

## HISTORY & GOVERNMENT (311)

### 4.8.1 History & Government Paper 1 (311/1)

#### SECTION A (25 MARKS)

1. State **two** ways in which the study of History and Government promotes a sense of patriotism in the learner. (2 marks)
- (i) It enables one to acquire a positive attitude towards the country.
  - (ii) It enables one to be a responsible citizen.
  - (iii) It enables one to become loyal to his/her country.
  - (iv) It helps one to develop positive values.
- Any 2 x 1 = 2 marks
2. Name the community in Kenya that belongs to the Southern Cushites. (1 mark)
- the Dahallo (Sanye)
- 1 x 1 = 1 mark
3. State **two** political functions of the Oloibon among the Maasai during the 19th century. (2 marks)
- (i) He administered the Maasai land/acted as unifying factor.
  - (ii) He settled disputes.
  - (iii) He declared war against his enemies/Advised and blessed warriors.
  - (iv) Advised the Council of Elders.
- Any 2 x 1 = 2 marks
4. Give **two** ways through which knowledge in marine technology facilitated the coming of the early visitors to the Kenya Coast. (2 marks)
- (i) It enabled them to use the compass to sail.
  - (ii) It facilitated the construction/use of boats.
  - (iii) It enabled them to develop/apply the skills of map reading.
- Any 2 x 1 = 2 marks
5. Identify the town that was established by missionaries in Kenya as a centre for freed slaves during the 19th century. (1 mark)
- Freetown
- 1 x 1 = 1 mark
6. State **two** ways in which the National Accord and Reconciliation Act, 2008 affected the composition of the Government in Kenya. (2 marks)
- (i) It created a coalition government.
  - (ii) It created the office/position of the Prime Minister.
  - (iii) It created the offices/positions of the two deputy prime ministers.

- (iv) It increased the number of ministers/cabinet ministers.  
Any 2 x 1 - 2 marks
7. Give **two** reasons why the British used the Imperial British East African Company (IBEAC) to administer its possessions in Kenya. (2 marks)
- (i) It was familiar with the area.  
(ii) They lacked a clear policy on the administration of colonial possessions.  
(iii) They lacked enough personnel.  
(iv) They lacked sufficient funds/inadequate funds.  
Any 2 x 1 - 2 marks
8. Identify **two** ways in which the results of the collaboration of the Maasai with the British was similar to that of the Wanga. (2 marks)
- (i) The British recognized their leaders.  
(ii) Both communities lost their independence.  
(iii) The people of both communities were hired as mercenaries.  
(iv) Both communities got material gains/rewards.  
Any 2 x 1 = 2 marks
9. Give **one** way in which the construction of the Uganda railway speeded up the colonization of Kenya. (1 mark)
- (i) It enhanced the transportation of troops/administration.  
(ii) It opened up the country to European settlers.  
(iii) It led to forceful displacement/loss of land by some communities.  
Any 1 x 1 = 1 mark
10. Give the main political contribution of Christian missionaries in Kenya during the struggle for independence up to 1939. (1 mark)
- They represented the Africans in the Legislative Council (LegCo).
11. Name the first African to be appointed a minister in Kenya by the colonial government. (1 mark)
- B. A. Ohanga  
1 x 1 = 1 mark
12. State the main result of the Lyttleton constitutional amendment of 1954. (1 mark)
- It allowed for the formation of Multi-racial government/society.  
1 x 1 = 1 mark
13. Identify the leader who stepped down as the president of Kenya African Union for Jomo Kenyatta. (1 mark)
- James Gichuru

14. State **two** ways in which the Harambee spirit promotes national unity in Kenya. (2 marks)
- (i) It encourages people to work together.
  - (ii) It promotes cooperation.
  - (iii) It promotes equity in the distribution of resources.
  - (iv) It enhances interaction of the people.
  - (v) It promotes patriotism.

Any 2 x 1 = 2 marks

15. State **two** ways through which the Savings and Credit Cooperative Societies in Kenya benefit their members. (2 marks)

- (i) They give loans/credit facilities.
- (ii) They provide banking facilities/saving facilities.
- (iii) They provide benevolent/insurance services.
- (iv) They invest on behalf of members.
- (v) They create employment.
- (vi) They educate members on financial management/investment.

Any 2 x 1 = 2 marks

16. State **one** way through which the opposition political parties in Kenya check on the Government excesses. (1 mark)

- (i) They point out the mistakes made by the government.
- (ii) They point out misuse of public resources.

1 x 1 = 1 mark

17. Give the main challenge facing Free Primary Education Programme in Kenya since its introduction in 2003. (1 mark)

- Over enrollment of the pupils

1 x 1 = 1 mark

### SECTION B - (45 marks)

18. (a) Give **five** reasons for the migration of the Mijikenda from Shungwaya during the pre-colonial period. (5 marks)

- (i) Due to attacks by the Oromo/Cushitic speakers.
- (ii) Due to increased population.
- (iii) Due to internal conflicts/family/clan feuds.
- (iv) In search for land for cultivation.
- (v) Due to drought/famine.
- (vi) Due to outbreak of diseases/epidemics.
- (vii) Due to love for adventure.

Any 5 x 1 = 5 marks

(b) Explain **five** social effects of the migration and settlement of the Mijikenda in their present homeland. (10 marks)

- (i) They intermarried with other groups thereby strengthening relationships.
- (ii) There was cultural exchange due to their interaction with other people/ assimilation/absorption.
- (iii) There was an increase in population in the areas where they settled.
- (iv) There were inter-community conflicts/wars in the areas they settled.
- (v) It caused redistribution of people in the areas they settled leading to further migration/displacement.
- (vi) Some were converted to Islam due to their interaction with Arabs.
- (vii) It led to the establishment of Kaya/villages which were fortified in order to protect themselves against external attacks.

Any 5 x 2 = 10 marks

19 (a) State **five** factors which influenced the Akamba to participate in the long distance trade. (5 marks)

- (i) The central/strategic location of the community between the coast and the interior.
- (ii) There existed items of trade.
- (iii) The existence of merchants/leaders/entrepreneurs.
- (iv) There existed trade routes between the coast and the interior.
- (v) There existed markets for trade goods.
- (vi) The establishment of trade links with their neighbours/experience.
- (vii) There was demand for goods.
- (viii) Drought/unreliable rainfall experienced in their area/poor soils.

Any 5 x 1 = 5 marks

(b) Describe **five** effects of the long distance trade on the people of Kenya. (10 marks)

- (i) It let the settling of people in urban centres that developed along trade routes.
- (ii) It led to the emergence of a class of wealthy people along the coast/in the interior of Kenya/emergence of powerful chiefs & kingdoms.
- (iii) It led to acquisition of foreign/new goods through trade/traditional industries.
- (iv) People acquired /cultivated new crops leading to increased food production.
- (v) Some people were converted into Islam by Muslim traders.
- (vi) People were introduced to money economy thereby making transactions easy.
- (vii) African slave labour led to the development of plantation agriculture along the coast.
- (viii) There was depopulation as many Africans were captured/sold as slaves.
- (ix) It caused untold suffering/misery as people were raided/captured as slaves.
- (x) It opened up the interior leading to colonization.
- (xi) The trade routes later developed into roads and highways.

Any 5 x 2 = 10 marks

20. (a) Give **five** factors that influenced the location of urban centres in Kenya during the colonial period. (5 marks)
- (i) Existence of administrative centres.
  - (ii) Existence of social amenities eg, mission stations.
  - (iii) Availability of minerals/mining activities/industries.
  - (iv) Availability of security.
  - (v) Agricultural activities.
  - (vi) Commercial activities/trading activities.
  - (vii) Availability of transport/communication.
- Any 5 x 1 = 5 marks
- (b) Explain **five** factors which led to the migration African to the urban areas in Kenya during the colonial period. (10 marks)
- (i) The overcrowded/unproductive reserves created by the colonial government made living conditions difficult/unbearable thereby resulting into migrations to towns.
  - (ii) Availability of better social services/amenities/health centres/education provided in towns attracted them.
  - (iii) The taxes imposed on Africans forced them to migrate to towns in search of jobs.
  - (iv) Availability of infrastructure/piped water/paved roads/electricity attracted many people to towns as they hoped for a better life.
  - (v) Employment/job opportunities attracted people to towns as it promised them better wages.
  - (vi) Mistreatment/frustrations by the labour/public works forced them to move to towns.
  - (vii) The widespread poverty in rural/reserves caused untold suffering thereby making them to migrate to town.
  - (viii) Loss of land/landlessness caused by the colonial land policies resulted into a state of despair thereby forcing people to move to towns.
  - (ix) African entrepreneurs wanted to take advantage of wider markets in towns.
- Any 5 x 2 = 10 marks

21. (a) Give **five** factors that undermined the activities of the Kenya African Union in the struggle for independence? (5marks)
- (i) Betrayal by some Africans undermined its activities/wrangles between moderates and radicals.
  - (ii) Insufficient/inadequate funds hampered its activities.
  - (iii) Opposition from the colonial government/settlers.
  - (iv) Repressive laws restricted its activities.
  - (v) Arrest/detention of its leaders after the declaration of a state of emergency frustrated its members.
  - (vi) Lack of proper communication channels.
  - (vii) Banning of the party in 1953.

- (viii) Ethnic divisions/fear of dominance by larger communities.
- (ix) Lack of political awareness due to illiteracy.

Any 5 x 1 = 5 marks

- (b) Describe **five** political roles played by the African elected members of parliament during the struggle for independence in Kenya. (10 marks)

- (i) They demanded for the release of detained/imprisoned African nationalists.
- (ii) They networked with other Pan-Africanists to hasten the achievement of independence.
- (iii) They aired/presented African grievances in international fora.
- (iv) They formed political parties/movements to demand for independence/rights of Africans.
- (v) They popularized Kenyatta thereby making him acceptable as a national leader.
- (vi) They took part in the writing of the independence constitution/Lancaster House.
- (vii) They enlightened/educated other Africans on the need to struggle for independence.
- (viii) They advocated for an increase in African representation in the LegCo.

Any 5 x 2 = 10 marks

### SECTION C (30 marks)

22. (a) Give **three** conditions that a person should meet to qualify to be a Kenyan citizen by birth. (3 marks)

- (i)
- (ii) A child found in Kenya who is/appears to be less than eight years of age and If the father or mother of the person is a Kenyan citizen.
- (iii) whose nationality and parents are not known.  
A former Kenyan citizen by birth who reapplies to regain Kenya citizenship.

- (b) Explain **six** social rights of the individual in Kenya. (12 marks)

- (i) The right to health care services which are of a reasonable standards.
- (ii) The right to housing facilities which are accessible and adequate.
- (iii) The right to have adequate food which is of acceptable quality.
- (iv) The right to regular supply of water which is clean and safe.
- (v) The right to appropriate social security to persons who are unable to support themselves and their dependants.
- (vi) The right to accessible formal education in order to promote literacy.
- (vii) The right to embrace culture/language of one's choice regardless of his/her background.
- (viii) The right to clean environment/sanitation which is free from pollution.

Any 6 x 2 = 12 marks

23. (a) State **three** qualifications for a person to be eligible for election as a member of the National Assembly in Kenya. (3 marks)
- (i) Must be a registered voter.
  - (ii) Must be literate.
  - (iii) Must be supported by at least 1,000 registered voters in the constituency/must be nominated by a political or an independent candidate.
  - (iv) Should uphold good moral values.
- Any 3 x 1 = 3 marks
- (b) Explain **six** functions of the Independent Electoral and Boundaries Commission of Kenya. (12 marks)
- (i) It registers prospective citizens who intend to participate in the elections.
  - (ii) It draws the boundaries of the constituencies/wards in all parts of the country in order to ensure equitable representation of the people.
  - (iii) It regulates nomination of candidates by political parties so as to ensure proportional nomination of members.
  - (iv) It settles electoral disputes other than petitions arising from the electoral process in order to ensure smooth/fair elections.
  - (v) It registers that all candidates who intend to contest for positions during elections/announces and provides an election timetable.
  - (vi) It educates voters on their rights/importance of participating in the electoral process so as to make informed decisions.
  - (vii) It monitors/observes the elections in order to ensure transparency/honesty.
  - (viii) It regulates the amount of money spent by a candidate/political parties to prevent some candidates from influencing the voters.
  - (ix) It develops code of conduct for candidates/parties participating in elections with the view of checking malpractices.
  - (x) It ensures compliance with the electoral laws by all the parties involved in order to promote free and fair elections.
  - (xi) It distributes/transportes electoral materials to all polling stations.
  - (ix) It appoints election officials.
  - (x) It announces the results and declares the winners.
- Any 6 x 2 = 12 marks
24. (a) State **three** objectives of devolving the government of Kenya. (3 marks)
- (i) To promote democratic exercise of power.
  - (ii) To promote unity in the country.
  - (iii) To empower the people to participate in decision making /to make informed decisions.
  - (iv) To protect the interests of the minority/marginalised groups.
  - (v) To promote equitable development in the country.
  - (vi) To enable people access services/take services closer to the people.

- (vii) To decentralize state organs/functions from the capital.
- (viii) to enhance checks and balances/accountability.

Any 3 x 1 = 3 marks

- (b) Explain **six** ways in which the county governments raise their revenue.

(12 marks)

- (i) They impose property rates within their territories to enable them raise revenue for their operations.
- (ii) They charge for the services they render to the residents of the counties in order to generate income.
- (iii) They are allocated part of the annual national revenue in order to supplement their supplement.
- (iv) By borrowing loans from the national government international organizations to finance development projects.
- (v) They levy taxes on the services/goods generated in the county to finance their activities.
- (vi) Through licences granted to businesses/services operating in the counties.
- (vii) By charging fees for the use of the counties property/fines.
- (viii) By renting property/houses to people in order to raise funds for development.
- (ix) Through grants eg. local and external sources.

Any 6 x 2 = 12 marks

#### 4.8.2 History & Government Paper 2 (311/2)

##### SECTION A (25 MARKS) Answer ALL the questions in this section

1. Give the relationship between "History" and "Government". (1 mark)

History is the study of man's past activities while Government is the study of how people are governed.

**1 x 1 =1 mark**

2. Name **two** types of dwellings used by the early man during the Early Stone Age period. (2 marks)

- (i) Rock shelters;
- (ii) Tree trunks;
- (iii) On trees;
- (iv) Caves/stone caves.
- (v) In forest

**Any 2 x 1 =2 marks**

3. Give **two** inventions that led to the Agrarian Revolution in Britain. (2 marks)

- (i) The seed drill by Jethro Tull;
- (ii) The horse-drawn hoe by Jethro Tull;
- (iii) Selective breeding of livestock by Robert Bakewell;
- (iv) Introduction of fertilizer by Sir John Lawes;
- (v) Mechanical thresher by Andrew Melkel;
- (vi) Mechanical reaper by Patrick Bell.

**Any 2 x 1 =2 marks**

NB. For marking purposes, the candidate will get right at the mention of the invention without the inventor.

4. State **one** theory of origin about the knowledge of iron working in Africa. (1 mark)

- (i) It spread to North Africa from the Middle East/diffusion/one area theory;
- (ii) It developed independently in different parts of Africa/independent theory.

**1 x 1 = 1 mark**

5. Identify the earliest method of trade used during the Trans-Saharan Trade. (1 mark)

Barter trade.

**1 x 1 =1 mark**

6. State **two** ways in which Africans participated in the Trans-Atlantic Trade. (2 marks)

- (i) They acted as middlemen between Europeans merchants and interior communities;
- (ii) They acquired /raided slaves;
- (iii) Rulers sold their own subjects/they were sold as slaves;
- (iv) They marched slaves to the coast;
- (v) They transported trade items to the coast.

**Any 2 x 1 =2 marks**

7. Identify **two** modern means of print media. (2 marks)

- (i) Newspapers;
- (ii) Magazines;
- (vi) Brochures;
- (vii) Braille

- |                   |                |
|-------------------|----------------|
| (iii) Journals;   | (viii) Posters |
| (iv) Periodicals; | (ix) Pamphlets |
| (v) Books;        |                |

**Any 2 x 1 =2 marks**

8. State the main factor that led to the growth of ancient town of Kilwa. (1 mark)

- Its control of Sofala gold trade/ trade in gold. **1 x 1 = 1 mark**

9. Give **one** reason why the Golden Stool was important in the Asante Empire: (1 mark)

- (i) It was a symbol/source of unity among the states.
- (ii) It was considered sacred. **1 x 1 = 1 mark**

10. Apart from an empire, name **one** other type of government that existed in Africa during the pre-colonial period. (1 mark)

- (i) The Kingdoms/monarchy;
  - (ii) The Chiefdoms/chieftain;
  - (iii) The Council of elders.
- 1 x 1 = 1 mark**

11. State **two** ways in which Chief Lewanika of the Lozi collaborated with the British in the late 19th Century. (2 marks)

- (i) He allowed Christian missionaries to settle/operate in his territory;
- (ii) He allowed the British to exploit minerals in his land;
- (iii) He accepted the British protection over his territory;
- (iv) He allowed a British resident to perform administrative duties in the area.

**Any 2 x 1 = 2 marks**

12. Name **one** African Community that took part in the Maji Maji uprising between 1905 and 1907. (1 mark)

- |               |                 |
|---------------|-----------------|
| (i) Ngindo;   | (vi) Luguru;    |
| (ii) Matumbi; | (vii) Zaramo;   |
| (iii) Pogoro; | (viii) Bena;    |
| (iv) Ngoni;   | (ix) Ndendeule. |
| (v) Mpunga;   | (x) Wamera      |

**1 x 1 = 1 mark**

13. Outline **two** roles played by the ex-war soldiers in the growth of African Nationalism after 1945. (2 marks)

- (i) They applied military skills/tactics acquired to fight colonialism;
- (ii) They trained African Nationalists in military fighting skills;
- (iii) They joined/formed Nationalist movement;
- (iv) They organised/mobilised African Nationalists;
- (v) They made/serviced the weapons used by the Nationalists.

**Any 2 x 1 = 2 marks**

14. Highlight **one** way in which economic rivalries between the European powers contributed to the outbreak of the First World War. (1 mark)
- (i) Competition for overseas market caused tension/friction;
  - (ii) Competition for sources of raw materials/colonies fuelled tension;
  - (iii) Tariff wars among them created tension / suspicion.
  - (iv) Competition for surplus capital. **1 x 1 = 1 mark**
15. Give the main incident which made Japan to surrender unconditionally to the allied powers in 1945. (1 mark)
- The dropping of the atomic bomb on Hiroshima and Nagasaki in 1945. **1 x 1 = 1 mark**
16. State **two** factors which promote economic relations between nations. (2 marks)
- (i) Loans given to other nations;
  - (ii) Offering grants/aid to other nations;
  - (iii) Trading activities between nations;
  - (iv) Investments in foreign nations;
  - (v) Debt relief to other nations. **Any 2 x 1 = 2 marks**
17. State **two** ways in which non-aligned members safeguard their national security. (2 marks)
- (i) By keeping off from conflicts of non-member countries;
  - (ii) By maintaining their sovereignty/independence;
  - (iii) By maintaining their economic independence;
  - (iv) By not identifying with either Communism or Capitalism;
  - (v) By taking independent decisions/actions in international fora;
  - (vi) By maintaining their cultural identity.
  - (vii) By not joining military alliances. **Any 2 x 1 = 2 marks**

**SECTION B (45 MARKS) - Answer three questions**

- 18.(a) Give **five** reasons why hunting of wild animals was mainly a group activity during the Stone Age period. (5 marks)
- (i) Wild animals are dangerous/could kill people;
  - (ii) They could surround the animals;
  - (iii) Spotting/locating the animal was easier;
  - (iv) Less time was taken to catch the animals;
  - (v) To give moral encouragement/team spirit;
  - (vi) They could catch more animals. **Any 5 x 1 = 5 marks**
- (b) Describe **five** ways in which the development of the upright posture improved the early man's way of life. (10 marks)
- (i) The early man was able to move/walk/run faster with long strides;
  - (ii) Man could use the hands to carry out farming activities;
  - (iii) Man could use the hands to grasp items conveniently;

- (iv) Man could spot/sight the animals/wild fruits which he used to hunt/gather from far distances;
- (v) Man could see the impending danger from a distance and take appropriate measures;
- (vi) Man used hands to make tools/ weapons which were used for different purposes.
- (vii) Man used the hands to defend himself/attack the enemies.
- (viii) Man used the hands to perform/carry out domestic chores/young ones.

**Any 5 x 2 = 10 marks**

19.(a) What were the uses of coal during the Industrial Revolution in Europe.

(5 marks)

- (i) To drive steam engines;
- (ii) To provide lighting;
- (iii) To heat water;
- (iv) To drive locomotives;
- (v) To manufacture dyes/pharmaceutical products/raw materials in industries;
- (vi) To produce coke.

**Any 5 x 1 = 5 marks**

(b) Explain **five** effects of scientific inventions on medicine.

(10 marks)

**Positive effects**

- (i) Through medical researches/experiments terminal diseases which used to kill/disfigure people have been reduced/eradicated;
- (ii) Advancement in medical science has helped to reduce suffering/ to relieve people from pain;
- (iii) It has made surgical operations safer thereby reducing the number of people who die during and after operations;
- (iv) The invention of vaccines has helped to prevent/control the spread of diseases leading to increased life expectancy;
- (v) The technology of developing test tube babies has helped childless couples to have children;
- (vi) The inventions have made it possible for transplants of body parts such as heart, liver and kidneys, thereby sustaining human life;
- (vii) Advanced/sophisticated medical equipment which perform computer assisted surgery have been developed.
- (viii) It has led to job creation for medics/other workers who perform various duties in health institutions;
- (ix) It has led to the discovery /manufacture of drugs for treating/curing different diseases.

**Negative effects**

- (x) It has led to loss of lives through abortion.
- (xi) It has weakened the immune system due to overdependence of drugs/drug abuse.
- (xii) Drugs are sometimes expensive and beyond reach of many people.
- (xiii) Careless disposal of used medical products cause harm to human beings.
- (xiv) Use of contraceptives has led to sexual immorality in the society.

**Any 5 x 2 = 10 marks**

20.(a) Outline **five** European activities in Africa during the 19th century.

(5 marks)

- (i) Were involved in trade;
- (ii) Were spreading Christianity;
- (iii) Were involved in exploration;
- (iv) Were establishing settlements;
- (v) Were signing imperial treaties/establishing colonial rule;
- (vi) Were mining;
- (vii) Were involved in farming.
- (viii) Were involved in stamping out slave trade.
- (ix) Were involved in spreading Western education.
- (x) Were involved in establishing health facilities.

**Any 5 x 1 = 5 marks**

(b) Explain **five** effects of the Mandinka resistance against the French invasion in the late 19th century.

(10 marks)

- (i) Many lives were lost due to the protracted war between the two groups;
- (ii) There was destruction of property as the Mandinka applied scorched earth policy during the war;
- (iii) The Mandinka were defeated and hence subjected to French colonial rule/loss of independence;
- (iv) The traditional institutions of the Mandinka were disrupted/weakened rendering them ineffective in discharging their duties/functions/loss of leadership;
- (v) The Mandinka experienced famine as most of the people were engaged in the war at the expense of farming activities;
- (vi) Many people were displaced by the war, thereby becoming refugees in the neighbouring states;
- (vii) The war created suffering /misery among the people leading to a state of despair;
- (viii) Samore Toure was captured and deported to Gabon;
- (ix) Disruption of economic activities eg. gold mining and trade;
- (x) It laid down ground for African nationalism.

**Any 5 x 2 = 10 marks**

21.(a) Identify **five** contributions made by Kwame Nkrumah of Ghana in promoting Pan-Africanism.

(5 marks)

- (i) He attended Pan-African Conference in Manchester in 1945.
- (ii) He organized/hosted Pan-African Conference in Accra in 1958.
- (iii) He inspired African leaders to unite;
- (iv) He encouraged the formation of nationalist movements;
- (v) He co-ordinated plans to decolonize West African states/African states.
- (vi) He supported black civil rights movement in the U.S.A;
- (vii) He condemned European domination in Africa.

**Any 5 x 1 = 5 marks**

(b) Describe **five** factors undermining the activities of the African Union (AU) since its formation in 2001. (10 marks)

- (i) Political instability/civil wars in many countries makes it difficult to execute some of its programmes;
- (ii) Border disputes between member countries creates disunity in the continent;
- (iii) Lack of democracy in some countries has contributed to its inability to end human rights abuses/violations;
- (iv) Interference of African affairs by the developed countries undermines the union's effort to implement its policies;
- (v) Due to neo-colonialism, the members are more attached to their former colonial masters at the expense of the union;
- (vi) Ideological differences between some African states creates divisions within the union thus making it difficult to reach at an agreement;
- (vii) Lack of a standing army renders it ineffective in implementing decisions which call for military intervention;
- (viii) National interests are given priority at the expense of the union's interests;
- (ix) Inadequate funds makes it difficult for the union to fulfil all its obligations;
- (x) Divided loyalty;
- (xi) Personality differences among African leaders.

**Any 5 x 2 = 10 marks**

### **SECTION C (30 MARKS) - Any two questions**

22.(a) State **three** similarities between the French and the British structure of administration in Africa.

(3 marks)

- (i) Both had a governor as the chief executive of the colony;
- (ii) They had provinces as administrative units;
- (iii) Both had districts as administrative units;
- (iv) Both had locations as administrative units;
- (v) They had sub-locations.

**Any 3 x 1 = 3 marks**

(b) Explain **six** problems experienced by the French administration in Senegal.

(12 marks)

- (i) Communication/language barrier made it difficult for the administrators to be effective;
- (ii) Poor transport network hampered their mobility thereby making it difficult to reach certain areas.
- (iii) Resistance by African traditional leaders created obstacles - fear for loss of their positions.
- (iv) The policy of assimilation required patience/was time consuming since some Africans were reluctant to forsake their way of life;
- (v) They faced hostility from Muslims who were opposed to French values which embraced Christianity;
- (vi) The appointed chiefs were undermined by their fellow Africans as they were viewed as colonial agents;

- (vii) They lacked adequate funds to sustain their operations.
- (viii) Resistance by the French traders/businessmen - fear for competition from African traders;
- (ix) Resistance by the French parliamentarians - fear for competition of being outnumbered in the Chamber of Deputies.

**Any 6 x 2 = 12 marks**

23.(a) State **three** ways in which the government of the Democratic Republic of Congo (DRC) promoted the education of Africans after independence.

3 marks

- (i) Education facilities were expanded/construction of schools;
- (ii) More Africans were encouraged to join school;
- (iii) The curriculum was revised to conform to the needs of the people/ provided quality education;
- (iv) The government established universities/tertiary institutions.

**Any 3 x 1 = (3 marks)**

(b) Explain the political challenges faced by the Democratic Republic of Congo (DRC) during the reign of Mobutu Sese Seko.

(12 marks)

- (i) The banning of opposition political parties created a one party state which stifled democracy in the country;
- (ii) The dictatorial regime was introduced by replacing federal system with the central government under his control;
- (iii) Appointments based on loyalty/kinship in administration created disunity in the country;
- (iv) The stripping off parliament of its powers through constitutional amendments led to the establishment of a totalitarian regime;
- (v) The opposition to the government created uncertainty/tension in the country leading to the arrests/harassment of opposition leaders;
- (vi) The riots/demonstrations due to the civilians' dissatisfaction with the regime caused political tension/stability in the country;
- (vii) Civil wars divided the country along tribal line hence compromising national unity;
- (viii) Rebellion against the regime backed by external forces led to the overthrowing of the government.

**Any 6 x 2 = 12 marks**

24.(a) Identify **three** circumstances that may make a vice-president assume presidency in India.

(3 marks)

- (i) When the sitting president dies;
- (ii) If the president becomes incapacitated;
- (iii) When the president resigns;
- (iv) When the president is removed/impeached.

**Any 3 x 1 = 3 marks**

