

1



1. (a) Describe the migration and settlement of the Hottentots in South Africa before 1800?

(12 marks)

Introduction (1 mark)

- (a)
- They were part of the earliest inhabitants of South Africa/ Second inhabitants.
 - They originated from the Bushmanoid race/ Khoisan people.
 - They had a yellow/ brownish colour, short structure and a click sound in their language.
 - They were closely related to early man.
 - Australopithecus (Southern Ape)/ Hairy bodied.
 - The Hotentots were also referred to as Khoikhoi, Herders and men of men.

Body (10 marks)

- (b)
- The origin of the Hotentots was not clear to Historians.
 - They were believed to have originated from either East or Central Africa.
 - It is believed that by AD 1000, the Khoi khoi were living on the main land of Tanganyika. *Their migration was slow and gradual*
 - It was from here they moved south wards through central Africa and finally settled in different areas of South Africa. *By 1300 AD they were already in S Africa*
 - This was proved by similar rock and cave paintings found in East, central and South Africa.
 - They settled along rivers Vaal, orange, kei, Tugera, fish and Umtata.
 - The khoikhoi moved in four groups; the Nama, Gona, Cochoqua, and Korama.
 - The Nama (Western Khoikhoi) moved westwards along the Orange River and settled in Namibia.
 - The Gona (Eastern Khoikhoi) followed the Eastern side into the Fish River Valley.
 - The Cochoqua (~~see~~ ^{cape} khoikhoi) moved into the coastal areas of the cape.
 - The Korama went into Griqualand west.
 - The Khoikhoi settled in the land between Atlantic coast and Buffalo coast.
 - By the 15th century, the khoikhoi were found living along Saldanha Bay, Table Bay, Vessel Bay and Mossel Bay.
 - Their Eastward expansion and migration was checked by the Indian ocean and the coming of ~~the~~ ^{Europeans} *settled in the provinces of Transkei, Natal & O.R.S.*
 - The Bantu and the Dutch pushed them into the deserts of Kalahari and Namib.
 - Today the survivors of these groups live in the countries of Namibia, Botswana and Angola.

I- 1 Mark

B- 08 marks

Map-02 marks (Sketch attached)

09

(b) How were they organized before the coming of the Bantu?

(13 marks)

Body

Economically.

- (a)
- They were pastoralists (cattle keepers)
 - Kept large fat tailed sheep, goats.
 - They only slaughtered cattle on special occasions.
 - Cattle for prestige, transport, food and wealth.
 - Men drunk cow's milk, women drunk ewe's milk.

(2)

- F - They were hunters.
- G - Carried out fishing i.e. fish river, Vaal, Tugera.
- H - Gathered fruits, roots, insects etc.
- I - Carried out fishing.
- J - Work was divided according to sex.
- K - Trapped wild large animals by digging pits. *Small animals, poisons, arrows*
- L - Carried out trade with Bantu, Dutch etc.
- M - Jealously guarded hunting grounds.
- N - Land was communally owned.
- O - Did not grow crops.
- P - Carried out pottery.
- Q - Raided other communities for food and wealth.
- R - Did not carry out iron working.

Socially

- S - They had a click sound in their language. *ST. It had wider vocabulary - compared to the San.*
- T - A family was the basic social unit.
- U - They were polygamous.
- V - Practiced exogamous marriages. *vw cerebrated important stages of life: marriage, puberty & death*
- W - Early marriages i.e. boys above 15, girls between 13-14 years.
- X - After marriage the groom joined the family of wife until birth of their first born. *Xy couples*
- Y - Hunted and provided food for in-laws as a way of paying bride price. *Given prices to start a new home*
- Z - Lived in makeshift tents.
- aa - Used local herbs for medication.
- bb - Danced at the appearance of new and full moon.
- cc - Carried out initiation i.e. circumcision.
- dd - Believed in the praying mantis as symbol of wealth. *dd ee) treated the praying mantis with a lot of respect.*
- ee - Believed in their god called Tsuigoab. *tsuigoab*
- ff - Believed in life after death.
- gg - Carried out sacrifices and prayers to their god.
- hh - Lived a nomadic life.

Politically

- ii - They were decentralized.
- jj - Lived in larger communities/Camps between 600-2000 people.
- kk - Ruled by Headmen/ chiefs. *vv) chiefs ruled according to traditions and norms of society.*
- ll - Council meetings regularly held.
- mm - Clan democracy existed among them. *vv) chief was assisted by council of elders.*
- nn - Had no permanent laws no written constitution.
- oo - Friendly people unless provoked.
- pp - Women had no say in politics.
- qq - No permanent/ standing army.
- rr - Youth were responsible for defense.
- ss - Disputes were settled by the council meetings.
- tt - Leadership was not hereditary.

Conclusion (1 marks)

- (22) In conclusion, the Hottentots had a political, social and economic organized system/ any other acceptable conclusion.

2. (a) How did the Dutch establish their colony at the cape? 1647

Introduction.

- (c) • The beginning of the establishment of the Dutch colony started with the accidental wreckage of the ship Noard Harleem in 1647.

The Dutch were the first group of Europeans to settle ~~permanently~~ at the cape.

- The ship's crew got marooned for six months and they saw and experienced suitable climate for vegetable growing and trade.
- When they returned to the Netherlands they gave a good report about the cape to the Dutch East India Company.

Body of the Essay.

- (b)
- In 1652, the company sent Jan Reibeeck the first batch of the settlers to establish a settlement at the cape.
 - Reibeeck's group arrived in three ships with 30 people. *over / many people by April 16*
 - They made the first official Dutch landing at the cape along River Liesbeck.
 - Jan Van Reibeeck put up a wooden hut as headquarters and wooden houses to serve as a refreshing station. */ vegetable gardens*
 - In 1657, the company released nine soldiers and permitted them to embark on colonialism.
 - The nine soldiers were each given 13.5 acres of free land along Liebeck valley but they were to sell their produce to the Company.
 - They were exempted from the payment of taxes for a period of 12 years.
 - Later in 1668 two hundred (200) French Protestants called Huguenots who were running away from religious persecution at home were welcomed allowed at the cape.
 - By 1685, the population of the Dutch settlers at the cape had swollen to 150 families.
 - By 1700 the number of the settlers had gone to over 1300 people.
 - Beginning from 1685 many farmers moved away from the cape fearing the strict company policies.
 - They established new settlement like Stellenbosch in 1680 and De Water in 1687. *1681*
 - Later the settlers extended the area under them eastwards towards the Fish River.
 - By 1795 the population of the settlers had gone beyond 1500.
 - By the same year the colony had expanded to include the districts of Stellenbosch, Swellendam, Graaf Reinet and the cape.
 - In conclusion, the establishment of the Dutch colony in South Africa was gradual and spanned over a period of time and by 1795 they reached the Fish River.

- (b) What challenges did the early Dutch settlers face at the cape between 1652 and 1795? (13 marks)

Body (12 marks)

- The cape was empty and the settlers had to start from nothing.
- Yet none of them had ample knowledge about the cape. *Geographical barriers* *knowledge*
- Even Van Riebeek had to over work himself as an engineer, a farmer, carpenter at the beginning of the settlement.
- They did not know the type of crops to grow, where and when to grow them.
- As a result, their crops always failed leading to poor harvests.
- Their staple food crops; wheat and barley were too costly to grow.
- Yet they had no money to buy food/ poverty.
- They suffered from malnutrition.
- The distance from Holland/ Netherlands to the cape/ South Africa was too far.
- The Directors who were giving orders were based in Amsterdam.
- Even then the company governors had little knowledge about administration.
- Some were even corrupt, selfish and harsh for example Willem Van Derstel.
- He gave ^{big} meat contracts to his friends and relatives. *favouritism*
- Willem Van Derstel took bribes in form of cattle and sheep.
- The early settlers were also few in number.
- Language barrier since they could not speak African languages.

ample knowledge & Geographical
william vanderstel

4

i) distance

h) govt support

cc) Khoisan attacked

o) few in number

bbb) Security

British
Coming

- Q - Even some of the Dutch officials in the team were already sick, weak and incapable of doing any meaningful work.
- R - Settlers suffered from home sickness since they were far away from their homeland.
- S - The wars in Europe also caused them psychological torture/ French wars.
- T - They were also feared and isolated by the local people who looked at them as devils.
- U - Coming of the British also posed a challenge to the Dutch settlers.
- V - The Khoisan refused to trade with them in cattle and sheep.
- W - There was a problem of poor transport network, no telephones, no telegraphs yet the distance was far from home. Poor communication no telephones no telegraphs
- X - The settlers even lacked education facilities for their children, no schools and trained teachers were in place at that time.
- Y - As a result, they suffered from ignorance, illiteracy, conservativeness and were backward for a longtime.

wild animals

land

Z - Attacks from wild animals like lions, leopards. Lacked medical facilities

aa - At first they lacked enough land for farming and settlement.

Disease

bb - They suffered from diseases like dysentery, scurvy and malaria.

cc - Most of the early settlers were former soldiers who had no experience in facilities, no hospitals.

dd - Suffered from poor housing or accommodation facilities, their houses/ tents were old and leaked.

ee - Presence of natural calamities worsened the social living conditions of the settlers.

ff - Heavy rains caused floods leading to discomfort and general poor health.

gg - Prolonged drought season brought about acute suffering and serious lack of food/ famine and starvation/ poor feeding.

hh - Settlers also suffered from the cold winters, making them sick, impatient and wild.

ii - Settlers were forced to move with surviving herds away to better grazing areas.

jj - In 1713, a small pox epidemic hit the colony killing hundreds of Europeans and slaves.

kk - Then there was the locust invasion which destroyed their crops and pastures.

ll - There were rigid company policies that limited free trade and farming/ prices.

mm - The company fixed the prices of all commodities produced by the settlers.

nn - And also refused the colonists to pay a higher price for the Khoikhoi cattle than the one offered by the company.

oo - Also charged high interest on those living on company land/ over taxation.

pp - The settlers also lacked market where to sell their produce directly.

qq - The drop in prices, for their agricultural produce following the arrival of the French Huguenots.

rr - The company even prevented them from selling to other European companies.

ss - The farmers lacked enough capital in terms of machinery.

tt - There was a poor land tenure system which did not favour the settlers for example; In case of death, the sons/ relatives of the deceased could not inherit the land instead; the land went back to the company.

uu - There were unfair grazing rights on land that is to get grazing land (pastures), settlers had to surrender 10% of their cows to the company.

vv - The settlers were to stay in the country for twenty years.

ww - The company monopolized the growing of profitable crops like tobacco.

xx - The settlers had to participate in the defense of the colony besides their normal farming.

yy - In the beginning, the settlers suffered from shortage of labour.

zz - They lacked women to marry and resorted to homosexuality.

labour

women

malnutrition

- 5
- aaa - Settlers also suffered from hostility from African Tribes like, the khoikhoi and the Bantu.
 bbb - The company also failed to provide adequate security to the settlers.
 ccc - Khoisan attacked and raided them for cattle and land.
 ddd - In 1677, the second Khoikhoi-Dutch war occurred, which was so distractive.
 eee - There were a series of kaffir wars on the Eastern frontier between 1779 and 1795.
 fff - As a result of these wars, the settlers lost lives.
 ggg - By 1795, there were rebellions in Graaf Reinet and Swellendam.
 hhh - Lack of government support.

Conclusion (1 mark)

- (iii) In conclusion, the early Dutch settlers faced many challenges that were social, economic and political in nature/ any acceptable conclusion.

3. (a) Explain the origins of the Basuto state?

(12 marks)

Introduction (1 mark)

- a {
- The Basuto state is modern Lesotho.
 - It was better known as the Basuto kingdom or mountain kingdom.
 - The founders of this nation came from central Africa.
 - The state belonged to the Bantu speakers/ Ntu speakers.
 - It was formerly an area for the Basotho settlement/ Nguni/ Khoisan settlement.

Body (10 mark)

- b - The state was created as a defensive state during the Mfecane wars.
- c - It was created by an outstanding leader called Mosheshe.
- d - Little was known about its early background/ origin was not clear.
- e - It was believed that Mosheshe was born about 1786 to Mokachane, a minor chief among the Kwena.
- f - He was said to have belonged to the Mekoteli clan.
- g - Traditionally, a sotho chief was supposed to provide a living for his followers.
- h - He raided cattle therefore became the economic basis for a political career.
- i - During the days of Mfecane, Mosheshe became prominent as a notorious cattle raider.
- j - He even shaved his cattle to distinguish them, hence the name. "Shaver"
- k - He was groomed and raised by chief Mtolomi as a very exceptional young boy for example he was adventurous, intelligent, patient, brave and a determined young boy.
- l - Before Mfecane, there was no state called Basuto.
- m - There only existed independent clans and chiefdoms.
- n - By 1815, Mosheshe had started the creation of the state.
- o - At first, it was situated at Butha Buthe.
- p - Later, it was transferred to Thaba Basutu.
- q - Mosheshe became a great ruler of his time because of his unique skills of building a state.
- r - For example welcoming refugees, building a confederation, diplomacy and marrying from other tribes.
- s - He delegated powers to chiefs to keep loyalty and peace among them.
- t - By the 20th century, sotho villages were losing their land to whites

- (b) Describe the importance of king Mosheshe in the history of Basuto land between 1820 and 1870.

(13 mark)

Body (13 marks)

- a - In 1818, Mosheshe founded the Basuto nation or Sotho state after he had escaped with followers during the Mfecane crisis.

- b - He established himself on the flat topped mountain of Butha-Buthe and later Thaba Bosiu.
 - c - The mountain was secure that is why many people fled to it for protection.
 - d - He was a great military leader who gave protection to several refugees who ran to his chiefdom for protection.
 - e - And allowed them to maintain their rulers as long as they were loyal to him.
 - f - He laid the foundation for the new powerful Basuto nation.
 - g - He effectively headed the Basuto nation during the difficult time of Mfecane.
 - h - He also gave effective leadership to the Basuto during the period of imperialism.
 - i - He promoted the nation with one language and one culture.
 - j - The unity he created through marriage alliances persisted even after his death.
 - k - He built a strong army well equipped with guns and horses for the defense of the Basuto.
 - l - He successfully defended his nation against hostile neighbours like Ndebele and Zulu.
 - m - He sent gifts of virgin girls and cattle to shaka to prevent attacks.
 - n - He also promoted trade with the British at the cape.
 - o - He restored law and order in an area that had just gone through the Mfecane revolution.
 - p - He skillfully avoided direct confrontation with the British until his country was declared a British protectorate.
 - q - He did this through signing treaties like the Napier Treaty, paying fines of cattle to the British to avoid war with them.
 - r - He protected and defended the land of his people.
 - s - He allowed missionaries especially the Paris Evangelical Mission(PEM) to settle in his kingdom and give him advice.
 - t - He made them establish mission stations on the outskirts of the kingdom for defense.
 - u - He established his capital at the Thaba-Bosiu that would easily be protected and defended/ He preferred hill tops as his capitals.
 - v - He encouraged western civilization and education that had been brought by missionaries.
 - w - He strengthened the economy of his nation by giving land and cattle to his people.
 - x - He ensured the nation survived after his death.
 - y - Prevented destructive rebellions from within.
 - z - He temporarily gave land to the Boers to avoid wars with them. He never converted to Christianity as a way of maintaining unity in the kingdom.
 - aa - He defeated the Tlokwa chief Sekonyera and annexed Tlokwaland to Basuto land.
 - bb - He encouraged cattle keeping and cultivation to boost the economy.
 - cc - To ensure security of the Basuto he played one ruler against the other eg Shaka against Matiwane.
 - dd - Requested for British protection.
 - ee - Set up age regiments.
- Conclusion (1 mark)**
- In conclusion, Mosheshe was a strong leader who contributed politically, socially, and economically to the development of the Sotho state. Any other acceptable conclusion.
4. (a) Why did Christian missionaries come to South Africa?
- a {
- Missionaries were religious people who came to South Africa to spread Christianity.
 - Missionaries in south Africa included John Phillips, Moffat, ^{some came with groups others as individuals.}
 - Missionary groups included PEM (Paris Evangelical Mission) LMS (London Missionary Society) the Church of Scotland and Moravian missionaries.
 - b - The rise of religious men in Europe such as Thomas Buxton William Wibersforce.

- Granville sharp and John Wesloy encouraged Christian crusade beyond Europe.
- (c) - Missionaries came to spread Christianity to the people of South Africa.
- d - They also aimed at stopping the growing Islamic influence and religion on the African continent.
- e - Missionaries came to South Africa to complete the un completed work of Dr. Livingstone after his death.
- f - There was need to promote western education.
- g - There was need to promote and improve the health services.
- h - Missionaries came to restore human dignity by discouraging such in human practices. Like enslavement.
- i - Missionaries came to South Africa to act as fore runners of colonialism or European imperialism.
- j - Missionaries came to South Africa to civilize the so called un civilized Africans.
- k - Missionaries came to South Africa to supply fire arms to African chiefs ie Mosheshes of Basuto.
- l - Missionaries came to South Africa to promote trade and commerce.
- m - Missionaries came to South Africa to reduce on racial discrimination.
- n - Missionaries came to South Africa to act as political advisors from African chiefs on European affairs. (T) came to fight against bad African cultures.
- o - Missionaries came to South Africa to spread white superiority e.g. Dutch Reformed church. (Z) Lectures of Dr. David Livingstone
- p - Missionaries came to South Africa because some were invited by African chiefs e.g. King Mosheshes of the Basuto. (X) To look for raw materials
- q - Missionaries came to South Africa because British Missionaries wanted to challenge Boer philosophy of white superiority. (Y) To secure market for European manufacture goods
- r - The discovery of quinine (malaria drug) made African not to be seen as a white man's grave hence the coming of missionaries to South Africa.
- s - The missionaries were also driven by geographical and scientific curiosity to know the unknown land of South Africa. Adventure
- t - Adventure. (V) To spread the ideas of equality, freedom, & liberty.
- u - They also wanted to promote commerce and trade or legitimate trade. (W) To advocate for - (X) To look for raw materials.
- (b) How did the Dutch reformed church promote Apartheid?
- a - Dutch reformed church was the earliest church in South Africa which was an official church of the Dutch settlers at the cape and it played the following roles;
- b - DRC valued racial segregation.
- c - Dutch reformed church belonged to the Boers only. (Y) To secure market for manufactured goods
- d - Dutch reformed church regarded their race superior by birth and non-whites were servants which increased segregation.
- e - DRC believed that they had a mission to civilize and preserve white civilization.
- f - Dutch reformed church encouraged Africans feel out of church and this resulted into the formation of independent churches.
- g - Dutch reformed church contributed to division among churches and followers on principles of equality of mankind and fundamental human rights.
- h - Dutch reformed church built schools where only Dutch children got education.
- i - DRC encouraged trade amongst themselves in a way that at the Holy Communion, traders would be able to exchange gun powder, sheep, silk etc.
- j - DRC encouraged hostility among the blacks i.e. a native looked upon as a sin.
- k - DRC encouraged persecutions of natives by the whites.
- l - Dutch reformed church intimidated Africans into leaving Boer areas.

1. Encouraged existing race attitudes that influenced the great war.
2. Promoted the belief that Afrikaners are born and Afrikaners are caused to remain.
3. Support the Boers in the running Cape colony.
4. Gave sentiments like baptism & holy communion to the Dutch.
5. Dutch reformed church discouraged mixed marriages i.e. marriage was only between Dutch.
6. Promoted the theory of the national effect.
7. DRC acted as a symbol of unity among the Boers.

5. (a) Explain the causes of the war between Zulu and the British in 1879? (13 marks)

Introduction (1 mark)

- a. This was the first Anglo Zulu war.
- b. Took place during reign of Cetewayo.
- c. The Zulu were led by Cetewayo, the British were led by Sir Bartle Frere.
- d. British forces were under Lord Chemsford.
- e. Also referred to as battle of Isandhlwana or battle of Ulundi.

Body (12 marks)

- f. Cetewayo's desire to restore Zulu independence.
- g. Cetewayo's determination to revive the Zulu military glory.
- h. Cetewayo's reforms were a great threat to the British.
- i. Cetewayo reformed the age-regiments/ increased Zulu Nationalism.
- j. Increased military drills/ war songs and slogan scared the British.
- k. Rumours of Zulu murdering the white missionaries.
- l. Natural calamities ie drought.
- m. Famine.
- n. Influence of Zulu elders who claimed ancestral spirits were annoyed.
- o. Cetewayo's claim of Blood river territory.
- p. Shifting of Transvaal's boundaries into Zululand.
- q. Battle Frere's trick on Cetewayo as he volunteered to settle problem of Blood River.
- r. British wanted revenge after defeat at the battle of Isandhlwana/ British humiliation.
- s. Long term mistrust.
- t. Uncompromising role of Cetewayo and Bartle Frere.
- u. The British badly wanted an alliance with Transvaal and thus had to fight Africans.
- v. Rise of European imperialism.
- w. Disrespect of African leaders.
- x. Forced labour.
- y. Running away of two adulterous women from Zululand into Natal and were killed.
- z. Bad administration in the Blood river territory.
- aa. Disrespect of African culture.
- bb. Flere's order to Cetewayo to disarm and disband the age-regiments.
- cc. Fear of Zulu invasion of Natal.
- dd. Failure of diplomacy.
- ee. Ressurection of Zulu nationalism.
- ff. Taxation of Zulu.
- gg. Loss of land by the Zulu.
- hh. In 1877 Cetewayo had created 3000 disciplined warriors which scared the British.

(b) How did this war affect the people of South Africa? (12 marks)

Body (1 mark)

- a. Loss of lives.
- b. Led to depopulation.
- c. Destruction of property like houses, crops (any one).
- d. The British were defeated at first but later defeated the Zulu at the battle of Ulundi.
- e. The Zulu lost independence.
- f. The Zulu military glory came to an end.
- g. Cetewayo was captured and taken to exile.

- ~~Effects~~
- m* - Cetewayo was later restored in 1883 to the Zulu throne.
 - i* - Left his territory later and went into a reserve where he died.
 - j* - Agriculture declined.
 - k* - Wide spread of famine.
 - l* - Zulu further lost more land.
 - m* - Zulu were displaced.
 - n* - Zulu kingdom was divided into 13 administrative units.
 - o* - Traditional rulers lost their power.
 - p* - Dinizulu was promoted to a position of a mere headman.
 - q* - Dinizulu succeeded Cetewayo.
 - r* - War led to future rebellions like Bambatha.
 - s* - Zulu economy declined leading to poverty / Trade declined.
 - t* - The British were humiliated at the battle of Isandhlwana.
 - u* - There was forced labour.
 - v* - Idea of federation was abandoned.
 - w* - There was misery and suffering.
 - x* - Loss of cattle.
 - y* - Old age Zulu military tactics came to an end.
 - z* - The old Usutu and Usibebu factions resumed their rivalries.
- Conclusion (1 mark)**
- (~~EE~~) In conclusion, the effects were positive, negative / political, social and economic / long term and short term / any acceptable conclusion.

6. Describe the role played by the following in the history of South Africa.

(a) John Cecil Rhodes

(13 marks)

Introduction (1 mark)

- a* • Cecil Rhodes was born on the 5th July 1853, to a Hert for dhsire(tergymen Essex, who was called, Reverend John Rogney).
- Rhodes a British, played a major political and economic role in South Africa, as a Financier, statesman and an Empire Builder.
- The years between 1880 and 1899 were dominated by Cecil Rhodes ~~on~~ in South Africa.
- As a child, Rhodes was a very sickly boy and therefore, he was sent to South Africa in 1870, for the warm climate.

Body (12 mark)

- b* - He was a leading British imperialist in South Africa.
- c* - At the age of 17 he joined his eldest brother, Herbert Wilson Rhodes, in the cotton plantations in Nataal.
- d* - In 1871, Cecil Rhodes and his brother invested in the new Kimberly Diamond Fields.
- e* - Rhodes made his fortune from diamonds, and before the age of 25, he was a millionaire.
- f* - He returned to England and joined Oxford College, but his studies were repeatedly interrupted by several visits to South Africa.
- g* - He established the Kimberly company, and later, the Debeers mining company.
- h* - The company controlled almost all South African diamond trade.
- i* - In 1887, at the age of 34 years, Rhodes bought out his only remaining rival, Barney Barnato with what was the largest cheque of (£5,300,000)
- j* - Rhodes set up a gold mining company in witwaters Rand in Transvaal.
- k* - A trip in 1875, through the rich territories of Transvaal, helped to inspire Rhodes with the dream of British rule all over South Africa.
- l* - Rhodes talked about British control over the entire African continent from the cape to Cairo.

- L - Rhodes insisted on acquiring the right to spread his company money on the North ward expansion.
- m - In 1881, Rhodes was elected member to the cape parliament, at the age of 31 years.
- n - He supported the federation plan of uniting South Africa under British control.
- P - He also fought German imperialism in south west Africa (Namibia) as well portuguese influence in Mozambique.
- Q - He conflicted with Paul Kruger of Transvaal in the struggle to determine the master of South Africa's politics.
- R - In 1885, he pressurized the British into declaring a protectorate over Bechuanaland (Botswana) and the annexation of Zululand in 1887.
- S - He blocked the possibility of the German-Boer alliance in South Africa.
- T - He helped the British to gain control of more African land for ~~to~~ Pondoland and Zululand.
- U - He blocked the Boers' Transvaal's expansion northwards.
- V - Cecil Rhodes formed the British South African company.
- W - In 1890, Cecil Rhodes became the prime minister of the cape colony.
- X - He always fought for the economic intergration with Transvaal to allow free movement of goods and services.
- Y - He provided full support for the uitlanders civil and olitical rights in Transvaal.
- Z - He smuggled arms from Johannesburg to use them against Paul Kruger.
- aa - He sought for the full support of the colonial secretary Joseph Chamberlin to fight for the civil rights of the Utilanders.
- bb - He commissioned his troops to go and invade Transvaal, in what was known as the Jameson Raid of 1895.
- cc - The raid was a complete failure, and it marked the end of Cecil Rhodes' career, as he was forced to resign his post as prime minister of the cape.
- dd - Even his friendship with Jan Jan Hotmeyer, the leader of Afrikaner Bond collapsed.
- ee - He restored his whole life to the activities of British South African company.
- ff - He even acquired permission from the British to govern ~~South~~ Rhodesia/ Zimbabwe.
- gg - He sent up a police force under his brother John Rhodes and Jameson to improve security in Botswana.
- hh - He built roads and railways.
- ii - He travelled restlessly around the world, coming back to Matebele land where he tried to create peace.
- jj - He died in 1902 at the age of 49 and was buried in Zimbabwe at Mattops.

(b) Paul Kruger

Body(11mark)

(12 marks)

- a - Paul Stephanus Johannes Kruger was born in 1825 in Cradock, in the celesburg District, East of the cape colony.
- b - He was a clever and determined young man who developed a forceful personality.
- c - Kruger's early life was full of hunting and fighting (soldier)
- d - He never received meaningful Education, the only book he ever read was the bible.
- e - He participated in the battle at ~~V~~ekkop, as a young boy.
- f - Shortly after this, Kruger and his family accompanied Piet Retief, on his Trek to Natal.
- g - Kruger, his family, with Hendrick Portgieter, were the founders of a town known as, Potchefstroom, the first capital of Transvaal.
- h - He strongly hated the British from the bitter lessons of the Great Trek.
- i - He also had a passionate feeling to defend the Boer hard won independence.
- j - In the first years of Transvaal, Kruger gained the affection and honour of his fellow Boers, because of his connection with the history of the Trekkers.

- 11
- L - In the eyes of the Boers, Kruger was a typical Boer, and he became a symbol of Afrikaner nationalism.
 - m - He was determined to keep the Boer values of racial prejudice.
 - n - Due to his great service in the Boer military units, he was appointed the commander General of the entire Transvaal.
 - r - He played a major role in the battles against the various African communities eg the Pedi.
 - O - Resisted British annexation Transvaal of 1877.
 - P - He was thus looked at as a patriotic leader and skilled politician.
 - Q - He and Jourbert led a Boer delegation to London to lobby for Transvaal independence.
 - R - In 1881, Kruger and Jourbert were left with no alternative and thus led the Boers in their defeat of the British in the battle at Majuba Hills.
 - S - He was appointed together with Jourbert to administer Transvaal.
 - T - He was elected president of Transvaal four times, that is 1883, 1888, 1893 and 1898 till when he was to resign in 1899 after the 2nd Anglo-Boer war.
 - U - His policy was one of continued resistance against the British, who came to be represented by Cecil Rhodes.
 - V - Kruger created a united and strong Boer republic, governing the whole of South Africa and putting all the Africans under its control.
 - W - He hoped to extend his territory to the East coast so as to be in direct contact with the outside world.
 - X - In 1885, due to economic problems in Transvaal he was forced to request the Cape government for co-operation with Transvaal, in terms of tariffs and railways.
 - Y - Fortunately, in 1886, gold was discovered at Witwatersrand in Transvaal and this helped him to develop the state.
 - Z - He was even able to reject the request by the British, for Transvaal to join the South African union in 1886.
 - aa - The bigger number of Uitlanders threatened Kruger's plans for a free united Transvaal republic without British interference.
 - bb - To check and block the Uitlanders, he denied them their civil and political rights in Transvaal.
 - cc - He blocked Uitlanders from voting (disfranchise).
 - dd - He did not allow the trial by jury.
 - ee - He did not allow them speak English in public.
 - ff - He over taxed the Uitlanders and called them thieves.
 - gg - He over taxed the British goods coming in Transvaal and were discriminated against by Transvaal Boers.
 - hh - Kruger closed all possible British routes to Transvaal to paralyse the British economy.
 - ii - Uitlanders' children were to study from Dutch controlled schools.
 - jj - He built the Delagoa-Transvaal railway to connect East coast to Transvaal and also for Transvaal economic independence.
 - kk - He used the wealth acquired from the gold mines to build his defence raised.
 - ll - To discourage the use of the British Cape and Natal railways, he raised the rates on the Transvaal sections of those lines.
 - mm - He went to the extent of encouraging German imperialism in South West Africa.
 - nn - The British made several attempts to lobby for the improved conditions of the Uitlanders but Paul Kruger remained adamant to their plea.
 - oo - Paul Kruger repulsed the famous Jameson Raid of 1895.
 - pp - Kruger and others led the Boers into the Second Anglo-Boer war 1899-1902.
 - qq - Initially, his forces registered temporary victories, but soon he was defeated.

PF - After the second Anglo-Boer war of 1899, he was now 74 years, and was forced to resign.

SS - He died on 14th July, 1904.

Conclusion (1 mark)

TI In conclusion, Paul Kruger left a legacy of a solid Boer civilization in the history of South Africa/ role political, social and economic/ any acceptable conclusion.

7. (a) Why was the policy of separate development introduced in South Africa in 1948?

(13 marks)

Introduction (1 mark)

- a - Apartheid is an Afrikaner word meaning separate development for separate races.
 It also meant separation or apartness of races or people.
 It was a policy of racial segregation, discrimination of races based on white domination.
 The policy was designed and forwarded by Afrikaner university professors.
 Apartheid as a policy started immediately after the act of union and was made official in 1948.
 It was officially started by Dr. Malan, prime minister of South Africa in 1948. The policy of apartheid advocated for separate development of whites and African territories.
 The policy was built over a long period of time. Infact by 1960 all laws in South Africa had been changed to be in line with this policy.

Body (12 marks)

- b - The policy gave whites an upper hand in the running of the affairs of South Africa.
 It was characterized by the creation of separate homelands for natives called Bantustans.
- c - The policy was mainly developed out of Boers' racial prejudice.
- d - The whites feared being overwhelmed by the majority Africans and desired to maintain their culture and superiority.
- e - The whites wanted to suffocate African rights and freedoms as well as the Indians and coloureds.
- f - They wanted to strengthen white domination and supremacy in South Africa.
- g - They wanted to separate the two race of whites and Black and avoid any mixing.
- h - There was also need to promote white enslavement of Africans.
- i - The policy also aimed at effecting the Isolation of Africans for the benefits of whites.
- j - The whites wanted to kill off African nationalism.
- k - The whites wanted to ensure social discrimination in education, health and other social services.
- l - The whites wanted to isolate Africans from participation in the national politics of South Africa/ removing voting rights from them.
- m - There was need to disarm Africans completely and make them defenseless.
- n - To prevent criticisms from the outside world and from within South Africa.
- o - To create market for European out dated goods which were sent in the Bantustans.
- p - The whites aimed at keeping a constant supply of cheap labour from African reserve i.e. Bantustans.
- q - The whites wanted their policy of divide and rule to succeed especially over the Bantustans policy.
- r - It aimed at avoiding competition between Africans and the whites over employment opportunities.
- s - To render Africans poor backward and under developed in all ways of life.
- t - To enforce one of the terms of 1910 Act of union. The whites wanted to show that Africans were citizens of separate states ie Bantustans.
- u - To restrict African movements in South Africa.
- v - To keep Africans inferior so that the whites have supremacy over them.

- Since South Africa was rich in minerals such as Gold and Diamonds, the policy aimed at denying Africans ownership of minerals.
- W - It was aimed at creating quarrels among Africans and thus disorganize them so as to attack the whites. ~~to fool Africans that they were independent~~
- X - It was due to misinterpretation of the Bible/ shem's story (story of Noah's sons)
- Y - It aimed at facilitating ~~land grabbing~~ in South Africa. ~~The rise of the Nationalist Party under DR. Daniel Malan~~
- (b) How did this policy affect the people of South Africa by 1970?
Body (11 marks)

- a - Africans were denied their political rights e.g. they were not to vote. They were not to participate in South African politics.
- b - Africans became second class citizens in their country.
- c - The pass laws denied freedom of movement of Africans. They denied them a chance to exploit their talents.
- d - Africans were denied employment opportunities and only given dirty and heavy jobs.
- e - Africans lost the hope of gaining their independence.
- f - Africans were denied good education and only given agricultural education.
- g - Africans were given ~~separate universities~~ that lacked lecturers and books as many remained un educated.
- h - Many Africans suffered from ~~poverty~~.
- i - Apartheid led to the ~~rise of poor houses and slums~~ like Soweto.
- j - A culture of ~~violence~~ was created in South Africa.
- k - Africans were over crowded in the Bantustans.
- l - Africans suffered from food shortage/ ~~famine~~ and many starved to death.
- m - The crime rate in slums increased i.e. prostitution and theft.
- n - Africans lost more land due to the Apartheid policy.
- o - Africans were left with unproductive land that could not favor agriculture.
- p - Africans were forced into reserves.
- q - Africans lost their lives due to mistreatment from the whites. ~~In conclusion~~
- r - Africans were displaced from their original areas. ~~the policy affected e' people~~
- s - Africans lived in misery and suffering. ~~in Africa positively & negative / pol, &~~
- t - There was depopulation as Africans tried to resist the policy of Apartheid.
- u - African protestors were tortured and imprisoned like Nelson Mandela, Robert Sobukwe and Albert Luthuli. Others were ~~exile~~ for opposing the policy e.g. Oliver Thambo.
- v - Africans were forced to move to towns to make ends meet. Hence a migrant labour system developed.
- w - African nationalism increased. This led to formation of political parties e.g. African national congress.
- x - Africans were militarily weakened and left defenseless. ~~99% whites controlled major social & politi' cal services in SAfrica~~
- y - Africans were denied control of their finances. ~~(HH) Boers and British were~~
- z - Africans were enslaved and turned into a cheap source of labour ~~united in exploiting Africa~~
- aa - Some African societies ~~share~~ close to collaborate with the whites. ~~(1) whites gained more land i.e. 87% of the land~~
- bb - Apartheid created increased enmity between whites and Africans.
- cc - Apartheid led to the exploitation of resources e.g. minerals.
- dd - Whites exploited African wealth. ~~whites dominated all professional and skilled jobs~~
- ee - Many whites became first class citizens. ~~led to Rural - urban migration~~

8. (a) What were the causes of Soweto uprising of 1976?

- ff - On the 16th June 1976 African town of Soweto exploded into a number of rising against the Apartheid regime.
- ff - It was against Premier Vorster's government.
- Cape became the center of the riot.
- Started by the pupils of Orlando West Junior School.
- Later spread to slum areas like Umbuleta, Langa & ~~northern~~ northern Cape.
- ff - It also spread to Transvaal, Natal, KwaZulu and

- The riots were engineered by mainly African students.
- The riots darkened Soweto for three days.
- ~~b~~ - The rough conditions in Soweto gave rise to gangs.
- c - The introduction of the ~~Africans language~~ as a medium of instruction in schools.
- d - The students opposed the introduction of education act of 1953 and that of universities act of 1959.
- e - The students were joined by coloureds who detested their exclusion from political affairs of South Africa as recommended by Theroon report.
- f - The students feared that by emphasizing Afrikaans they would further be isolated in the world. ^{Boer language}
- g - The students and others had been touched by the in human apartheid laws.
- h - The role of BCM and its leaders Steve Biko who called on the Africans not to accept defeat.
- i - The hostile and brutal government reaction to the initial riots made people more violent and determined.
- j - The role of national union of the South African students which opposed association of South Africans students with the whites.
- k - The victories of MPLA and FRELIMO installed into the students with new hope that the whites could be beaten after all.
- l - The ~~oratory skills~~ or ~~Teboho mashinin~~ and Murphy fired up the students.
- m - The role of Arch~~Bishop~~ Bishop Desmond tutu opposed the 1974 educational changes and encouraged students to oppose them.
- n - The visit of Henry Kissinger the state secretary in USA in September 1976 ignifed more roots since the Africans had done nothing to help the Africans.

- (b) How did this uprising affect the people of South Africa? 13 marks
(12 marks)
- a - Urban councils were replaced by the community councils giving blacks more power.
 - b - The job of controlling black schools was shifted to the community councils not the whites.
 - c - The amended constitution that followed so soon excluded Africans in urban councils.
 - d - Apartheid based schools were attacked and badly damaged.
 - e - Yearly anniversaries to remember the dead were to be conducted every ~~July~~ of the year. / ^{16th June}
 - f - Black trade unions sprang up in Eastern Europe.
 - g - 300 white students from Rand University protested against police brutality.
 - h - ~~They~~ led to arrest and subsequent murder of Steve Biko and his BCM was banned thereafter.
 - i - Over one thousand people were injured.
 - j - The minister of defense was given power in 1977 to declare ~~state of emergency~~ for three months during riots.
 - k - 500 students demonstrated against the visit of USA secretary of state of state Henry Kissinger.
 - l - After protesting the white collaborators only less than 10% of Soweto workers went to work.
 - m - About ~~200~~ people perished including Hector Palterson who was only 13 years at the time of his killing.
 - n - Police and other government workers were made immune from legal actions for crimes.
 - o - In 1977 October government banned 13 anti-Apartheid groups and black newspapers.
 - p - Pro-African whites were not spared by the students.
 - q - Led to destruction of hostels and bars.
 - r - Agriculture was very important and Bantu grew millet, sorghum, Cassava, yams.
 - s - Some Bantu gathered wild insects, roots, plus leaves.

END

(ii) used hatred /
(iii) enemy /

(15)

(ii) Enslavement of Africans /
(iii) over exploitation of Africans /
by wages.

WAKISSHA JOINT MOCK EXAMINATIONS

JULY/AUGUST:

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O&A

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CANDIDATE'S NAME: (iii) Increased African nationalism
INDEX No.

SUBJECT: (iv) Desire for independence PAPER: SIGNATURE.....

(PA) Inferior examination to Africans

8.91 (EE) wide spread poverty among Africans

(i) To end domination of trade & commerce of S.Africa

(ii) Hated terrible conditions in reserves.

(iii) Arbitrarily arrest of innocent Africans

(iv) Africans were tired of living in Bantustans

(v) Lack of freedom of movement due to the pass system

(vi) Killing of innocent Africans in attempt to fight for their freedom

(vii) The arrest of Steve Biko

(viii) The role of liberal whites who joined Africans.

(ix) Granting of inferior education to the blacks.

(x) Granting of inferior teachers to the blacks.

(xi) Separation of education system for different curriculum

(xii) Non funding of African education

(xiii) Mistrust and suspicion between Africans and the whites.

(xiv) Removal of missionaries from controlling African education

(xv) Congested class rooms

(xvi) Led to arbitrary arrest and imprisonment

(xvii) South African govt became more brutal & harsh

(xviii) Misery and suffering among Africans

(xix) South Africa was isolated internationally

(xx) Many Africans fled the country in fear of being arrested

(xxi) Led to the confinement of Nelson Mandela

(xxii) other pol. leaders

(xxiii) Increased the spirit of African nationalism

(xxiv) Many Africans became more militant in the struggle



WAKISSHA JOINT MOCK EXAMINATIONS

JULY/AUGUST: _____

O&A

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SUBJECT: PAPER: SIGNATURE:

- (2) In 1977 arms embargo was put on S.Africa by UN
 aa Led to closure of factories.
 bb Led to closure of over 500 secondary schools.
 cc There was economic decline
 dd Africans were defeated by the white govt
 ee O.A.U ~~that~~ felt sorry for the - bad acts!
 ff In conclusion effects were positive and negative / political, social / ~~economic~~ / short term long term.

THE SKETCH MAP ~~SHOWING~~ MIGRATION AREAS

SETTLEMENT OF THE KHOKHOI

boundary

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Key

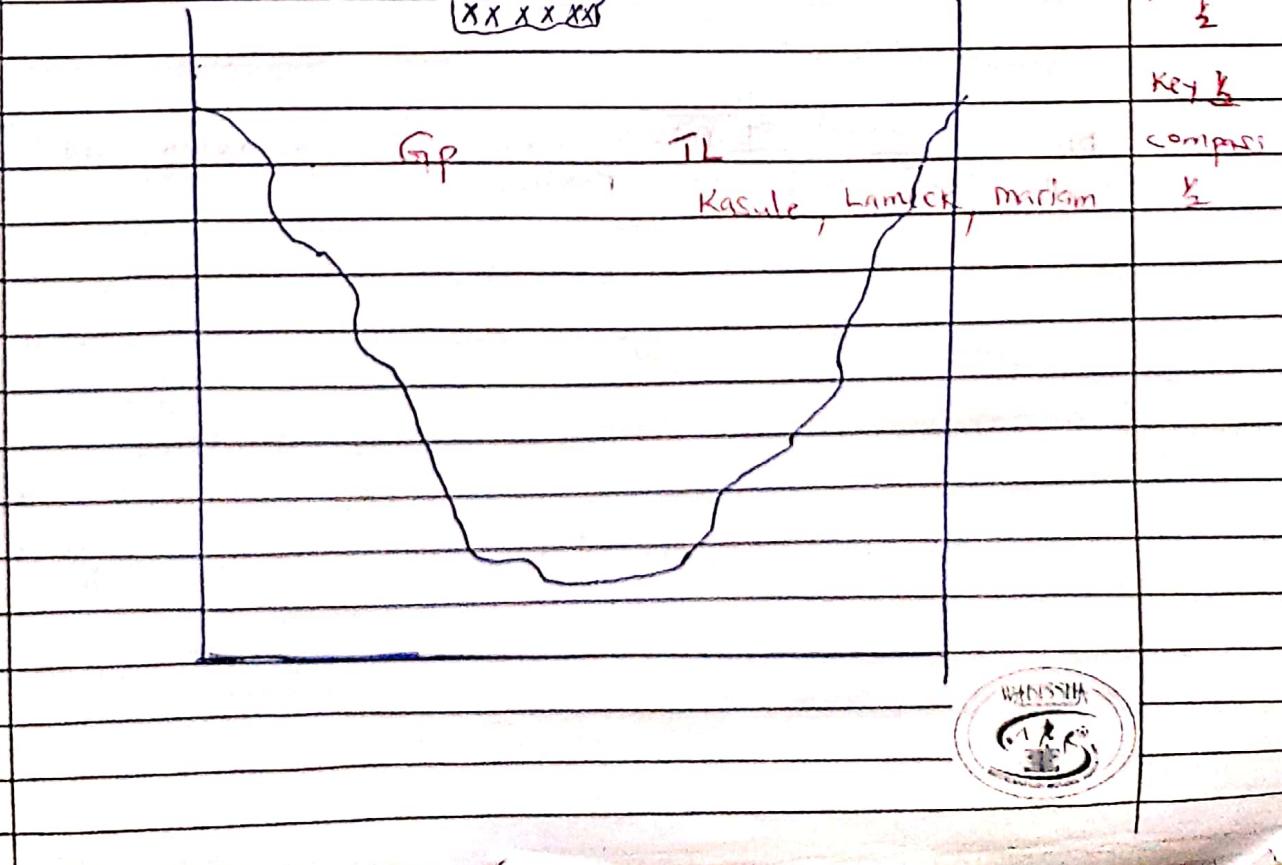
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WAKISSHA JOINT MOCK EXAMINATIONS
MARKING GUIDE
Uganda Certificate of Education
HISTROY 241/1



100

1. a) Describe the migration and settlement of the Western Bantu people into East Africa between 1000 and 1500. (13 marks)

- (a) The Bantu is a linguistic group of people with a root word 'ntu'.
(b) The western Bantu were one of the Bantu-speaking people who settled in East Africa.
(c) Their migration was slow and gradual.
(d) They probably came from West Africa in the Niger-Benue region and the Katanga region (Congo basin) around 2000 years ago.
(e) The western Bantu were also known as the interlacustrine Bantu.
(f) They entered East Africa between L. Albert and L. Edward into the inter lacustrine region.
(g) They settled within Lake Albert, Victoria, Edward, Kyoga and Kivu.
(h) They moved in group of either clans, families or tribe. *eg Banyoro, Batoro etc*
(i) Their contacts were either peaceful or hostile.
(j) Those who settled on the Northern shores of L. Victoria include the *Banyoro* and Basoga.
(k) Those who settled on the Eastern and South of L. Albert include the Banyoro and the Batoro.
(l) Most of these people carried out Agriculture due to fertile soils.
(m) Some of the western Bantu moved far East and they included the Bagisu, Samia and Banyole.
(n) Some moved Eastwards along the Northern shores of L. Victoria into Western Kenya.
(o) These include the Luyia, Gusi who settled around Mumias area.
(p) Some moved from Western Uganda to North Western Tanzania and settled at Bukoba and Karagwe.
(q) These include the Bahinda etc.
Those who settled west of L. Victoria include the Baganda, Banyankore etc (13 marks)

- b) What were the effects of their settlement in East Africa? (12 marks)

- (a) The Bantu led to population increase in areas where they settled.
(b) Bantu introduced iron working and use of iron tools like hoes, spears etc.
(c) They intermarried with the local people.
(d) The Bantu introduced the centralized system of Administration.
(e) The local people adopted a settled life other than roaming.
(f) The Bantu introduced new crops like bananas, Yams, pumpkin etc.
(g) They introduced new farming methods e.g. shifting cultivation, mulching, irrigation etc.
(h) There was emergence of new tribes in East Africa e.g. Baganda, Banyoro, Batoro.
(i) Many Bantu language were introduced e.g. Luganda, Lusoga, Lutoro etc
(j) Some local people were displaced from their areas where the Bantu settled.
(k) The Bantu caused insecurity leading to loss of lives.
(l) The Bantu traditional religion was introduced.
(m) They led to destruction of poverty (village were also destroyed)
(n) They absorbed most non Bantu who lost identity.
(o) They displaced those who referred absorption. *Dev't of better trade & Slave trade*
(p) In conclusion the affected the people of East Africa politically, socially and economically. (12 marks)

(12 marks)

2. a) What were the origins of Buganda kingdom?

- a) Buganda was one of the interlacustrine kingdom.

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ai - Buganda was one of the kingdoms that emerged after the collapse of Bonyoro - kitara.

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- b) It was situated on the North Western shores of L.Victoria between Lake Kyoga and L.Albert.
- c) The origins of Buganda Kingdom are not clear.
- d) The Baganda belong to the interlacustrine Bantu group.
- e) Buganda oral tradition believe that Kintu was the founder and they came from the direction of Mt. Elgon.
- f) Kintu came with 13 -14 clans.
- g) He passed through Bugisu, Busoga and when he reached Buganda, he took over power from the original 5 -6 clan heads 
- h) Kintu established himself as the head of clan heads (sabataka)
- i) Bunyoro tradition claims that Buganda was founded by Prince Kato Kimera from the
- j) Kato Kimera curved Buganda from the declining Bunyoro Kitara Empire.
- k) It is believed that Kato -Kimera came from 5-6 clans.
- l) However what is certain is that Buganda started as a small kingdom. Comprising of three counties of Busiro, Kyadondo and Mamokota.
- m) Other tradition claim that Buganda kingdom originated from the Bantu clans that lived in the area way back around 1000AD.
- n) Other-clans came Ssese Island.
- o) By the 17th century, Buganda had expanded to cover Ssingo, Gomba and Butambala.
- p) These countries were captured from Bunyoro by Kabaka Katerega.
- q) Kabaka Jjunju captured Buddu and Kooki and added it to Buganda kingdom.
- r) Kabaka Mawanda annexed Bulemezi, kyaggwe and added Bugerere counties and added to them Buganda.
- s) Kabaka Mutesa I added the lost counties of Buyaga and Bugangaizi to Buganda.

(12 marks)

- b) Explain the factors that led to the expansion of Buganda by 19th century. (13 marks)
- (a) Buganda was one of the interlacustrine kingdom.
- (b) It was initially part of the large Bunyoro Kitara under the Chwezi.
- (c) The kingdom was situated on the North-Western shores of L.Victoria between L.Kyoga and L. Albert.
- (d) Buganda had good and suitable climate for Agriculture.
- (e) It was gifted with fertile soils which favoured agriculture.
- (f) Presence of plenty of food especially Matooke for the growing population.
- (g) There was division of labour i.e. woman and children cultivated crops while was carried out hunting, fighting enemies etc.
- (h) Buganda started as a small state of only 3 counties of Kyandondo, Mawokota, Busiro, hence easy to expand.
- (i) Buganda had a highly centralized system of Administration with king at the center.
- (j) Political power was centered around the Kabaka as he could appoint and dismiss chiefs.
- (k) Good system of succession in Buganda which minimised civil wars (hereditary).
- (l) Buganda land had a strong and able leaders (kings) e.g. Jjemba, sruuna I, Sekamaanye Mutesa I.
- (m) Buganda had a strong army (Abajjasi).
- (n) Buganda had a strong royal body guard. (abambywa)
- (o) The decline of bunyoro kitara favoured the growth of Buganda.
- (p) Buganda was able to increase her sources of Iron, ivory, food, salt etc. from conquered areas hence her economic power.
- (q) Buganda carried out profitable trade links with her neighbours like Ankole, Bunyoro.
- (r) The Kabaka married from all the major clans to ensure loyalty and unity.
- (s) The Kabaka could reward his officials and soldiers increasing their loyalty

- (t) AU people in Buganda were equally treated to ensure justice.
- (u) Areas conquered by Buganda were governed by chiefs appointed by the Kabaka hence being loyal to the Kabaka.
- (v) Buganda was surrounded by weak neighbours like Busoga, Ankole, Toro etc.
- (w) Buganda had a good transport and communication network e.g roads
- (x) Buganda incorporated and absorbed all the defeated people.
- (y) The Geographical location was an advantage to Buganda because they protected her from external attacks i.e. R. Nile to the East, L. Victoria to the South, L. Kyoga to the North.
- (z) Buganda participated in long Distance trade with the Arab.

(13 marks)

3. a) Describe the Portuguese conquest of the East Africa coast up to 1510. (13 marks)
- (a) The Portuguese were the first Europeans to reach and settle at the East African coast.
 - (b) They were the second foreigners at the coast after the Arabs. *from portugal*
 - (c) The conquest was done by the many visitors like Diniz Diaz, Vasco de Gama sent by King Emmanuel the Fortunate.
 - (d) In 1498 Vasco Da Gama made a survey at the East African coast where he saw the booming trade and nature of the people.
 - (e) In 1499, he went back to Portugal to report what he had seen or discovered.
 - (f) The actual decision to conquer the coast where coast was after Vasco da Gama's return to Portugal.
 - (g) In 1500 Pedro Alvares Cabral made an unsuccessful attack on the coastal town of Sofala.
 - (h) In 1502 Vasco da Gama came on his second journey with a heavily armed fleet of 19 ships and no more than 1000 men. *he attacked Kilwa because of its Gold trade.*
 - (i) Sultan Ibrahim of Kilwa was captured and imprisoned.
 - (j) He was only set free when he agreed to pay tribute to Portugal.
 - (k) In 1503 Ruy Lourenco da Cunha conquered Islands of Zanzibar, Mafia and Pemba and forced them to pay tribute to Portugal.
 - (l) In 1504, Suarez Lopez unsuccessfully attacked Kilwa and its harbours.
 - (m) In 1505, Francisco D. Almeida came with a fleet of 20 ships and 1500 men.
 - (n) He attacked Sofala, Kilwa and Mombasa.
 - (o) Sofala surrendered without struggling.
 - (p) Next he attacked Kilwa and it was looted of all its fine architecture, burnt and destroyed it.
 - (q) Mombasa tried to resist but it was defeated, looted and burnt.
 - (r) D'Almeida's junior officials completed the conquest by setting up stone forts at Kilwa and Sofala.
 - (s) Between 1506 - 07, Triasto da Cunha captured Oja, Brava, Lamu, Pate.
 - (t) In 1509, Alfonso Alberquerque captured Mafia, Pemba and Zanzibar and brought them under Portuguese rule.
 - (u) He also defeated a large Egyptian fleet at Diu.
 - (v) By 1510, the whole East Africa coast had been brought under Portuguese rule.
 - (w) For effective control, the coast was divided into two parts i.e. the North and the South.

(13 marks)

- b) Why were the coastal people easily conquered by the Portuguese? (12 marks)
- (a) Portuguese had prior knowledge about the coast through early visitors like Vasco da Gama
 - (b) The Portuguese had well trained armies.
 - (c) Portuguese had strong weapons like Cannon guns and carried muskets.
 - (d) They had more armour which protected them well.
 - (e) They had strong ships called Carracks.
 - (f) The Portuguese were skilled at Navy warfare.

- (g) Able commanders e.g. Vasco da Gama, Ruy Rawasco etc.
- (h) Determination of the Portuguese to conquer the towns.
- (i) They received financial support from home – Portugal.
- (j) Portuguese used divide and rule policy i.e. sided with one town against another.
- (k) Portuguese used brutal method e.g. scorched earth policy which destroyed property.
- (l) Portuguese used surprise attacks which caught Africans unaware
- (m) Lack of competition from other European countries.
- (n) Disunity of the coastal towns.
- (o) Some towns easily surrendered to the Portuguese without struggle
- (p) Towns like Pate collaborated with the Portuguese *expansionist policy of Kilwa*
- (q) Coastal people strongly hated the Arabs and welcomed the Portugal
- (r) Constant disease, famine and slave trade weakened the Africans.
- (s) Manelets like Segeju and Zimba had weakened the coastal people.
Coastal people had a weak economy, famine and diseases.

12 marks

4. a) What were the reasons for the development of long distance trade in East Africa?

- (a) Long distance trade was that trade that took place over long distances to and from the interior as well as within the interior. *a, called Long distance trade by long distances.*
- (b) It was also known as the pre-colonial caravan trade.
- (c) It developed around the first half of the 19th century because of the following.
- (d) It was very profitable for those people who took part in it.
- (e) There was high demand for local trade items like Ivory, slaves and gold.
- (f) There was also high demand for foreign products like beads, cloths, guns, glassware.
- (g) Societies produced surplus goods like bark cloth, iron products, food which they sold to other people.
- (h) The coming of seyyid Saudi to the coast and his movement in the long distance trade.
- (i) Introduction of the gun that improved on security for the trade.
- (j) Presence of organized societies in the interior like the yao, Nyamwezi, kamba etc.
- (k) Role played by Africa chiefs like Tippu Tip, Mirabo, Mutessa I in organizing the trade.
- (l) The abolition of slave trade in West Africa left E. Africa as the only reliable source of slave trade.
- (m) The development of trade routes which made it easy to move into the interior.
- (n) The introduction of cowrie shells which made transaction easy.
- (o) The minting of coins by some coastal towns.
- (p) Division of labour where women looked after homes.
- (q) Some societies had skills of producing superior goods e.g. Bantu with iron working.
- (r) The double coincidence of wants
- (s) The development of Zanzibar as a slave market and seaport.
- (t) The development of Kiswahili as a business language.
- (u) The influence of Islam which promoted unity.
- (v) The coming of Indian Banyans who financed the traders.
- (w) Presence of slave who acted as porters who carried goods from the interior to the coast.
- (x) The establishment of plantation in the French colonies in maturities and Madagascar that needed slave labour.
- (y) Some tribes like the Nyamwezi were strategically located giving them an advantage in the trade.
- (z) The flat nature of different lands made it easy for the movement of traders e.g. Nyamwezi land.
- (aa) Hospitality given to the foreigners especially Arabs by the interior chiefs.
- (bb) Peace and stability in places like Buganda favoured long distance trading activities.

cc love for travelling by both kilipa 2

dd inland markets.

ed - coming of europeans

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(13 marks)

b) How did this trade affects the people of East Africa?

(12 marks)

- (a) There was loss of lives because of slave raids.
- (b) There resulted heavy depopulation.
- (c) There was increased misery and suffering.
- (d) There was loss of culture and loss of culture and loss of tribal ties by people of East Africa.
- (e) Many people were displaced from their home areas.
- (f) There was destruction of property.
- (g) There developed famine as people abandoned agriculture.
- (h) There was decline in traditional industries.
- (i) People in the interior of South Africa lost trust and confidence in their traditional rulers.
- (j) There was introduction of guns in the interior in East Africa which increased warfare.
- (k) There was loss of wide life
- (l) The trade led to the coming in (infux) of Europeans like missionaries, traders and colonialists.
- (m) The trade linked the interior of east Africa to the ^{outside} coast world.
- (n) Many foreign goods were introduced in the interior e.g., guns, cloths, Mirrors
- (o) Islam became widely spread in the interior.
- (p) The trade routes later became/ developed into proper roads and railways.
- (q) There was formation and expansion of states in the interior like Buganda, Nyamwezi etc
- (r) Many African chiefs became rich.
- (s) There was rise of strong state men like Mirambo, Msir who had acquired guns.
- (t) Some kingdom declined ~~eg Banyoro~~
- (u) Kiswahili language and culture spread in the interior as a result of intermarriages.
- (v) New crops were introduced in the interior e.g. rice, wheat, cloves, green peppers.
- (w) Trade led to the development of towns along trade routes e.g. Tabora, bagamoyo, Ujiji etc
- (x) Plantations were established around trading settlements in the interior.
- (y) The trade offered an alternative livelihood to the Kamba people whose farming activities were affected by drought and poor soils.

~~20~~ In conclusion, the trade affected the people of East Africa politically, socially and economically.

~~21~~ Arabic cash & designs in the interior ^{as} monetary system. ^{12 marks}
~~22~~ Improved standards of living of monetary.

5. a) Explain the role of Christian missionaries in the colonization of East Africa?

(12 marks)

- (a) Christian missionaries were the second group of Europeans to come to East Africa after the explorers.
- (b) They came in different groups like church missionaries society, the Holy Ghost fathers Verona Fathers etc.
- (c) They promoted legitimate trade in order to protect the interests of their government
- (d) They financed colonial agents like the Imperial British East African Company.
- (e) They helped in the elimination of slave trade.
- (f) They information about the hostile tribes like the Nandi, Banyoro, the Masai and accommodative tribes like Baganda, Kamba, Nyamwezi.
- (g) They promoted the growing of cash crops e.g. cotton, coffee, tea etc on which the colonial economy depended.
- (h) Through their teaching they softened African hearts so as not to resist the future colonialists.
- (i) They signed protection treaties with African chiefs and kings.

- (j) Missionaries built school like Kings college Budo, Gayaza High school, etc where Africans were taught how to read and write
- (k) Missionary education created a class of collaborators who were used as Clerks and interpreters in the colonial administration.
- (l) Missionaries introduced many foreign languages like English, French, Latin and translated many books into African languages
- (m) They supervised the construction of infrastructures like roads and admission posts.
- (n) Missionaries act as advisors, secretaries and interpreters in the signing of protection treaties with the Africans.
- (o) Missionaries divided African people along religion lines in Buganda.
- (p) In areas like Buganda, missionaries involved themselves in the overthrow of real rulers. e.g. Mwanga was overthrown by a combined force of missionaries
- (q) Missionaries settled in areas their home areas had economic interests
- (r) Missionaries affected the policy of effective occupation as demanded by the Berlin conference i.e. they acted as men on spot.
- (s) Missionaries attracted other Europeans to come to East Africa e.g through the early role of Dr. Livingstone, Rebman and Krapf other missionaries came.

missionary stations

Hospitals

were

12 marks

- b) What were the challenges faced by missionaries in East Africa?

(13 marks)

- (a) Language barrier.
- (b) Limited personnel (they were few in number)
- (c) Harsh climate conditions
- (d) Hostile tribes e.g. Masai, Nandi
- (e) Wild animals e.g. lions, leopards
- (f) Lack of geographical knowledge of East Africa.
- (g) Lack of decent accommodation.
- (h) Lack of basic supplies like food, water, drugs, clothes.
- (i) Insufficient funds.
- (j) Hostility of Arab slave traders
- (k) Poor means of transport.
- (l) Lack of communication back home.
- (m) Tropical diseases e.g. malaria, sleeping sickness, small pox
- (n) Hostile kings e.g. Kabalega.
- (o) Rivalry among the different religion groups e.g. wafranza – Wangeleza wars between catholic and Protestants.
- (p) Hostility from African traditional practices like Polygamy, circumcision, birth of twins as opposed to Christianity.
- (q) Physical barrier e.g. lakes, rivers, swamps, mountains where the missionaries could not easily pass.
- (r) Unfaithful porters sometimes ran away with their property.
- (s) Influence from the Islamic religion
- (t) Sometimes missionaries interfered in the political affairs of African societies by siding with one group against another.
- (u) Lack of literature for the converts.
- (v) They had problems with land owners who did not allow them to construct buildings like church, mission station.
- (w) They mistook them to be people with military aid

Inter-tribal wars

13 marks

b. a) Why were European interested in colonizing East Africa during the 19th century?

(12 mark)

- (a) Europeans interest in colonizing East Africa was known as scramble and partition
- (b) Scramble was the rush for and partition was the way East Africa was divided between European countries. involved were Britain & German.
- (c) Need to invest their surplus capital in east Africa.
- (d) They were looking for market for their manufactured goods.
- (e) Need for raw materials for their home industries.
- (f) The discovery of minerals in South Africa influenced Europeans to believe that East Africa also had some minerals like gold.
- (g) Need to settle their surplus population
- (h) Prestigious reasons (nationalism). The more colonies a country had the more powerful a country was considered to be.
- (i) Need to stop slave trade.
- (j) They wanted to promote legitimate trade.
- (k) Need to spread Christianity among East Africans.
- (l) They wanted to introduce western Education.
- (m) The industrial revolution in Europe made Human labour useless because they used machines-There was need to settle unemployed European.
- (n) European interest was due to the great influence of "men on spot" e.g. traders.
- (o) The strategic location i.e. the source of R. Nile in Uganda.
- (p) The activities of king Leopold II of Belgium in Congo.
- (q) Due to the change in balance of power as a result of the Franco- Prussian war of 1870-1871.
- (r) The 1884-1885 Berlin conference which passed a resolution of "Effective occupation"
- (s) Need to spread western civilization.
- (t) Due to some reports made by explorers e.g. Dr. Living stone, Krapf etc.
- (u) Love for adventure or Exploration.

12 marks

b) How did the colonization process affect the people of East Africa?

(13 marks)

- (a) It ended the independence of East African societies.
- (b) The commercial importance of Zanzibar was ended.
- (c) African traditional leaders lost their powers e.g. Kabaka Mwanga.
- (d) Colonial rule was established in East Africa e.g. British used indirect rule and Germans used direct rule.
- (e) Colonization led to wide spread rebellion in East Africa e.g. Abushir, Maji Maji, Hehe.
- (f) Africans were subjected to forced labour on plantations and public works.
- (g) Heavy taxation was introduced e.g. Hut and Gun tax.
- (h) Forced cash crop growing was introduced.
- (i) Colonialists started the economic exploitation of African resources e.g. minerals, forests etc.
- (j) Colonization increased completely ended slave trade
- (k) It speeded up the development of legitimate trade.
- (l) Intertribal wars were minimized in the interior of east Africa.
- (m) There rise of nationalism as people started revolting against colonial rule
- (n) Tribal institution were destroyed
- (o) The resistors to colonial rule were killed (lost their lives) e.g. Abushir, Nkrumah etc.
- (p) It led to destruction of property.
- (q) Colonization ended the long distance trade
- (r) Africans lost a lot of their land to white settlers especially in the Kenya high lands.
- (s) Increase of white settlers

Page

5.1 Christianity widely spread.

- (s) Western civilization was spread through dressing, worshipping, education, marriage.
- (t) Formal education was promoted through building schools.
- (u) Colonial rule undermined African culture like circumcision, worship of small gods
- (v) Health facilities were improved through building centers.
- (w) Colonization divided and ruled African societies
- (x) There was creation of tribalism and rivalry among societies e.g. in Uganda.
- (y) It led to emergence of new states of East Africa e.g. Uganda, Kenya and Tanzania.
- (z) It ended the conflicts between the Germans and British over East Africa
- (aa) There was development and establishment of towns as administrative centers e.g. Nairobi, Kampala etc.
- (bb) There was promotion of transport and communication of facilities e.g. roads and railways.
- (cc) It resulted in the separation and dividing of people who previously belonged to the same ethnic group e.g. the Samia of Uganda and Kenya, the Alur of west Nile and Congo etc.
- (dd) In conclusion, colonization affected the people of East Africa politically, socially and economically

*ee Limited the spread of Islam.
ff created a class of collaborators by - , - , - etc. (13 marks)*

7. a) Why was the 1900 Buganda Agreement signed? (12 marks)

- (a) This was a treaty that was signed between Sir Harry Johnstone, the British commissioners and three Buganda regents on behalf of the three years old King, Sir Daudi Chwa II. *(a) signed betw. Brit govt & Bug Kingdom.*
- (b) It was signed on 10th March 1900 at Mengo.
- (c) It was signed to confirm that Buganda had submitted to British rule.
- (d) The British had a desire to have effective control over Buganda
- (e) It was signed to make Buganda safe for missionary activities.
- (f) To find an acceptable way to both the Buganda and the British on how to assist the young king.
- (g) It was signed to define the position of Buganda within Uganda.
- (h) It was signed to solve political conflict in Buganda and Uganda.
- (i) It was signed to lay a platform for Buganda's economic development.
- (j) The need to follow the terms of the Berlin Conference
- (k) There was need by the British to reduce administrative costs.
- (l) The agreement was a serve as a legal document that would protect and safe guard the British.
- (m) The British wanted to reward the leading chiefs who had helped them
- (n) It was signed to end the threats of the Sudanese mutineers in the north.
- (o) It was aimed at making Buganda self-reliant.
- (p) The British wanted to streamline the system of land ownership.
- (q) It was signed in order to exploit the natural resources of Buganda.
- (r) It was signed to act as a starting point (spring board) for the extension of colonial rule to either parts of Uganda like Ankole and Toro.
- (s) The need to control religious wars in Buganda.
- (t) To limit and regulate (controls) the power of the Kabaka.
- (u) It was signed to end Omukama Kabalega's rebellion.
- (v) It was signed to clear the confusion and bad administration of the IBEACO.
- (w) It was to define the relationship between Buganda and the British colonial government.

+ To define the boundaries of Buganda and the neighbours. **12 marks**

X: End political confusion.

b) How did the terms of the Agreement affect the people of Uganda up to independence?

(13 marks)

- a) It gave Buganda a prominent status.
- b) Buganda was made part of Uganda.
- c) Buganda's revenue was merged with the rest of the protectorate.
- d) The agreement confirmed British authority over Buganda.
- e) Buganda started demanding special privileges.
- f) The favoured position to stand out as a state within a state.
- g) Buganda kingdom was hated of because of its elevation.
- h) Buganda rights over the disputed teritorie of Buyaga and Bunyoro and bugangaizi, were confirmed which increased hostility between Buganda and Bunyoro.
- i) The king was left with nothing except a meaningless title of "His Highness"
- j) The Kabaka's power were greatly undermined.
- k) Kabaka lost power over land since it had been divided.
- l) He lost his judicial powers.
- m) The Kabaka lost his spiritual powers.
- n) He lost control over his chiefs who became public servant.
- o) The kabaka could no longer rule arbitrarily but was to be assisted by ministers.
- p) The Kabaka lost power over the army.
- q) He lost control over revenue
- r) The Kabaka lost control over foreigners.
- s) The agreement created land aristocracy which led to land lords and land lessuers. *less*
- t) The agreement created a lot of bitterness among the peasants whose claims were overlooked.
- u) The Lukiiko became the Legislative body.
- v) The agreement empowered the Christian and Muslim chiefs.
- w) There was introduction of hut tax caused overcrowding leading to spread of diseases, immorality and poverty.
- x) The clan heads (Bakata) lost their traditional powers.
- y) Buganda collaborated in extending British rule.
- z) It led to the development of roads, schools and hospitals especially in Buganda.
- aa) It ended political and religious conflicts in Buganda.
- bb) The Kabaka was reduced to an employee of the British.
- cc) The agreement encouraged the growing of cash crops.
- dd) The agreement led to the exploitation of Uganda's resources.
- ee) It led to the signing of other agreement like Ankole and Toro.
- ff) It led to the growth of nationalism among the Baganda.
- gg) The agreement ended the political, social and economic independence of Buganda kingdom.

hh) Displacement of people

8. a) Why did the British adopt the system of indirect rule in Uganda? (12 marks)

- (a) Indirect rule was a British colonial administrative policy
- (b) It was a system where African chiefs and kings were used to rule fellow Africans on behalf of the British.
- (c) The policy was popularized by Fredrick D. Lugard in his book 'the dual Mandate in tropic Africa' which he published in 1922.
- (d) The indirect rule system was cheap and chief and kings were paid very little for their services.
- (e) It was used to solve the problem of language barrier.

- (f) The British officials were few (limited personnel) that is why they opted to use chiefs and kings.
- (g) The British wanted to reward/appreciate those societies which had collaborated with them.
- (h) The British feared to directly move in some areas infested with tropical diseases like malaria.
- (i) The British feared resistance from the local people.
- (j) The system had been used in other areas like India and Northern Nigeria where it was a successful.
- (k) The British did not want to disorganize the already well-established institutions like the centralized administration in Buganda
- (l) African chiefs would acquire some leadership skills when eventually the British leave.
- (m) Traditional rulers and chiefs were adopted because they understood their people better for they lived with them and knew their problems.
- (n) The British believed that traditional rulers and chiefs secured ready obedience and respect to their subjects.
- (o) Indirect rule preserved, respected, adopted and developed African social and political institution to a reasonable level e.g. local courts, laws and collection of taxes.
- (p) It was intended to make the British look unique i.e. not to use the method similar to that of their rivals Germans.
- (q) The British could not bear the African climatic conditions but Africans could.
- (r) Africans were bound to be more efficient because they valued their position to the British.
- (s) Dual benefits i.e. both whites and ^{blacks} blades would benefit.
- (t) It was in line with the British policy of divide and rule
- (u) The local people would be blind folded to think that their chiefs were still in power.
- (v) Indirect rule was the best way to entrenching colonial rule without realization of the subject.

(12 marks)

b) Describe how the system worked in Uganda.

(13 marks)

- (a) The British mainly applied the system of indirect rule in their administration of Uganda.
- (b) Chiefs and kings were used to rule the masses.
- (c) At the top of their administration was the colonial secretary who was based in London-England.
- (d) He was in charge of the colonial affairs and was answerable to the British Government.
- (e) Below the colonial Secretary was the Governor who headed the colonial administration in Uganda. His headquarters was at Entebbe.
- (f) This governor was a white man and he was answerable to the colonial secretary.
- (g) Below the Governor was the provincial commissioner who headed every province
- (h) The provincial commissioner was answerable to the Governor.
- (i) Below him was the district commissioner who headed every district and got orders from the provincial commissioner.
- (j) District were further divided into counties under county chiefs who were supposed to be Ugandans.
- (k) These county chiefs got orders from the district officials.
- (l) Counties were subdivided into sub counties under Sub County chief who were answerable to the county chiefs.
- (m) Sub counties were broken into smaller units called Parishes under Parish chiefs.
- (n) The parishes were divided into sub Parishes and below the sub parish were the village headmen who headed villages.

D

- (o) The village headmen got orders from the sub parish chief.
- (p) They could pass on order to the local people.
- (q) All these chiefs from the village headmen to the governor formed a chain of command.
- (r) Indirect rule worked at the local levels from the District up to the village level and all the posts were reserved for Africans.
- (s) The top positions i.e. Governor, provincial chiefs, District commissioners were reserved for the British officials.
- (t) Indirect rule was based on the assumption that every area in Uganda was like Buganda.
- (u) In centralized areas like Buganda, Ankole, Toro and Bunyoro, the system created peace and tranquility.
- (v) Indirect rule failed in decentralized areas like Northern and Eastern Uganda.
- (w) In Northern Uganda where there were no organized governments, the British created their own chiefs and councils of elders.
- (x) In Eastern Uganda, Semei Kakungulu was used to extend Indirect rule and in Bunyoro, James Miti was used.
- (y) In other areas, some people who had no hereditary claims to power were used
- (z) For example in the west, some Bairu were used to rule the Bahima.
- (aa) Some ordinary people with undoubted loyalty to the British were also used as chiefs.

(13 mark)

9. a) What led to the signing of the Devonshire white paper of 1923 in Kenya? (15marks)

- (a) The Devonshire white paper was a document that was signed by the Duke of Devonshire in London to solve the conflict between the white settlers, Asians and Africans in Kenya.
- (b) It was a government policy which was issued in March 1923 during a conference by the colonial secretary, who was also the Duke of Devonshire.
- (c) This white paper was to clarify, the British Government position on issue raised by the conflict between the Asians and the white settlers in Kenya.
- (d) The three races in Kenya i.e. the white settlers, Asians and Africans had conflicts due to land political rights.
- (e) From 1896, white settlers started coming to Kenya during and after the construction of the Uganda railway.
- (f) By 1923, bitter conflicts arose between the white settlers and Indian due to control over land race and political rights.
- (g) The conflicts led to the summoning of a conference in London in March 1923 by the colonial secretary.
- (h) The white settlers wanted to make Kenya a white man's colony.
- (i) They wanted to control Kenya as a separate colony from England.
- (j) They wanted more power in Government.
- (k) They wanted to restrict Asian immigration into Kenya.
- (l) European settlers wanted the colonial Government to discourage Africans from growing cash crops.
- (m) They had acquired the fertile Kenya highlands and wanted to monopolise them to live there alone but not the Asians and Africans.
- (n) The white settlers had discriminated Asians in towns and they wanted to continue.
- (o) They behaved in racial superiority and strongly advocated for separate development in social services like education and health.
- (p) The settlers had been given seats on the Legislative council in 1907 and their number had been increased in 1920 so they wanted to monopolise Kenyan politics.
- (q) Europeans set up a number of Associations to serve as platforms for airing out their grievances.

- (r) The Asians demanded for equal treatment in politics of all races but this was opposed by white settlers.
- (s) They wanted same voting rights as white settlers.
- (t) They hated segregation in schools and hospitals.
- (u) The Asians were allowed to live only in towns which they hated.
- (v) Their migration into Kenya was restricted.
- (w) They wanted monopoly of trade and commerce in Kenya.
- (x) They expressed their grievances through the East African India national congress under AM Jeevanjee and had support of the colonial Government in India.
- (y) Africans wanted the removal of the "Kipande" that made ^{them slaves in} their own country.
- (z) They complained about loss of their land by white settlers and wanted to retain it.
- (aa) They hated the payment of poll tax since they had no money to pay for it.
- (bb) They had been restricted from growing cash crops.
- (cc) They demanded for the abolition of forced labour on public works.
- (dd) They wanted to regain their independence from the British.
- (ee) Africans hated the Asian monopoly of trade and demanded for equal participation.
- (ff) The African aimed their view through the association like Kikuyu Association.
- (gg) It was against such background that Duke of Devonshire summoned the rival groups in March 1923 to go for a conference in London to end their grievances.

(15 marks)

b) Explain the terms of the Devonshire white paper

(10 marks)

- (a) The Kenyan highlands were reserved for the white settlers only.
- (b) Asians were allowed to elect five (5) members to the legco.
- (c) There was to be no more restrictions of Asians immigration into Kenya.
- (d) Racial discrimination was to be abolished in residential areas and all races were to be treated equally.
- (e) The colonial office was to keep close watch over the Kenyan colony.
- (f) Europeans were not to have a controlling influence in the government of Kenya.
- (g) Africa interest were to be paramount
- (h) One missionary was to be the nominated to represent Africans on the LEGCO.
- (i) There was to be no constitutional changes in favour of the whites.
- (j) The LEGCO was to be expanded to include 11 Europeans, 5 Asians and the missionary.
- (k) Kenya was to be members on the local councils.
- (l) Africans were to be members on the local councils.
- (m) Voting was to be done on a communal basis other than common roll.
- (n) Asians were to be represented on municipal councils
- (o) All races were to work towards self-government in Kenya.
- (p) A document was to recognize the contribution made by the white settlers in Kenya.

10 marks

10. a) What led to the outbreak of the MAUMAU rebellion?

(13 marks)

- (a) MAU MAU was a Kenyan underground movement aimed at decolonizing Kenya from the British colonial government.
- (b) It was formed by extremist ex-soldiers of World War II in 1946 to fight the colonial rule in Kenya.
- (c) It took place between 1952-1956
- (d) MAU MAU was a Swahili slogan meaning Mzungu Arudi Ulaya Mwafrika Apate Uhuru meaning "Let the Whiteman go back to Europe so that Africans get independence."

- (e) Racial segregation in jobs, education, residential areas.
- (f) Africans wanted to regain their independence.
- (g) Africans were annoyed having lost their land to whites in the Kenyan highlands.
- (h) Forced labour on European farms.
- (i) No freedom of movement –they demanded for the withdraw of Kipande (identity cards)
- (j) Heavy taxation of Africans.
- (k) White settlers continued to keep control of the government.
- (l) Grevances like lack of jobs, education and unemployment.
- (m) Africans were restricted from the growing of cash crops.
- (n) Africans were not allowed to participate in the politics of their country.
- (o) Lack of direct African representation in the Legislative council (LEGCO)
- (p) Resistance of Kenyans to the abolition of female circumcision (African culture)
- (q) The fear of Kenya becoming another South Africa or Rhodesia.
- (r) Disrespect of African culture by whites in Kenya.
- (s) Rise of Nationalism in Kenya after 1940.
- (t) Rise of ex-serviceman like Eluid Maltu, Tom Mboya, General Jomo Kenyatta from abroad and his determination to fight British dominance.
- (u) Denying of Africans into reserves that were crowded
- (v) British brutality and detention of innocent Kenyans.
- (w) The slow and double altitude of the British to effect constitutional changes in Kenya.
- (x) The white and Asian were rich while the Africans were poor.
- (y) They were given low wages or no wages at all.
- (z) Africans hated the introduction of Christianity.
- (aa) Some extremist in Kenya in KAU wanted peaceful means of achieving independence.
- (bb) In 1946 KAU extremists and ex-soldiers formed the Kenya land reform army (MAU MAU movement).

13 Mark

- b) In what ways did this rebellion affect the history of Kenya? (12 marks)
- (a) Both Africans and Europeans lost their lives.
 - (b) There was depopulation.
 - (c) A lot of property was lost where shops, farms, villages were destroyed and cause belonging to Kikuyu was looted.
 - (d) Many leaders like Jomo Kenyatta were imprisoned.
 - (e) Famine broke out due to destruction of crops.
 - (f) Many people were forced into reserves and detention camps where living conditions were poor.
 - (g) Some white settlers were forced to run away from Kenya for fear of insecurity.
 - (h) Supporters were arrested e.g. 26,000 Kenyans especially the Kikuyu.
 - (i) Clans and families disintegrated due to being loyal or disloyal to the Mau Mau causes.
 - (j) Kenya's road to independence was accelerated nationalism strengthened.
 - (k) The British learnt a lesson and changed their methods of administration.
 - (l) Britain lost a lot of money (50 million pounds) in trying to suppress the rebellion.
 - (m) In 1952, the colonial Governor Sir Evelyn declared a state of emergency and banned all political parties which created a period of uncertainty.
 - (n) Social and economic changes were introduced where Africans were allowed to grow crops and infrastructure like schools, hospitals and roads were built to cool African temper.
 - (o) Between 1954-1958, Africans were elected to the LEGCO and they included Oginga Odinga, Ronald Ngala, Daniel Torotich Arapmoi etc.

- (p) The rebellion shattered the settler's demand of turning Kenya into a settler colony like South Africa.
- (q) It led to the decline of Kenya's economy.
- (r) Later Kenyatta and other MAU MAU leaders were released to participate in the Government.
- (s) There was insecurity in Kenya.
- (t) In 1956 Africans were allowed to sit on the LEGCO and the number was increased to 14 in 1958.
- (u) Political parties like KANU were allowed.
- (v) African interest gained supremacy over Asian and white settler's interest.
- (w) In conclusion the rebellion affected the people of Kenya politically, socially and 12 marks
economically/positive and negative

~~Kenya~~ ~~settler~~
END

