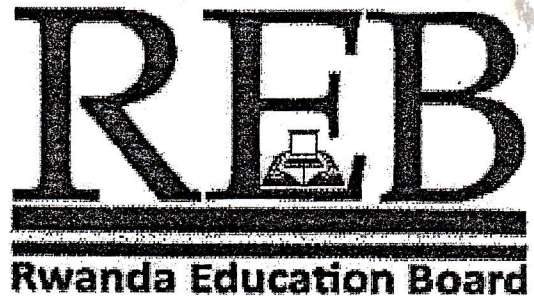


# History I

## 007

30/10/2014 08.30AM – 11.30AM



### ORDINARY LEVEL NATIONAL EXAMINATIONS, 2014

**SUBJECT : HISTORY**

**PAPER I : HISTORY OF AFRICA**

**DURATION : 3 HOURS**

#### **INSTRUCTIONS:**

1. Write your name and index number on the answer booklet as written on your registration form.
2. Do not open this question paper until you are told to do so.
3. There are 10 questions in this paper.
4. Answer only 4 questions of your choice.
5. Each question carries 25 marks.
6. All history questions should be answered in essay form.
7. Use only blue or black pen.

**ATTEMPT FOUR QUESTIONS, (100 MARKS)**

1. Why do you think it is important to teach history in school? **(25 marks)**
  
2. Before the arrival of European colonialists, Rwanda was well organized. Examine the major administrative structures of pre-colonial Rwanda and the role of each structure. **(25 marks)**
  
3. Account for the decline of Mali Empire. **(25 marks)**
  
4. Why was the spread of Islam in East Africa confined to coastal areas? **(25 marks)**
  
5. Give reasons for the decline of long distance trade. **(25 marks)**
  
6. Explain how the Egypt and the Nile Valley played a significant part in the scramble for and partition of Africa. **(25 marks)**
  
7. Explain why some Africans collaborated with European colonialists. **(25 marks)**
  
8. Identify problems encountered by early Christian Missionaries in Rwanda. **(25 marks)**
  
9. Examine the achievements of Samoure Toure of Mandika Empire. **(25 marks)**
  
10. What are the achievements of the Organization of African Unity (current African Union – AU) since its creation in 1963? **(25 marks)**

**END**

### **Answer to question 1**

*Introduction:* define history: it's the study of man's past events in relation to the present to predict the future.

- History helps students to learn and investigate on the whole spectrum of different people of the world.
- It enables the youth to realize the importance of national heritage and pride for the good of the community.
- It puts a sense of security pride and consciousness socially when they study about conflicts.
- The teaching of history aims at producing responsible and committed citizens.
- It equips the students with good values of tolerance, unity and solidarity as people who belong to one extended family to the human race.
- It widens our knowledge and competence to read, write, interpret information and debate.
- History helps to promote international understanding among nations and people.
- It makes us aware of events and how they have influenced the past and the present.
- It helps to understand and appreciate the role of science and technology to the modern world.
- It helps us to understand the course of human development, civilization and how societies have developed.
- It makes us aware of civil rights, liberties and duties as citizens.
- It equips us for future careers and occupations of different kinds such as teaching, law etc.
- It creates a sense of identity.

### **Answer to question 2**

*Introduction:*

Define the term Rwanda: Rwanda comes from a Kinyarwanda word "Kwanda" meaning to enlarge. Rwanda was politically, economically and socially organized as discussed below:

- The king occupied the top most position in the political, administration and military. These two functions were closely linked. He was the sole proprietor of everything and had every right to life and death over his subjects since his sentence had no appeal.
- The queen mother was the confidant of and chief advisor to the king. She could act as a regent in case the king came to the throne when he was still young. She could orient the King's actions.
- The custodians of the esoteric code or Abiru: They were the guardians of tradition and royal secrets, became advisors of the king after the queen mother. They

mastered the rites and symbolic procedures and processes of the country i.e. they were supposed to know the name of the successor, to know the order in which were chosen and the clan of the next queen, rules of enthronement of the new king, rules regarding decorations of the royal drum and burial of the king.

- Abatwareb'intebe of heads of districts: these were the King's consultants especially in times of crisis, they controlled farmers and cattle keepers, supervised closely and controlled the functions of land sub chiefs, army commanders, raised taxes (Ikoro) for the king, they could distribute land to those who did not have it etc.
- Administration at the level of igikingi: This was made up of three chiefs i.e. the chief responsible for land or Umutwarewu'butaka in charge of agricultural production, collection royal tribute, settling disputes arising from land issues like land distribution and settling new inhabitants on the land.
- The chief responsible for cattle or Umutwarewu'mukenke in charge of pasture, collecting taxes from cattle keepers, supervise and reserve pasture for Inyambo which were cows bred and raised for the royal court.
- The army chief or Umutwarewi'ngabo in charge of recruiting young Rwandans to enroll in the military.

### **Answer to question 3**

*Introduction:* The empire of Mali began as a small state called Kangaba with its capital at Jeriba. In 1205, Sumanguru Kante captured Kangaba from Ghana and killed the king. Sundiata Keita who was the son of the king fled the empire and formed a big army in exile He killed Sumanguru Kante and captured the Susu state, renaming his state Mali Empire. Factors for the decline of Mali empire include:

- The death of able leaders like Sundiata Keita and Mansa Musa led to the decline of the empire because they were replaced by weak and incapable leaders like Mansa Magiz and Mansa Mari who could not manage to control the empire.
- There was frequent struggle for power through civil wars by the rulers who came later. This strongly weakened the empire and exposed it to the outside world.
- The acquisition of independence by Gao (later Songhai empire) in 1475 led to Mali's decline. This empire challenged Mali and made it disappear because it was more powerful than the disorganized Mali.
- The size of the empire became too large over the years for effective administration especially by the weak leaders who came in later.
- There was also disunity between Muslims and non-Muslims who could not peacefully exist under one leadership hence its decline.
- The decline of agriculture due to constant wars made it impossible for people in the empire to concentrate on agriculture. People and the army lacked enough food supply hence the decline.

- The discovery of gold and other precious minerals in other parts of west Africa removed the monopoly of Mali over gold leading to a decline in revenue hence its decline.
  - External attacks from all directions by neighboring tribes like the Mossi, the Fulani and Tukulur made Mali weak leading to its decline.
  - The army later became weak after the death of Mansa Musa and so Mali was no longer as secure as it was before leading to its decline.
  - Bankruptcy also led to Mali's decline because Mansa Musa carelessly gave free gold as gifts to his friends whenever he made pilgrimages to Mecca.
  - Mali's skills in iron working spread to neighboring parts of West Africa, so her enemies were also able to manufacture fighting tools which they used to attack Mali.
  - The growth of nationalism among the captured states that constantly demanded for independence. These states took advantage of the weak army and weak administration to break away from Mali.
- Conclusion:*

#### **Answer to question 4**

##### *Introduction:*

- Competition from Christianity
- There was a high population at the East African coast
- Association of Muslims with traders
- Competition with African traditional religion in the interior
- Lack of domestic support from the interior.
- Language barriers also prevented the Arabs from moving into the interior.
- Hostile tribes that existed in the interior forced the Arabs to be confined at the coast.
- There was a high concentration of trade along the coast e.g. the Indian ocean trade
- Fertile soils at the coast.
- Hospitality of the people at the coast
- Development of infrastructure at the coast
- Intermarriages between Africans and Arabs who came at the coast.
- Fresh waters that existed at the coast
- Poor transport means to penetrate the interior.
- Proximity of the East African coast and the Arab world. i.e. they were near each other
- Wild animals that existed in the interior prevented Arabs from moving into the interior.

##### *Conclusion:*

## Answer to question 5

### *Introduction:*

This was trade that was carried out between the coastal merchants and the interior of East Africa. It involved moving long distances from the interior to the coast. The trade developed around the first half of the 19<sup>th</sup> century (1850).

Main participants from the interior included the Nyamwezi, Akamba, Yao, Luo, Kikuyu, Khartoumers from the North of Sudan and the Baganda. They traded with the Arabs and Swahili from the coast. Reasons for the decline of this trade include:

- The death of prominent leaders like Mirambo , NyunguyaMawe and Muteesa I in 1884. They had been great trade organizers on top of exposing their people to trade opportunities with coastal traders.
- Scarcity and exhaustion of some trade items like ivory since many elephants had been hunted down. This made the trade to collapse.
- The industrial revolution made the acquisition of slaves useless since machines had replaced human labour. This made slaves as a trade item to lose market.
- The coming of missionaries and their persistent anti-slavery campaigns (they called it inhuman) made the trade to collapse.
- The colonization of East Africa led to the abolition of slave trade yet they were the most important item in the LDT.
- The construction of the railway line from the interior of East Africa to the coast made the slaves useless. They were no longer needed to transport goods since there was a faster means of transport.
- The introduction of legitimate trade (trade in natural products like coffee and cotton) provided an alternative to slave trade.
- The introduction and acquisition of guns by the majority of the interior tribes enabled them to organize and defend themselves against slave raids.
- The heavy taxes imposed on the coastal merchants by the interior chiefs also proved a problem. E.g NyunguyaMawe (a Nyamwezi chief) heavily taxed the Arabs making the trade unprofitable.
- The Ngoni invasion also disrupted the trade and made it collapse. The Tuta Ngoni who emerged after the death of Zwangendaba disrupted trade along the central route. (between Ujiji &Tabora)
- Communication was also a big problem because only a few people knew Swahili which was spoken by the people from the coast. Trade negotiations were therefore difficult.
- Hostile tribes like the Masai also made the trade difficult. They always attacked the traders who tries to operate in their area.
- Tropical diseases like Malaria, tsetse flies, claimed many traders' lives and that of the slaves yet the slaves were needed to carry trade items.
- Wild animals like lions attacked traders along the way until guns were introduced.

### *Conclusion:*

## **Answer to question 6**

### *Introduction:*

- To control the Nile Suez canal which was connecting to India.
- The River Nile was a blood life to Egypt
- Occupying Sudan made France to look for territories elsewhere (Fashoda Crisis)
- Occupying Uganda also necessitated the occupation of Kenya because it was leading the British to the East African coast.
- Financiers of the Suez Canal wanted to their government to occupy Egypt to guarantee repayment of the loan.
- Economic potentials increased European interest inspiring other countries to join the struggle to colonize Africa.
- Need for raw materials: since Africa was highly gifted with raw materials like cotton, coffee, timber, tea, sisal, copper etc, Europeans wanted to get these materials to use in their industries.
- The desire to get market for their finished goods. There was mass production in Europe and yet Europeans could not provide enough market for all the manufactured goods.
- Need to invest surplus capital; this was because some European countries had accumulated a lot of wealth and so they looked elsewhere to invest their surplus capital.
- Struggle for supremacy after the Italian and German unification forced Italy and German to join the race for the scramble and partition of Africa to prove their nationhood maturity.
- The desire to stop slave trade which had taken root in the TAST and the TST. This was by the missionaries who came to preach against slave trade but ended up supporting colonization.
- The need to civilize Africans. This was based on Charles Darwin's theory in which he argued that Europeans were a superior race whose responsibility was to teach civilization to Africans.
- Some Africans who resisted European rule forced Europeans to use force and military confrontation to colonize Africans in which they succeeded.
- The activities of King Leopold II of Belgium in Congo attracted other European countries to do the same in Africa.
- The Berlin conference of 1884-85 chaired by Bismarck. Its aim was to try and solve the conflicts amongst European countries' interests in Africa e.g. the Congo which was claimed by most European countries.

### *Conclusion:*

## **Answer to question 7**

*Introduction:* Collaborators were the local people (Africans) who welcomed and worked for the colonial government. These include: Kabaka Muteesa of Buganda, Lenana of the Masai, the Tante from Nigeria, the Hehe from Tanzania etc. Some Africans collaborated with the colonialists because:

- There was a constant threat to their independence from their neighbors. They hoped for superior military assistance so as to eliminate their traditional rivals. E.g Buganda vs Bunyoro.
- Some collaborated because they considered the white man to be superior, more experienced and better armed.
- Some collaborated because they had been attacked and weakened by natural calamities like jiggers, small pox, earthquakes, famine, long periods of drought, sleeping sickness etc.
- Some collaborated due to ignorance. They believed it was evil to fight visitors (Europeans) who would soon pack and go away.
- Some Africans were ignorant of the intentions of colonial agents and sometimes they were softened by bribes to sign treaties beyond their understanding.
- Due to the earlier influence of Christianity which preached brotherhood and oneness, some Africans collaborated.
- Some individuals collaborated to promote selfish interests or personal gains expecting rewards like clothes and guns. E.g. Semei Kakinguru of Buganda who wanted material gains from colonialists.
- Some collaborated because their rivals had resisted colonialism.
- Some collaborated because of the oppression from local rulers. They therefore saw colonialists as their saviors.
- Some collaborated because of the lack of the spirit of nationalism.
- Some Africans like the Masai collaborated because they were economically weak. They could not finance a war for a long time.

*Conclusion:*

## **Answer to question 8**

*Introduction:*

- Language barrier because Africa has a multiplicity of languages.
- Poor transport and communication as Africa did not have defined roads hence delaying their preaching.
- Tropical diseases like malaria, sleeping sickness also delayed the work of missionaries.
- Hostile tribes e.g. the Nandi Galla, Banyoro etc. who championed inter - tribal wars.
- Traditionalists and traditional rulers looked at missionaries as a threat to their beliefs and authority.



- Wild animals like lions, leopards which were many in Africa at the time also made their work difficult.
- They lacked enough supplies like food, water, clothing and medicine.
- They were few in number while the areas to be evangelized were large.
- They faced competition among different Christian groups e.g. Catholics and Protestants and Muslims.
- The killing of early Christian missionaries and converts e.g. in Buganda by King Mwanga also scared Africans to become Christians.
- They lacked enough funds.
- They faced harsh tropical climate.

*Conclusion:*

### **Answer to question 9**

*Introduction:* Samoure Toure was the leader of the Mandika Empire. He was France's most formidable resistor (opponent) in West Africa. He was born on 1830 and later became a trader and Muslim scholar. Some of his achievements included the following:

- He forged national unity and stability for his Empire.
- He mad Islam a state religion and it acted as a unifying factor
- He stressed the importance of education throughout his empire.
- He also got his Empire involved in trade.
- He divided his empire into provinces and cantons for easy administration.
- He created an outstanding army that gave the French headache for some time.
- He created an extensive Mandinka Empire and he encouraged diplomacy between his empire and other Empires.
- He put up strong resistance against the French for many years until he was finaaly defeated in 1898, exiled in Gabon and died in 1900.

*Conclusion:*

### **Answer to question 10**

*Introduction:*

- It stopped apartheid in South Africa.
- It helped African countries to get independence
- It promoted economic cooperation among African countries.
- It settled interstate conflicts among African countries.
- It helped in the resettlement of refuges.
- It organized financial assistance for African countries.
- It encouraged African nationalism and nationalists.

- It promoted education through science and research
- It helped to release prisoners of war like Nelson Mandela
- It promoted sovereignty of member states.
- It promoted international relations between African countries and the rest of the world.
- It helped to create jobs through setting up the African parliament and other organizations.
- It supported infrastructure development.
- It condemned coup d'états and promoted democracy.

*Conclusion:*