucracy with prefects and a state bank, yet it is the code that other countries copied.

Textbook: History Grade 11, Unit 9 The Age of Revolutions, section 9.4 The Period of Napoleon Bonaparte (page 255).

60. How did Ottoman Turkey diminish European dominance in the Mediterranean region in the 15th and 16th centuries? (1)

- A. Expanded Christianity in the region.
- B. ✓ **Conquered vast territories of the region.**
- C. Spread the Turkish language.
- D. Refused to trade with Europeans.

Answer: B

The Ottomans cut Europe down to size in the Mediterranean by taking territory. Mehmed II captured Constantinople in 1453, and by the middle of the 16th century the empire held the Balkans, Egypt, Syria, the North African coast and the sea lanes between them.

Option D is the opposite of what happened. The Ottomans went on trading with Europeans; what hurt European states was that the Ottomans now controlled the routes and taxed them, which pushed Portugal and Spain to look for a sea road to the East.

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

61. Which of the following was the correct match of the Renaissance philosopher's achievement? (1)

- A. Michelangelo painted Mona Lisa.
- B. ✓ **Daniel wrote the idea of Utopia.**
- C. Erasmus studied human anatomy.
- D. Copernicus wrote the Divine Comedy.

Answer: B

The match the question wants is Utopia, the book that describes an imagined ideal society, published in 1516 by Thomas More. The name printed in option B is scrape damage for More.

The other three are all mismatched on purpose. Leonardo da Vinci painted the Mona Lisa, not Michelangelo; anatomy was the work of Vesalius, not Erasmus; and the Divine Comedy was written by Dante, not Copernicus, who wrote on the sun centred universe.

Textbook: History Grade 11, Unit 4 The Middle Ages and Early Modern World, section 4.6 The Renaissance (page 106).

62. What was the factor for the revived resistance of Muslim sultanates against the Christian kingdom of Ethiopia from the 14th century onwards? (1)
- A. Increased support from overseas trade.
 - B. ✓ **Supply of arms from the outside world.**
 - C. Strong religious commitment to the south.
 - D. Strategic relocation to the Harar plateau.

Answer: B

What turned the sultanates from local powers into a serious military threat was weapons from outside. Firearms and cannon reached Adal from the Ottomans and through the Red Sea ports, and with them Imam Ahmad ibn Ibrahim overran most of the Christian kingdom between 1529 and 1543.

Option D names a real move but not the cause. The centre of Muslim power did shift east towards Harar after Ifat fell, yet a new base does not by itself explain the new fighting strength.

Textbook: History Grade 11, Unit 7 States, Principalities, Population Movements and Interactions in Ethiopia, section 7.2 The Expansion of Islam and the Emergence of Muslim Sultanates (page 179).

63. Where was the political and religious center of the Oromo people before they began their movement? (1)
- A. Oda Malabu
 - B. ✓ **Mada Walabu**
 - C. Oda Bultum
 - D. Oda Bisil

Answer: B

Madda Walabu, on the Bale and Sidama borderlands, was the political and religious centre of the Oromo before the movement of the 16th century. The Abba Muda, the father of anointment, sat there, and delegates from all branches came to it as the central chaffe.

The Oda names in the other options are real assembly sites, but they were set up later by particular branches after the movement had begun, such as Oda Nabee for the Tulama and Oda Bultum in Hararghe.

Textbook: History Grade 9, Unit 7 States, Principalities, Population Movements and Interactions in Ethiopia, section 7.5 Population Movements, Expansion and Integration (page 135).

64. What was the consequence of the introduction of Catholicism to Ethiopia? (1)
- A. It supported the growth of urban settlements.
 - B. It contributed to the expansion of Christianity.
 - C. ✓ **It led to a bloody civil war in the Christian kingdom.**
 - D. It served to counter the growing tide of Islamic expansion.

Answer: C

When Emperor Susenyos declared Catholicism the state religion in 1622, the country rose against him. The fighting cost thousands of lives, and in 1632 he gave up the throne and restored the Orthodox faith. His son Fasiledes expelled the Jesuits and closed the country to them.

Option B has it backwards. The Catholic mission did not add to Christianity in Ethiopia; it split the Christian population and left a lasting suspicion of European missionaries.

Textbook: History Grade 11, Unit 8 Political, Social and Economic Processes in Ethiopia, section 8.2 Instability versus Consolidation in the Christian Highland Kingdom (page 220).

65. Which one of the following indicates the importance of the strategic location of Gondar city? (1)
- A. Served as a tourist center for its attractive urban structure.
 - B. ✓ **Linked trade routes from the interior to Massawa and Metemma.**
 - C. Helped to develop a free harbor around the Red Sea region.
 - D. Enabled the kings to oversee all conspiracies spread against them.

Answer: B

Gondar, founded by Fasiledes in 1636, sat where the roads met. Goods from the interior passed through it on the way to Massawa on the Red Sea and to Metemma on the Sudan border, and the customs on that traffic paid for the castles and the court.

Option C confuses a market town with a port. Gondar is inland in Begemder; it linked traders to the coast but had no harbour of its own.

Textbook: History Grade 11, Unit 8 Political, Social and Economic Processes in Ethiopia, section 8.2 The Gondarine Period (page 224).

66. Which state reached the peak of its power during the rule of Askia Mohamed? (1)
- A. Mali
 - B. Ghana
 - C. ✓ **Songhay**
 - D. Kanem-Bornu

Answer: C

Songhay reached its greatest extent and strength under Askia Mohammed, who ruled from 1493 to 1528. He organised provinces and a standing army, made the pilgrimage to Mecca, and turned Timbuktu and Gao into centres of Islamic learning and trans Saharan trade.

Option A is the empire that came before. Mali had its golden age a century and a half earlier under Mansa Musa, and Songhay rose on its ruins.

Textbook: History Grade 11, Unit 5 Peoples and States of Africa to 1500, section 5.4 States in West Africa (page 125).

67. When did Europeans begin to raid African slaves during the Trans-Atlantic Slave Trade? (1)
- A. They were encouraged by African rulers to buy slaves.
 - B. The Native American Indians refused to serve as slaves in plantations.
 - C. They believed Africans were naturally hard workers.
 - D. ✓ **They needed labor when white slaves were unable to resist hardships.**

Answer: D

Europeans turned to Africa only after other labour failed. The Amerindians died in huge numbers from European diseases and harsh treatment, and the white convicts and prisoners sent out next were few, could not stand the hardship and died of tropical disease. African captives were then taken because they survived those diseases.

Option B is the wording to watch. The Native Americans did not refuse to work; they were forced into the plantations and mines and were destroyed there, which is what created the labour shortage.

Textbook: History Grade 11, Unit 6 Africa and the Outside World 1500 to 1880s, section 6.3.3 The Trans-Atlantic Slave Trade (page 156).

68. What was the factor for the consolidation of capitalism in Modern Europe in the 17th–18th centuries? (1)

- A. The equality between workers and proletariat.
- B. The shift from feudal to wage labor.
- C. The resistance of workers to factory owners.
- D. ✓ **The discovery of new sources of raw materials.**

Answer: D

The voyages of the 15th and 16th centuries opened new sources of raw materials and new markets for Europe, and the profits from sugar, cotton, gold and silver piled up as capital in the hands of merchants and bankers. That accumulation is what carried capitalism through the 17th and 18th centuries into industrial capitalism.

Option C is not a factor for capitalism at all. Worker resistance to factory owners belongs to the 19th century and worked against the owners rather than consolidating their system.

Textbook: History Grade 11, Unit 4 The Middle Ages and Early Modern World, sections 4.4 Development of Early Capitalism and 4.5 The Age of Exploration (pages 100 to 102).

69. Why did foreign powers interfere in the French Revolution in 1793? (1)

- A. Attempted to overthrow the monarchy.
- B. Supported the revolutionist power.
- C. ✓ **Feared that the revolution would expand to their countries.**
- D. Hired victims of France's province to Austria.

Answer: C

The monarchies of Europe went to war on revolutionary France in 1792 and 1793 because they were afraid for themselves. Austria and Prussia, joined by Britain, Spain and others, feared that the ideas that had toppled Louis XVI would reach their own subjects, and the execution of the king in January 1793 made that fear urgent.

Option A says the reverse. The foreign powers wanted to save the French monarchy and put the king back, not to overthrow him.

Textbook: History Grade 11, Unit 9 The Age of Revolutions, section 9.3 The French Revolution (page 249).

70. What archeological change expanded the scope of Ethiopian history studies since the 1960s? (1)

- A. Adoption of techniques for collecting/evaluating oral sources.
- B. Establishment of local historical associations.
- C. Development of quantitative data methods.
- D. ✓ **Beginning of archeological studies in southern Ethiopia.**

Answer: D

Until the early 1960s the study of Ethiopian history dealt almost only with the north, which had writing, chronicles and excavated sites. The change came when archaeologists began to dig in the south and southwest, work encouraged by the Institute of Ethiopian Studies founded in 1963, and the story of the whole country could be written.

Option A also belongs to the 1960s, but it is about oral evidence rather than archaeology, and the question asks for the archaeological change.

Textbook: History Grade 11, Unit 1 History, Historiography and Human Evolution, section 1.1 History and Historiography (page 5).

71. Which one of the following refers to the primary use of history?

(1)

- A. Forget past mistakes.
- B. Plan for today.
- C. ✓ **Understand the past.**
- D. Imagine the future.

Answer: C

History exists to help us understand the past: what people did, why they did it and how societies changed. Everything else that history is good for, including judging the present and planning ahead, rests on that understanding.

Option A is the opposite of the purpose of the subject. History keeps the record of past mistakes precisely so that they are not forgotten.

Textbook: History Grade 9, Unit 1 The Discipline of History and Human Evolution, section 1.2.1 The importance of History (page 4).

72. What is the chief argument of the scientific theory of human evolution?

(1)

- A. Humans created in evolution remained, created or determined.
- B. Humans were created but continued to evolve over time.
- C. There are humans are never more evolved.
- D. ✓ **Humans evolved from lower beings in a natural process.**

Answer: D

The scientific theory holds that human beings came into existence through natural evolution from earlier forms of life over millions of years, and that the process is explained by descent with modification rather than by a single act of creation.

Fossils from the Awash and Omo valleys are part of the evidence.

Option B mixes two different explanations. Joining creation to evolution belongs to religious and philosophical arguments, not to the scientific theory the question names.

Textbook: History Grade 9, Unit 1 The Discipline of History and Human Evolution, section 1.4 Theories of Human Evolution (page 11).

73. What is the major difference between Confucianism and Legalism in ancient Chinese philosophy?

(1)

- A. ✓ **The former emphasized personal responsibility, while the latter emphasized authority.**
- B. The former was about order while the latter was about competition.
- C. The former took a written form while the latter was militaristic.
- D. The former was about grievance of the poor while the latter was about privilege of the rich.

Answer: A

Confucius taught that order comes from within: if rulers and subjects behave properly and each person meets the duties of his place, society will be harmonious. The Legalists thought people obey only force, so they wanted strict written law, heavy punishment and the plain authority of the state.

Option C mixes up the details. Both schools were written down, and it was Legalism, applied by the Qin, that leaned on the army and the law, not Confucianism.

Textbook: History Grade 11, Unit 2 Major Spots of Ancient World Civilizations, section 2.2 Civilizations in Asia (page 28).

74. Which of the following attracted particularly the poor and contributed to the spread of Christianity? (1)
- A. The collaboration of missionaries with the political leadership.
 - B. The promise of a happy life on earth through the blessing of faith.
 - C. The harsh persecution of Christians by the vast Roman Empire.
 - D. ✓ **The teaching that emphasized the equality of all men before God.**

Answer: D

Christianity spread fastest among the poor, the slaves and women because it taught that every soul stands equal before God. In a Roman world built on rank and slavery that promise of equal worth, and of salvation open to anyone, was new.

Option B states the wrong promise. Early Christian teaching offered salvation and eternal life rather than an easy life on earth, which is why converts were willing to face persecution.

Textbook: History Grade 11, Unit 2 Major Spots of Ancient World Civilizations, section 2.5 The Rise and Spread of Christianity (page 47).

75. Which of the following list of languages belongs to the Omotic family? (1)
- A. Kembata, Wolaita, Burji, Libido
 - B. Gamo, Gofa, Ubukie, Dessanach
 - C. ✓ **Gamo, Kaffa, Kaffa, Shinesha**
 - D. Dizi, Ari, Sheko, Gedeo

Answer: C

The Omotic family is spoken along the Omo basin in the southwest, and the syllabus names Wolaita, Gamo, Gofa, Dawuro, Konta, Dizi, Kafa, Maji, Ari, Sheko, Dorze and Yem, with Shinasha in Benishangul Gumuz as an outlier. Every language in option C is on that list.

Option D is the trap and is the answer recorded on the paper. Dizi, Ari and Sheko are indeed Omotic, but Gedeo is an eastern Cushitic language, so that list is mixed. Option A fails the same way, since only Wolaita in it is Omotic.

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

76. Which of the following is true about the ancient state of Da'mat? (1)
- A. ✓ **It had a very strong relation with South Arabia.**
 - B. It left not any evidence to verify its achievements.
 - C. It started as a settlement of South Arabian immigrants.
 - D. It started as a province of the Aksumite state

Answer: A

Da'amat, from about 980 to 400 BC with its capital at Yeha, was in close contact with South Arabia. Its temple, its stone masonry and its Sabaeen style inscriptions show the link, and South Arabian merchants worked at Yeha buying ivory and other goods from the interior.

Option C states an old theory that the syllabus does not accept. Da'amat was a local state that traded and exchanged culture with South Arabia, not a colony founded by immigrants from across the sea, and option B is refuted by the standing ruins at Yeha.

Textbook: History Grade 11, Unit 3 Peoples, States and Historical Processes in Ethiopia and the Horn, section 3.2 Pre-Aksumite States and their Geographical Setting (page 61).

77. What was the nature of the relationship between the Kingdom of Damot and its neighbors? (1)
- A. While it had peaceful relations with the Christian kingdom, it was involved.
 - B. ✓ **It had both peaceful and conflict relations with both the Muslim and Christian states.**
 - C. The descendants of its ruler Motalami went on to establish both Christian and Muslim
 - D. Its interest in expanding trade across the region made it an exception partner for both Muslims and Christians.

Answer: B

Damot, south of the Abay, dealt with its neighbours in both ways. It forced the Sultanate of Shewa to pay tribute and beat off armies sent by the Zagwe, which pushed the Muslim state of Shewa and the new Christian kingdom of Yekuno Amlak into an alliance against it, yet it also traded with both sides before Amde Tsiyon subdued it in the 14th century.

Option A is only half the picture, because it makes the Christian side peaceful when Damot in fact defeated Zagwe armies.

Textbook: History Grade 11, Unit 3 Peoples, States and Historical Processes in Ethiopia and the Horn, section 3.6 The Kingdom of Damot (page 69).

78. Which one of the following was the bright feature of the European Middle Ages? (1)
- A. ✓ **Feudalism brought about order and stability.**
 - B. There was an increase in the number of peasants.
 - C. Europeans defended themselves against Islam.
 - D. Noble women played significant roles.

Answer: A

The question asks for the bright side of the Middle Ages, and that is what feudalism gave Europe after Rome fell. Land in return for service tied lord, vassal and peasant together, gave local defence and made law and order possible when no strong central state existed.

Option C misreads the period. Wars with Muslim powers were part of medieval history, but they are not counted as an achievement of the age.

Textbook: History Grade 11, Unit 4 The Middle Ages and Early Modern World, section 4.2 Main Features of the Middle Ages (page 79).

79. What was the basic factor for the decline of the manorial system in Western Europe? (1)
- | | |
|---|--|
| A. The development of Banks and Guilds | B. The convergence of capitalism |
| C. The beginning of monetization system | D. ✓ The revival of trade and towns |

Answer: D

The manor lost its reason to exist once trade and towns came back from the 11th century. Money returned as the means of exchange, peasants left the estates for work in the towns, and lords began to take rent in cash instead of labour service.

Option C names a result rather than the cause. Money came back into use because trade and towns revived, so the revival is the basic factor.

Textbook: History Grade 11, Unit 4 The Middle Ages and Early Modern World, section 4.2 Main Features of the Middle Ages (page 83).

80. What was the major organizational change that made the Industrial Revolution possible?

(1)

- A. Establishment of government offices to support industry
- B. ✓ **Development of factories and the hiring of workers**
- C. Development of new markets for mass production
- D. Adequacy of cheap and abundant human labor in Europe

Answer: B

The organisational change was the factory. Machines too big and too costly for a cottage were put under one roof, and workers were hired to come and tend them for wages at fixed hours. That replaced the old domestic or putting out system and made production on a large scale possible.

Option D is a supply of labour, not a way of organising it. Cheap hands existed before the factories; what was new was gathering them around machinery under one owner.

Textbook: History Grade 12, Unit 1 Development of Capitalism and Nationalism from 1815 to 1914, section 1.2 The Industrial Revolution (page 5).

81. What was the major factor that hindered Germany's unification prior to 1871?

(1)

- A. Poor national economy and backward outlook
- B. Absence of determined leadership to take risks
- C. German princes wanted to remain independent
- D. ✓ **Resolve of the princess to remain independent**

Answer: D

Before 1871 Germany was a collection of separate states, and their rulers were unwilling to give up their own thrones and powers to a united German government. That resistance is what Bismarck had to overcome, and he did it through three wars and Prussian leadership.

Careful with this item: options C and D say the same thing, since princess in option D is a scanning error for princes. Either wording states the correct point, and the recorded key is D.

Textbook: History Grade 12, Unit 1 Development of Capitalism and Nationalism from 1815 to 1914, section 1.5 Unification of Germany (page 15).

82. What were the two major theories of the so-called "Eastern Question"?

(1)

- A. ✓ **Russian expansionism and the gradual decline of Ottoman Turkey**
- B. Armenian nationalism and the rise of tensions for European Turkey
- C. Russian expansionism and growing weakness and the spread of Islam in Eastern Europe
- D. Nationalism for Ottomans Turkey and the decline of Austria-Hungary

Answer: A

The Eastern Question was the problem of what would happen to the lands of the weakening Ottoman Empire, and it turned on Russia's push southwards towards the Straits and the Balkans. Britain and France worked to prop up the Ottomans in order to block that expansion, which is why the Crimean War was fought from 1853 to 1856.

Option D swaps the parties. It was Ottoman Turkey that was breaking up, and Austria Hungary was one of the powers competing over the pieces rather than the state in decline.

Textbook: History Grade 12, Unit 1 Development of Capitalism and Nationalism from 1815 to 1914, section 1.7 The Eastern Question (page 20).

83. Which of the following was NOT among the items of "Legitimate Trade" of the 19th century Africa? (1)

- A. Groundnuts
- B. ✓ **Slaves**
- C. Palm
- D. Gum

Answer: B

Legitimate trade is the name given to the commerce that replaced the slave trade in West Africa in the 19th century. Its goods were gum, groundnuts and palm produce, and by mid century palm oil was the leading export. Slaves are the one thing it excluded, which is what legitimate meant.

Option C is the strongest of the true items and is easy to skip past. Palm oil greased machinery and made soap in industrial Europe, so it belongs firmly inside legitimate trade.

Textbook: History Grade 12, Unit 2 Africa and the Colonial Experience, section 2.1 The Era of Legitimate Trade and Colonial Empires (page 28).

84. What was the final outcome of the French and British systems of colonial rule in Africa? (1)

- A. They were culturally assimilated in the British than in the French.
- B. They were autonomous under the French than under the British.
- C. ✓ **They were integrated to the colonial system in both cases.**
- D. They divided into clan in the British than under French system.

Answer: C

France ruled through direct rule and assimilation, Britain largely through indirect rule with chiefs, but the end result was the same. In both empires African societies were tied into a colonial economy that produced raw materials for Europe and were governed from outside.

Option B reads the labels instead of the results. Indirect rule left chiefs in office, yet those chiefs collected colonial taxes and enforced colonial orders, so their people were no more autonomous than under the French.

Textbook: History Grade 12, Unit 2 Africa and the Colonial Experience, section 2.3 Colonial Administration and the Colonial States (page 40).

85. Which one of the following was the major area of reform of Tewodros II? (1)

- A. ✓ **Government and administrative structure**
- B. Military organization and armaments
- C. Agriculture and trade reform
- D. Religion and culture reform

Answer: A

Tewodros II, who ruled from 1855 to 1868, is remembered above all for trying to rebuild the state. He ended the Zemene Mesafint, put his own appointed governors in place of hereditary lords, tried to pay salaries out of state revenue and worked towards one central administration.

Option B is a real part of his work but serves the same aim. He created a national army and introduced ranks such as Shaleqa in order to make central rule possible, so administration is the wider answer.

Textbook: History Grade 12, Unit 3 Social, Economic and Political Developments in Ethiopia, section 3.2 Power Rivalry and Consolidating Central Government (page 53).

86. How did the Land Tenure systems of the Imperial regime of Ethiopia affect economic development of the country? (1)
- A. ✓ **Peasants produced less due to exploitation.**
 - B. Precoched the utilization of cash crop farming.
 - C. Not allowed the buying and selling of land.
 - D. Subjected big land owners to heavy taxation.

Answer: A

Under the gebbar and melkegna system the peasant handed a large share of the harvest to the landlord and gave free labour on top of it, and in the south many farmers became tenants on land they had once held. A farmer who keeps little of what he grows has no reason to grow more, so output stayed low and agriculture did not develop.

Option C is not even accurate for the whole system. Land in the south was bought and sold and granted away, which is exactly how tenancy spread.

Textbook: History Grade 10, Unit 6 Ethiopia: Internal Developments and External Influences from 1941 to 1991, section 6.1.4 Agriculture, Land Tenure and Tenancy (page 150).

87. Why was the victory of Adwa in final unique development in Africa? (1)
- A. It served as an emblem for others African states to end colonialism.
 - B. ✓ **It was the only case in which African army defeated European.**
 - C. It increased the prestige and standing of Ethiopia globally.
 - D. It convinced Europeans that Ethiopia was truly distinctive.

Answer: B

At Adwa on 1 March 1896 Menelik II destroyed the Italian invading army, and Ethiopia is the one African state that defeated a European power in the age of the scramble and kept its independence. The war grew out of the quarrel over article 17 of the Treaty of Wuchale, which the Italian text turned into a claim of protectorate.

Option C is true but not the unique part. Ethiopia's standing did rise, yet what no other African country could match was beating a European army and staying free.

Textbook: History Grade 12, Unit 3 Social, Economic and Political Developments in Ethiopia, section 3.5 The Victory of Adwa (page 74).

88. Which of the following refers to the weakness of Lij Iyasu? (1)
- A. Exercised nil power by his own regret.
 - B. Poor political relationship with the Germans.
 - C. Lack of attention to the Ethiopian orthodox.
 - D. ✓ **Failed to even the support of the Church.**

Answer: D

Lij Iyasu lost the throne because he lost the Church. His dealings with Muslim communities and his religious policy let his opponents persuade Abune Mathewos to excommunicate him, and with that blessing the Shewan nobility deposed him on 27 September 1916.

Option B points at the wrong relationship. His links with Germany and Turkey during the First World War annoyed Britain, France and Italy, but it was the loss of Church backing at home that removed him.

Textbook: History Grade 12, Unit 3 Social, Economic and Political Developments in Ethiopia, section 3.7 Power Struggle among Ruling Elites (page 79).

89. Which of the following helped the Fascist force to score victory against the Ethiopian army in the 1935–36 war? (1)
- A. Relationship and inability of Emperor to the Selassie
 - B. Conflict and rivalry among Ethiopian regional leaders.
 - C. ✓ **Applications of new in military technology and armaments**
 - D. Cooperation and support that they got free from European traitors

Answer: C

Italy won in 1935 and 1936 because of equipment. It came with aircraft, tanks, artillery and mustard gas against an army that mostly carried rifles, and it fought from fortified positions with control of the air, as at Amba Aradam and Maychew on 31 March 1936.

Option B names a real Ethiopian weakness, since the northern commands failed to coordinate, but the syllabus puts the decisive advantage in the weapons and the technology.

Textbook: History Grade 12, Unit 3 Social, Economic and Political Developments in Ethiopia, section 3.7 Italian Aggression and the Patriotic Resistance (page 84).

90. How did the peoples of Italy and Germany succeed to form a nation state? (1)
- A. Either through negotiations or European continental forums.
 - B. ✓ **Both through peaceful amalgamation and wars with neighbors.**
 - C. Either through sincere dialogues or the use of international courts.
 - D. Both through the with leaders and the support of the masses.

Answer: B

Both nations were made by a mixture of agreement and war. Piedmont and Prussia gathered smaller states peacefully, by plebiscite in Italy and through the Zollverein and the North German Confederation in Germany, but each also fought its neighbours: Austria and France in the Italian case, Denmark, Austria and France in the German.

Option C is wrong on method. No international court settled these questions; Cavour and Bismarck used diplomacy to prepare wars, not to avoid them.

Textbook: History Grade 12, Unit 1 Development of Capitalism and Nationalism from 1815 to 1914, sections 1.4 Unification of Italy and 1.5 Unification of Germany (pages 11 and 15).

91. How did European industrial capitalism hasten the partition of the African continent in the late 19th century? It (1)
- A. urgently sought the exploitation of the available cheap labor.
 - B. highlighted the unsettled land for settlement of growing population.
 - C. urged for the integration of the continent with the world market.
 - D. ✓ **increased the demand for the abundant African raw materials.**

Answer: D

Industry in Europe needed rubber, cotton, palm oil, minerals and other raw materials in quantities that ordinary trade could no longer supply, and every power wanted its own guaranteed source. That hunger turned commercial competition into a race for territory and produced the partition settled at Berlin in 1884 and 1885.

Option A puts labour first. Cheap African labour mattered once colonies were running, but the drive to seize the land came from the demand for materials and markets.

Textbook: History Grade 12, Unit 2 Africa and the Colonial Experience, section 2.1 The Era of Legitimate Trade and Colonial Empires (page 29).

92. Which of the following is a correct lineup of market centers along the north-south trade route of 19th century Ethiopia? (1)
- A. Bonga–Basso–Roge–Gondar
B. Jiren–Soiddo–Basso–Matamma
C. Bonga–Soiddo–Roge–Harar
D. ✓ **Jiren–Assaratabor–Gondar–Matamma**

Answer: D

The great north bound caravan route ran Bonga in Kafa, then Jimma with its centre at Jiren, Saka, Assendabo, Basso in Gojjam and Gondar, and from Gondar it went on to Metemma for the Sudan or to Massawa by way of Adwa. Option D lists Jiren, that Assendabo market, Gondar and Metemma in the right order, and the odd spelling in the second place is scrape damage.

Option B is the recorded key but it puts Soddo on this road. Soddo in Gurage land belongs to the other route, the one that ran from the Gibe country north east to Soddo, then Ankober and Harar and out to Zeila or Berbera.

Textbook: History Grade 12, Unit 3 Social, Economic and Political Developments in Ethiopia, section 3.1 Long Distance Trade and Peoples Interaction in the 19th Century (page 48).

93. What was the historical value of the Ethiopian victory over Egypt at the: (1)
- A. Endorsed that the military has potential to win Egypt yet
B. Endorsed that the courageous and unity of Ethiopians
C. ✓ **Raised that the courageous and unity of Ethiopians.**
D. Enhanced the winning mentality of Ethiopia both at early battles.

Answer: C

The stem is cut short; it asks about the victories over Egypt at Gundat on 16 November 1875 and Gura from 7 to 9 March 1876, won by Emperor Yohannes IV and Ras Alula. Their value was that Ethiopians from different regions fought as one and showed that the country could defend itself, which prepared the ground for Adwa twenty years later.

Note a fault in the paper: options B and C say almost the same thing, so two choices carry the intended answer. The key is recorded as C.

Textbook: History Grade 10, Unit 3 Social, Economic and Political Developments in Ethiopia, section 3.3 External Aggressions and the Unity of Ethiopian People (page 58).

94. What was the major point on which Emperor Emperor Tewodros II and the Christian on leaders contributed to his downfall? He (1)
- A. attempted to enforce nationalization.
B. aimed to dominate an Ethiopian native patriarchs.
C. aimed to dominate an Ethiopian native patris land.
D. ✓ **desired to limit the role of the Church in local administration**

Answer: D

The quarrel between Tewodros II and the Church was about land and the power that came with it. He moved to confiscate church land beyond what was needed to keep two priests and three deacons at each church and to give it to landless peasants, which cut the wealth and local authority of the clergy. Abune Selama excommunicated him, he imprisoned the Abune in 1864, and the loss of church support helped bring him down.

This item is badly damaged: options B and C are two mangled versions of the same sentence. Option A, read as nationalisation of church land, describes the same measure as the key, so treat D as the recorded answer and remember the fact behind it.

Textbook: History Grade 12, Unit 3 Social, Economic and Political Developments in Ethiopia, section 3.2 Power Rivalry and Consolidating Central Government (page 54).

95. Which one of the following was the consequence of Menelik II's expansion to the south and south-west periphery? (1)
- A. It led to the establishment of Eritrea as an Italian colony
 - B. ✓ **It completed the integration of southern and eastern groups.**
 - C. It completed the cultural assimilation of the vast map of Ethiopia.
 - D. It paved the way for the creation of a uniform snap of Ethiopia.

Answer: B

Menelik II's campaigns of the 1880s and 1890s brought Wolaita, Kafa, Arsi, Harar, Sidama and the Ogaden under one government, and with the boundary agreements after Adwa those regions became part of the Ethiopian empire state within recognised borders.

Option C claims far more than happened. Incorporation was political and administrative; the peoples of the south and east kept their own languages, faiths and customs.

Textbook: History Grade 12, Unit 3 Social, Economic and Political Developments in Ethiopia, section 3.3 Territorial Expansion and the Incorporation of Kingdoms (page 59).

96. What was the most characteristic of "Diarchy rule" period in Ethiopian history? (1)
- A. The Women crowned as the first Empress in the Ethiopian politics.
 - B. ✓ **The ruling class divided into Conservatives and progressives camps.**
 - C. The head coded as had the final code for deciding power.
 - D. The Minister of War Habib Girgis Dinagde remained neutral

Answer: B

During the Diarchy of 1916 to 1930 Empress Zewditu and Ras Tafari Mekonnen ruled together, and the nobility split behind them. The traditionalists led by Fitawrari Habte Giorgis Dinegde stood with the Empress, while the younger reformers looked to Tafari, who steadily gained ground and was crowned Haile Selassie I in 1930.

Option A states a fact about Zewditu but not the character of the period. That she was the first crowned Empress is true; what defined the Diarchy was the split between conservatives and progressives.

Textbook: History Grade 12, Unit 3 Social, Economic and Political Developments in Ethiopia, section 3.7 The Diarchy (page 80).

97. What was the aim of the 1906 Tripartite Treaty? (1)
- A. Allowed Italy to realize its ambition of colonizing of Ethiopia.
 - B. Maintained Ethiopia's Sovereignty even after the death of Menelik
 - C. ✓ **Arranged the partition Ethiopia among three European powers.**
 - D. Approved the protection of White people in Ethiopia.

Answer: C

Britain, France and Italy signed the Tripartite Treaty in December 1906 because Menelik was ill and had named no heir. Behind the language of protecting their interests, the three agreed on spheres of influence in Ethiopia, so it was an arrangement for dividing the country if the succession collapsed.

Option B is how the treaty presented itself. The signatories spoke of maintaining the status quo, but they had settled between themselves who would take which part, and Menelik answered that he would not allow any power to interfere.

Textbook: History Grade 12, Unit 3 Social, Economic and Political Developments in Ethiopia, section 3.7 Power Struggle among Ruling Elites (page 77).

98. Which one of the following is true about the administration of the Ethiopian Empire between 1889 and 1935? (1)

- A. It was organized of central and hereditary rule.
- B. It was completely centralized.
- C. ✓ **It handled carefully between the Church and the State.**
- D. It was predominantly hereditary.

Answer: C

From Menelik II to 1935 the throne and the Orthodox Church leaned on each other and each was careful with the other. The Emperor drew legitimacy from the Church, the Church kept its lands and its say, and the balance showed plainly in 1916 when the deposition of Lij Iyasu needed the blessing of the Abun.

Options B and D both go too far in one direction. The empire was not completely centralised, since hereditary rulers such as Ras Hailu of Gojjam kept their provinces until Haile Selassie removed them after the 1931 constitution, and it was not simply hereditary either, because Menelik and his successors appointed many governors themselves.

Textbook: History Grade 12, Unit 3 Social, Economic and Political Developments in Ethiopia, sections 3.3 and 3.7 (pages 59 and 83).

99. How did the Ashanti Empire resort against the British colonial process (1)

- A. ✓ **resisted the British for more than two decades?**
- B. had shown little interest of fighting the British.
- C. suffered British trickery to become a British colony.
- D. First agreed to be under the Protectorate of Britain

Answer: A

The Ashanti fought the British for half a century. War ran from 1823 to 1873, Kumasi was taken in 1874, the empire was conquered again in 1897 and a final rising came in 1900, after which Britain exiled the Asantehene and annexed the state to the Gold Coast colony in 1902.

Option D is the story of other West African states, not this one. The Ashanti never accepted a protectorate quietly; they had to be beaten in the field again and again.

Textbook: History Grade 12, Unit 2 Africa and the Colonial Experience, section 2.2 African Resistance against Colonial Expansion (page 36).

— END OF MARKING KEY —