

**History and Citizenship**

**Date: 28/06/2023**

**Period: 14h00 – 17h00**



**END OF TERM III EXAMINATIONS**

**GRADE / LEVEL: Lower Level**

**COMBINATIONS : S1**

**DURATION: 3 HOURS**

**MARKS:**

**..... /100**

**INSTRUCTIONS:**

- 1) Write your names and class on the answer booklet
- 2) Do not open this question paper until you are told to do so.
- 3) This paper consists of two sections A and B.

Section A : **attempt all the questions:** ( 60 marks)

Section B : **attempt only Two questions:** (40 marks)

- 4) Questions in section A consists of short answer questions  
While questions in section B should be answered in essay form.
- 5) Use a **blue** or **black** pen.

**SECTION A : ATTEMPT ALL QUESTIONS (60 MARKS)**

- 1) Using clear examples differentiate the Primary sources from secondary sources of history. (5 marks)
- 2) Mention five roles played by the king in pre-colonial Rwanda. (5 marks)
- 3) Match the following clans to their totems. (5 marks)

A) Ababanda	1) Crow (Igikona)
B) Abazigaba	2) Abazigaba (Ingwe)
C) Abagesera	3) Wagtail (Inyamaza)
D) Abasinga	4) Kite (Sakabaka)
E) Abanyiginya	5) Crested crane (Umusambi)
- 4) Several acts might be committed during Genocide. Mention at least five of these acts. (5 marks)
- 5) Explain why Africa is regarded as the cradle of mankind. (5 marks)
- 6) Give five reasons to explain why mummification was carried out on dead bodies in ancient Egypt. (5 marks)
- 7) Give five ways in which the Trans-Atlantic Slave trade affected African societies. (5 marks)
- 8) Mention five types of human rights. (5 marks)
- 9) Mention five qualities of a good leader. (5 marks)
- 10) State five institutions that play a role in conflict management in the Rwandan society. (5 marks)
- 11) Explain any five causes of disability in a community. (5 marks)
- 12) What are the five most important family values? (5 marks)

**SECTION B: ATTEMPT ANY TWO QUESTIONS (40 MARKS)**

- 13) Analyse the role of Europeans in the downfall of the Rwanda Kingdom. (20 marks)
- 14) Explain what can be done to preserve the Rwandan traditional culture. (20 marks)
- 15) Evaluate the heritage and achievements of the Egyptian civilisation. (20 marks)
- 16) Examine the challenge faced by traders in the Trans- Saharan trade. (20 marks)
- 17) Elaborate on how self -reliance could be promoted in a community. (20 marks)

# MARKING GUIDE - HISTORY

## SENIOR ONE

### SECTION A : ATTEMPT ALL QUESTIONS (60 MARKS)

1) Using clear examples differentiate the Primary sources from secondary sources of history. **(5 marks)**

- Primary sources provide first-hand accounts about a person or a historical event. **1mark**

Examples of primary sources of History are: Letters Manuscripts, speeches, Photographs, diaries, Artefacts **any 2 points x 1mark each**

- While secondary sources of History interpret and analyse primary sources of History. **1mark**

Examples of secondary sources of History include:• Magazines, Articles, Encyclopaedia **any 2 points x 1mark each= 2marks**

2) Mention five roles played by the king in pre-colonial Rwanda. **(5 marks)**

**The king had the following roles:**

- ✓ He was the head of the kingdom.
- ✓ He had the title of **Umwami**
- ✓ He was the supreme chief of the country.
- ✓ His powers were unlimited.
- ✓ He was considered of having divine origin.
- ✓ He was supposed to have magic power.
- ✓ He could decide about life or death of everybody.
- ✓ He was the owner of all the people and all the possession.
- ✓ He was the supreme judge and commander in chief of the army.

Succession to the throne was hereditary.(From father to son

**Any 5 points x 1point each =5marks**

3) Match the following clans to their totems. **(5 marks)**

- A) Ababanda = Crow(igikona)  
B) Abazigaba = Leopard (ingwe) **1mark each x 5points =5marks**  
C) Abagesera = Wagtail (inyamanza)

D) Abasinga = Kite (Sakabaka)

E) Abanyiginya = Crested crane (umusambi)

- 4) Several acts might be committed during Genocide. Mention at least five of these acts. **(5 marks)**

Genocide is any of the following acts committed with intent to destroy, in whole or in part a national, ethnic or religious group, such as:

- Killing members of the group;
- Causing serious bodily or mental harm to members of the group;
- Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- Imposing measures intended to prevent births within the group;
- Forcibly transferring of the group to another group.

**1 mark for the meaning of genocide**

**Any 4 points x 1mark each =4marks**

- 5) Explain why Africa is regarded as the cradle of mankind. **(5 marks)**

*Darwin speculated that it was “probable” that Africa was the cradle of humans because:*

- ❖ The oldest fossils (remains) of the 1<sup>st</sup> man were found in Africa.
- ❖ our two closest living relatives—chimpanzees and gorillas—live there
- ❖ Many archeological sites are found in Africa.
- ❖ The existence of pygmies, batwa, Bushmen, khoi, mountain gorillas chimpanzee which have many common features with the early man.
- ❖ The oldest stone
- ❖ Industry is found in Africa.
- ❖ The skull of the first early man was discovered in Oldovai gorge by Dr. Leakey in 1959.
- ❖ It seems that Africa is origin of different human species.

**Any 5 points x 1mark each = 5marks**

- 6) Give five reasons to explain why mummification was carried out on dead bodies in ancient Egypt. **(5 marks)**

The **mummification** definition is the process of embalming or preserving, a body after a person has died. Around 2600 BCE in the 4th and 5th Dynasties, Egyptians started initially mummifying their dead. **1 mark**

The purpose of mummification was:

- o To preserve the body for the spiritual afterlife.
- o The Egyptians believed that an afterlife was only possible if there was a form for the soul of a person to repossess after their death.
- o They also believed that a person's former body had to be recognizable in order for the soul to locate the correct body in the afterlife.
- o If the body was damaged or disfigured, the spirit would not be able to use their body in the afterlife and would forever be lost.

**Definition of mummification 1mark**

**Any 4 points x 1mark= 5marks**

7) Give five ways in which the Trans-Atlantic Slave trade affected African societies.

**(5 marks)**

*Effects of Slave trade on African societies:*

- ✓ It led to depopulation of many areas through constant wars and raids.
- ✓ It led to dehumanisation of human beings. That is, human beings lost value and were reduced to minor items.
- ✓ Raids and wars displaced many people from their homes while others ran away into hiding.
- ✓ There was general moral decay in Africa.
- ✓ Africans were disposed to different parts of the world to form new races.
- ✓ It greatly accelerated the spread of Christianity in predominantly Islamic states of West Africa.

**Any 5 points x 1mark each= 5marks**

8) Mention five types of human rights.

**(5 marks)**

Most commonly, human rights are distinguished in two main categories: **civil and political rights** and economic, social and cultural rights.

freedom of speech, right to education, Right to privacy, freedom of movement, freedom of association, fair trial, assembly, freedom of religion, right to health

**any 5 points x 1mark each= 5marks**

9) Mention five qualities of a good leader. **(5 marks)**



- Responsible
- Transparent
- Approachable
- Understanding, Competent, Just.    **any 5 qualities x1 mark each=5marks**

10) State five institutions that play a role in conflict management in the Rwandan society. **(5 marks)**

Police, Judiciary, Abunzi, Gacaca

11) Explain any five causes of disability in a community. **(5 marks)**

- ✓ Accidents
- ✓ War
- ✓ Diseases
- ✓ Birth related.
- ✓ Inherited disability
- ✓ Injections and medicine
- ✓ Natural disasters
- ✓ Failure to immunize and vaccinate children.
- ✓ Poison

**Any 5 causes x 1 mark per cause = 5marks**

12) What are the five most important family values? **(5 marks)**

Love, respect, honour, sharing, forgiveness    **5points x 1mark= 5marks**

### **SECTION B: ATTEMPT ANY TWO QUESTIONS (40 MARKS)**

13) Analyse the role of Europeans in the downfall of the Rwanda Kingdom. **(20 marks)**

**Introduction 1mark**

*The coming of Europeans weakened the kingdom in these ways:*

- They introduced reforms that reduced the kings' powers. For instance, they abolished traditional institutions such as ubwiru and umuganura, which helped the king to govern
- The abandon of the traditional religion, the cult of ancestors, the cult of Nyabingi, Imandwa of Ryangombe to take advantage of the foreigner religions.
- The colonial policy divide to reign has fragilized the Rwandan society.

- The adoption of the political systems copied from the western patterns such as the codes, the laws, the constitution, the elections, the political parties, the separation of powers,...
- Kinyarwanda has endured severe in foreign influences from English, French and Swahili
- The negligence of some food farming to take same advantage of the imported feeding products.
- The monetary economy has accentuated individualism.
- The creation of schools has caused the disappearance of certain ancestral values: solidarity, politeness, hospitality...
- The degradation of manners: alcoholism, drugs, prostitution, sexual vagabondage, homosexuality, pedophile, youth delinquency, begging were brought
- The rural exude and migration to towns has caused the mixing of population and cultures.

**Any 9 points x 2 marks each =18**

**Conclusion 1mark**

**( 20marks)**

14) Explain what can be done to preserve the Rwandan traditional culture.

**(20 marks)**

- ✓ Teaching it to others
- ✓ Practising the good cultural practices
- ✓ Promoting unity of Rwandans
- ✓ Sensitizing the Rwandans to be proud of their culture.
- ✓ Being a role model as a good Rwandan citizen.
- ✓ Research and promotion of the history of Rwanda.
- ✓ Develop an arrangement to disseminate cultural values
- ✓ Preservation and promotion of Kinyarwanda Language
- ✓ Development and promotion of creative arts to increase their economic benefits
- ✓ Promotion of cultural tourism in the country by gathering artifacts and promoting preservation of historical sites

**Introduction 1 mark**

**Any 9points x 2 marks =18 marks**

**Conclusion 1mark**

15)Evaluate the heritage and achievements of the Egyptian civilisation.

**(20 marks)**

***The heritage and achievements of the Egyptian civilization:***

- 1) Construction of pyramid, temples, roads, canals, industries, etc.
- 2) Architecture as seen in the construction of pyramids.
- 3) They developed geometry and mathematics.
- 4) They developed irrigation farming.
- 5) Astronomy which is the study of the sun, moon and stars.
- 6) A form of writing called Hieroglyphics based upon a combination of sound symbols and pictures.
- 7) They developed the art of writing or paper made from papyrus.  
They were two types of hieroglyphics: -hieratic: developed by priests  
-Demotic: popular developed by traders.
- 8) Calendar of 365 days was invented.
- 9) Shaduf irrigation method was invented (by priests)
- 10) Studies about diseases, medicine and drugs
- 11) Socio political stratification and class system
- 12) Higher level of religion.

**Introduction 1mark**

**Any 9 points x 2marks each=18 marks**

**Conclusion 1mark**

**Total 20marks:**

16` Examine the challenge faced by traders in the Trans- Saharan trade. **(20 marks)**

- ✓ Language barriers
- ✓ Water shortage during their long journey
- ✓ Hostile desert condition: extreme weather conditions
- ✓ Wild animals
- ✓ Walking a long distance
- ✓ Problem of diseases
- ✓ Food shortage.
- ✓ Desert storms (strong winds)
- ✓ Hostile tribes
- ✓ The complicated or poor means of exchange
- ✓ Lack of accommodation
- ✓ Mining gold and salt was tiresome.
- ✓ A lot of taxes
- ✓ Emergence of Indian ocean trade
- ✓ Poor means of transport



**Introduction =1mark**

**Any 9 points x 2 marks each = 18**

**Conclusion= 1mark**

17) Elaborate on how self -reliance could be promoted in a community. **(15 marks)**

*The ways to promote self-reliance in your community*

- ✓ Support your local farmers.
- ✓ Shop/buy local.
- ✓ Teach your skills.
- ✓ Get to know your neighbours.
- ✓ Join or create a community
- ✓ Be politically active and informed

**(15marks)**