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311/1

HISTORY AND GOVERNMENT

PAPER 1

MARCH/APRIL 2015

TIME: 2½ hours

MOKASA JOINT EVALUATION EXAMINATION

Kenya Certificate of Secondary Education

HISTORY AND GOVERNMENT

Paper 1

MARKING SCHEME

Section A (25 marks)

1. Name **one** remnant of the hunter and gatherer community in Western Kenya. (1 mark)
 - *Okuro*
 - *Onguye*

Any 1 point @ 1 mark each (1 mark)
2. State **two** economic results of the migration and settlement of the Kenyan communities during the pre-colonial period. (2 marks)
 - *Increased trading activities in the regions where they settled*
 - *Some communities adopted crop cultivation from their Bantu neighbours e.g. Luo and Masaai*
 - *They also learnt the skill of iron working from the Bantu*

Any 2 points @ 1 mark each (2 marks)
3. Give **one main** reason why the Portuguese conquered East Africa so easily? (1 mark)
 - *Due to superior weapons*

1 point @ 1 mark (1 marks)
4. State **two** ways in which East African slave trade undermined local industries. (2 marks)
 - *Competition from imported cheap manufactured goods*
 - *Skilled people who were making the local goods were taken into slavery*

Any 2 points @ 1 mark each (2 marks)
5. Name the treaty that marked the end of the scramble and partition of East Africa. (1 mark)
 - *Anglo-German Treaty 1890 / the Heligoland Treaty*

1 point @ 1 mark (1 marks)
6. State **two** methods used by the colonial government to promote settler farming in Kenya. (2 marks)
 - *Alienating productive African land and putting Africans in infertile reserves*
 - *Providing settlers with labour,*
 - *Eliminating any possible competition from Africans for land, labour and markets by prohibiting them from cash crop production,*
 - *The building and maintenance of infrastructure such as railways, roads, bridges to facilitate movement of people and goods,*
 - *Reduction of freight charges in the importation and exportation of agricultural inputs and products,*
 - *The government encouraged the formation of cooperatives to help in processing and marketing produce,*
 - *Financial institutions such as Agricultural Finance Corporation (A.F.C.) and banks were established to provide settlers with credit facilities to buy farm inputs and equipment.*
 - *The Department of Agriculture and research stations were established to provide extension services for crop and animal farming in order to improve their quality,*

- *Trade tariffs were also removed so as to encourage the settlers further.*

Any 2 points @ 1 mark each (2 marks)

7. What was the **main** outcome of the Devonshire White Paper of 1923? (1 mark)

- *That Kenya was an African country and the interest of the Africans were to be given priority in cases where there was conflict of interest among the races.*

1 point @ 1 mark (1 marks)

8. Give **two** common characteristics of the political parties formed after 1945. (2 marks)

- *The parties had a national outlook as members were drawn from different tribal groups.*
- *Their main objective was to fight for independence/radical in nature.*
- *They were led by educated elite.*
- *They demanded improved conditions of African workers/fair taxation and return of their alienated land.*
- *They had large membership*
- *They better organized,*

Any 2 points @ 1 mark each (2 marks)

9. State **two** ways in which the trade union movement contributed to the struggle for independence. (2 marks)

- *They improved working conditions for workers by fighting for better wages and salaries.*
- *They kept the spirit of nationalism alive following the ban of Kenya African union (KAU).*
- *They secured international support for the cause of nationalism in Kenya.*
- *They articulated African grievances in the absence of political parties.*
- *They prepared some African nationalists for leadership positions e.g. Tom Mboya and Martin Shikuku.*
- *They educated workers on their rights.*
- *They contributed money to political parties to enable them sustain the struggle for independence.*
- *They organized strikes and boycotts to oppose some policies of colonial government.*
- *They promoted regional cooperation in the East African region by working together for the improvement of working conditions in the region.*

Any 2 points @ 1 mark each (2 marks)

10. What **major** political change was introduced during the Limuru Conference of 1966? (1 mark)

- *The amendment abolished the office of the K.A.N.U. Vice-President and in its place created eight Vice-presidents of the party.*

1 point @ 1 mark (1 marks)

11. Give **two** militant ways of solving conflicts. (2 marks)

- *Subjugation*
- *Policing*
- *Use of the armed forces*

Any 2 points @ 1 mark each (2 marks)

12. Give the first step that is taken when solving conflicts by negotiation. (1 mark)
– *Fact finding*
1 point @ 1 mark (1 marks)
13. State how the citizens of Kenya participate in their government. (1 mark)
– *Through electing leaders of their choice to represent them*
1 point @ 1 mark (1 marks)
14. Give **one** political right of the youth guaranteed in the New Constitution of Kenya. (1 mark)
– *They can stand for election to parliament*
– *In the Senate, their interests are represented by one male and one female*
Any 1 point @ 1 mark each (1 mark)
15. State **two** functions of the Judiciary in Kenya. (2 marks)
– *Interpret the constitution / laws*
– *Administer justice*
Any 2 points @ 1 mark each (2 marks)
16. Identify **two** political events that threatened the stability of Kenya between 1975 and 1978. (2 marks)
– *The assassination of Josiah Mwangi Kariuki (J.M.Karuiki) in 1975*
– *Change the constitution debate*
– *The passing on of the founder father of the nation Mzee Jomo Kenyatta in 1978*
Any 2 points @ 1 mark each (2 marks)
17. Name the fund into which all government revenue is paid. (1 mark)
– *The Consolidated Fund*
1 point @ 1 mark (1 marks)

Section B (45 marks)

18. (a) Give **five** reasons for the migration of Somali into Kenya. (5 marks)
– *Escaping threats from the oromo.*
– *Looking for pasture for their livestock*
– *Escaping clan or family feuds.*
– *Population pressure.*
– *Fleeing outbreak of diseases that affected people and animals.*
– *Escaping famine and drought.*
– *To satisfy their spirit of adventure.*
Any 5 points @ 1 mark each (5 marks)
- (b) Describe the political organization of the Nandi during the pre-colonial period. (10 marks)

- *The smallest unit was the family headed by the father who dealt with internal matters like discipline, allocation of land, cattle and succession.*
- *They had a decentralized system of government.*
- *Above the family was a neighborhood council of elders called kokwet.*
- *Above the Kokwet organization was the clan. The clan dealt with, among other things the matter of grazing right.*
- *The clan was headed by the council of elders*
- *Above the clan was large social political unit comprising of different war groups located in the same geographical zone called pororiet.*
- *Pororiet was the highest in the judicial matter.*
- *Pororiet could negotiate war and peace.*
- *They had warriors from age sets who maintained law and order.*
- *They borrowed the office of the Orkoyiot from the Maasai.*

Any 5 points @ 2 marks each (10 marks)

19. (a) State **three** functions of fort Jesus during the Portuguese rule . (3 marks)

- *To act as a hiding place against attacks by their enemies/protection.*
- *To use it as an administrative base.*
- *To use it as a base of sending expeditions against resisting coastal communities.*
- *To store armaments/weapons.*
- *To store trade items before exportation.*
- *To use it as a watch tower.*
- *To be used as a prison for war captives*

Any 3 points @ 1 mark each (3 marks)

- (b) Explain **six** positive effects of missionary activities in East Africa. (12 marks)

- *Spread of Christianity*
- *Abandoning of harmful practices*
- *Architecture was influenced i.e. Africans began to adopt European architecture*
- *Introduction of western/formal education which improved African literacy*
- *Created job opportunities among the educated Africans in mission stations, schools e.t.c*
- *The elites later played a major role in growth of Nationalism and attainment of independence*
- *Provided western medicine. They built hospitals and dispensaries where people were treated for dangerous diseases*
- *Improvement of agriculture. The Roman Catholics developed modern methods of farming and introduced coffee growing near Nairobi.*
- *Trained Africans in industrial areas gained skills such as carpentry and masonry*
- *Missionaries campaigned against slave trade and established freed slave centres e.g. Frere town*
- *Some missionaries like Krapf and Rebmann contributed to the exploration of East Africa e.g. Jacob Ehardt drew a crude map of East Africa*

- *Contributed to the political representation in Kenya e.g. Dr John Arthur was appointed to represent Africans in the leg co*

Any 6 points @ 2 marks each (12 marks)

20. (a) Give **three** ways in which the Kenya Uganda railway promoted economic growth in colonial Kenya. (3 marks)

- *It hastened the transportation of goods and services*
- *It promoted growth of trade/commercial activities*
- *It opened the interior for farming activities*
- *It led to the growth of industries/mining*
- *It led to the development of urban centers*
- *It generated revenue to the colonial government*
- *It created employment*
- *It led to the development of other means of transport and communication*

Any 3 points @ 1 mark each (3 marks)

- (b) Apart from independent Churches and Schools, explain **six** other factors that speeded the achievement of independence in Kenya after 1945 (12 marks)

- *The experience of ex-servicemen made them realize that Europeans were not superior*
- *Acquisition of western education by many Africans enabled them to understand political developments at international level and forcefully demanded for independence.*
- *Realization by Britain that colonies were expensive to manage hence the need to grant them independence/the rise of Labour Party*
- *Failure by the government to reward the ex-soldiers increased agitation for independence*
- *The establishment of political parties by African nationalists like KANU, KADU, APP enhanced mobilization of the masses against colonial rule.*
- *The Mau Mau uprising forced the British to realize the need of granting Kenya independence.*
- *Nomination and election of Africans to the Legco enabled them to use the House as a forum to agitate for independence*
- *Emergence of Trade Union movement which helped to mobilize workers to fight for their rights.*
- *Pan- African movement and other global bodies helped in the establishment of Afro-Asian people solidarity organization which supported the course of Africa nationalists in Kenya.*
- *Independence of other countries e.g. Ghana and India inspired African nationalists in Kenya to fight for their independence.*
- *The formation of the UNO and the pressure exercised on the European powers to decolonize by the super powers*

- *Signing of Atlantic Charter in 1941.*

Any 6 points @ 2 marks each (12 marks)

21. (a) State **three** roles of Wangari Maathai in the history of Kenya. (3 marks)

- *She was the founder of the Green Belt movement to fight environmental degradation*
- *She was involved in tree planting activities in the country. She encouraged the women to work together to grow seedlings and plant trees to bind the soil, store rainwater, provide food and firewood, and receive a small monetary token for their work.*
- *She safeguarded Karura forest from destruction by private developers*
- *She succeeded in stopping the proposed construction of a sixty storey Kenya Times Media Trust complex at Uhuru park*
- *She served as an assistant minister for Environment, Natural resources and Wildlife after the 2002 elections*
- *Chair of the Board, the Green Belt Movement (2002-2011)*
- *She fought against land grabbing and the encroachment of agriculture into the forests*
- *Addressed international networks like UN to seek support for environmental conservation*
- *She held seminars to educate citizens to press the government to conserve the environment*
- *While working at the University of Nairobi as an Associate Professor in 1977 she campaigned for the women members of staff to get equal pay and allowances with their male counterparts*
- *For her efforts in different fields she won many national and international awards such as the Conservation Scientist Award. But the greatest of them all was when she made history by becoming the pioneer African woman and environmentalist to win the Nobel Peace Prize for her contribution to sustainable development, democracy and peace*
- *She participated in several NGOs like the Red Cross which supports victims of calamities and from the experiences gained from working with all these organizations she began to encourage women to plant trees so as to take care of the home needs of their families as well as raise money for medication and the education of their children*

Any 3 points @ 1 mark each (3 marks)

(b) Explain **six** reasons why the Nandi resistance to the British was protracted. (12 marks)

- *They used guerrilla warfare as their land was covered with forests, caves and hills and therefore the British forces could not use their guns effectively,*
- *The British forces were not familiar with the mountainous and forested terrain and this slowed down their movement while the Nandi warriors were familiar and therefore very mobile.*
- *The age-set system provided young, disciplined and experienced warriors due to the many successful raids against their neighbours,*

- *Their mixed economy ensured a steady supply of food even when the British applied scorched- earth policy, the Nandi could still get food from their livestock,*
- *The wet and cold climate caused respiratory diseases to the invading British forces thereby greatly slowing down their advance while the Nandi warriors were strong as they used to the climate,*
- *The orkoiyot who was their symbol of unity inspired the warriors to fight with determination and courage*
- *The earlier successful raids against their neighbours had made them feel superior to them and so they fought the British with determination so as to preserve their dominant position in the region*

Any 6 points @ 2 marks each (12 marks)

Section C (30 marks)

22. (a) Identify **three** importance of democracy in Kenya. (3 marks)

- *The leaders cannot ignore the people from whom they get power to govern them/the interests of the citizens are paramount.*
- *It fosters equality and unity among all people regardless of their colour, gender or religious beliefs.*
- *It has moral and educative value as it helps individuals to develop their personality and sense of responsibility.*
- *It balances the liberty of the individual with the power of the state.*
- *It promotes patriotism and nationalism among the citizens and thus reduces the chances of a revolution.*
- *It promotes peace and stability in the country.*
- *It promotes international harmony.*

Any 3 points @ 1 mark each (3 marks)

(b) Explain **six** rights of an accused person in Kenya. (12 marks)

- *The accused person is presumed innocent until proven guilty.*
- *One should be given adequate time to consult with the advocate or witness.*
- *One should be informed of the charge with sufficient detail so as to prepare a defence in a language one understands.*
- *One should be present when court proceedings are taking place.*
- *One should be given a chance to plead leniency.*
- *One must have free assistance of an interpreter if they cannot understand or speak the language.*
- *One should not be forced to give evidence.*
- *One should be allowed to be heard or remain silent and not testify during proceedings*
- *To refuse to give self- incriminating evidence*
- *One should be allowed to appeal against the ruling/ challenge the evidence.*
- *One has the right to legal representation.*
- *To have trial begin and concluded in the shortest time possible.*

Any 6 points @ 2 marks each (12 marks)

23. (a) State **five** features of the Independence constitution of 1962. (5 marks)
- *A federal government was adopted with six regions each retaining considerable powers through the central government.*
 - *The National Assembly was bicameral consisting of the Senate and the House of Representatives.*
 - *It spelt out the powers and responsibilities of central and regional governments.*
 - *It created the post of the Prime Minister to head the Government.*
 - *It created the post of the Governor General representing the Queen of England as the head of state.*
 - *It safeguarded the interests of the minority groups like the Europeans and Asians.*
 - *It provided for an independent and impartial judiciary to ensure that justice is done.*
 - *It led to the formation of an Independent Electoral Commission that would ensure impartiality and honesty during elections.*
 - *It provided that the party with majority seats could form the government which would comprise of the Prime Minister and Cabinet ministers.*
 - *A bill of rights spelling out the fundamental rights and freedoms of all citizens was included in the constitution.*

Any 5 points @ 1 mark each (5 marks)

- (b) Explain **five** functions of the Cabinet in Kenya. (10 marks)
- *Advising and assisting the president in the day to day running of the government.*
 - *Discusses matters of national and international concern.*
 - *It formulates government's domestic and foreign policies.*
 - *Initiates bills and tables government bills in the house.*
 - *They give direction to their respective ministries.*
 - *They appear before a committee of the National Assembly or the Senate when required by the committee and answer questions pertaining to the various ministries.*
 - *They expound government policies.*
 - *They ensure that the government policies are implemented by the civil servants.*
 - *Members of the cabinet represent the president at functions or meetings in and outside the country i.e. they perform delegated duties.*
 - *The Minister for Finance formulates and prepares the Budget which he or she then presents to the National Assembly.*

Any 5 points @ 2 marks each (10 marks)

24. (a) State **five** reforms which have been introduced to improve the conditions of Correctional Services. (5 marks)
- *Provision of better food and improved medical services*
 - *Provision of sufficient clothing and bedding.*
 - *Efficient transport as new vehicles has been purchased.*
 - *Direct involvement of the national government in the affairs of those receiving correctional services. This has raised the morale of those who held and Kenyans.*

- *The release of death-row inmates. Some inmates who had been in jail for over 10 years were released.*
- *The release of a record 11,500 prisoners in December 2003 was aimed at reducing congestion and enhances the provision of better correctional services.*
- *Streamlining of the hearing of cases with a view to keeping inmates in remand for a short period before sentencing them.*

Any 5 points @ 1 mark each (5 marks)

- (b) Explain **five** factors which undermine free and fair elections in Kenya. (10 marks)
- *Inadequate civic education.*
 - *Ethnic and party loyalties.*
 - *Harassment of voters*
 - *Biased election officials*
 - *Incompetent election officials*
 - *Inaccessibility of polling stations owing to transport and communication difficulties or due to extreme weather conditions*
 - *Illiteracy of voters*
 - *Election rigging*
 - *Corruption in elections e.g. impersonation, cheating or bribery*
 - *Use of negative propaganda by parties in an attempt to outwit one another*
 - *Gender insensitivity*
 - *Misuse of the mass media*
 - *Election violence and consequent chaos can mar elections*
 - *Poor distribution of election materials.*

Any 5 points @ 2 marks each (10 marks)

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HISTORY AND GOVERNMENT

PAPER 2

MARCH/APRIL 2015

TIME: 2½ hours

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Kenya Certificate of Secondary Education

HISTORY AND GOVERNMENT

Paper 2

MARKING SCHEME

SECTION A (25 marks)

1. Identify **two** sources historians use to write the history of Africa. (2 marks)

- *Archaeology*
- *Oral traditions*
- *Anthropology*
- *Botany/Zoology /biology/Genetics*
- *Written records*
- *Geology*
- *Local paintings/sculpture*

Any 2 points @ 1 mark each (2 marks)

2. Give **two** factors which influenced early man to begin domesticating animals. (2 marks)

- *Man found some animals friendly.*
- *Changes in climatic conditions resulted in aridity which forced animals to migrate.*
- *Over hunting by early man led to the reduction of animal population.*
- *Increase in human population forced the animals to migrate further away.*
- *Adoption of settled life necessitated domestication of animal.*

Any 2 points @ 1 mark each (2 marks)

3. Identify the **main** source of industrial energy from the mid 20th century. (1 mark)

- *Petroleum/oil*

1 point @ 1 mark each (1 mark)

4. Identify **two** scientific discoveries during the 19th century which contributed to food preservation. (2 marks)

- *Canning*
- *Refrigeration*
- *Pasteurization*

Any 2 points @ 1 mark each (2 marks)

5. State **two** characteristics of Macadam roads. (2 marks)

- *They were all weather roads*
- *They were durable.*
- *Water drain off with ease.*
- *They were smooth hence providing good motoring surface*
- *They are cheap and quick to build*
- *They are wide.*
- *They were straight*

Any 2 points @ 1 mark each (2 marks)

6. State the **main** function of the Golden Stool in the Asante Empire during the pre-colonial period. (1 marks)

– *It was a symbol of unity*

1 point @ 1 mark each (1 mark)

7. Identify the method used to plant cereal crops when early agriculture began. (1 marks)

– *Broadcasting/scattering of seeds*

1 point @ 1 mark each (1 mark)

8. State **one** main limitation of barter trade during Trans-Saharan trade. (1 mark)

– *It requires coincidence of demand and supply*

1 point @ 1 mark each (1 mark)

9. Give **one** way in which the Agrarian Revolution in England affected the lives of small scale farmers. (1 mark)

– *They were displaced from their farms/landlessness*

– *There was rural-urban migration*

– *Some became poor industrial/farm workers*

– *Some migrated to foreign lands*

Any 1 point @ 1 mark each (1 mark)

10. Identify **one** way in which Africans reacted to European colonization of Africa. (1 marks)

– *They resisted*

– *They collaborated*

Any 1 point @ 1 mark each (1 mark)

11. State **two** results of the construction of the Suez Canal. (2 marks)

– *It provided direct link between Europe and Asia/shortened distance.*

– *It promoted international trading activities.*

– *It encouraged the scramble and colonization of Africa*

Any 2 points @ 1 mark each (2 marks)

12. Identify **two** chartered companies which were used to administer European colonial possessions in Africa. (2 marks)

– *Royal Niger Company*

– *British South African Company*

– *Imperial British East Africa Company*

- *German East Africa Company*

Any 2 points @ 1 mark each (2 marks)

13. Name **one** political party that fought for independence in Ghana. (1 mark)

- *United Gold Coast Convention (UGCC)*
- *Convention Peoples Party (CPP)*
- *National League of the Gold coast*

Any 1 point @ 1 mark each (1 mark)

14. Give the **main** reason for the failure of the League of Nations. (1 mark)

- *Re-armament of Germany*

1 point @ 1 mark (1 mark)

15. What was the immediate cause of the World War One? (1 mark)

- *Assassination of Austro – Hungarian heir, Archduke Franz Ferdinand at Sarajevo*

1 point @ 1 mark each (1 mark)

16. Identify **one** method used by the French to administer their colonies in Africa. (2 marks)

- *Assimilation*
- *Association*

Any 1 point @ 1 mark each (1 mark)

17. Give **two** principal organs of the United Nations Organization (UNO). (2 marks)

- *The General Assembly*
- *The Security Council*
- *The International Court of Justice*
- *The Economic and Social Council*
- *The Secretariat*
- *The Trusteeship Council*

Any 2 points @ 1 mark each (2 marks)

Section B (45 marks)

18. (a) State **three** physical changes of early man according to Charles Darwin. (3 marks)

- *The skull was enlarged*
- *The jaws and teeth became smaller*
- *The arms and hands became shorter*
- *They became upright/ bipedal*
- *The feet and toes reduced in size*
- *They had less hair on their bodies*
- *They became taller*

- *They had slender body*
- *The brain became bigger*

Any 3 points @ 1 mark each (3 marks)

- (b) Explain **six** common factors that led to the development of early agriculture in Mesopotamia and Egypt. (12 marks)

- *In both countries agriculture was practiced along the river valleys*
- *Farmers depended on flood water for farming*
- *They developed systems of irrigation*
- *They used farm implements made of stone, wood and later metal*
- *They traded in farm produce*
- *Planted indigenous crops*
- *Used both human and animal labour*
- *Developed a system of storage and preserving of foods*

Any 6 points @ 2 marks each (12 marks)

19. (a) Mention any **three** factors that led to the spread of iron working in Africa. (3 marks)

- *Through trading activities as it was a trade item.*
- *Through migration of communities like the Bantu.*
- *Travellers and messengers may have introduced and copied the art from other communities.*
- *Through warfare between communities as iron weapons were used.*
- *Through professional smiths.*
- *Through conquest and occupation by communities.*

Any 3 points @ 1 mark each (3 marks)

- (b) Describe the social organization of the Shona during the pre-colonial period. (12 marks)

- *The community was divided into clans whose names were derived from animal names.*
- *They believed in a supreme god called Mwari/ Mlimo/ Mulungu or Lesa.*
- *They believed in ancestral spirits whom they consulted from time to time. The types of spirits included Vadzimu/ family spirits, Mhondoro/ Clan spirits and Chamiruka or Chaminuka/ national spirit.*
- *The Shona communicated with God through mediums, intermediaries or oracles e.g. Chamiruka/Chaminuka (National spirit) and Svikiro (departed family or clan elder).*
- *The priests presided over religious functions such as offering sacrifices to God.*
- *The Shona elders were highly respected.*
- *The priests came from the Rozwi clan.*
- *They had sacred places of worship e.g. shrines where sacrifices were conducted.*
- *They lived in circular stone houses.*

- *They were polygamous in nature. Marriage between related clans was, however, not allowed.*
- *They had a royal fire that was kept burning in the emperor's court.*
- *The king was the chief priest and was semi divine.*

Any 6 points @ 2 marks each (12 marks)

20. (a) State **three** social factors that led to the scramble for and partition of Africa. (3 marks)

- *The need to abolish slave trade*
- *The desire to spread Christianity / protect missionaries*
- *The desire to spread western civilization/ education*
- *The need to settle surplus population*

Any 3 points @ 1 mark each (3 marks)

(b) Describe **six** effects of the scramble for and partition of Africa. (12 marks)

- *Africans lost independence as Europeans established colonies*
- *African economies weakened by the European exploitation of the resources*
- *The African systems of government were replaced by European system*
- *Africans adopted European language which became official languages in the colonies*
- *Modern African states were created by the boundaries drawn during the partition*
- *Some African communities were split by the boundaries which were drawn during the partition*
- *Africans lost land as Europeans established permanent settlements*
- *Africans lost their lives/ property as they resisted occupation*
- *African culture were undermined through the introduction of western education/ spread of Christianity/ health facilities*
- *Closer ties were forged between Africans and Europeans which created overdependence on Europe.*

Any 6 points @ 2 marks each (12 marks)

21. (a) Give **three** reasons why the Lozi collaborated with the British. (3 marks)

- *Lewanika collaborated with the British in order to protect his kingdom against the Germans and the Portuguese.*
- *He desired western education and civilization and wanted the British to introduce it in his Kingdom*
- *He wanted the British to protect him from his internal enemies. In 1884, he faced an internal rebellion hence he wanted to safeguard his position.*
- *He was encouraged to collaborate by King Khama of the Bamangwato (Botswana) who had already sought British protection against the Boers.*

- *Lewanika saw the futility of resisting a strong power like Britain, so he chose to collaborate.*
- *He wanted the British to protect his Kingdom from attacks by other African communities like the Shona and the Ndebele.*
- *He was influenced by European missionaries who had earlier visited his kingdom to do so.*
- *He collaborated so as to preserve the economic structure of his people.*
- *He desired to promote trade between his people and the British.*
- *His councilors support him in his decision to collaborate.*
- *He was influenced by his people working in South African mines who were amazed with the Whiteman's powerful weapons.*
- *There was pressure from mineral concession seekers hence he was forced to ally with at least one of them for protection.*

Any 3 points @ 1 mark each (3 marks)

- (b) Explain the importance of the Buganda agreement of 1900. (12 marks)
- *It gave legitimacy to British claim over Buganda i.e. it gave them a basis for the administration of Buganda*
 - *The chiefs and ministers acquired new powers and influence. The new land tenure gave them the right to impose land rent*
 - *The power of the Kabaka and that of the clan heads was reduced in administrative and land matters*
 - *The lukiiko was empowered to make laws for Buganda and it remained the highest court of appeal*
 - *The annexation of counties from Bunyoro later caused hostility and friction with Bunyoro over the lost counties*
 - *The land settlement created bitterness among farmers whose claims were overlooked*
 - *The Buganda helped to extend British rule to the rest of Uganda. The Baganda chiefs were used to administer the conquered territories*
 - *Apollo Kagwa, the katikiro became a powerful personality. He assisted the British to implement their policy of indirect rule in Uganda'*
 - *He encouraged the Baganda to accept western education and modern farming practices.*

Any 6 points @ 2 marks each (12 marks)

Section C (30 Marks)

22. (a) Name **three** communes of Senegal where Assimilation policy was successfully applied. (3 marks)

- *Dakar*
- *St Louis*
- *Goree*
- *Rufisque*

Any 3 points @ 1 mark each (3 marks)

- (b) Explain **six** reasons why indirect rule failed in southern Nigeria. (12 marks)
- *Southern Nigeria did not have centralized indigenous system of administration*
 - *Lack of homogeneity in the South because there were many tribes hence many languages.*
 - *The British introduced new ideas e.g. forced taxation and direct taxes.*
 - *The failure of British administrators to understand how socio- economic and political system of southern Nigeria which was based on the office of the Oba made them gives up easily.*
 - *Opposition from educated elites who felt left out of the administrators of their country.*
 - *The educated people in S. Nigeria resented the chiefs appointment by the British because they were illiterate.*
 - *The Obas of Southern Nigeria had defined powers such as mediation. So when they were given wide ranging powers, the people became discontented.*
 - *Communication barrier between the British supervisors, the warrant chiefs and the people often led to misinterpretation and misunderstanding.*
 - *Misuse of power by the warrant chiefs who raised taxes for their own benefit.*
 - *The use of excessive force to suppress any form of resistance provoked resentment e.g. shooting of women during a demonstration against the British administration.*

Any 6 points @ 2 marks each (12 marks)

23. (a) Identify three methods used by nationalists in Ghana during their struggle for independence. (3 marks)
- *They formed political parties.*
 - *They used boycotts/demonstrations/strikes/go-slows.*
 - *They organized political rallies to mobilize mass support.*
 - *They used newspapers to articulate their views.*
 - *They used Legislative Council.*
 - *They composed songs/poems to attack colonialism.*
 - *They used trade unions.*
 - *They used the international fora.*

Any 3 points @ 1 mark each (3 marks)

(b) Describe six factors that contributed to the struggle for independence in South Africa. (12 marks)

- *Loss of land due to land alienation*
- *Restriction of Africans from staying in urban areas/sharing facilities with the whites.*
- *They disliked the idea of carrying pass – books that restricted their movement.*
- *There was racial segregation/discrimination in residential areas.*
- *They hated the racial segregation in schools following the passing of Bantu Education Act in 1953/ Low quality education prepared them for low cadre jobs. They also disliked of being forced to use Afrikaans language in schools.*
- *The banning of non-white political organizations like A.N.C and trade unions.*
- *Africans were denied parliamentary representation/ voting rights.*
- *Suppression of individual rights and liberty by the colonialists.*
- *Africans were heavily taxed and the money obtained was not used to improve their welfare.*
- *Unequal distribution of wealth and job opportunities.*
- *They were confined to Bantustans/ reserves*

Any 6 points @ 2 marks each (12 marks)

24. (a) Give **three** reasons why the United States of America (USA) was reluctant to join the First World war (3 marks)

- *Desire to abide by terms of Monroe Doctrine of 1823 which forbid her from interfering in European affairs.*
- *Fear of revolt by her citizens of German origin.*
- *Fear of an outbreak of civil war between Americans of German descent and those of other European nationalities.*
- *The war had not interfered with the USA's interests until 1916*

Any 3 points @ 1 mark each (3 marks)

(b) Explain **six** social effects of the Second World War. (12 marks)

- *The war led to loss of many human lives.*
- *It led to destruction of property like buildings, roads and industries.*
- *The bombs that were dropped on Japan released radio- active substances which affected the lives of many people long after the war.*
- *It led to widespread unemployment as demobilized servicemen and prisoners of war increased demand for jobs.*
- *The war created bitter feelings and mistrust among the countries that fought.*
- *Psychological and emotional problems to families, individuals and nations as a result of torture of the war.*
- *Widespread suffering among those displaced by the war/refugee problem*
- *Change in roles as women took up jobs formerly done by men*

Any 6 points @ 2 marks each (12 marks)

