

4. What was the major consequence of the Second Balkan War? (1)
- A. ✓ **The deepening of hostility between Austria-Hungary and Serbia over territorial claims.**
 - B. The forced withdrawal of Ottoman Turkey from all its European territories.
 - C. The emergence of conflict between emerging Balkan nationalism and the Ottoman Empire.
 - D. The emergence of several countries such as Greece and Macedonia as independent nations.

Answer: A

In the Second Balkan War of 1913 Serbia and Greece defeated Bulgaria, and Serbia came out of it much larger. A stronger Serbia alarmed Austria-Hungary, which ruled millions of Slavs of its own, and the hatred between the two states led directly to the crisis of 1914.

Option B belongs to the First Balkan War of 1912 to 1913, which drove the Ottomans out of nearly all their European lands. In the second war the Ottomans actually recovered Edirne.

Textbook: History Grade 12, Unit 1, section 1.7 The Eastern Question (page 20).

5. Which of the following innovations contributed to the success of European imperialism in Africa in the late 19th century? (1)
- A. The discovery of cement for building efficient roads
 - B. The development of techniques for exploring minerals
 - C. The numerical superiority of white armies than Africans
 - D. ✓ **The discovery of medicinal protection against malaria**

Answer: D

Quinine, in use from the early 1850s, gave Europeans reasonable protection against malaria. Before it, malaria killed so many Europeans that they could not survive in the African interior, so this medicine is what made exploration and then occupation possible.

Option C is false. European forces in Africa were usually far smaller than the African armies they fought. Their advantage was the repeating rifle and the machine gun, not numbers.

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).

6. What was the main feature of British indirect rule? (1)
- A. The exclusion of Africans from the administration of the colonies.
 - B. The use of extensive violence to mobilize commodities for export.
 - C. The granting of Africans British citizens with their political rights.
 - D. ✓ **The use of Africans in their administration of the colonies.**

Answer: D

Indirect rule, the British system linked with Lord Lugard in Nigeria, governed through rulers who were already there. Chiefs and emirs collected taxes and judged cases on behalf of the colonial government, which kept the cost and the number of European officials low.

Option A describes direct rule, where Africans were shut out of administration. Under indirect rule Africans did serve, but always under a British officer, and they were never given citizenship rights.

Textbook: History Grade 10, Unit 2 Africa and the Colonial Experience, section 2.4.3 Indirect Rule (page 35).

7. How did long distance trade facilitate interaction among Ethiopia's populations? (1)
- A. By helping introduce Orthodoxy to different parts of the region.
 - B. ✓ **By giving rise to markets that served as centers of cultural interaction.**
 - C. By spreading democratic institutions such as Gada to new areas.
 - D. By making use of the common media of exchange.

Answer: B

Long distance trade created market centres where people of different regions, religions and languages met face to face. Goods changed hands there, and so did words, faiths, dress and customs, which is why the markets are treated as the meeting points of Ethiopian society.

Orthodox Christianity spread mainly through the church and the power of the state, not through trade, so option A is weaker.

Textbook: History Grade 12, Unit 3 Social, Economic and Political Developments in Ethiopia, section 3.1 Long Distance Trade and Peoples' Interaction in Ethiopia in the 19th Century (page 47).

8. Why did Emperor Tewodros II's modernization attempts fail? (1)
- A. ✓ **He lacked the technology and resources necessary to implement the reforms.**
 - B. He tried to simply copy western institutions rather than adapt them to local conditions.
 - C. He angered the European powers who could have helped him.
 - D. British opposed his reforms fearing he would create a strong Ethiopian state.

Answer: A

Tewodros II, who ruled from 1855 to 1868, wanted a salaried national army, roads and locally cast cannon. The country had no industry, no trained technicians and no money for such work, so he depended on a few foreign craftsmen and the projects stalled.

Option B misreads his aim. He wanted to make Ethiopia strong on its own terms, and his quarrel with Britain came late, after the reforms had already run out of means.

Textbook: History Grade 12, Unit 3, section 3.2 Power Rivalry and Consolidating Central Government, 1855 to 1913 (page 51).

9. What was the consequence of the Hewett (Adwa) Treaty of 1884? (1)
- A. Return of Massawa to Ethiopia
 - B. ✓ **Ethiopian hostility with the Mahdist Sudan**
 - C. Ethiopian control over Matama
 - D. Continuous Ethiopian war with the Egyptians

Answer: B

By the Hewett or Adwa Treaty of 1884, Yohannes IV agreed to help the Egyptian garrisons trapped by the Mahdists in eastern Sudan escape through Ethiopian territory. The Mahdists treated this as an act of war, and fighting between Ethiopia and Mahdist Sudan ran from 1885 to 1889, ending at Metemma where Yohannes was killed.

The treaty did not return Massawa. Britain promised only free use of Massawa as a port and the return of Bogos, then broke both promises by allowing Italy to occupy Massawa in 1885.

Textbook: History Grade 12, Unit 3, section 3.4 External Relations, Challenges and Threats (page 65).

10. What was the significance of the battle of Sagale of 1916 in Ethiopian politics?

(1)

- A. ✓ **It ended the political influence of Wollo in national politics.**
- B. It led to the victory of the progressive groups in court politics.
- C. It marked the end of the influence of the tripartite powers in Ethiopia.
- D. It marked a shift of power from Shewa to Wollo.

Answer: A

At Segele, on 27 October 1916, the Shewan army under Ras Tafari defeated and captured Negus Mikael of Wollo, who had marched south to reverse the removal of his son Lij Iyasu. The Grade 12 textbook says the battle restored Shewan political supremacy, so Wollo's claim on national power was finished.

Option B is tempting but wrong in its timing. The progressives around Tafari had not yet won anything; the years after 1916, the diarchy, were exactly the years of struggle between Empress Zewditu's conservative camp and Tafari's supporters.

Textbook: History Grade 12, Unit 3, section 3.7 Power Struggle among Ruling Elites, 1906 to 1935 (page 83).

11. Which one of the following is correct about the importance of history?

(1)

- A. It enables people to become less spiritual and more secular.
- B. ✓ **It helps us understand contemporary issues.**
- C. It encourages people to focus more on local than global issues.
- D. It deepens extreme nationalism among the diverse population.

Answer: B

History explains how today's situation came about. Land questions, borders, religious relations and the shape of the state all have roots that only the record of the past can show, so history helps us understand present day issues.

Option D is the opposite of what the subject is for. History taught honestly shows how mixed and connected peoples are, and it warns against extreme nationalism rather than feeding it.

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

12. Which of the following is correct according to the scientific theory of human evolution?

(1)

- A. ✓ **The earliest human species originated in Africa and spread out to other continents.**
- B. The major difference among the various hominid species is in terms of height and weight.
- C. It is by the types of iron tools that they made that we differentiate among hominids.
- D. The different hominid species in Africa descended from Lucy (Dinkinesh).

Answer: A

Fossil and genetic evidence places the origin of the earliest human species in Africa, from where they spread into Asia, Europe and the rest of the world. This is why Africa is called the cradle of humankind, and why the oldest hominid remains, including Lucy or Dinkinesh, are found in Ethiopia.

Option D is a common mistake. Lucy belongs to *Australopithecus afarensis*, one branch of the family; she is not the mother of every later hominid species.

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

13. What was the Ethiopian state that had emerged immediately before Aksum? (1)
- A. Damot
B. Adulis
C. Hauli
D. ✓ **Damat**

Answer: D

Damat, spelled Da'amat in some books, is the state that existed just before the rise of Aksum. Its centre lay a little to the south of Aksum, its rulers used the title Mukarib, and it traded through the Red Sea port of Adulis.

Take care with the spelling trap in this item. Damot in option A is a completely different kingdom, a medieval state south of the Abay River. Adulis was a port, not a state.

Textbook: History Grade 9, Unit 3 Peoples and States in Ethiopia and the Horn to the end of 13th C, section 3.2 Pre-Aksumite States and their Geographical Setting (page 53).

14. To which language super-family do the Omotic language belongs? (1)
- A. Khoi-San
B. Niger-Congo
C. ✓ **Afro-Asiatic**
D. Nilo-Saharan

Answer: C

Omotic is one of the branches of the Afro-Asiatic super family, together with Semitic, Cushitic, Omotic and the others. Wolaytta, Gamo, Dawro and Kafi Noono all belong to it.

Nilo-Saharan is the tempting wrong answer because Omotic speakers live in the south west, near Nilo-Saharan groups such as the Nuer and Anuak. Neighbouring in place does not mean related in family.

Textbook: History Grade 9, Unit 3, section 3.1.1 Languages Families (page 41).

15. Which of the following technologies enabled ancient Egyptians to produce large surpluses and maintain an enduring state? (1)
- A. Building pyramids
B. Inventing hieroglyphics
C. ✓ **Constructing irrigation canals**
D. The art of mummification

Answer: C

The Nile flooded every year, but the flood only becomes wealth when it is controlled. Canals, dikes and basins spread and held the water, which gave Egypt a reliable grain surplus. That surplus fed the officials, priests and soldiers who kept the state going for thousands of years.

Pyramids and mummification were results of the surplus, not the cause of it, and writing organised the surplus rather than producing it.

Textbook: History Grade 9, Unit 2 Ancient World Civilizations up to c. 500 AD, section 2.1.1 Ancient Egypt (page 23).

16. Which one of the following is correct about Pre-Colonial American civilizations? (1)
- A. They all achieved high standards of urban development and high rate of city structure.
B. ✓ **While the Inca built extensive roads and the Maya developed an accurate calendar.**
C. The development of writing distinguished Aztec civilization from Mayan and Incan civilizations.
D. The Inca put up a stronger resistance against the Spanish because they used tools made out of silver.

Answer: B

Each of the American civilizations is known for something different. The Inca built a road network of thousands of kilometres through the Andes to hold their empire together, and the Maya worked out a calendar of remarkable accuracy.

Option C reverses the facts. The Maya, not the Aztecs, had the fullest writing system in the Americas, and the Inca had no writing at all; they kept records on knotted cords called quipu.

Textbook: History Grade 11, Unit 2 Major Spots of Ancient World Civilizations up to c. 500 A.D, section 2.4 Civilizations in Latin America (page 42).

17. To which power did Aksum eventually lose control over the Red Sea trade?

(1)

- A. ✓ **Muslim Arabia**
- B. Ottoman Turkey
- C. Mamluk Egypt
- D. Safavid Persia

Answer: A

From the seventh century the Muslim Arabs took control of Egypt and the lands along the Red Sea, and Arab merchants took over its trade. Aksum lost its ports and its customs income, and this loss of the sea trade is one of the main reasons the kingdom declined.

Option B is a date trap. The Ottomans reached the Red Sea only in the sixteenth century, hundreds of years after Aksum had already fallen.

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

18. What was the major achievement of the Muslim Arabs under the immediate successors of the Prophet Mohammed?

(1)

- A. Moving the center of the empire outside of Arabia and Syria.
- B. The capture of Medina and its selection as the religious center.
- C. ✓ **The capture of extensive territories from Persia and Byzantium.**
- D. The opening of trade routes connecting Arabia with India.

Answer: C

Under the four caliphs who followed the Prophet Mohammed, Muslim armies conquered the Sassanid Persian empire and took Syria, Palestine and Egypt from the Byzantines. In about thirty years a small Arabian state became a great empire.

Option B cannot be right, because Medina was already the Prophet's own base in his lifetime; it was not captured by his successors.

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

19. Which one of the following was a cultural feature of the Zagwe dynasty?

(1)

- A. The continuation of Christianity as the official state religion.
- B. The use of the Agaw language for both court and church functions.
- C. ✓ **The shift of the pilgrimages from the Holy Land to Lalibela.**
- D. The development of rules about royal succession.

Answer: C

Once Muslim rule along the Red Sea and in North Africa made the journey to Jerusalem hard for Ethiopian Christians, the Zagwe kings, above all Lalibela, built a second Jerusalem at home. The rock hewn churches of Roha, later renamed Lalibela, turned the pilgrimage inwards and made that town the holy centre of the kingdom.

Option A is true of every Ethiopian Christian dynasty, so it tells you nothing special about the Zagwe. Option D is the opposite of the truth, since Zagwe princes usually settled the succession by fighting.

Textbook: History Grade 11, Unit 3, section 3.5 Zagwe Dynasty (page 67).

20. Why did the medieval Ethiopian Christian kingdom rely on mobile courts?

(1)

- A. The tradition of permanent capitals did not familiar before.
- B. ✓ **Moveable capital made it possible to administer a vast empire easily.**
- C. Permanent capitals were easy targets for attack by subject populations.
- D. The empire lacked materials to construct permanent settlements.

Answer: B

From 1270 until Gondar was founded in 1636 the Christian kings had no fixed capital. A court of officials, soldiers and servants needed daily grain and firewood, so it moved to the food rather than having food carried to it, and by moving it also kept the provinces under the king's eye. The textbook says the political unity of the country came to depend on this moving centre.

Option D is wrong: building materials were not the problem, as Aksum and Lalibela show.

Textbook: History Grade 9, Unit 7 States, Principalities, Population Movements and Interactions in Ethiopia, section 7.1 The Solomonic Dynasty and the Christian Kingdom (page 121).

21. What was the major feature of early capitalism in Europe?

(1)

- A. ✓ **Greater use of money as capital rather than just income.**
- B. The shift in motivation from making profits to humanitarianism.
- C. Decline in international trade due to internal and external war.
- D. Replacement of human and animal labor to machines in production.

Answer: A

Early capitalism appeared when merchants, bankers and shopkeepers stopped spending their money and began putting it back into trade and production. Money used this way is capital, because its purpose is to grow, and that habit of reinvestment is what gave rise to banks and joint stock ventures.

Option D describes the Industrial Revolution of the late 1700s, which is a later stage, not early capitalism.

Textbook: History Grade 11, Unit 4 The Middle Ages and Early Modern World, section 4.4 Development of Early Capitalism 1500 to 1789 (page 100).

22. Which of the following is correct about the Aksumite state?

(1)

- A. ✓ **Its expansion was due to the desire to control trade routes.**
- B. It was established by immigrants from South Arabia.
- C. It directly inherited the political institutions of Punt and Damat.
- D. Its rulers ruled their subjects directly.

Answer: A

Aksum sat between the Red Sea and the interior, and its wealth came from the trade in ivory, gold and other goods passing through its port of Adulis. Its expansion was aimed at holding the routes and the port that carried this trade.

Option B is the old South Arabian settlement theory. The present curriculum treats Aksum as an indigenous state that borrowed from South Arabia through contact, not one founded by immigrants.

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

23. What explains the rise of the Zagwe dynasty to power?

(1)

- A. Their success in effectively mobilizing the Agaw people.
- B. Their achievements in architectural development.
- C. ✓ **Their integration into the Aksumite economic and politics.**
- D. Their success in preserving Christianity elements.

Answer: C

The Zagwe came from the Agaw ruling class of Lasta, which was already part of the Aksumite state. Mera Tekle Haymanot was a general of Dil Na'od, the last Aksumite king, and married to his daughter, and it was from inside the kingdom that he took power in about 1150. The textbooks call the founding of the Zagwe a shift of power rather than the birth of a new kingdom.

Option A sounds reasonable but no source describes a mass rising of the Agaw people. Their churches and paintings, option B, came after they held power, not before.

Textbook: History Grade 11, Unit 3, section 3.5 Zagwe Dynasty (page 67).

24. Which one of the following accounts for the downfall of the Zagwe?

(1)

- | | |
|---------------------------------|--------------------------|
| A. ✓ Succession struggle | B. Economic decline |
| C. Outbreak of plague | D. Religious controversy |

Answer: A

Both textbooks put the succession problem first. Zagwe princes settled the throne by force of arms and never worked out an orderly succession, which left the dynasty divided against itself. On top of that came the claim of the Solomonic descendants that the Zagwe were illegitimate, and Yekuno Amlak killed the last Zagwe king, Yetbarek, in 1270.

Option D is the tempting one, but the quarrel was about who had the right to the throne, not about church doctrine. Doctrinal disputes in Ethiopian church history belong to the Gondarine period, centuries later.

Textbook: History Grade 9, Unit 3, section 3.5 Zagwe Dynasty (page 56).

25. What idea from the Renaissance period became dominant in the Modern World?

(1)

- A. The divine origin of human life
- B. Reconcilability of with secular life
- C. The non-understandability of the universe
- D. ✓ **Reason and the possibility of progress**

Answer: D

The Renaissance put human reason and human ability at the centre of thought. That confidence, that people can understand the world by their own reasoning and improve their condition, passed into the Scientific Revolution and the Enlightenment and became a foundation of modern thinking.

Option A is the medieval view the Renaissance moved away from, and option C is its plain opposite.

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

26. How did Yekuno Amlak restore the so-called 'Solomonic' Dynasty in 1270?

(1)

- A. ✓ **By referring the Zagwe as usurpers and hence eroding its acceptance**
- B. By securing recognition from the Egyptian Coptic Church.
- C. By getting support from the Holy Land of Jerusalem.
- D. By blocking the Zagwe from being crowned as emperors at Aksum.

Answer: A

Yekuno Amlak based his claim on the story in the Kibre Negest that Ethiopian kings descended from King Solomon and the Queen of Sheba. Clergy at Aksum and Debre Damo spread the message that the Zagwe were illegitimate rulers, and once that idea took hold Yekuno Amlak had the support he needed to defeat Yetbarek in 1270.

Option B mixes up two things. The Egyptian Coptic Church appointed the bishop, but it did not make Yekuno Amlak king.

Textbook: History Grade 9, Unit 3, section 3.5 Zagwe Dynasty (page 56).

27. How did Islam spread in to central and eastern Ethiopia during the medieval period?

(1)

- A. Islamic Holy war of jihads.
- B. The migration of Arab clans.
- C. The agency of nomadic pastoralists.
- D. ✓ **The activities of traders and sheikhs.**

Answer: D

Islam entered central and eastern Ethiopia peacefully, carried inland along the Zeila trade route by Muslim merchants and by sheikhs and holy men who settled among local people, taught and married into them. The Muslim sultanates such as Shewa and Ifat grew up along that same route.

Option A is the common mistake. The jihad of Imam Ahmed came in the sixteenth century, long after Islam had already spread through these areas.

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).

28. What was the main factor for the expansion of the Christian kingdom in north and central Ethiopia from the 13th to the 16th centuries?

(1)

- A. The wish to convert Muslim populations to Christianity.
- B. The desire to establish ports on the Red Sea and the Indian Ocean.
- C. ✓ **The desire to increase revenue by controlling trade routes.**
- D. The wish to acquire new lands for a rapidly growing population.

Answer: C

The kings of the Christian kingdom pushed south and east to reach the trade routes running to Zeila and the Red Sea. Whoever held those routes collected tribute and customs, and that revenue paid for the army and the court. The long struggle with the Muslim sultanates was about the same routes.

Option A is weaker than it looks. Conversion followed conquest, but the reason for the campaigns was the wealth of the trade, as the textbooks state directly.

Textbook: History Grade 11, Unit 7, section 7.4 Relationship between the Christian Highland Kingdom and the Muslim Sultanate of Adal (page 188).

29. Which of the following was a consequence of the wars between the Christian State and Adal under Imam Ahmed al-Ghazi? (1)

- A. ✓ **The decline of the importance of trade routes leading to Zeila.**
- B. The partition of the Red Sea between the Portuguese and the Ottomans.
- C. The end of ruling the Christian state from permanent seat in Shewa.
- D. The adoption of agriculture by many pastoralists in eastern Ethiopia.

Answer: A

The Grade 11 textbook says the conflict disrupted the Zeyla trade, because the routes became unsafe for caravans in the general disorder. Trade through Zeila revived only partly, and only until the 1560s, so the war permanently damaged the route both sides had been fighting over.

Option B is wrong in scale. The Portuguese and the Ottomans came into the region during the war, but they did not divide the Red Sea between them.

Textbook: History Grade 11, Unit 7, section 7.4 Relationship between the Christian Highland Kingdom and the Muslim Sultanate of Adal (page 188).

30. What distinguished Imaam Ahmed Al-Ghazi from his predecessors? (1)

- A. His use of a cavalry rather than an infantry force in his wars.
- B. His mobilization of armies from Afar and Somali in his campaigns.
- C. His used his religious animosity to mobilize the Muslim population.
- D. ✓ **His decision to conquer the Christian kingdom rather than raid it.**

Answer: D

Earlier Muslim leaders such as Mahfuz raided the highlands, took booty and went home. Imam Ahmed began the same way in 1527, but after his early successes he prepared a conventional war and set out to occupy and rule the Christian kingdom itself. That change from raiding to conquest is what set him apart.

Option C fails on the textbook's own words: it states that the war was not fought over religious issues but over control of the Zeila trade and the lands the routes crossed.

Textbook: History Grade 11, Unit 7, section 7.4 Relationship between the Christian Highland Kingdom and the Muslim Sultanate of Adal (page 188).

31. Which one of the following explains why Italian unification became successful? (1)

- A. ✓ **The adoption of a mixed strategy by the Italians that combined armed uprising and diplomatic pressure.**
- B. The decision of the Austrian Habsburgs to support Italian unification.
- C. The weakening of the Habsburgs both economically and politically.
- D. The mobilization of liberals, conservatives and the papal states by Piedmont-Sardinia for the cause.

Answer: A

Italy was unified by two methods working together. Cavour of Piedmont Sardinia used diplomacy and alliances, above all the deal with France that beat Austria in 1859, while Garibaldi and his Red Shirts took the south by armed action in 1860. Neither alone would have been enough.

Option B is plainly false: Austria fought hard to keep Italy divided, since it held Lombardy and Venetia itself.

Textbook: History Grade 12, Unit 1 Development of Capitalism and Nationalism from 1815 to 1914, section 1.4 Unification of Italy (page 11).

32. Which one of the following was the major factor for the colonial occupation in Africa? (1)
- A. Collection of ethnographic and geographical information by missionaries and explorers.
 - B. Internal divisions within African societies and the factional support provided by the Europeans.
 - C. ✓ **Europeans military and technological superiority over the pre-colonial African states.**
 - D. The absence of centralized state structures among many African populations at the time.

Answer: C

The decisive factor was the gap in weapons. By the 1880s Europeans had repeating rifles, artillery and the Maxim machine gun, along with steamships and the telegraph, while most African armies still fought with spears and old muzzle loaders. That gap is why small European forces defeated much larger African ones.

Options A, B and D name conditions that helped, but none of them decided battles. Ethiopia at Adwa in 1896 proves the point from the other side: an African army that had modern rifles won.

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

33. Who were the traders that dominated long distance trade in the Southwestern region during the 19th century? (1)
- A. Saffire
 - B. Jabarti
 - C. Jallaba
 - D. ✓ **Afaka**

Answer: D

The Afkala, also written Afqala, were the Muslim Oromo merchants of south western Ethiopia. The textbooks say they controlled the trade of the Gibe region and by the middle of the nineteenth century carried most of the caravan trade between the south and the north.

The Jabarti in option B were the Muslim merchants of northern Ethiopia, and they lost ground to the Afkala. The Jallaba in option C were Sudanese merchants working the western border route, not the south west.

Textbook: History Grade 12, Unit 3 Social, Economic and Political Developments in Ethiopia, section 3.1 Long Distance Trade and Peoples' Interaction in Ethiopia in the 19th Century (page 47).

34. What does the Liche Treaty of 1878 tell us about Emperor Yohannes IV's style of rule? That he (1)
- A. ✓ **avored negotiations and power sharing to build imperial authority.**
 - B. was cruel towards his rivals and sought to eliminate them for the last.
 - C. lacked consistency in his approach to local rulers.
 - D. was influenced by his religious thought in his administration.

Answer: A

By the Liche agreement of 1878, Yohannes IV accepted Menelik's submission and in return recognised him as Negus of Shewa. He did the same for Ras Adal of Gojjam in 1881. This was a deliberate policy of leaving regional rulers real authority under the emperor.

Option B is the opposite of what happened. Yohannes did not destroy Menelik after the submission; he left him ruling Shewa, and that is exactly why this treaty is used as evidence of his style.

Textbook: History Grade 10, Unit 3 Social, Economic and Political Developments in Ethiopia, section 3.2 The Making of Modern Ethiopian State 1855 to 1913 (page 49).

35. Which one of the following was a consequence of the battle of Adwa? (1)
- A. The acquisition of an outlet to the sea for Ethiopia.
 - B. The end of Ethiopia's encirclement by hostile powers.
 - C. ✓ **The recognition of Ethiopia as an independent country.**
 - D. The end of Italian colonial aspirations in the Horn of Africa.

Answer: C

After Adwa on 1 March 1896, Italy signed the Treaty of Addis Ababa in October 1896, which cancelled the Treaty of Wuchale and recognised Ethiopia as a fully independent state. Other European powers followed by opening legations in Addis Ababa.

Option A is wrong. Ethiopia gained recognition, not a port; Italy kept Eritrea, and the country remained without a sea outlet.

Textbook: History Grade 12, Unit 3, section 3.5 The Victory of Adwa (page 74).

36. Which of the following was a feature of the period of the Diarchy (1930) in Ethiopian politics? (1)
- A. The absence of power struggle within the ruling class.
 - B. ✓ **Struggle for power among groups within the ruling class.**
 - C. The introduction of major political and constitutional reforms.
 - D. Rapid penetration of foreign capital into the country.

Answer: B

The diarchy of 1916 to 1930 meant Empress Zewditu and Ras Tafari ruling together, and the whole period was a contest between them. The conservative camp under Fitawrari Habte Giorgis backed Zewditu, while Tafari's supporters pushed his power forward year by year until he was crowned emperor in 1930.

Option A therefore states the exact opposite of the truth, and no major constitutional reform came before the constitution of 1931.

Textbook: History Grade 12, Unit 3, section 3.7 Power Struggle among Ruling Elites, 1906 to 1935 (page 83).

37. Why did the Shewan nobility remove Iyasu Taytu from power in 1910? (1)
- A. ✓ **they disliked her attempt to undermine Shewan dominance**
 - B. she favored the Germans over the British and French diplomatic shift
 - C. she began to reverse the modernization steps of Emperor Menelik
 - D. she demonstrated lack of judgement in making decisions

Answer: A

Empress Taytu built her influence through marriage alliances and through appointments and dismissals that favoured her own Yejju and Wollo relatives. The Shewan nobles saw this as a threat to their hold on the state, and in 1910 they forced her out of the palace to Entoto.

Option B belongs to Lij Iyasu, not to Taytu. His pro Turkish and pro German leanings during the First World War helped bring him down in 1916.

Textbook: History Grade 12, Unit 3, section 3.7 Power Struggle among Ruling Elites, 1906 to 1935 (page 83).

38. Which one of the following initiatives of Lij Iyasu can be said to have improved the condition of the Ethiopian peasantry? (1)
- A. The establishment of a modern police force called Terenbela as the first municipal force.
 - B. The requirement that all businesses should be audited periodically to make sure they paid taxes.
 - C. The appointment of local administrators on the basis of merit to the central administration office.
 - D. ✓ **The decision that the payment of tithe (asrat) should be on the basis of actual produce.**

Answer: D

Of the four measures listed, only this one reaches the farmer. Ordering that the asrat, the tithe, be assessed on what the land actually produced instead of on a fixed estimate meant a peasant paid less in a bad year, which lightened the heaviest burden on rural households.

Options A, B and C were real Iyasu reforms, but the Terenbela police force and the auditing of businesses touched town life, and appointment on merit touched officials, not peasants.

Textbook: History Grade 12, Unit 3, section 3.7 Power Struggle among Ruling Elites, 1906 to 1935 (page 83).

39. In what way did the Constitution of 1931 contribute to the consolidation of Haile Selassie's autocratic power? (1)
- A. It gave the emperor the right to pardon crimes against the state.
 - B. It created a parliament that would debate and approve legislation.
 - C. ✓ **It reduced the power of nobilities not to challenge his power.**
 - D. It enhanced the image of the emperor as a progressive leader.

Answer: C

The constitution of 1931 put every power of the state in the emperor's hands and left the hereditary regional rulers with nothing to stand on. Ras Hailu of Gojjam was removed and imprisoned in 1932, and Jimma came under full central control the next year.

Option B names the parliament the constitution created, but that body could only discuss what the emperor sent it. A parliament without real power strengthened his rule rather than checking it.

Textbook: History Grade 12, Unit 3, section 3.7 Power Struggle among Ruling Elites, 1906 to 1935 (page 83).

40. Which one of the following African resistance movements was related to colonial Cotton plantation? (1)
- A. The Ndebele resistance in Zimbabwe
 - B. ✓ **The Maji Maji rebellion in Tanganyika**
 - C. The resistance of the Ashanti kingdom
 - D. The resistance of the Mandinka Empire

Answer: B

The Maji Maji rising of 1905 to 1907 in German Tanganyika broke out because villagers were forced to grow cotton for the colonial government instead of their own food. Fighters drank water they believed would turn German bullets to water, which is where the name comes from.

The Ndebele, Ashanti and Mandinka resistances were about land, gold and sovereignty. Cotton is the detail that points to Maji Maji.

Textbook: History Grade 10, Unit 2, section 2.5.2 Resistances in East Africa (page 38).

41. Why did Bismarck organize the alliance system?

(1)

- A. To solve European colonial rivalry in Africa peacefully
- B. To weaken British dominance in European politics
- C. To support the Ottoman Empire against Russian expansion
- D. ✓ **To secure protection for Germany against French hostility**

Answer: D

After Germany took Alsace and Lorraine from France in 1871, Bismarck expected France to seek revenge. His answer was to tie the other great powers to Germany, first through the Three Emperors League and then the Dual and Triple Alliances, so that France would have no ally to fight beside.

Option B is wrong about his target. Bismarck avoided quarrelling with Britain; France was the danger he was guarding against.

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).

42. Which of the following was a consequence of the 1917 Revolution in Russia?

(1)

- A. The restoration of Russian control over neighboring states such as Ukraine and Poland.
- B. ✓ **Implementation of the Communism as an official ideology in Russia and influenced other world.**
- C. The withdrawal of Russia from international politics until the beginning of WWII.
- D. The shift of Russian modernization efforts from the cities to the countryside.

Answer: B

The October 1917 revolution brought the Bolsheviks to power and made communism the official ideology of the new Soviet state. From there it spread as a model, encouraging communist parties and later communist governments in Europe, Asia and beyond.

Option C is false. Soviet Russia was very active in world affairs between the wars, not least through the Communist International.

Textbook: History Grade 12, Unit 4, section 4.2 The Russian Revolution of 1917 (page 101).

43. What was the immediate cause of the Second World War?

(1)

- A. The publication of the Axis powers' secret plan to partition the globe.
- B. The withdrawal of Germany's pledge to guarantee the sovereignty of Czechoslovakia.
- C. British decision to occupy the port of Danzig as a pre-emptive action against German invasion.
- D. ✓ **Germany's invasion of Poland threatened both Britain and France.**

Answer: D

Germany invaded Poland on 1 September 1939. Britain and France had guaranteed Poland, so both declared war on Germany two days later, on 3 September. That invasion is the immediate cause of the Second World War.

Do not confuse immediate causes with long ones. The Treaty of Versailles, the failure of the League of Nations and the policy of appeasement were the deeper causes; Poland was the spark.

Textbook: History Grade 12, Unit 4, section 4.4 World War II (page 110).

44. Which organ of the UN was responsible for facilitating the independence of former mandated territories? (1)
- A. The Security Council
B. ✓ **The Trusteeship Council**
C. The International Court of Justice
D. The UN Secretariat

Answer: B

The Trusteeship Council was set up to supervise the territories held under the old League of Nations mandates and to prepare them for self government. Somalia, Togo and Cameroon reached independence through this route.

The Security Council deals with peace and security, so it is the tempting wrong answer, but decolonising the mandates was a job given to a body of its own.

Textbook: History Grade 10, Unit 5 Global and Regional Developments Since 1945, section 5.1 The United Nations Organization (page 112).

45. Which of the following was a consequence of the Marshall Plan? (1)
- A. The containment of Communism from spreading to Asia and Africa.
B. The division of Germany between the Capitalist West and Communist East.
C. The extension of American political influence to Latin American countries.
D. ✓ **The economic recovery of Western European countries after WWII.**

Answer: D

The Marshall Plan, announced in 1947, sent about 17 billion United States dollars to Western Europe. Factories, railways and ports were rebuilt and production climbed back above its pre war level, which is the plan's direct result.

Option B names the division of Germany, which grew out of the occupation zones and the Berlin crisis rather than out of the aid programme itself. Stopping communism was the American motive for the plan; the recovery was its consequence.

Textbook: History Grade 10, Unit 5, section 5.2 The Rise of the Superpowers and the Beginning of the Cold War (page 117).

46. What was the cause of the Cold War? (1)
- A. Conflict between the supporters of free market & planned economic systems.
B. ✓ **Desire of the super powers to extend their political and strategic influence across the globe.**
C. Difference between the two superpowers on how to partition Africa and Asia.
D. Rivalry between the super powers to send the first mission to outer space.

Answer: B

The Grade 12 textbook describes the Cold War as a long contest in which the two superpowers never fought each other directly but each tried to extend its influence and win advantages in every part of the world. That struggle for global influence is the cause the curriculum gives.

Option A is part of the picture, since the two blocs did hold opposed economic ideas, but ideology alone does not explain the alliances, the bases and the arms race. Option D describes one contest inside the Cold War, not its cause.

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

47. Which of the following countries did NOT belong to the Warsaw Pact? (1)
- A. Romania
B. The Soviet Union
C. ✓ **West Germany**
D. Hungary

Answer: C

The Warsaw Pact of 1955 was the Soviet bloc's alliance: the Soviet Union, Poland, Czechoslovakia, Hungary, Romania, Bulgaria, Albania and East Germany. West Germany was on the other side; it joined NATO in 1955, and that is what prompted the Warsaw Pact.

The trap is the word Germany. East Germany was a member, West Germany never was.

Textbook: History Grade 12, Unit 5, section 5.4 The Cold War Realities (page 131).

48. What was the Vietnamese city that was renamed as Ho Chi Minh City following Communist victory over the US? (1)

- A. ✓ **Saigon**
- B. Peking
- C. Dien Bien Phu
- D. Hanoi

Answer: A

Saigon was the capital of South Vietnam. It fell to the North Vietnamese and the National Liberation Front on 30 April 1975, and the reunified country renamed it Ho Chi Minh City after the leader of the independence struggle.

Hanoi is the tempting answer because it is the capital today, but it was already the capital of North Vietnam and kept its name.

Textbook: History Grade 12, Unit 5, section 5.5 Situations in Asia during the Cold War (page 135).

49. Which of the following was a factor for the collapse of Communism in the late 1980s? (1)

- A. The rise of anti-communist movements in the Eastern Europe
- B. ✓ **Political and economic reforms initiated by Gorbachev**
- C. Rivalry between the Soviet and Chinese forms of communism
- D. Loss of popular support for the ideology at the global level

Answer: B

Mikhail Gorbachev, in power from 1985, introduced perestroika, the restructuring of the economy, and glasnost, openness in public life. Once criticism was allowed and Moscow stopped propping up the East European governments by force, those governments fell one after another in 1989.

Option A confuses effect with cause. Anti communist movements had existed for decades and had been crushed; what changed in the late 1980s was the reform policy in Moscow.

Textbook: History Grade 12, Unit 5, section 5.7 The Dissolution of the Communist Bloc and the Aftermath (page 150).

50. Why did the Imperial government fail to carry out a land reform program in the late 1960s and early 1970s? (1)

Because it

- A. lacked the technical and financial resources for its realization.
- B. feared that there would be opposition from the peasantry.
- C. was preoccupied with peasant rebellions in Gojjam and Bale.
- D. ✓ **feared that there would be strong opposition from the big land owners.**

Answer: D

The imperial government set up a land reform committee in 1961 and a ministry in 1966, and a tenancy bill reached parliament in 1964. Nothing passed, because parliament was filled with landlords and the nobility who lived on rent from tenants, and they would not vote away their own land.

Option B is the opposite of the truth. The peasants wanted reform; the students marched for it under the slogan Land to the Tiller.

Textbook: History Grade 12, Unit 6 Ethiopia: Internal Developments and External Influences from 1941 to 1991, section 6.2 Socio-economic Conditions and Social Organizations (page 163).

51. To which of the following is the concept of objectivity related when applied to the study of history? The ability to (1)
- A. interpret events based on one's subjective experience.
 - B. explain change in a clear and logical manner.
 - C. ✓ **avoid subjectivity on the part of the historian.**
 - D. identify original sources by the historian.

Answer: C

Objectivity means the historian keeps personal feeling, religion, ethnic loyalty and politics out of the account and follows the evidence wherever it leads. In short, it is the effort to avoid subjectivity.

Option A describes exactly the opposite, and option D describes source criticism, which is a separate skill.

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

52. What is the significance of periodization in historical studies? It helps to (1)
- A. ✓ **trace continuities and change through time.**
 - B. make the work of history to screen usable sources.
 - C. distinguish professional history from popular history.
 - D. sort out factual details from fictitious narratives.

Answer: A

Periodization means cutting the past into named stretches of time such as the Aksumite period or the Zemene Mesafint. Once the periods are marked, you can see what stayed the same and what changed as one gave way to the next, and that is its whole purpose.

Option B confuses periodization with source evaluation, which is about testing whether a document is genuine and reliable.

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

53. With which of the following homo species are Achulean tools associated? (1)
- | | |
|--------------------------|-----------------|
| A. Homo africanus | B. Homo habilis |
| C. ✓ Homo erectus | D. Homo sapiens |

Answer: C

Acheulean tools are the hand axe technology, flaked on both faces, dated from about 1.5 million to 200,000 years before present. The textbook states it plainly: Oldowan tools go with Homo habilis, Acheulean tools with Homo erectus. Konso Gardula, Gedeb and Melka Kunture in Ethiopia are among the oldest Acheulean sites.

Option B is the trap. Homo habilis made the older and simpler Oldowan tools.

Textbook: History Grade 11, Unit 1, section 1.2 Origin of Human Beings (page 9).

54. Which of the following is a characteristic of the Upper Paleolithic? (1)
- A. ✓ **Composite tools made out of stone and bone**
 - B. Lack of change in tool making techniques in Africa
 - C. Tools made out of metals like copper and bronze
 - D. Highly selective breeding of livestock

Answer: A

The Upper Paleolithic, from about 40,000 to 10,000 years ago, is marked by small geometric blades called microliths that were fixed into wooden handles and shafts to make arrows and spears. Bone was also worked into tools. A tool built from more than one material is a composite tool.

Option C names copper and bronze, which belong to the metal ages that came long after the Stone Age.

Textbook: History Grade 11, Unit 1, section 1.2 Origin of Human Beings (page 9).

55. Which one of the following explanations is NOT correct according to the theories of emergence of early states? (1)

- A. Those who control trade routes become rulers.
- B. Successful military leaders become kings.
- C. Priests established political control in the name of gods.
- D. ✓ **People who organize religious pilgrimages become leaders.**

Answer: D

This item asks for the statement that is NOT a theory. The theories the textbook lists are religion, where priests became rulers of theocratic states, agricultural surplus, which created a wealthy elite, control of trade and trade routes by village chiefs, and war, where strong chiefs joined villages together by force.

Organising pilgrimages appears nowhere among them. Take care with option C, which looks similar but is the genuine religious theory: priests ruling in the name of the gods.

Textbook: History Grade 9, Unit 1 The Discipline of History and Human Evolution, section 1.7 The Emergence of States (page 17).

56. Which one of the following was a major achievement of the Indus Valley civilization? (1)

- A. The development of a writing system
- B. The construction of refined Buddhist temples
- C. ✓ **The development of urban planning techniques**
- D. The writing of a complex legal code

Answer: C

Mohenjo Daro and Harappa are famous for town planning: streets laid out on a grid, houses of standard baked brick, public baths and covered drains running under the streets. No other ancient city of that age was built with such order.

Option A is tempting because the Indus people did have a script, but it has never been deciphered, so planning is the achievement the curriculum names. Buddhism came about two thousand years later.

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

57. What was the major contribution of Greek civilization to the Western world? (1)

- A. ✓ **Ideas about direct participatory democracy**
- B. Rejection of slavery as an institution
- C. Techniques of building roads that last long
- D. The use of the wheeled transport

Answer: A

Athens developed direct democracy, in which citizens themselves met in assembly to debate and vote on laws rather than sending representatives. That idea of citizens ruling themselves is the Greek legacy the West built on.

Option B is false. Greek society rested on slavery, and Athenian citizens were a minority of the population. Long lasting roads were a Roman speciality.

Textbook: History Grade 11, Unit 2, section 2.3 Civilizations in Europe (page 36).

58. What was a common achievement of the civilizations of Egypt and Mesopotamia?

(1)

- A. The invention of techniques for preserving the bodies of the dead.
- B. ✓ **The development of a writing system for administrative purposes.**
- C. The construction of elaborate religious buildings using clay bricks.
- D. The invention of techniques for purifying copper and iron.

Answer: B

Both civilizations invented writing to run the state: hieroglyphics in Egypt and cuneiform on clay tablets in Mesopotamia. The earliest tablets record grain stores, taxes and land, which shows the purpose was administration.

Option A applies only to Egypt, since mummification was not a Mesopotamian practice, so it cannot be the common achievement.

Textbook: History Grade 11, Unit 2, section 2.1 Ancient Civilizations of Africa and section 2.2 Civilizations in Asia (pages 23 and 28).

59. Which of the following characterizes feudal society in Medieval Europe?

(1)

- A. The revival of patronage for Arts and Architectures
- B. The establishment of centralized empires
- C. The existence of large and flourishing trade centers
- D. ✓ **The decentralization of state power**

Answer: D

After the fall of the Western Roman Empire, power broke into pieces. The king granted land to great lords, who granted parts of it to lesser lords, and each level held real authority on its own estate. Government was therefore scattered downward through the feudal ladder rather than held at the centre.

Options A and C describe the later Middle Ages and the Renaissance, when towns, trade and royal patronage of art revived.

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

60. Which of the following is correct about Byzantine emperors?

(1)

- A. ✓ **They were both religious and political leaders.**
- B. Their power was checked by the Orthodox Church.
- C. They exercised absolute power over their subjects.
- D. Their rule was based on the model of Athenian politics.

Answer: A

The Byzantine emperor stood at the head of both the state and the church. He summoned church councils, appointed and removed patriarchs, and the Orthodox Church in turn supported his rule. This union of the two authorities in one person is what set Byzantium apart from Western Europe, where popes and kings were separate powers.

Option B is the reverse of the truth: the emperor controlled the church, not the other way round.

Textbook: History Grade 11, Unit 4, section 4.1 The European Middle Ages (page 74).

61. Why did the 1960 attempted coup against Emperor Haile Selassie fail? Because (1)
- A. there was disagreement between the coup leaders on what to do with Haile Selassie's officials.
 - B. ✓ **the coup leaders failed to secure support from the army and the air force.**
 - C. the coup leaders failed to secure control of the radio station and the imperial palace.
 - D. the coup leaders did not set up a government immediately after capturing power.

Answer: B

The coup of December 1960 was made by the Imperial Bodyguard under Mengistu and Germame Neway. The textbook states the main cause of its failure directly: it lacked support from the army, and it was poorly organised. The army, the air force and the church stayed loyal, and the emperor was back in the capital within two days.

Option C fails on the facts. The plotters did seize the palace and the radio station on the first day; holding them was the problem.

Textbook: History Grade 10, Unit 6 Ethiopia: Internal Developments and External Influences from 1941 to 1991, section 6.2.2 The Coup of 1960 (page 155).

62. Which of the following initiatives of the Derg had a major socio-economic consequence for the peasantry? (1)
- A. ✓ **The Land Reform**
 - B. The Literacy Campaign
 - C. The nationalization of industries
 - D. The confiscation of extra houses

Answer: A

The rural land proclamation of March 1975 abolished tenancy, took all rural land into public ownership and gave each farming household use rights of up to ten hectares. For the millions of tenants who had been handing over a large share of their harvest to a landlord, this changed everyday life more than any other measure.

The literacy campaign and the nationalisation of industry mattered, but they touched schooling and the towns, not the land the peasant lived on.

Textbook: History Grade 12, Unit 6 Ethiopia: Internal Developments and External Influences from 1941 to 1991, section 6.5 Socio-economic and Political Reforms of the Military Regime (page 190).

63. What was the major factor for the outbreak of the Ethio-Somalia War of 1977/78? (1)
- A. Difference over interpreting the teachings of Marxism-Leninism.
 - B. Rivalry between the two countries over the issue of Djibouti.
 - C. ✓ **Republic of Somalia claimed the Somali-inhabited territories of eastern Ethiopia.**
 - D. Personal animosity between Colonel Mengistu and General Siad Barre.

Answer: C

Somalia's claim to the Somali speaking areas of eastern Ethiopia, the Greater Somalia idea, is the root of the war. In July 1977 Siad Barre's forces invaded the Ogaden, and Ethiopia recovered the territory in March 1978 with Soviet and Cuban support.

Option A is a real oddity of this war, since both governments called themselves socialist, but ideology did not start it. Territory did.

Textbook: History Grade 10, Unit 6, section 6.4.1 The Ethio-Somalia War of 1977 (page 164).

64. How did France punish Guinea for voting against continued political association with the former colonial master? (1)
- A. Sponsoring a coup against Sekou Toure
 - B. ✓ **Denying any form assistance to the country**
 - C. Establishing a rival government in France
 - D. Expelling Guinea from the French Union

Answer: B

In the referendum of 1958 de Gaulle offered the French African colonies a choice: vote Yes and stay inside the French Community, or vote No and take immediate independence with the loss of French help. Only Guinea voted No, and France at once withdrew its professionals and technical staff and cut off all assistance.

Option D is the wrong way round. Guinea was not expelled from anything; it chose to leave, and the punishment was the ending of aid.

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 210).

65. Which of the following shows the continued influence of western countries over the economies of African countries after independence? (1)
- A. The export of primary and industrial products to western countries.
 - B. The dependence on infrastructure built by the west.
 - C. The dependence on western models of education.
 - D. ✓ **The dependence of African countries on western loans.**

Answer: D

Independence transferred the flag but not the economy. African governments had to borrow from Western banks and institutions to pay for development, and the debts, along with the conditions attached to them, kept real decisions in Western hands. This is what is meant by neo colonialism.

Option A is worth checking carefully. African countries exported primary products such as coffee and cotton and imported the manufactured goods, so it states the trade the wrong way round.

Textbook: History Grade 10, Unit 7 Africa Since 1960, section 7.2 Struggle for Economic Independence (page 186).

66. Which of the following are the characteristics of coups in African politics after independence? (1)
- A. ✓ **Although coups were instrumental in removing authoritarian leaders, the regimes that replaced them brought very little change.**
 - B. Although coups were carried out by the military, the latter proved a revolutionary force of change in many African countries.
 - C. Unlike coups carried out in former French colonies, coups in former British colonies succeeded in bringing change to African politics.
 - D. Coups carried out by junior officers were successful in bringing change than coups led by generals.

Answer: A

Coups became common in Africa after independence, and soldiers usually justified them by pointing to corruption and one party rule. In practice the officers who took over ruled much as their predecessors had, so very little changed for ordinary people.

Option B claims the military was a revolutionary force of change, which is the opposite of what the record shows.

Textbook: History Grade 12, Unit 7 Africa since the 1960s, section 7.2 Politics in Independent African States (page 214).

67. What was the major political agenda of the Transitional Period (1991–1994) in Ethiopia? (1)
- A. Finding a new foreign partner to help with economic and social recovery after decades of war.
 - B. Re-establishing an Ethiopian army on the basis of ethnic and regional representation.
 - C. Transforming the country from a centralized command economy to one based on the principles of market liberalism.
 - D. ✓ **Developing a constitution that would guarantee both the democratic rights of individuals and groups.**

Answer: D

The Transitional Charter of July 1991 set up the Transitional Government and gave it one central task: to prepare a constitution. A Constituent Assembly ratified it in 1994, it came into force in 1995, and its heart is the guarantee of the rights of individual citizens and of nations, nationalities and peoples.

Options B and C describe real work of those years, but they were means of carrying out the political settlement rather than the agenda of the transition itself.

Textbook: History Grade 10, Unit 8 Post 1991 Developments in Ethiopia, section 8.1.1 The 1991 Transitional Charter and the Formation of TGE (page 195).

68. In which of the following countries did Ethiopia take part in a UN Jedd Peace keeping mission? (1)
- A. Zimbabwe
 - B. Sierra Leone
 - C. ✓ **Liberia**
 - D. Chad

Answer: C

The Grade 12 textbook names the countries where Ethiopian troops have served under the United Nations: Korea, Congo, Rwanda, Burundi, Liberia, Sudan, South Sudan and Somalia. Liberia is on that list, and the section itself is titled after Liberia, Rwanda, Sudan and Somalia.

Sierra Leone had a large United Nations mission in the same years, which makes it a believable distractor, but Ethiopia did not serve in it.

Textbook: History Grade 12, Unit 8, section 8.4 The Role of Ethiopia in Peace Keeping (page 252).

69. Which of the following features of indigenous knowledge has the potential to contribute to overall development of a society? (1)
- A. Its sense of superiority
 - B. Its disregard for morality
 - C. Its unchanging nature
 - D. ✓ **Its holistic nature**

Answer: D

The textbook says indigenous knowledge ties the survival of people to the wholeness of nature and the elements that support life, and it covers farming, health, law, religion and craft together rather than as separate subjects. That whole view of a problem is what makes it useful for development.

Options A, B and C are not characteristics of indigenous knowledge at all, and none of them could help a society develop.

Textbook: History Grade 10, Unit 9 Indigenous Knowledge and Heritages of Ethiopia, section 9.1.2 Characteristics of Indigenous Knowledge (page 212).

70. Which one of the following is NOT an example of cultural heritage? (1)
- A. The Palace of Abba Jifar
 - B. Haile Kella of Dawro
 - C. ✓ **The Semen National Park**
 - D. The Al Najashi Mosque

Answer: C

Heritage is divided into natural, tangible and intangible. The Semien Mountains National Park is a natural heritage, protected for its landscape and its threatened animals such as the walia ibex, so it does not belong with cultural heritage.

The palace of Abba Jifar, the Halala Kella walls of Dawro and the Al Nejashi mosque are all built by people, which makes them cultural heritage.

Textbook: History Grade 10, Unit 9, section 9.2.2 Types of Heritages (page 221).

71. Why did the Schlieffen plan fail in the WWI? Because

(1)

- A. Germany did not receive support from Turkey on time.
- B. ✓ **Russia mobilized quickly and attacked Germany.**
- C. The US refused to send the arms Germany had paid for.
- D. Germany did not have air superiority on the western front.

Answer: B

The Schlieffen Plan assumed Russia was large, backward and slow, so Germany could knock France out through Belgium in about six weeks and only then turn east. Russia mobilised far faster than expected and struck into East Prussia, so Germany had to move troops east and fight the two front war the plan was designed to avoid.

Option D is out of period. Air power was not decisive in 1914; the German advance was stopped on the ground at the Marne in September.

Textbook: History Grade 10, Unit 4 Society and Politics in the Age of World Wars, section 4.1 The First World War: Causes and Consequence (page 82).

72. What was the difference between the self-help associations and the political parties that emerged in Africa in the inter-war period?

(1)

- A. The former supported colonial rule while the latter demanded independence.
- B. The former were led by the educated elite while the latter were led by traditional leaders.
- C. ✓ **The former were primarily concerned with economic issues while the latter focused on broader political matters.**
- D. The former called for gradual transfer of power to Africans while the latter demanded speedy transfer.

Answer: C

The self help associations of the interwar years were welfare bodies. Members pooled money for schools, clinics, burials and help for people newly arrived in town. The political parties that grew after them raised the wider questions of representation, rights and finally independence.

Option B reverses the leadership. The self help associations and the later parties were both led largely by the educated elite, not by traditional chiefs.

73. Following the Wal-Wal incident of 1934, what action taken by Italy caused the outbreak of war between Ethiopia and Italy?

(1)

- A. ✓ **submission of unacceptable demands to the Ethiopian.**
- B. decision to take the conflict to the League of Nations.
- C. deployment of army between Italo-Somaliland and Ethiopia.
- D. attempt to incite local populations in the border areas to rebel.

Answer: A

Ethiopian and Italian troops clashed at Walwal in the Ogaden on 5 December 1934. Mussolini had been planning the invasion for years and needed only an excuse, so Italy answered the incident with demands Ethiopia could not accept, including an apology, compensation and a salute to the Italian flag on Ethiopian soil. The refusal became the pretext for the war of October 1935.

Option B describes what Ethiopia did, not Italy. Haile Selassie took the case to the League of Nations hoping to prevent war.

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

74. Why did the US declare war on Japan in the Second World War? Because

(1)

- A. the US disliked the prospect of a modernizing and rising Japan.
- B. ✓ **Japan attacked US bases on the Pacific at Pearl Harbour.**
- C. Japan criticized US support for the Allies power in the Pacific.
- D. the US wanted to take over Japan's colonies in the Far East.

Answer: B

Japanese aircraft attacked the American naval base at Pearl Harbor in Hawaii on 7 December 1941, sinking or damaging much of the Pacific fleet. The United States declared war on Japan the next day, and Germany and Italy then declared war on the United States.

Until that attack American opinion was against entering the war, which is why Pearl Harbor, and not any earlier disagreement, is the answer.

Textbook: History Grade 12, Unit 4 Society and Politics in the Age of World Wars, section 4.4 World War II (page 110).

75. What was the connection between the Atlantic Charter and the future UN? The charter underlined that

(1)

- A. ✓ **the establishment of an international organization to ensure world peace.**
- B. the various bodies of the future United Nations to be functionary.
- C. a detailed description of how the United Nations would be run.
- D. the UN would be a failure if the Security Council was dominated by the Big Five.

Answer: A

Roosevelt and Churchill signed the Atlantic Charter in August 1941. Among its points was the call for a wider and permanent system of general security, in other words an international organisation to keep the peace. That principle grew into the United Nations, founded in 1945.

Option C claims too much. The Charter set out principles only; the structure of the organisation was worked out later at Dumbarton Oaks, Yalta and San Francisco.

Textbook: History Grade 10, Unit 5 Global and Regional Developments Since 1945, section 5.1 The United Nations Organization (page 112).

76. What was the cause of the First Arab-Israeli War of 1948/1949?

(1)

- A. British decision to take the issue of Palestine to the UN.
- B. ✓ **The Arab States' refusal to accept the partition of Palestine.**
- C. US decision to recognize the establishment of the state of Israel.
- D. The Israeli occupation of Jerusalem and the West Bank.

Answer: B

In November 1947 the United Nations voted to divide Palestine into a Jewish and an Arab state. The Jewish side accepted and declared Israel on 14 May 1948; the Arab states rejected the partition outright and their armies entered Palestine the next day. That refusal is what started the war.

Option D is a later war. Israel took Jerusalem's old city and the West Bank in 1967, nearly twenty years after this one.

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

77. Which of the following was common to national liberation movements in Kenya and Algeria? (1)
- A. Strong influence of communist ideology
 - B. Strong support from Socialist Tanzania
 - C. ✓ **Resort to armed struggle as a strategy**
 - D. Internal power struggle among the leaders

Answer: C

In both countries the settlers held the best land and refused any peaceful transfer of power, so the movements took up arms. Kenya had the Mau Mau rising from 1952, and Algeria had the war of the National Liberation Front from 1954 to 1962.

Option A does not fit. Neither Mau Mau nor the Algerian front was driven by communist ideology; both were fighting over land and independence.

Textbook: History Grade 10, Unit 7 Africa Since 1960, sections 7.1.1 National Liberation Movements in North Africa and 7.1.3 National Liberation Movements in East and Central Africa (pages 171 and 175).

78. Which one of the following African nationalist leaders took part in the 1945 Pan-African Congress that took place in Manchester? (1)
- A. Edward Blyden
 - B. Julius Nyerere
 - C. Gamal Abdel Nasser
 - D. ✓ **Kwame Nkrumah**

Answer: D

The fifth Pan African Congress met at Manchester in October 1945 and was the first dominated by Africans who would soon lead their countries. Kwame Nkrumah of the Gold Coast helped organise it and later became the first leader of independent Ghana in 1957.

Watch the dates on the others. Edward Blyden died in 1912, and Nyerere and Nasser rose to prominence in the 1950s.

Textbook: History Grade 10, Unit 7, section 7.1.6 Pan-Africanism and the OAU (page 181).

79. Which one of the following developments characterizes the post-liberation period in Ethiopia? (1)
- A. Frequent coup attempts
 - B. Suppression of landlordism
 - C. ✓ **Consolidation autocracy**
 - D. The expansion of education

Answer: C

The years after 1941 were spent building an absolute monarchy. Haile Selassie reorganised the country into twelve governorate generals under officials he appointed himself, issued the revised constitution of 1955, and removed the last hereditary rulers, so that all authority ran through the palace.

Option A overstates a single event. There was one attempted coup, in December 1960, not frequent ones. Education did expand, but that was a result of the centralising state rather than the feature that defines the period.

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).

80. Why did the Ethio-Eritrean federation fail? Because (1)
- A. the arrangement was subverted by the Italians.
 - B. ✓ **both unionists and separatists were dissatisfied with it.**
 - C. the UN did not provide the support it promised to Ethiopia.
 - D. the federal representative in Asmara was corrupt and ineffective.

Answer: B

The Grade 12 textbook says it plainly: the federation formula, in force from 1952, satisfied neither the unionists nor the separatists. Unionists wanted full union with Ethiopia and separatists wanted independence, so neither side defended the arrangement, and the Eritrean assembly dissolved it in 1962.

Option A is out of time. Italy had lost Eritrea in 1941 and had no part in the collapse of the federation.

Textbook: History Grade 12, Unit 6, section 6.3 Consolidation of Autocracy and Oppositions to the Monarchy (page 169).

81. Which of the following Oromo group settled in the south western part of the Ethiopian region? (1)

- A. ✓ **Mecha**
- B. Borana
- C. Guji
- D. Ittu

Answer: A

The Mecha belong to the Borana confederacy, which moved into the central and south western parts of the country. Their Limmu branch defeated the kingdom of Ennarya in about 1710, after which the area was called Limmu Ennarya, and Mecha Gadaa centres such as Oda Bisil and Oda Bulluq lie in the west.

The Guji, named in option C, also belong to the Borana confederacy, but the textbook says plainly that the Guji moved south and settled in their present territory. Ittu went east to Hararghe.

Textbook: History Grade 11, Unit 7 States, Principalities, Population Movements and Interactions in Ethiopia, section 7.5 Population Movements in the Ethiopian Region (page 193).

82. Why did Emperor Susenyos accept Catholicism? Because (1)

- A. he believed that the Catholic doctrine was superior to the teachings of the Orthodox Church.
- B. he wanted Portuguese military help in securing an outlet through the Red Sea.
- C. he wanted to become rich and powerful by taking over the lands of the Orthodox Church.
- D. ✓ **he hoped to get military support from the Catholic countries against his rivals.**

Answer: D

Susenyos, who ruled from 1607 to 1632, faced constant revolts and rivals inside the kingdom. He declared himself a Catholic in 1622 in the hope that Catholic Europe would back him, and the Grade 9 textbook calls the conversion a strategy to reinforce his political power. It failed: the changes forced on the church caused civil war and he abdicated in 1632.

Option A does not match the record. Susenyos showed no interest in Catholic doctrine for its own sake; his motive was political.

Textbook: History Grade 9, Unit 3 Peoples and States in Ethiopia and the Horn, section 3.1.2 Major Religions of Ethiopia (page 44).

83. With which of the following was the Zemene Mesafint associated? (1)

- A. Revival of commerce and crafts
- B. Consolidation of monarchical power
- C. ✓ **Doctrinal controversies in the Church**
- D. Improvement of peasant conditions

Answer: C

The Zemene Mesafint ran from 1769, when Ras Michael Sehul killed King Iyoas, to 1855. The textbook says an intense doctrinal controversy inside the Orthodox Church went on through the period, split the church into regional factions and gave the warlords' fighting an added religious edge.

Option D is the opposite of the truth. The endless wars ruined the peasants, who had to feed the armies and watch their fields turned into battlefields.

Textbook: History Grade 9, Unit 8 Political, Social and Economic Processes in Ethiopia, section 8.3 The Zemene Mesafint (page 181).

84. What was the consequence of the Tokugawa Shogunate's seclusion policy for Japan? (1)
- A. It ended Japanese voyages of discovery in Asia and hence economic benefits that could come from these activities.
 - B. It prevented Japan from importing firearms and hence the capacity the state to consolidate power.
 - C. It weakened Christianity in Japan by limiting regular contacts between the Japanese and foreigners.
 - D. ✓ **It limited the development of Japanese international trade and retarded its capitalistic development.**

Answer: D

From the 1630s the Tokugawa shoguns closed Japan. Foreign trade was cut down to a single Dutch post at Nagasaki and Japanese were forbidden to travel abroad. For more than two centuries the country stayed outside the world market, so merchant wealth and capitalist growth were held back until the Meiji Restoration of 1868.

Option C is partly true, since the policy was aimed at Christianity, but the question asks for the consequence for Japan as a whole, and that was economic.

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

85. What was the statement by John Locke that justified rebellion? (1)
- A. That a government cannot ask its people for additional taxes without approval by parliament or a representative body.
 - B. ✓ **That a government which cannot protect the natural rights of its people is not a legitimate government.**
 - C. That in order to govern, a government would have to call Parliament into session regularly.
 - D. That the legitimacy of a government is dependent on its ability to offer physical security to its citizens.

Answer: B

John Locke argued that people have natural rights to life, liberty and property, and that government exists by their consent in order to protect those rights. A government that fails to protect them breaks the agreement, so the people may remove it. That is the sentence used to justify rebellion, and it later shaped the American Declaration of Independence.

Options A and C describe limits on royal power in English practice, not the principle that gives people the right to rise up.

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

86. What explains the involvement of large numbers of ordinary people in the French revolution between 1788 and early 1789? (1)
- A. The introduction of revolutionary ideas from the Americas
 - B. The collapse of the state's security system
 - C. The defeat of France in the Seven Years' War
 - D. ✓ **The food crisis and ensuing economic misery**

Answer: D

The harvest of 1788 failed and the price of bread rose to a level ordinary families could not pay, at a time when the state itself was bankrupt. Hunger is what brought crowds of townspeople and peasants into the revolution in 1788 and early 1789, and it is why the storming of the Bastille in July 1789 had such wide support.

New ideas from America and from Enlightenment writers mattered to the educated classes, but they do not explain why ordinary people came out in those particular months.

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

87. Which one of the following was a consequence of the Industrial Revolution?

(1)

- A. The decline of the urban population
- B. ✓ **The spread of the factory system**
- C. The improvement of the life of workers
- D. The abolition of manual labor in manufacturing

Answer: B

The Industrial Revolution moved production into factories, and the factory system then spread from British textiles to other industries and other countries. Towns grew around the factories.

Options A and C state the opposite of what happened. Urban population rose sharply, and the early factory worker faced long hours, low pay and dangerous machines.

Textbook: History Grade 11, Unit 9, section 9.1 The Industrial Revolution and its Political, Economic and Social Effects on Europe (page 239).

88. How did the Congress of Vienna of 1815 seek to establish peace across Europe?

(1)

- A. ✓ **By establishing a balance of power among the European powers.**
- B. By weakening the economic and military capabilities of France.
- C. By recognizing the democratic and nationalistic aspirations of European populations.
- D. By agreeing to support the reforms of liberalizing European governments.

Answer: A

The Congress of Vienna of 1815 rearranged Europe after Napoleon so that no single state could dominate again. Territory was shared out to keep the great powers roughly equal in strength, and a ring of stronger states was built around France. That principle is the balance of power.

Option C is the reverse of what the Congress did. It restored the old monarchies and worked against liberal and nationalist movements.

Textbook: History Grade 9, Unit 9 The Age of Revolutions 1750s to 1815, section 9.5 The Congress of Vienna (page 203).

89. Which one of the following group was able to establish their own dynasty in Egypt?

(1)

- A. Funj
- B. Almohads
- C. Abdallabi
- D. ✓ **Mamluks**

Answer: D

The Mamluks were soldiers of slave origin who seized power in Egypt in 1250 and ruled it as their own state until the Ottoman conquest of 1517. They also stopped the Mongol advance at Ain Jalut in 1260.

The other three belong elsewhere. The Funj and the Abdallab ruled in the Sudan, and the Almohads in Morocco and Muslim Spain.

Textbook: History Grade 11, Unit 5 Peoples and States of Africa to 1500, section 5.2 North Africa (page 121).

90. Which one of the following was a consequence of the Trans-Atlantic Slave Trade? (1)
- A. The overthrow of oppressive regimes by force of arms.
 - B. Greater availability of land and hence expansion of the economy.
 - C. ✓ **The weakening of indigenous crafts and technology due to import of European goods.**
 - D. The rapid increase of population due to introduction of new food crops and medical technologies.

Answer: C

African rulers were paid for captives largely in imported cloth, metal goods and firearms. Local weavers, smiths and potters could not compete with the cheap imports, so crafts and the skills behind them declined, and Africa became dependent on European manufactures.

Option D is the opposite of the demographic effect. The trade removed millions of people, mostly young and able bodied, and slowed population growth in the regions it touched.

Textbook: History Grade 11, Unit 6 Africa and the Outside World 1500 to 1880s, section 6.3 Slavery and Slave Trade in Africa (page 154).

91. Which of the following Ethiopian states had emerged first? (1)
- A. Gojjam
 - B. ✓ **Damot**
 - C. Enareya
 - D. Wolayta

Answer: B

Damot is the oldest of the four. It lay south of the Abay and is already treated in the unit that ends with the thirteenth century, and the textbook says Enareya, Kafa and Wolaita had connections with Damot, which shows Damot came first. Its best known king, Motalami, was a rival of Yekuno Amlak in the 1270s.

Enareya, Wolayta and the kingdom of Gojjam are all dealt with in the later unit covering the mid sixteenth to mid nineteenth centuries.

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).

92. Which one of the following was an outcome of the formation of the Ottoman Empire? (1)
- A. The weakening of the Persian Empire
 - B. The spread of pastoral nomadism across Asia
 - C. The decline of trade between Europe and Asia
 - D. ✓ **The expansion of Islam in the Balkan Peninsula**

Answer: D

The Ottomans crossed into Europe in the fourteenth century, won the battle of Kosovo in 1389 and took Constantinople in 1453. Their rule over the Balkans for the next five hundred years is why Islam became established in Albania, Bosnia and other parts of the peninsula.

Option C is a common error. Ottoman control of the eastern routes made trade with Asia costlier for Europeans, but it did not destroy the trade; it pushed the Portuguese and Spanish to look for sea routes instead.

Textbook: History Grade 9, Unit 4 The Middle Ages and Early Modern World, section 4.2.2 The Expansion of the Ottoman Empire (page 70).

93. Which one of the following was a key feature of early capitalism in Europe?

(1)

- A. The relocation of manufacturing from the cities to the countryside.
- B. Massive investment in the construction of railways and roads.
- C. ✓ **The development of a banking system that facilitated long distance trade.**
- D. The decline of the power of the bourgeoisie in local and internal trade.

Answer: C

Long distance trade needs more than ships. Merchants needed somewhere to deposit money, borrow it, change currencies and settle a debt in another city without carrying gold on the road. The banks and bills of exchange that grew up in Italian and Flemish towns did exactly that, and the textbook links the accumulation of capital for investment to the rise of these financial institutions.

Option B belongs to the nineteenth century. Railways came with the Industrial Revolution, long after early capitalism.

Textbook: History Grade 11, Unit 4 The Middle Ages and Early Modern World, section 4.4 Development of Early Capitalism 1500 to 1789 (page 100).

94. What was the motive behind the involvement of the Portuguese and Ottomans in the Ethiopian region in the 16th-century?

(1)

- A. Establishing control over the source of the Abbay
- B. Spreading their respective religions in the region
- C. Finding markets for their manufactured goods
- D. ✓ **Extending their economic and political influence in the region**

Answer: D

Portugal and the Ottoman Empire were rivals for control of the Mediterranean and the Red Sea, and each backed one side in the war between the Christian kingdom and Adal in order to hold that sea route. The Ottomans sent musketeers to Imam Ahmed, and Portugal sent 400 soldiers under Christovao da Gama in 1541.

Religion, in option B, was the language each side used, but the textbook presents both powers as maritime rivals pursuing influence over the region.

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).

95. Which of the following region was believed to have been an area of Oromo settlement prior to their 16th-century movement?

(1)

- A. The Ethio-Sudan borderlands
- B. The upper course of the Awash River
- C. The area between the Wabi Shebelle and Juba
- D. ✓ **The area adjoining upper Ganale**

Answer: D

The curriculum places the Oromo before the sixteenth century in the Bale highlands, with their ritual and political centre at Madda Walabu on the Bale and Sidama borderlands, and describes herders taking cattle down to the Ganale valley in the south. The upper Ganale is therefore the area named.

Option C repeats an older foreign theory that placed the Oromo homeland in the lowlands between the Wabi Shebelle and the Juba. The Ethiopian textbooks do not use it.

Textbook: History Grade 11, Unit 7, section 7.5 Population Movements in the Ethiopian Region (page 193).

96. Which of the following 19th-century Ethiopian societies shared a similar form of political organization? (1)

- A. Kaffa and Hadiya
- B. ✓ **Wolayta and Kaffa**
- C. Khomoisha and Nuer
- D. Shewa and Gamo

Answer: B

Wolayta and Kaffa were both centralised Omotic kingdoms with a sacred king at the top, a council of great officials below him and a system of tribute. The king of Kaffa held the title tato and the king of Wolayta the title kawo, and both kingdoms kept their independence until Menelik's expansion at the end of the nineteenth century.

Option D pairs two very different things. Shewa was a monarchy, but Gamo society was organised around local assemblies without a king of that kind.

Textbook: History Grade 9, Unit 8 Political, Social and Economic Processes in Ethiopia, section 8.1.1 Southern states (page 156).

97. With which of the following medieval African states was Timbuktu associated? (1)

- A. ✓ **Mali**
- B. Ghana
- C. Kanem Bornu
- D. Songhai

Answer: A

The Grade 9 textbook names Timbuktu as the capital of Mali and one of the most important centres of Islamic learning and culture. It reached that fame under Mansa Musa, who returned from his pilgrimage in 1324 and built its great mosque.

Songhai in option D is the tempting answer, because Songhai later took Timbuktu and Askia Muhammad supported its scholars. The town is linked with Mali first, as the state under which it rose.

Textbook: History Grade 9, Unit 5 Peoples and States of Africa to 1500, section 5.4 States in Western Africa (page 90).

98. Why was the second phase of the Trans-Atlantic slave trade also known as the Triangular trade? Because the (1)

- A. merchants involved in this trade transported slaves to the Americas using triangular shaped ships.
- B. transportation of slaves to the Americas passed through three distinctive phases.
- C. ✓ **trade linked traders and goods drawn from the continents of Africa, Europe and the Americas.**
- D. slave trade during this period was dominated by the Portuguese, Spanish and Dutch.

Answer: C

The trade ran in three legs between three continents. European manufactured goods and guns went to the West African coast, captives were carried from Africa to the Americas, and sugar, cotton and tobacco came back from the Americas to Europe. Drawn on a map the route makes a triangle.

Option A takes the word too literally. The shape of the ships had nothing to do with it; the shape of the route did.

Textbook: History Grade 11, Unit 6 Africa and the Outside World 1500 to 1880s, section 6.3 Slavery and Slave Trade in Africa (page 154).

99. Which one of the following was a consequence of the Industrial Revolution? (1)

- A. The domination of European society by aristocrats devoted to farming and the manufacturing bourgeoisie.
- B. ✓ **The widening of income inequality between workers and capitalists.**
- C. The improvement of living and working conditions for factory workers.
- D. Increase in unemployment due to the replacement of workers by machines.

Answer: B

Factory owners took the profits of the new industries while workers, including women and children, earned low wages for very long hours. Wealth grew fast, but the gap between the industrial bourgeoisie and the working class grew with it, and that gap is what gave rise to trade unions and to socialist thinking.

Option D is a half truth worth being careful with. Machines did throw some skilled hand workers out of work, which is why the Luddites broke them, but the factories as a whole took on far more workers than they displaced.

Textbook: History Grade 11, Unit 9 The Age of Revolutions, section 9.1 The Industrial Revolution and its Political, Economic and Social Effects on Europe (page 239).

100. What was the fundamental cause of the American War of Independence?

(1)

- A. The introduction of the different Acts by the British government.
- B. The support France gave to the Colonists against the British.
- C. ✓ **The thirteen colonies rejection of strict rule by the British.**
- D. The passage of the Declaration of Independence by the colonists.

Answer: C

The colonies had governed much of their own affairs for a long time, and after 1763 Britain tried to tax them and control their trade directly. The colonists refused to accept laws made by a parliament in which they had no seats, and that refusal of tight British control is the fundamental cause of the war.

Option A names the Stamp Act and the other measures, which are the immediate causes: the events that set off the quarrel. The Declaration of Independence in option D came after the fighting had begun, so it is a result and not a cause.

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

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