

History, 2015 EC, social science, entrance exam

Grade 12 · History · 2015 E.C.

MARKING KEY — CONFIDENTIAL**Time allowed:** 120 minutes**Questions:** 100**Total marks:** 100

1. Which one of the following was a factor for the Oromo population movement of the 16th century? (1)
- A. The desire to expand Oromo religion.
 - B. ✓ **The desire to find new pastures for cattle.**
 - C. The need to expand the tax base of the Oromo.
 - D. The demand to establish political control over new areas.

Answer: B

Cattle numbers in the Bale highlands grew from the 14th century until there was not enough grazing land left. Young Oromo men drove the herds south and west into the lowlands of the Middle Awash and the Ganale valleys to find pasture, and that search grew into the large movement that began around 1522.

Option D fails because political control over new land was a *result* of the movement, not the reason it started.

Textbook: History Grade 11, Unit 7 Politics, Economy and Society in Ethiopia and the Horn, section 7.5 Population Movements in the Ethiopian Region (page 193).

2. What challenge did Emperor Serse Dingil face beyond the Mereb River in the 1570s? (1)
- A. ✓ **Turkish expansionism**
 - B. Disobedience from the na'ib of Arkiko.
 - C. Mutiny among royal regiments in the province.
 - D. Rebellion by local people

Answer: A

The Ottoman Turks seized the port of Massawa in 1557 and pushed inland to Debarwa, the centre of the Red Sea coastal province. That Turkish advance was the standing danger in Mereb Melash, the land beyond the Mereb River, throughout the 1570s. In 1578 the coastal governor Bahr Negash Yeshaq sided with the Turks; Sarsa Dengel defeated Yeshaq the next year but could never dislodge the Ottomans from the coast.

Option B fails because the na'ib of Arkiko was an Ottoman deputy of a later period.

Textbook: History Grade 11, Unit 8 Political, Social and Economic Processes in Ethiopia, section 8.2 Instability Versus Consolidation in the Christian Kingdom, 1559 to 1855 (page 218).

3. What achievements earned Iyasu I the nickname 'Iyasu the Great'? (1)
- A. The successful campaign against the Funj Sultanate in the west.
 - B. ✓ **Revision of works related to the legal code and taxation**
 - C. Introduction of new forms of architecture in the city of Gonder.
 - D. Restoration of Gonderine rule over south-western Ethiopia.

Answer: B

Under Iyasu I (r. 1682 to 1706) the traditional civil code, the Fitha Negest, was revised, land laws were amended, and taxes and customs dues were reorganised. Those reforms, plus his campaigns across the Abay to collect tribute, are why he is remembered as Iyasu the Great.

Option C fails because the Gonderine castle architecture began with Fasiledes, who founded the city about fifty years earlier.

Textbook: History Grade 11, Unit 8, section 8.2 Instability Versus Consolidation in the Christian Kingdom (page 218).

4. What helped the Ching dynasty in China to gain the support of the indigenous Han ruling class? (1)
- A. ✓ **The continuation of Chinese administrative practices by the Ching.**
 - B. The successful rejection of the 'Unequal Treaties' by the Ching.
 - C. The reduction of the tax on the Chinese peasantry.
 - D. The opening of China for foreign trade and civilization by the Ching.

Answer: A

The Ching (Qing) were Manchu, that is outsiders, so they ruled through the Chinese machine they inherited. They kept the Confucian civil service examinations, the same ministries and the same law codes, so Han scholars could still win rank and office and had a reason to serve the new dynasty.

Option B fails because the Ching were forced to sign the Unequal Treaties after the Opium Wars, not to reject them.

Textbook: History Grade 9, Unit 4 The Middle Ages, section 4.2.3 Dynastic Cycle in China (page 72).

5. What was the fundamental source of conflict between Charles I and the English Short Parliament? (1)
- A. Disagreement on the authority of the king to sign treaties without consulting Parliament.
 - B. Dispute as to whether or not Presbyterians can be head of the English Church.
 - C. Disagreement on the nature of union between England and Scotland.
 - D. ✓ **Dispute over raising taxes to suppress the rebellion in Scotland.**

Answer: D

Charles I called the Short Parliament in April 1640 for one reason: he needed money to fight the Scots, who had risen against the prayer book he tried to force on them. Parliament refused to vote any tax until its own complaints were answered, so the king dissolved it after three weeks.

Option A fails because the quarrel of 1640 was about money for the Scottish war, not about the king's treaty making power.

6. Which of the following is a dominant idea among Enlightenment thinkers? (1)
- A. Man can attain salvation only through good work.
 - B. ✓ **Humans can achieve progress through the application of reason.**
 - C. Democracy is the best form of government.
 - D. Religion is important for social cohesion.

Answer: B

The central belief of the Enlightenment was that human beings can improve their own condition by using reason. Thinkers such as Voltaire, Locke, Montesquieu and Rousseau argued that laws, government and society should be judged by reason and evidence rather than accepted because they were old or holy.

Option A fails because salvation through good works is a religious doctrine, and the Enlightenment moved away from that kind of question.

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

7. What was behind the outbreak of the Latin American revolutions in the early 19th century? (1)
- A. Implementation of the Monroe Doctrine by the US.
 - B. Re-division of Latin America between the Spanish and Portuguese.
 - C. Decline of French rule in the Atlantic colonies.
 - D. ✓ **Ideas generated by the Enlightenment thinkers.**

Answer: D

The Creole leaders of Spanish and Portuguese America read the Enlightenment writers and the American and French declarations, and took from them the ideas of liberty, equality and the right of a people to govern itself. Those ideas turned local anger at Spanish taxes and trade rules into wars of independence after 1810, led by Simon Bolivar and Jose de San Martin.

Option A fails on dates: the Monroe Doctrine came in 1823, after the revolutions had already begun.

8. What was the common feature of the 1848 revolutions in Europe? (1)
- A. ✓ **They were inspired by the idea of establishing a liberal government.**
 - B. They were primarily led by a coalition of youth groups and bourgeoisie.
 - C. They drew inspiration from the successful revolutions in America.
 - D. They ultimately failed because of divisions among the leadership on future goals.

Answer: A

What the risings of 1848 in France, the German states, Austria, Hungary and Italy shared was a demand for liberal government: a written constitution, an elected parliament and basic civil rights, and in central Europe national unity as well.

Option D is a fact about how the risings ended, not what they had in common at the start, and the question asks for their common feature.

9. Who was responsible for the end of the Funj Sultanate? (1)
- A. The Abdallabi
 - B. Iyasu II
 - C. Amara Dunqas
 - D. ✓ **Mohammed Ali**

Answer: D

The Funj Sultanate was founded in 1504 with its capital at Sennar. Susenyos beat its army about 1620 but the sultanate survived until Muhammad Ali of Egypt conquered it in the 1820s, and that conquest ended it.

Option C fails because Amara Dunqas was the *founder* of the Funj state, not the one who destroyed it.

Textbook: History Grade 9, Unit 5 Peoples and States of Africa to 1500, section 5.2 States in North Africa (page 88).

10. Which one of the following explains Egypt's prosperity under the Mamlukes? (1)
- A. The successful participation of Egypt in the Crusades.
 - B. The decline of Ottoman control over the Mediterranean.
 - C. ✓ **Egypt's participation in the trans-Saharan trade.**
 - D. The construction of a canal across the Red Sea.

Answer: C

Mamluk Egypt (about 1250 to 1517) grew rich because it sat on the trade of two worlds. West African Muslims carrying gold passed through Cairo on their way to Mecca, and Egypt taxed the spice trade that ran from the Far East up the Red Sea to the Mediterranean. The textbook states plainly that Mamluk prosperity was a function of Egypt's active part in the trans-Saharan trade.

Option B fails on dates: the Ottomans only took Egypt in 1517, which is when Mamluk rule ended.

Textbook: History Grade 11, Unit 5 Ancient and Medieval African States, section 5.2 North Africa (page 121).

11. Which of the following people was responsible for invading India in the 14th century?

(1)

- A. The Han
B. The Arabs
C. ✓ **The Mongols**
D. The Huns

Answer: C

Northern India was invaded in 1398 by Timur (Tamerlane), whose Turco-Mongol army sacked Delhi and broke the power of the Delhi Sultanate. That is the 14th century invasion the question points to.

Option D fails on dates: the Huns (Hephthalites) attacked India in the 5th and 6th centuries, and the Arabs reached Sind in the 8th century.

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

12. Which one of the following is a Central Cushitic language?

(1)

- [illegible]

Answer: D

Cushitic has four branches, and the Central Cushitic (Agaw) branch is made up of Bilen, Awngi, Xamtanga and Qimant. Bilen is therefore the Central Cushitic language in the list.

Option C is the trap: Beja is the only North Cushitic language. Gedeo and Burji are East Cushitic.

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

13. Where was the ancient state of Punt located?

(1)

- A.** The Eastern coast of the Red Sea
- B. ✓ In Northeast Africa**
- C.** On the Swahili Coast
- D.** Along the Ethio-Sudan borderlands.

Answer: B

Punt was the land the ancient Egyptians sailed to for incense, myrrh, gold and ivory, and it lay in northeast Africa, on the African side of the Red Sea in what is today the Ethiopian and Eritrean coast and the wider Horn.

Option A fails because the eastern coast of the Red Sea is Arabia, which is not Africa at all.

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

14. What factors facilitated the rise of the Zagwe Dynasty?

(1)

- B. ✓ The increased interaction of the Agaw elite with the Aksumite court.**

Answer: B

The Zagwe rose from inside the Aksumite state, not from outside it. The founder, Mera Tekle Haymanot, was a general of Dil Na'od, the last Aksumite king, and was married to the king's daughter before he overthrew his father in law about 1150. Long service of the Agaw elite at the Aksumite court is what put them close enough to power to take it.

Option A falls on time order: the rock hewn churches at Roha were carved under Lalibela in the early 13th century, long after the dynasty had already taken power.

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

15. Which of the following was characteristic of Renaissance Humanism? (1)
- A. Desire to recreate the Roman Empire.
 - B. Study of classical Islamic literature.
 - C. Focus on how to achieve salvation.
 - D. ✓ **Interest in everyday human conditions.**

Answer: D

Humanism turned attention from heaven to earth. Renaissance writers and artists studied the Greek and Latin classics in order to understand human beings themselves: their bodies, feelings, politics and daily life. That is why Renaissance painting shows real faces and real landscapes.

Option C fails because how to reach salvation was the medieval question that humanism moved away from.

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

16. How did the Solomonic rulers of the medieval period in Ethiopia try to solve the problem of royal succession? (1)
- A. By inventing a system of a caretaker administration that ruled for a few years until final selection of a king is made.
 - B. By designing a system in which the decisions of the Church leaders on succession became final.
 - C. ✓ **By developing a prison system for male royal prison system in which male descendants of a monarch were kept.**
 - D. By establishing a clear rule of succession.

Answer: C

The medieval Solomonic kings had no fixed law of succession, so they locked the danger away. Male royal relatives who could claim the throne were confined on a mountain: first Amba Geshen, and after 1636 Wehni. Only the chosen heir left the mountain.

Option D fails because a clear rule of succession is exactly what the kingdom never had, which is why the royal mountain was needed.

Textbook: History Grade 11, Unit 7, section 7.1 The Christian Highland Kingdom under the Restored Solomonic Dynasty (page 170).

17. Which one of the following was a characteristic feature of the Muslim sultanates of Medieval Ethiopia? (1)
- A. ✓ **Their economy was mainly dependent on trade.**
 - B. Their rulers exercised limited power and authority.
 - C. Their populations were made up of Muslims and Christians.
 - D. Their ruling class were immigrants from Arabia.

Answer: A

The textbook lists the shared features of the medieval sultanates, and one of them is that although some of their people practised mixed farming, the economy of the sultanates depended mainly on trade. Shewa, Ifat, Dawaro, Bali, Hadya and Adal all grew up along the caravan roads leading to the port of Zeila.

Option B fails because the same list says their rulers held both religious and political power, which is wide authority, not limited authority.

Textbook: History Grade 11, Unit 7, section 7.2 The Expansion of Islam and the Emergence of Muslim Sultanates (page 179).

18. Which one of the following is true about the Kingdom of Kaffa?

(1)

- A. It was ruled by a king who had limited power.
- B. It was created by invaders from neighbouring Enarya.
- C. It had a dynasty that came from the Manjo clan.
- D. ✓ **It had developed an efficient system of defending its territory.**

Answer: D

Kaffa is known for its defences. The Gojeb River guarded the northern frontier, watch towers were hidden on high ground to spot an approaching enemy, and deep defence trenches called Hiriyo were dug along the borders. That system let Kaffa hold off the Oromo expansion through the 17th and 18th centuries.

Option C is a spelling trap: the ruling dynasty was the **Minjo** clan, not the Manjo.

Textbook: History Grade 11, Unit 8, section 8.1 Peoples and States of Southern, Western and Eastern Ethiopia (page 203).

19. What was the main cause for the expansion of the Christian kingdom during the medieval period?

(1)

- A. Determination to restore the lost territories of the Aksumites.
- B. Ambition to acquire slaves for export to Arabia.
- C. Desire to expand its resource base.
- D. ✓ **The need to expand Christianity.**

Answer: D

Under the restored Solomonic kings the frontier and the church moved together. Abune Tekle Haymanot converted King Motalami of Damot, his disciples and those of Abba Iyasus Mo'a carried Christianity into Gojjam, Damot, Enarya and Wajj, and the kings paid for the new churches and monasteries and granted them land.

Take care with option C: the campaigns did bring tribute, gold and soldiers, and the textbooks treat control of the trade routes as the heart of the wars with the sultanates, so read this question as asking about the expansion of the kingdom itself.

Textbook: History Grade 11, Unit 7, section 7.1 The Christian Highland Kingdom under the Restored Solomonic Dynasty (page 170).

20. Which one of the following factors intensified the conflict between the Christian kingdom and the Sultanate of Adal in the 15th and early 16th centuries?

(1)

- A. The shift of the Christian political center to Shewa.
- B. The introduction of new weapons like muskets.
- C. ✓ **The establishment of the Turks along the Red Sea coast.**
- D. The pressure created by the migration of lowland pastoralists.

Answer: C

Once the Ottoman Turks took Egypt in 1517 and spread down both shores of the Red Sea, Adal gained a powerful backer. The Ottomans sent Imam Ahmad 900 soldiers armed with muskets and cannon, and with them he crushed the Portuguese at Wefla. Turkish power on the coast is what turned a border quarrel into a long war.

Option B is close but it is the effect, not the cause: the muskets reached the region because these outside powers arrived, the Ottomans arming Adal and the Portuguese arming the Christian kingdom.

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

21. What was the factor that led to the decline of the gada institution among the Oromo of the Gibe region? (1)
- A. Political influence of Sudanese states of the Ethio-Sudan border.
 - B. The shift of the economy from pastoralism to agriculture.
 - C. ✓ **Warfare and the rise of powerful war leaders.**
 - D. The conquest of the region by the forces of Menelik.

Answer: C

In the first half of the 19th century the Gibe Oromo fought constantly over the trade routes. Wealth from farming and trade let successful Abbaa Duulaa (war leaders) keep private armies, stay in office longer than the eight year gada cycle allowed, and finally make themselves Mootii (kings). That is how gada gave way to monarchy in Limmu Enarya, Jimma, Gera, Gomma and Gumma.

Option D fails on dates: Menelik's forces reached the Gibe kingdoms only at the end of the century, long after gada had already been replaced there.

Textbook: History Grade 11, Unit 8, section 8.1 Peoples and States of Southern, Western and Eastern Ethiopia (page 203).

22. Which of the following is NOT a correct description of long-distance trade routes of 19th century Ethiopia? (1)
- A. ✓ **Jiren–Rogge–Harar–Massawa**
 - B. Basso–Darita–Gonder–Metema
 - C. Jiren–Seka–Soddo–Aliyu Amba
 - D. Bonga–Jiren–Asendabo–Darita

Answer: A

The eastern caravan road ran from Jiren through Soddo, Rogge and Aliyu Amba to Harar, and at Harar it split to Zeila or Berbera on the Gulf of Aden. Goods from Harar never went north to Massawa, so this chain is the false one.

The other three are real. Massawa was reached by the northern road through Gondar and Adwa, and Basso, Darita, Gondar and Metemma were market towns on that same northern line.

Textbook: History Grade 10, Unit 3, section 3.1.1 The Trade Routes, People's Interaction and Major Market Centres (page 45).

23. What was Giuseppe Garibaldi's role in the unification of Italy? (1)
- A. He brought together the Pope and Cavour to work for unification.
 - B. ✓ **He inspired and led a popular uprising for Italian unification.**
 - C. He secured Napoleon III's diplomatic support for Italian unification.
 - D. He deepened Italian national consciousness through his writings.

Answer: B

Garibaldi was the fighter of the three unifiers. In 1860 he sailed from Genoa with about a thousand volunteers, the Red Shirts, took Sicily and then Naples, and handed the whole south to King Victor Emmanuel II. His Expedition of the Thousand was a popular rising, not a diplomatic deal.

Option D describes Mazzini, the writer whose Young Italy movement shaped Italian national feeling; option C describes Cavour, who won Napoleon III over at Plombieres.

Textbook: History Grade 12, Unit 1, section 1.4 Unification of Italy (page 11).

24. How did the Congress of Vienna of 1815 lay the ground for the German unification?

(1)

- A. It made Prussia the leading German state of the confederation.
- B. It brought the different German states under one customs union.
- C. It made German an official language for the confederation.
- D. ✓ **It created a German confederation led by Austria.**

Answer: D

The Congress of Vienna replaced the old Holy Roman Empire with the German Confederation (the Bund) of 39 states, and gave the presidency of it to Austria. Because Austria used that seat to block any real union, German nationalists had one clear target, and Prussia later had to push Austria out to unite Germany.

Option B fails because the customs union, the Zollverein, was a Prussian creation of 1834, not a decision of the Congress.

Textbook: History Grade 12, Unit 1, section 1.5 Unification of Germany (page 15).

25. Which one of the following was a consequence of the American Civil War?

(1)

- A. ✓ **Industrialization of American economy.**
- B. Colonization of the south by the north.
- C. Toleration of slavery in some parts of the south.
- D. End of racism across the whole of the United States.

Answer: A

The war was won by the industrial North, and victory locked in its economic model. Wartime demand for iron, weapons, uniforms and railways built up northern industry, and after 1865 the whole country followed that path, so the United States became a major industrial power within one generation.

Option D fails because slavery ended in 1865 but racism did not: segregation laws spread across the South soon afterwards.

Textbook: History Grade 12, Unit 1, section 1.6 The American Civil War (page 17).

26. Which of the following processes contributed to the emergence of the 'The Eastern Question'?

(1)

- A. The discovery of oil in territories ruled by the Ottoman Empire.
- B. The rivalry between the Ottomans and Russians for control of the Mediterranean.
- C. ✓ **The spread of nationalism among the Slavic peoples of the Ottoman Empire.**
- D. The expansion of the Austrian Empire to lands that were previously under the control of the Ottomans.

Answer: C

The Eastern Question was the problem of what would happen to the lands of the weakening Ottoman Empire. It grew sharp when nationalism spread among the empire's Christian Slav subjects in the Balkans, the Serbs, Bulgarians and others, whose risings invited Russia to intervene as their protector and alarmed Austria and Britain.

Option A fails on dates: Middle East oil only mattered in the 20th century, while the Eastern Question ran through the 19th.

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

27. How did Tewodros II come to power?

(1)

- A. ✓ **By defeating his opponents through military means.**
- B. By gaining the support of the Orthodox Church.
- C. By claiming he was the Tewodros of The Fikare Iyesus.
- D. By using British diplomatic support.

Answer: A

Kassa Hailu fought his way to the crown. He beat Dejazmach Goshu at Gur Amba in 1852, then Ras Ali at Ayshal in 1853, and finally Dejazmach Wube at Deresge in February 1855, where he was crowned Tewodros II on the same day.

Option B fails because the church did not put him in power; his later attempt to tax church land turned the clergy against him.

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

28. What was the significance of the Battle of Assam for Kassa Mircha of Tigray?

(1)

- A. It convinced the British to support him in his bid to become emperor.
- B. ✓ **It helped him defeat a major rival and hence become emperor.**
- C. It convinced him to modernize his army if he wanted to become emperor.
- D. It helped him become the sole governor of the province of Tigray.

Answer: B

At Assam, near Adwa, in July 1871 Kassa Mircha of Tigray defeated Emperor Tekle Giyorgis II, his main rival for the throne. With that rival gone he was crowned Emperor Yohannes IV in January 1872.

Option D fails because Kassa Mircha already governed Tigray before the battle; what Assam won him was the empire, not the province.

Textbook: History Grade 10, Unit 3, section 3.2 The Making of Modern Ethiopian State, 1855 to 1913 (page 49).

29. What strategy did Menelik use in his expansion to the south prior to 1889?

(1)

- A. Overwhelming force across the whole region.
- B. Force for state societies but negotiation among non-state peoples.
- C. ✓ **A combination of diplomacy and force across the whole region.**
- D. Peaceful methods among Christians but force in non-Christian areas.

Answer: C

Menelik used both hands. Rulers who submitted peacefully, such as Abba Jifar II of Jimma, kept their throne and paid tribute, while those who resisted, such as Arsi, Wolayta and Kaffa, were beaten in hard campaigns. Marriage alliances and gifts of firearms went with the negotiations.

Option D fails because the dividing line was submission or resistance, not Christian or non Christian: Jimma was a Muslim kingdom that was taken peacefully.

Textbook: History Grade 12, Unit 3, section 3.3 Territorial Expansion and the Incorporation of Kingdoms (page 59).

30. Why did Article 17 of the Wuchale Treaty become a source of conflict between Ethiopia and Italy? (1)

- A. ✓ **Because the Italian version stated that Ethiopia has agreed to become an Italian protectorate.**
- B. Because the Amharic and Italian versions did not agree on the boundaries of the two states.
- C. Because the Italian version suggested that Menelik had agreed to give Mereb Melash to Italy.
- D. Because the Amharic and Italian versions did not agree how long Italy should stay at Massawa.

Answer: A

The Treaty of Wuchale was signed on 2 May 1889 in two languages that did not say the same thing. The Amharic text of Article 17 said Menelik *may* use Italy to deal with other powers; the Italian text said he *must*, which in law made Ethiopia an Italian protectorate. Italy told Europe it now owned Ethiopia's foreign relations, Menelik refused, and the dispute ended at Adwa.

Option B fails because the two versions differed over that single sentence on foreign relations, not over the borders.

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

31. Which one of the following southern states exercised extensive influence in areas south of the Abay before the 14th century? (1)

- A. ✓ **Damot**
- B. Bizamo
- C. Hadiya
- D. Enarea

Answer: A

Damot was the strong kingdom south of the Abay before the 14th century. Its best known ruler, Motalami, was powerful enough to press on the Christian kingdom in the 13th century, and Damot was later converted and reduced by the Solomonic kings.

Option D fails on dates: Enarya became important later, and it was the Limmu Oromo takeover about 1710 that turned it into Limmu Enarya.

Textbook: History Grade 11, Unit 3, section 3.6 The Kingdom of Damot (page 69).

32. Which one of the following was a feature of European society during the 'Dark Ages'? (1)

- A. The movement of large number of people from the countryside to the cities.
- B. The decline of Christianity and rise of traditional religious beliefs.
- C. ✓ **The rise in the power of local rulers at the expense of kings and emperors.**
- D. The shift of regional political power from Italy northwards to Scandinavia.

Answer: C

After the western Roman Empire collapsed, no king could defend or feed his people over a long distance. Protection and land came instead from the local lord with a castle and armed followers, so real power slid downward to counts, dukes and barons while kings and emperors kept mostly a title. That is feudalism.

Option A fails because the movement went the other way: towns shrank and people lived on the land during these centuries.

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

33. Which one of the following was a feature of early capitalism in Europe? (1)
- A. The withdrawal of the special privileges granted to cities by rulers.
 - B. The growth of conflict between states and merchants over control of markets.
 - C. The shift of the economy from trading to banking and manufacturing.
 - D. ✓ **The rise in importance of the bourgeoisie in economic and cultural life.**

Answer: D

Early capitalism, roughly 1500 to 1789, was carried by the bourgeoisie: merchants, bankers, shipowners and master manufacturers. Their money paid for voyages, loans to kings and new industries, and it also paid for art, printing and schooling, so this town class became important in cultural life as well as in the economy.

Option A fails because rulers gave towns and trading companies *more* charters and privileges in this period, not fewer.

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

34. What was the cause of the conflict between the Christian highland kingdom and the Muslim sultanates in the Medieval period? (1)
- A. The desire of the ruling classes to collect war booty.
 - B. The determination by both parties to spread their religions.
 - C. ✓ **The desire to control the lucrative Zeila trade route.**
 - D. The need to control the salt producing regions of Afar.

Answer: C

The textbooks are explicit: the wars are often written up as wars of religion, but the interest in controlling the road to Zeila lay at the heart of them. Whoever held that route collected the customs on gold, ivory, slaves and civet. Ifat held it first, then Amde Tsion took it in 1332, and Adal fought to win it back.

Option B is the tempting one, and religion did supply the language of the wars, but the curriculum treats it as the justification rather than the cause.

Textbook: History Grade 9, Unit 7 States, Principalities and Population Movements in Ethiopia, 13th to mid-16th century (page 126).

35. Which one of the following was NOT a consequence of the Oromo population movement of the 16th century? (1)
- A. ✓ **The adoption of aspects of the gada system by the Christian state.**
 - B. The shift of some Oromo people to sedentary agriculture.
 - C. The assimilation of large number of groups by the Oromo.
 - D. The loss of territory by the Christian highland kingdom.

Answer: A

The Christian state never took up the gada system. It lost land instead: it was pushed back north of the Abay, while Adal shrank to Harar behind the Jugol wall. The other three options are real consequences, since many groups were absorbed through moggaasa and gudifachaa, and the settled Oromo took up mixed farming.

Watch the wording of option A. Some neighbouring peoples did adopt gada, but the Christian kingdom is not one of them, and the question asks about the state.

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

36. Why did the Jesuits fail to keep Ethiopia a Catholic country during the reign of Susenyos? Because: (1)
- A. they failed to bring in the military support they had promised to Susenyos.
 - B. ✓ **their attempt led to widespread opposition by the population.**
 - C. they failed to secure the support of the nobility for their cause.
 - D. they disagreed with Susenyos over the abolition of the tabot (Ark).

Answer: B

Susenyos declared Catholicism the state religion in 1622, and Patriarch Alfonso Mendez then ordered rebaptism, a new calendar for fasts and Saturdays, and the reordination of the clergy. Peasants and soldiers rose across Lasta, Gojjam and Begemdir. The killing became so heavy that in 1632 Susenyos restored the Orthodox faith and abdicated in favour of Fasiledes, who expelled the Jesuits.

Option C fails because Susenyos did carry much of the nobility with him at first; it was the mass of the people who broke the experiment.

Textbook: History Grade 11, Unit 8, section 8.2 Instability Versus Consolidation in the Christian Kingdom (page 218).

37. Which of the following southern African peoples were cattle herders? (1)
- A. ✓ **The Khoi**
 - B. The Hausa
 - C. The Swahili
 - D. The San

Answer: A

The Khoi (Khoikhoi) of southern Africa were herders who lived off their cattle and sheep and moved with them between grazing grounds. The Dutch at the Cape traded with them for cattle from 1652 onward.

Option D is the trap: the San, their close neighbours and relatives, were hunters and gatherers who kept no herds.

Textbook: History Grade 11, Unit 5, section 5.6 Southern Africa (page 134).

38. Which one of the following was a term used for the second phase of the Trans-Atlantic slave trade? (1)
- A. Legitimate slave trade.
 - B. Free Slave trade
 - C. Piratic Slave trade
 - D. ✓ **Monopolistic slave trade**

Answer: D

The textbook names three phases of the trans-Atlantic slave trade. The second, from the 1580s to the second half of the 17th century, is the monopolistic phase, when the trade was run by chartered companies that held a monopoly from their own governments and were backed by regular troops. This is also the phase known as the triangular trade.

Option B is the phase after it: free trade began when Britain opened the traffic to every trader in 1689. Option C is the first phase, run by private adventurers and sea robbers.

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

39. Which one of the following was a distinct feature of industrial capitalism in Europe in the 19th century? (1)
- A. The emergence of big share companies that traded all over the world.
 - B. The transformation of communication through advances in air and railway transportation.
 - C. ✓ **The replacement of human and animal labor by new inanimate sources of power.**
 - D. The shift of production from the factory to household workshops.

Answer: C

What made 19th century industrial capitalism different was the engine. Steam, and later electricity and oil, replaced the muscles of people and animals, so one machine minder could do the work of many hands and output rose far beyond anything a workshop could reach.

Option D states the change backwards: production moved out of household workshops into factories, not the other way round.

Textbook: History Grade 12, Unit 1, section 1.2 The Industrial Revolution (page 5).

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

(1)

- A. The formation of closer relationship with the French by the colonists.
- B. ✓ **Attempts by the British to tighten control over the colonies.**
- C. Opposition by the colonists to British policy on slavery.
- D. The unpopularity of George III in the colonies.

Answer: B

After the Seven Years War ended in 1763 Britain had heavy debts and decided the colonies must pay and obey. The Sugar Act, the Stamp Act and the Townshend duties were taxes passed in London for colonies that sent no members to Parliament, which is where the cry of no taxation without representation came from.

Option A fails on time order: the alliance with France came in 1778, after the war had already started.

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

41. Which of the following is true about modernization in Ethiopia under Menelik II?

(1)

- A. It failed mainly for lack of finance.
- B. It was not supported by large sections of the population.
- C. ✓ **It was advanced by the Cabinet established in 1907.**
- D. It was limited to the building of schools by foreign missionaries.

Answer: C

In October 1907 Menelik II created the first Council of Ministers in Ethiopian history, with nine ministries covering war, finance, justice, foreign affairs and other work. That cabinet was the frame that carried his other changes: the postal service, the telephone and telegraph, the Bank of Abyssinia, the Menelik II School and the Addis Ababa to Djibouti railway.

Option A fails because money was not the block; customs and the new tax on trade paid for much of the work.

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

42. What was the consequence of Bismarck's system of alliances for European politics?

(1)

- A. It helped Germany expand its influence in Europe as well as Asia.
- B. It encouraged resort to diplomacy rather than war.
- C. It established a balance of forces in Europe, thus averting war.
- D. ✓ **It led to the establishment of two hostile military camps in Europe.**

Answer: D

Bismarck's treaties were meant to keep France alone, but they hardened into blocs. His Triple Alliance of Germany, Austria and Italy pushed the others together, and France, Russia and Britain answered with the Triple Entente by 1907. Europe was then two armed camps, and a quarrel between any two members could pull in all of them.

Option C fails because the balance was not stable: each new treaty was answered by a counter treaty and by more spending on armies and battleships.

Textbook: History Grade 12, Unit 4, section 4.1 World War I and Its Settlement (page 93).

43. Which of the following was a consequence of the First World War?

(1)

- A. ✓ **The establishment of British and French dominance in the Middle East.**
- B. The partition of Poland among the victorious powers.
- C. The strengthening of the Austrian and Czarist empires.
- D. The complete break-up of the German army and navy.

Answer: A

The Ottoman Empire lost the war and its Arab provinces were shared out as League of Nations mandates. Britain took Iraq, Palestine and Transjordan, and France took Syria and Lebanon, which is how the modern map of the Middle East was drawn.

Option B fails because Poland was *re-created* as an independent state in 1918 after more than a century of partition.

Textbook: History Grade 12, Unit 4, section 4.1 World War I and Its Settlement (page 93).

44. Why did the Russian working class support the 1917 Revolution? Because:

(1)

- A. Conscription of workers had been introduced.
- B. ✓ **Living conditions of workers had worsened.**
- C. Many conscript workers had lost their lives.
- D. the Czar had imposed a war tax on workers

Answer: B

By early 1917 the war had wrecked daily life in the cities. Factories were turned over to war work, prices rose faster than wages, and bread and fuel ran short in Petrograd. The revolution began in February with bread queues and a strike of women textile workers, so the workers backed it because their own conditions had become unbearable.

Option D fails because the pressure came from shortages and prices, not from a special war tax on workers.

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

45. What strategy did Italy use to undermine Ethiopian unity before the invasion of 1935?

(1)

- A. Preventing Ethiopia from producing arms locally.
- B. Signing a treaty of peace and friendship with Ethiopia.
- C. ✓ **Bribing Ethiopian officials to weaken the imperial government.**
- D. Supporting Ethiopia's application to the League of Nations.

Answer: C

Before invading, Italy spent years buying men inside Ethiopia. Money, arms and promises of office went to discontented nobles, and the clearest result came in October 1935 when Dejazmach Haile Selassie Gugsa of eastern Tigray crossed over to the Italians with his followers as the invasion began.

Option B is a real event but the wrong one: the 1928 treaty of friendship was signed to keep Ethiopia quiet, not to split the nobility.

Textbook: History Grade 10, Unit 3, section 3.5 Fascist Italian Aggression and Patriotic Resistance (page 69).

46. Why was the Fascist rule limited largely to the urban centers during the period of Italian occupation of Ethiopia? (1)
Because:
- A. the small Italian army could only control the towns.
 - B. ✓ **the countryside was a base for the resistance.**
 - C. urban services were concentrated in the towns.
 - D. Italian soldiers hated service in the countryside.

Answer: B

Italy held Addis Ababa from 5 May 1936, but the countryside belonged to the patriots. After the Graziani massacre of February 1937 the resistance turned to guerrilla war, and the arbegnoch held the hills, ambushed convoys and made every road unsafe, so Italian rule reached little further than the towns and the main roads.

Option A fails because the occupying army was large; it was the fighting in the countryside, not a shortage of soldiers, that pinned them in the towns.

Textbook: History Grade 12, Unit 3, Italian Aggression and the Patriotic Resistance (page 83).

47. What was the fundamental factor for the outbreak of the Second World War? (1)
- A. The spread of racism in Germany and Italy.
 - B. The arms race between the Triple Alliance and the Triple Entente.
 - C. ✓ **The feeling of victimhood felt by Germans about the Versailles Treaty.**
 - D. The policy of appeasement pursued by Britain and France.

Answer: C

The Versailles settlement of 1919 blamed Germany for the war, took her colonies and border lands, cut the army to 100,000 men and imposed reparations she could not pay. Germans called it the dictated peace, and Hitler built his whole appeal on tearing it up, which is why the treaty is treated as the deep cause of the next war.

Option D fails because appeasement made the war easier to start but came later; the resentment it fed on was already there.

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

48. What was the immediate factor for the outbreak of the Second World War? (1)
- A. The invasion of Manchuria by the Japanese.
 - B. The attack on Pearl Harbour by the Japanese.
 - C. The signing of the Nazi-Soviet non-aggression pact.
 - D. ✓ **The invasion of Poland by the German army.**

Answer: D

Germany invaded Poland on 1 September 1939. Britain and France had guaranteed Poland, so both declared war on 3 September, and that is the spark that set the war going in Europe.

Option C fails because the Nazi Soviet pact of 23 August 1939 cleared the way for the invasion, but it was the invasion itself that brought the declarations of war.

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

49. What was the importance of the Tehran Conference of 1943 in the formation of the United Nations? (1)
- A. The Charter of the UN was signed by member states there.
 - B. The details of the UN structure were worked out there.
 - C. ✓ **The idea of forming the UN received support from the great powers there.**
 - D. The idea of creating the UN was first discussed there.

Answer: C

At Tehran in late 1943 Roosevelt, Churchill and Stalin met face to face for the first time, and there the three great powers agreed that a world organisation should be set up after the war. Their backing is what made the plan real.

Do not confuse the meetings: the working details were drawn up at Dumbarton Oaks in 1944, and the Charter was signed at San Francisco in June 1945.

Textbook: History Grade 12, Unit 5, section 5.2 The United Nations Organization (page 126).

50. Which of the following countries was a member of the Warsaw Pact? (1)
- A. ✓ **Hungary**
 - B. Turkey
 - C. Greece
 - D. Norway

Answer: A

The Warsaw Pact was formed in 1955 as the Soviet answer to NATO, and its members were the USSR, Poland, East Germany, Czechoslovakia, Hungary, Romania, Bulgaria and Albania. Hungary is the one on this list.

The other three are NATO members: Turkey and Greece joined in 1952, and Norway was a founder in 1949.

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

51. How does a historian establish the value of a source for his work? (1)
- A. ✓ **By carrying out a critical evaluation of the source he/she uses.**
 - B. By making sure that the source comes from a national archive.
 - C. By checking it out against books written on a related subject.
 - D. By making sure that the source has been used by other historians.

Answer: A

A source is worth only what criticism proves it to be worth. The historian asks who made it, when, for whom and why, whether the document is genuine, and whether what it says holds up against other evidence. That test of authenticity and bias is called source criticism.

Option B fails because being kept in a national archive says nothing about whether a document is truthful; official papers can be as one sided as any other.

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

52. Which one of the following has been a limitation of Ethiopian historiography? (1)
- A. Focus on the pre-modern period rather than the modern period.
 - B. Heavy dependence on oral sources rather than documents.
 - C. ✓ **Heavy emphasis on political history than other kinds of history.**
 - D. Focus on the history of the masses than elite members of society.

Answer: C

Ethiopian historical writing grew out of royal chronicles and hagiographies, so for a long time it told the story of kings, wars and church affairs. Social, economic and cultural history, and the lives of ordinary farmers, traders and women, were left out, and that narrowness is its main limitation.

Option D states the opposite of the truth: the writing focused on the elite, not on the masses.

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

53. What were the distinctive characteristics of Homo erectus?

(1)

- A. They migrated from Africa to other continents.
- B. They were the first bipedal species of the genus Homo.
- C. ✓ **They first developed the technology of using fire.**
- D. They were the first tool making hominids.

Answer: C

Homo erectus, which appeared about 1.7 to 1.8 million years ago, is the hominid credited with mastering fire, and fire is what let the species survive cold country. Fossils have been found in Ethiopia at the Lower Omo basin, Melka Kunture, Konso Gardula and the Middle Awash.

Options B and D belong to Homo habilis, the handy human, which came earlier and made the first stone tools. Note that option A is also true of Homo erectus, which is why this item should be checked.

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

54. Which one of the following is correct about the Neolithic Revolution in the Ethiopian region?

(1)

- A. It had led to the development of language and ethnicity.
- B. ✓ **Its history has been reconstructed with artefacts from sites such as Gobedra and Lake Baseka.**
- C. It largely affected the northern parts of the region.
- D. It started with the diffusion of different food crops from South Arabia.

Answer: B

What we know about the Ethiopian Neolithic comes from digs. Camel remains dated to about 2500 BC were found at Gobedra near Aksum, evidence of possible cattle domestication from the second millennium BC at Lake Beseka in central Ethiopia, and chickpeas and vegetables from about 500 BC at Lalibela Cave.

Option D fails because the region domesticated its own crops, teff, enset, coffee and noug among them, rather than receiving them all from South Arabia.

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

55. What is the key idea of the theory of Oriental Despotism?

(1)

- A. That states emerged from the necessity of control over trade routes.
- B. That states came into being as a result of war among despotic tribal leaders.
- C. ✓ **That states emerged out of the necessity of organizing irrigation works.**
- D. That early states were first emerged in the Orient.

Answer: C

The theory of Oriental Despotism, argued by Karl Wittfogel, says the first states grew where farming depended on big irrigation works. Digging and guarding canals along the Nile, the Tigris and Euphrates, the Indus and the Yellow River needed thousands of workers under one command, and whoever gave that command became the ruler.

Option D fails because it only repeats where such states appeared; it does not explain how they came into being.

Textbook: History Grade 11, Unit 1, section 1.3 Emergence of State (page 17).

56. Which one of the following is an achievement in Egypt during the New Kingdom?

(1)

- A. The unification of upper and lower Egypt.
- B. The development of ideas about the afterlife.
- C. The invention of the 'nomes' as units of administration.
- D. ✓ **The expansion of the empire to parts of Asia and Africa.**

Answer: D

The New Kingdom, about 1550 to 1070 BC, was Egypt's age of empire. Pharaohs such as Thutmose III and Ramses II pushed the frontier south into Nubia and north through Palestine and Syria, and the tribute of those provinces paid for the temples at Karnak and Luxor.

Option A fails on dates: Upper and Lower Egypt were joined by Menes at the very beginning of Egyptian history, about 3100 BC.

Textbook: History Grade 11, Unit 2, section 2.1 Ancient Civilizations of Africa (page 23).

57. Which one of the following is an achievement of Sumerian civilization?

(1)

- A. The invention a monotheistic religion.
- B. ✓ **The development of astronomy and mathematics.**
- C. The development of alphabetic writing.
- D. The construction of great monuments for kings and gods.

Answer: B

The Sumerians of Mesopotamia counted in sixties, and that base of 60 still gives us the 60 minute hour and the 360 degree circle. They kept records of the movement of the moon and stars, worked out a lunar calendar, and used arithmetic and simple geometry to divide land and measure grain.

Option C is the trap: Sumerian writing was cuneiform, made of wedge shaped signs for syllables and words. The alphabet was a later Phoenician invention.

Textbook: History Grade 11, Unit 2, section 2.2 Civilizations in Asia (page 28).

58. Which of the following is a characteristic feature of Athenian democracy?

(1)

- A. The dominance of the city by tyrants.
- B. The prominence of the Senate in governing the city.
- C. ✓ **The passage of laws through direct participation of citizens.**
- D. The prominence of women in the making of laws.

Answer: C

Athens had direct democracy. Adult male citizens went in person to the Assembly on the Pnyx, debated, and voted the laws themselves instead of electing anyone to do it for them, and many offices were filled by lot.

Option B fails because the Senate belonged to Rome; the Athenian council was the Boule of 500, chosen by lot.

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

59. What role did the Catholic Church play in Europe during the early Middle Ages?

(1)

- A. As a home for the development of democratic ideas.
- B. As a supporter of capitalistic enterprises.
- C. As a protector of the rights of peasants and serfs.
- D. ✓ **As a center of culture and learning.**

Answer: D

When Roman government collapsed in the west, the church kept learning alive. Monks copied Greek and Latin manuscripts by hand, monasteries and cathedral schools taught reading, writing and Latin, and the clergy were often the only literate men a king could employ.

Option C fails because the church itself owned great estates worked by serfs, so it was part of the feudal order rather than a defender of peasants against it.

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

60. What was the battle that led to the end of Persian Empire in the 7th century?

(1)

- A. The Battle of Karbala
- B. ✓ **The Battle Nihawand**
- C. The Battle of Tours
- D. The Battle of Qadisriya

Answer: B

The Arab Muslim army broke the last Sasanian field army at Nihawand in 642, a victory the Arabs called the victory of victories. After it the Persian Empire had no force left, and the last emperor, Yazdgird III, was hunted down and killed in 651.

Option D is close but earlier: Qadisiyya in 636 opened Iraq and the capital Ctesiphon, while Nihawand ended the empire itself.

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

61. Which of the following helped Italy achieve unification in the 19th century?

(1)

- A. The adoption of a policy of neutrality by Cavour in the Crimean War.
- B. The weakening of the power of the Pope in Europe.
- C. ✓ **The spread of Italian nationalism in the Peninsula.**
- D. The support of France and Austria to the Italian cause.

Answer: C

Unification needed people who wanted it. Mazzini's Young Italy, the memory of the risings of 1848 and the writing of the Risorgimento spread the idea that the peninsula was one nation, so liberals and nationalists everywhere looked to Piedmont, the only Italian state with a constitution and a parliament, to lead them.

Option A is false: Cavour did the opposite and sent Piedmontese troops to the Crimean War in 1855 so that Italy would have a voice at the peace table.

Textbook: History Grade 12, Unit 1, section 1.4 Unification of Italy (page 11).

62. In what ways did the British and French systems of administration in colonial Africa differ? (1)
- A. The British used private companies in administering their colonies while the French did not use such companies.
 - B. The British sought to make Africans full citizens while the French denied citizenship to Africans.
 - C. The British used excessive force in their colonies while the French rarely resorted to violence.
 - D. ✓ **The British ruled indirectly through local chiefs while the French ruled directly themselves.**

Answer: D

The two systems differed in who gave the orders on the ground. Britain used indirect rule, leaving chiefs and emirs in place to govern under a British resident, as in northern Nigeria. France used direct rule, sending French officials down to district level and running everything from Paris through a governor general.

Option B reverses the facts: it was France, under assimilation, that granted French citizenship to the people of the four communes of Senegal in 1848.

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

63. How did long distance trade help in the consolidation of states in the Gibe region? (1)
- A. By introducing the idea of kingship from the Christian kingdom.
 - B. By bringing messages of encouragement from elsewhere rulers.
 - C. Through the introduction of modern firearms that helped rulers defeat rivals.
 - D. ✓ **By introducing new ideas and practices that legitimized the power of rulers.**

Answer: D

Trade brought more than goods to the Gibe valley. It brought Islam, court ceremony and the example of neighbouring kingdoms, and rulers used them to justify one man rule in place of gada. Gomma was Islamised by the 1830s, and Islam served Abba Manno as the ideological ground for his dynasty.

Option A fails because the model came along the caravan roads from Muslim traders and the Omotic kingdoms, not from the Christian kingdom in the north.

Textbook: History Grade 11, Unit 8, section 8.1 Peoples and States of Southern, Western and Eastern Ethiopia (page 203).

64. What was the major difference between the administrative styles of emperors Tewodros and Yohannes? (1)
- A. Tewodros sought to use the Church in his administration while Yohannes did not.
 - B. ✓ **Tewodros centralized power in his hands while Yohannes did not.**
 - C. Tewodros employed Europeans in his administration while Yohannes did not.
 - D. Tewodros sought to use modern techniques of administration while Yohannes did not.

Answer: B

Tewodros tried to gather all authority into his own hands: one national army paid by the state, appointed governors in place of hereditary lords, and taxes on church land. Yohannes IV worked the other way and left regional rulers a wide autonomy, recognising Menelik as Negus of Shewa by the Liche agreement of 1878 and Adal Tesema as Negus Tekle Haymanot of Gojjam in 1881.

Option C fails because Tewodros did employ Europeans, but so did later rulers, and it is not the main difference between the two reigns.

Textbook: History Grade 10, Unit 3, section 3.2 The Making of Modern Ethiopian State, 1855 to 1913 (page 49).

65. What was the tactic used by the Ethiopians to eject the Italians out of Mekelle in January 1896? (1)
- A. Misleading them through false movements of troops.
 - B. Spreading propaganda against their Eritrean askaris.
 - C. Inciting rebellion against them in Eritrea.
 - D. ✓ **Denying them access to sources of water.**

Answer: D

The Adwa campaign had three stages: Amba Alage on 7 December 1895, the siege of Mekelle from 7 to 21 January 1896, and Adwa on 1 March. At Mekelle the Italians shut themselves in the Enda Iyesus fort, and Empress Taytu's forces seized the stream they drew water from. Thirst forced the garrison to surrender.

Option A fails because false troop movements were not what broke Mekelle; cutting the water supply was.

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

66. Why did the Shewan nobility oppose Lij Iyasu? Because: (1)
- A. he threatened the Orthodox Church by converting to Islam.
 - B. ✓ **he threatened their political position in the Empire.**
 - C. he worked to reorganize Ethiopia's foreign policy.
 - D. he sought to introduce a modern system of administration.

Answer: B

Lij Iyasu took posts and provinces away from the Shewan lords and gave them to his own relatives and allies. He removed Fitawrari Habte Giyorgis from the chair of the Council of Ministers, took Sidamo from Dejazmach Balcha Safo, and moved Dejazmach Teferi Mekonnen out of Harar. Losing their grip on power is what united the Shewan nobility against him in 1916.

Option A repeats what his enemies said. The textbook is clear that he was trying to give Muslims equal standing while still building churches, not converting.

Textbook: History Grade 12, Unit 3, Power Struggle among Ruling Elites, 1906 to 1935 (page 77).

67. Which one of the following initiatives of Lij Iyasu was important in reforming the legal system in the country? (1)
- A. Establishment of an audit department in the Ministry of Finance.
 - B. Introduction of the German legal code to the country.
 - C. Introduction of a new way of assessing tax on produce.
 - D. ✓ **Abolition of the system of identifying robbers and thieves.**

Answer: D

Lij Iyasu moved against the old ways of proving guilt. He acted against the quragnya system, which chained the accuser and the accused together until a judgment came, and he tried to end the leba shay, the custom of finding a thief by giving a drugged boy a potion and following wherever he wandered.

Option B fails because no German code was brought in; the first modern Ethiopian codes came in the 1950s.

Textbook: History Grade 12, Unit 3, Power Struggle among Ruling Elites, 1906 to 1935 (page 77).

68. What was the main feature of the Diarchy in the government of early 20th-century Ethiopia?

(1)

- A. ✓ **Rivalry between conservative and progressive groups in the ruling class.**
- B. Less rivalry among the nobility compared to the preceding period.
- C. Rapid penetration of European institutions of government.
- D. Consolidation of power by the Empress at the expense of the Regent.

Answer: A

From 1916 to 1930 Ethiopia had two heads at once: Empress Zewditu, backed by the older nobility and the church, and Ras Teferi Mekonnen as regent and heir, backed by the young educated men who wanted reform. Every question, from the League of Nations to slavery to schools, became a tug of war between those two camps, and that split is what the diarchy means.

Option D fails because power moved the other way: Teferi steadily gained ground and was crowned Haile Selassie I in 1930.

Textbook: History Grade 10, Unit 3, section 3.4 Inception of Power Struggle among the Ruling Elites, 1906 to 1935 (page 65).

69. Which one of the following provisions of the 1931 Constitution enabled the creation of autocratic rule by Emperor Haile Sellassie? The provision which:

- A. stated that the Emperor should be the direct descendant of King Solomon.
- B. granted the Emperor the right to sign treaties with foreign powers.
- C. ✓ **gave the Emperor the right to disband parliament at his own will.**
- D. stated the parliament should have lower and upper chambers.

Answer: C

The 1931 constitution set up a parliament but left it powerless, because the emperor could summon it, prorogue it and dissolve it whenever he chose. A chamber that can be sent home at will cannot check the ruler who sends it home, so the document dressed autocracy in constitutional clothes.

Option A fails because the Solomonic descent clause fixed who could be emperor; it did not hand him day to day power over the state.

Textbook: History Grade 10, Unit 3, section 3.4 Inception of Power Struggle among the Ruling Elites, 1906 to 1935 (page 65).

70. Why did the Ashanti Empire succeed in repulsing the British in 1876? Because:

(1)

- A. they had witches who terrorized the British.
- B. they formed an alliance with the coastal Fante people.
- C. the British had support from the French.
- D. ✓ **they had a well-organized army.**

Answer: D

The Ashanti could stand up to the British because Osei Tutu had built a real state: the Asante Union of Akan chiefdoms under the Golden Stool, a centralised and reorganised army, and royal control of the gold mines, whose wealth bought firearms. That is why they held off British advances from 1823 to 1873.

Option B is false the wrong way round: the coastal Fante were British allies against the Ashanti, not their partners. Note also that the date in the question does not match the record, since 1874 was a British victory at Kumasi.

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

71. What strategy did the Indian National Congress adopt in fighting for independence? (1)
- A. Working with the Japanese to undermine the British.
 - B. Forming a united front with the Muslim League.
 - C. Armed struggle and civil disobedience methods.
 - D. ✓ **Non-violence struggle methods.**

Answer: D

Under Gandhi the Indian National Congress fought with non violence, which he called satyagraha. Its weapons were boycotts of British cloth and schools, mass refusal to obey unjust laws such as the Salt March of 1930, and the Quit India campaign of 1942.

Option C fails on the first half: Congress used civil disobedience but rejected armed struggle, and Gandhi called off the movement in 1922 when protesters killed policemen at Chauri Chaura.

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

72. Which one of the following was a consequence of the First Arab-Israeli War? (1)
- A. The conquest of the whole of Jerusalem by Israel.
 - B. The formation of the PLO as leader of the Palestinians.
 - C. ✓ **The emergence of a Palestinian Arab refugee problem.**
 - D. The recognition of Israel as an independent state.

Answer: C

The war of 1948 to 1949 left about 700,000 Palestinian Arabs outside their homes, in camps in Gaza, the West Bank, Jordan, Lebanon and Syria. That refugee question has stayed at the centre of the conflict ever since.

Options A and B belong to later dates: Israel took the whole of Jerusalem in the Six Day War of 1967, and the PLO was founded in 1964.

Textbook: History Grade 12, Unit 5, section 5.6 The Middle East (page 145).

73. Why did the USA decide to intervene in Vietnam after the French defeat? (1)
- A. Promise given to France that its defeat by the Vietnamese forces would be avenged.
 - B. Dislike for the idea of partition of Vietnam between the north and south.
 - C. To test the extent to which Russia was determined to maintain its dominance in Asia.
 - D. ✓ **Fear that Vietnamese victory would lead to the spread of communism across the region.**

Answer: D

After the French were beaten at Dien Bien Phu in 1954, Washington acted on the domino theory: if Vietnam went communist, Laos, Cambodia, Thailand and the rest of Southeast Asia would fall one after another. Containing communism, not avenging France, is why American advisers and then troops went in.

Option B fails because the United States accepted the partition at Geneva in 1954 and propped up the southern state; what it would not accept was a communist victory over the whole country.

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

74. How did the British help Haile Selassie consolidate his powers after 1941? (1)
- A. By keeping the Italian's out of all Somali-inhabited areas.
 - B. ✓ **By training and equipping his army.**
 - C. By keeping control over Ethiopia's foreign relations.
 - D. By restoring his government in troublesome provinces like the Ogaden.

Answer: B

The Anglo Ethiopian agreements of January 1942 and December 1944 put the training of the Ethiopian army in British hands, and the British Military Mission to Ethiopia was set up to do it. A trained standing army was the tool Haile Selassie used to bring the regional nobility under control.

Option D is the reverse of what happened: Britain kept the Ogaden until 1954 and the Haud reserved area even longer, which weakened the emperor's authority there rather than restoring it.

Textbook: History Grade 10, Unit 6, section 6.1.1 External Influences (page 145).

75. Which one of the following became elective under the 1955 Constitution? (1)
- A. The Crown Council.
 - B. The Office of the Prime Minister.
 - C. The Senate.
 - D. ✓ **The Chamber of Deputies.**

Answer: D

The revised constitution of 1955 created a two chamber parliament, and only the lower house, the Chamber of Deputies, was elected by the people. It was the first time Ethiopians voted, though the emperor still held the real power over the executive, the legislature and the courts.

Option C is the trap: members of the Senate were appointed by the emperor from among the nobility and senior officials.

Textbook: History Grade 10, Unit 6, section 6.1.3 The 1955 Constitution (page 149).

76. Why did the 1960 coup against Haile Sellassie fail? Because: (1)
- A. the neighbouring colonial powers opposed it.
 - B. ✓ **it was not planned and led effectively.**
 - C. the people of Addis Ababa did not support it.
 - D. it was led by a civilian with no military experience.

Answer: B

The attempt of December 1960 by Brigadier General Mengistu Neway, commander of the Imperial Bodyguard, and his brother Germame rested on one unit while the emperor was abroad. The plotters did not win over the regular army, the air force or the police in advance and did not secure the country outside Addis Ababa, so loyal forces backed by the church crushed them within four days.

Option D is factually wrong: the coup was led by a serving general, and it was his brother Germame who was the civilian.

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

77. Which one of the following was a consequence of the 1974 Ethiopian Revolution? (1)
- A. Abolition of status and class.
 - B. Transformation of peasant agriculture.
 - C. ✓ **Centralization of power under a new regime.**
 - D. Democratization of state and politics.

Answer: C

The revolution removed the emperor but not one man rule. The Derg dissolved parliament, suspended the constitution, ruled by proclamation and by 1977 had power concentrated in Mengistu Hailemariam, so authority ended up more centralised than it had been under the monarchy.

Option D fails because no elections, free press or opposition parties followed; the Red Terror came instead.

Textbook: History Grade 12, Unit 6, section 6.4 The 1974 Revolution and the Rise of the Derg (page 184).

78. What was the distinctive feature of the pan-African movement as practiced by Garvey? (1)

- A. ✓ **That blacks in the diaspora can achieve full independence only by returning to Africa.**
- B. That the Pan-African movement should be led by Africans in the Continent.
- C. That pan-Africanism should ensure economic independence for Africans.
- D. That blacks should fight for their rights in their respective countries.

Answer: A

Marcus Garvey's version of Pan-Africanism was Back to Africa. Through his Universal Negro Improvement Association and the Black Star Line shipping company he argued that black people in the Americas would never be free in white ruled countries and should build their own nation on African soil.

Option D is the opposite position, held by W. E. B. Du Bois, who wanted black people to win full rights where they already lived.

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

79. What strategy was used by the Mau Mau in struggling for Kenya's independence? (1)

- A. Putting diplomatic pressure on the British at the UN.
- B. ✓ **Organizing an armed struggle against the British.**
- C. Adopting the principle of non-violent struggle used in India.
- D. Frighten out the British by undertaking scary oaths.

Answer: B

The Mau Mau took to the forests. From 1952 to 1960 fighters drawn mainly from the Kikuyu waged a guerrilla war from the Aberdare range and Mount Kenya against British rule and the white settlers who held the highlands, and Britain answered with a state of emergency and mass detention.

Option C fails because Kenya's peaceful methods had already been tried and blocked, which is what pushed the movement into armed struggle.

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

80. What was the idea articulated at the All-African People's Conference at Accra that became a key principle of the OAU? The idea that: (1)

- A. all African states should work towards democratizing the state.
- B. African states should stand with oppressed nations globally.
- C. the immediate goal of Africans should be economic union.
- D. ✓ **states should respect each other's territorial integrity.**

Answer: D

The All-African People's Conference at Accra in 1958 accepted that the colonial borders, unjust as they were, had to be left alone, because reopening them would set the new states fighting each other. That idea became the OAU principle of respect for the sovereignty and territorial integrity of every member state in the 1963 Charter.

Option C fails because economic union was a long term hope, not the principle written into the Charter.

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

81. What is prehistory?

(1)

- A. The method palaeontologists' use in dating fossils.
- B. The method archaeologists use to dig out material objects.
- C. ✓ **The study of the period before the beginning of writing.**
- D. The study of non-literate societies.

Answer: C

Prehistory is the long stretch of the human past before writing, so it has to be reconstructed from things rather than documents: stone tools, bones, pottery, hearths and rock paintings. History proper begins where written records begin.

Options A and B name methods used to study prehistory, not prehistory itself, so they answer a different question.

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

82. Which of the following is correct about the theory of evolution?

(1)

- A. Claims that human beings first originated in Europe.
- B. ✓ **States that humans are products of natural selection and adaptation.**
- C. Argues that humans were first civilized in ancient Greece and Rome.
- D. Argues that human beings are descendants of Adam and Eve.

Answer: B

The theory of evolution, set out by Charles Darwin, says living things change over long periods because individuals that fit their surroundings better survive and leave more offspring. Applied to human beings, it means we are the outcome of natural selection and adaptation over millions of years.

Option A is false and Africa is the evidence against it: Lucy, found at Hadar in 1974 and dated to about 3.18 million years, is one of the finds that place human origins in Africa.

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

83. Which of the following is correct about the Mesolithic age?

(1)

- A. It is the longest of the three stone ages in human prehistory.
- B. It witnessed the shift from hunting and gathering to agriculture.
- C. ✓ **It was a period that preceded the Neolithic age.**
- D. Its defining feature was the invention of the technology of fire.

Answer: C

The three stone ages run in order: Palaeolithic, then Mesolithic, then Neolithic. The Mesolithic is the middle and transitional stage, marked by small fine tools called microliths, the bow and the taming of the dog.

Option B belongs to the Neolithic, when people began to farm and keep animals; option A belongs to the Palaeolithic, which is by far the longest of the three.

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

84. What is the central point in the theocratic theory of state formation?

(1)

- A. That states emerged first in The Middle East.
- B. ✓ **That states were created by religious experts.**
- C. That states were formed along river valleys.
- D. It emerged with the emergence of private property.

Answer: B

The theocratic theory says the first states were the work of religious specialists. Priests who were believed to speak for the gods, or rulers held to be gods themselves, could command obedience, collect offerings and settle disputes, and that religious authority hardened into political power.

Option C describes the hydraulic or Oriental Despotism theory, which explains the state by irrigation instead of by religion.

Textbook: History Grade 11, Unit 1, section 1.3 Emergence of State (page 17).

85. What does the construction of the pyramids by the ancient Egyptians demonstrate?

(1)

- A. They had made significant advances in engineering and architecture.
- B. They believed in the idea of life after death.
- C. They had intense interaction with Sumeria.
- D. ✓ **Their rulers mobilized vast resources from subject populations.**

Answer: D

The Great Pyramid at Giza took tens of thousands of workers many years, plus quarries, boats, food stores and a bureaucracy to feed and direct them all. Only a strong central state could take that much labour and grain from its people, so the pyramids are used as evidence of the pharaoh's command over resources.

Take care here: options A and B are also true of the pyramids, since they show real engineering skill and were built as tombs for the afterlife, so read the question as asking what they prove about the *state*.

Textbook: History Grade 11, Unit 2, section 2.1 Ancient Civilizations of Africa (page 23).

86. Which of the following achievements of ancient Persia helped the state in maintaining administrative control of the Empire?

(1)

- A. The construction of a defensive wall along the borders of the Empire.
- B. Effective use of examinations to recruit administrators.
- C. ✓ **The introduction of an effective postal relay system.**
- D. The development of a religion called Zoroastrianism.

Answer: C

Persia was held together by speed of communication. Darius I built the Royal Road from Susa to Sardis, about 2,500 kilometres, with staging posts and fresh horses along it, so a royal courier covered in a week a journey that took an ordinary traveller three months. Orders and reports moved fast enough for one king to govern twenty satrapies.

Options A and B belong to China, which built a defensive wall and recruited officials by examination.

Textbook: History Grade 11, Unit 2, section 2.2 Civilizations in Asia (page 28).

87. Which one of the following was the earliest state in Ethiopia and the Horn?

(1)

- A. Aksum
- B. Damat
- C. Yeha
- D. ✓ Punt

Answer: D

Punt is the oldest state named in the region. Egyptian records mention trading voyages to it from about the middle of the third millennium BC, the best known being the expedition Queen Hatshepsut sent about 1493 BC, which brought back incense trees, ebony, gold and ivory.

The other three came later: Yeha and Damat belong to the first millennium BC, and Aksum rose around the first century AD.

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

88. Which one of the following is a major achievement of the Muslim Arab civilization?

(1)

- A. The opening up of new trade routes to Africa and Asia.
- B. ✓ The preservation of ancient Greek texts through translation.
- C. The development of paper money for international trade.
- D. The introduction of new technologies of warfare to Europe.

Answer: B

Muslim scholars saved the learning of the Greeks. At the House of Wisdom in Baghdad and later in Cordoba and Toledo, works of Aristotle, Euclid, Galen and Ptolemy were translated into Arabic, commented on, and corrected, and it was through Arabic that medieval Europe got them back in Latin.

Option C fails because paper money was a Chinese invention, though Muslim traders did spread paper itself westward.

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

89. What features of the Zagwe period show that there was cultural continuity with the Aksumite period?

(1)

- A. The use of Massawa and Zeila for international trade.
- B. The continued importance of Greek as commercial language.
- C. The attempt by the state to expand its territory to the eastern lowlands.
- D. ✓ The important role Christianity enjoyed as official religion of the state.

Answer: D

The clearest thread from Aksum to the Zagwe is the faith. Christianity, adopted under Ezana in the fourth century, stayed the religion of the state, Ge'ez stayed the language of the church, and the Zagwe kings poured their resources into it, above all in the eleven rock hewn churches of Lalibela built as a second Jerusalem.

Option B fails because Greek had already dropped out of use; the Zagwe period is known instead for translating religious works from Arabic into Ge'ez.

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

90. Why did the Christian highland kingdom in Medieval Ethiopia depend on mobile camps rather than permanent capitals? Because: (1)
- A. there was scarcity of lime (nora) which was important for building permanent buildings.
 - B. ✓ **the mobile camps enabled rulers to control their empire more effectively than the permanent capitals.**
 - C. the warrior kings of the time disliked the luxury life associated with permanent towns.
 - D. the tradition of building towns had disappeared with the Aksumites.

Answer: B

The medieval kings ruled from a moving camp, the katama, with the court, the army and the clergy travelling together. Going to the provinces in person let the king collect tribute where it was produced, judge cases on the spot and put down revolt before it spread, which no fixed capital could do in an empire without roads.

Option D fails because the tradition of building was not lost: Lalibela's churches were carved during the Zagwe period, and Gondar became a permanent capital in 1636.

Textbook: History Grade 11, Unit 7, section 7.1 The Christian Highland Kingdom under the Restored Solomonic Dynasty (page 170).

91. Which one of the following was a major cause of The First World War? (1)
- A. ✓ **Rise of intense nationalism among European countries.**
 - B. Contest over who should control the oil fields of the Middle East.
 - C. Disagreement among European powers on the partition of Africa.
 - D. Rivalry over spheres of influence in Southeast Asia.

Answer: A

Aggressive nationalism is the cause that ties the others together. It fed the German and French arms race, the Slav movement in the Balkans that made Serbia and Austria enemies, and the French demand for Alsace and Lorraine, and it is why the murder of Archduke Franz Ferdinand at Sarajevo in June 1914 could set the whole continent alight.

Option C fails because the powers had largely settled the partition of Africa at the Berlin Conference of 1884 and 1885; the quarrel that broke out in 1914 was a European one.

Textbook: History Grade 12, Unit 4, section 4.1 World War I and Its Settlement (page 93).

92. Which one of the following was responsible for the outbreak of the 1917 Russian Revolution? (1)
- A. The imposition of a harsh treaty by Germany over Russia.
 - B. The dismissal of the Duma by Czar Nicholas II.
 - C. ✓ **The military losses that Russia suffered in WWI.**
 - D. The assassination of Rasputin by the socialists.

Answer: C

The war destroyed the Tsar's government. Russia lost millions of men at Tannenberg, in Galicia and on the eastern front, soldiers were sent forward without rifles, and Nicholas II took personal command in 1915 so that every fresh defeat was blamed on him. Beaten armies, hunger and inflation together brought the February revolution.

Option A fails on time order: the harsh German treaty, Brest Litovsk, was signed in March 1918, after the revolution had already happened.

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

93. Which one of the following was true about the period of Italian occupation of Ethiopia?

(1)

- A. ✓ **The expansion of road infrastructure.**
- B. The creation of an educated class.
- C. The growth of heavy industries.
- D. The introduction of decentralized administration.

Answer: A

The five years of Fascist occupation are marked above all by large scale road building and the spread of motor transport. The Italians needed the roads to move troops and supplies against the patriots, but the network outlasted them and became part of the country's infrastructure.

Option B fails because the occupation closed schools to Ethiopians beyond the lowest grades and killed many of the educated, so no new educated class was created.

Textbook: History Grade 12, Unit 3, Italian Aggression and the Patriotic Resistance (page 83).

94. How did the outbreak of WWII in Europe affect Ethiopia?

(1)

- A. It led the British to focus on Europe and hence delayed Ethiopia's liberation.
- B. It led to the reduction of Italian troops in Ethiopia and hence encouraged the growth of the resistance movement.
- C. It forced the Ethiopian resistance movement to change its tactics from guerrilla warfare to conventional warfare.
- D. ✓ **It gained Ethiopia the support of the British government and hence facilitated its liberation.**

Answer: D

When Italy entered the war in June 1940 it became Britain's enemy, and Britain then armed and supplied the Ethiopian patriots and joined them with forces from Sudan and Kenya. The combined campaign of 1941 drove the Italians out, and Haile Selassie re-entered Addis Ababa on 5 May 1941.

Option A states the opposite: the wider war did not delay liberation, it is what brought Britain in on Ethiopia's side.

Textbook: History Grade 12, Unit 3, Italian Aggression and the Patriotic Resistance (page 83).

95. Why was the UNO established?

(1)

- A. To provide a way out of Cold War politics.
- B. To facilitate the process of decolonization.
- C. ✓ **To resolve international conflicts peacefully.**
- D. To fight against global climate change.

Answer: C

The United Nations was founded in 1945, after a war that had killed tens of millions, to keep international peace and settle disputes by talking rather than fighting. That purpose stands in the first article of the Charter, and the Security Council is the organ given the job.

Option B fails because decolonisation was work the UN later helped along through the Trusteeship Council, not the reason it was created.

Textbook: History Grade 12, Unit 5, section 5.2 The United Nations Organization (page 126).

96. What did the anti-colonial movements in Algeria and Kenya in the 1950s have in common? (1)
- A. Both initially opposed complete independence but accepted it later.
 - B. ✓ **Both tried peaceful methods but resorted to armed resistance when that failed.**
 - C. Both were led by leaders who supported the Indian tactic of peaceful resistance.
 - D. Both were urban based movements that sought to advance the interests of the middle classes.

Answer: B

Both movements began by asking. Algerian nationalists petitioned for equal rights under French rule and Kenyan associations petitioned over the stolen highlands, and both were answered with repression, the Setif killings of 1945 in Algeria and the banning of Kenyan political bodies. Only then did the FLN start its war in 1954 and the Mau Mau take to the forests in 1952.

Option C fails because neither movement stayed with Gandhi's method; both ended in armed struggle.

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

97. Why did independent African states establish the OAU in 1963? (1)
- A. Because the United States had encouraged them to do so.
 - B. Because they desired to spread democracy across the Continent.
 - C. Because they wanted to establish an association independent of the Super Powers.
 - D. ✓ **Because they wanted to advance the struggle against colonialism.**

Answer: D

When the OAU was founded in Addis Ababa in May 1963, much of the continent was still ruled from Europe or by white minorities. Its Charter made the eradication of colonialism a chief aim, and the members set up a Liberation Committee in Dar es Salaam to fund and arm the movements fighting in Angola, Mozambique, Guinea Bissau, Zimbabwe, Namibia and South Africa.

Option C touches something real, since the members did want to stay clear of the Cold War blocs, but freeing the rest of Africa is the aim written into the Charter.

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

98. Which one of the following institutions in Ethiopia was rebuilt with the help of the US in the post-liberation period? (1)
- A. ✓ **The Imperial Highway Authority.**
 - B. The Parliament.
 - C. The Imperial Board of Telecommunications.
 - D. The Imperial Body Guard.

Answer: A

The Imperial Highway Authority was set up in 1951 to rebuild and extend the country's roads, and Americans directed it until it got its first Ethiopian manager in 1962. It belongs to what the textbook calls the American era, along with Ethiopian Air Lines and the Point Four programme.

Option D is the trap: the Imperial Bodyguard was reorganised after 1941 with Swedish assistance, not American. Option C also received substantial American help, so read the question as asking which body the Americans actually ran.

Textbook: History Grade 12, Unit 6, section 6.1 The Restoration of the Imperial Rule and External Influences (page 158).

99. Which one of the following was a consequence of the 1973-74 famine for the Imperial Government of Ethiopia? (1)

- A. The inability of the government to repulse the Somali invasion.
- B. The withdrawal of US support from the government.
- C. The adoption of a radical land reform program.
- D. ✓ **The loss of legitimacy for the regime.**

Answer: D

The famine of 1973 and 1974 killed something like 200,000 people in Wollo and Tigray while the government denied it was happening. When a British television film showed the deaths to the world, and students carried the pictures through Addis Ababa, the throne lost the moral claim it had always rested on, and within months it was gone.

Option C fails on time order: the radical land reform came in March 1975, after the Derg had already deposed the emperor.

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

100. Which one of the following was responsible for unpopularity of the Derg Regime? (1)

- A. Formation of an alliance with Socialist Cuba.
- B. The passage of the land reform proclamation.
- C. ✓ **Using violence against opposition groups.**
- D. Organizing the Edget Behibret campaign.

Answer: C

The Derg answered opposition with killing. The Red Terror of 1977 and 1978 was aimed at the EPRP and other rivals, and it filled the streets of Addis Ababa and other towns with the bodies of young people, sometimes with the family made to pay for the bullet. That terror is what turned ordinary Ethiopians against the regime.

Option B is the opposite: the land reform proclamation of March 1975, which gave land to the tiller, was the most popular thing the Derg ever did.

Textbook: History Grade 12, Unit 6, section 6.6 The Decline and Downfall of the Derg Regime (page 196).

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