



30.7 HISTORY AND GOVERNMENT (311)

30.7.1 History and Government Paper 1 (311/1)

SECTION A: (24 Marks & 1 Mark)

1. Identify **one** branch in the study of History and Government of Kenya.
 - Social
 - Economic
 - Political

(Any 1 x 1 = 1 mark)

2. Apart from the Maasai, name **one** other Plains Nilotes found in Kenya.
 - Turkana
 - Samburu
 - Njemps
 - Iteso

(Any 1 x 1 = 1 mark)

3. What was the **main** economic activity of the Cushites in the pre-colonial period?
 - Pastoralism/livestock keeping

(Any 1 x 1 = 1 mark)

4. State **two** political functions of the council of elders among the Agikuyu during the colonial period.
 - To settle disputes/maintain law & order
 - To make laws for the community
 - To punish the law breakers/wrong doers/Final court of appeal.
 - To declare war/make peace.
 - To preside over religious functions

(Any 2 x 1 = 2 marks)

5. Name **two** groups that rivaled the Portuguese for the control of the Kenyan coast in the 16th century.
 - Egyptians
 - Turks
 - Arabs (Oman)
 - Persians
 - The British
 - Dutch/Holland
 - French

(Any 2 x 1 = 2 marks)

6. Identify **two** communities which resisted the British Occupation of Kenya.
 - Agiriama
 - Bukusu
 - Somali
 - Nandi

(Any 2 x 1 = 2 marks)

7. Give the **main** reason why poll tax was introduced in Kenya during the colonial period.
 - To force Africans to work on European settler farms.

(Any 1 x 1 = 1 mark)

8. Who was the chairman of the East African Association during the colonial period in Kenya?
 - Harry Thuku

(Any 1 x 1 = 1 mark)

9. Name the **first** African to be nominated to the Legislative Council in 1944 in Kenya.
- Eliud Mathu *(1 x 1 = 1 mark)*
10. Identify **two** methods used by Trade Unionists to demand for their rights during the colonial period.
- Strikes/riots
 - Boycotts
 - Go slows/sit-ins
 - Demonstrations
 - Petitions *(1 x 1 = 1 mark)*
11. State the **main** reason why the Second Lancaster House Conference was held in 1962.
- To come up with a constitution for independent Kenya. *(1x1 = 1 mark)*
12. State **two** roles played by the Kenya African Democratic Union in the struggle for independence in Kenya.
- It united the smaller communities in Kenya
 - It educated/mobilized Africans against colonial domination.
 - It pressed for the release of Jomo Kenyatta.
 - It participated in the drawing up of the independence constitutions. *(Any 2 x 1 = 2 marks)*
13. State **two** ways through which the government has encouraged the preservation of African culture through music and dance.
- Creation of the Ministry of Culture and Social Services
 - Allowing the various ethnic communities to perform at public gatherings.
 - Inclusion of music as a subject in the national curriculum/promoting music/drama festivals.
 - Development of Cultural Heritage Centres.
 - Allowing the media houses to play traditional music/dance. *(Any 2 x 1 = 2 marks)*
14. State **one** way through which the Minister for Local Government exercises control over Municipal Councils in Kenya.
- Regulates the issuing of grants
 - Monitor expenditure/auditing
 - Approves levies/taxes
 - Carries out general administrative & supervisory activities. *(Any 1 x1 = 1mark)*
15. Name the unit of the police department which is responsible for maintaining law and order at the Chief's office.
- The Administration Police *(1 x 1 = 1 mark)*
16. Who appoints the Head of the Civil Service in Kenya?
- The president. *(1 x1 = 1 mark)*

17. Identify **two** characteristics of African Socialism that promote national development in Kenya.

- Democracy
- Equal opportunities
- Respect for human dignity
- Mutual social responsibility.

(Any 2 x 1 = 2 marks)

SECTION B (45 marks)

18. (a) Give the evidence which shows that the early visitors reached the Kenyan coast before the 15th century.

- The Greeks and Chinese coins were found at the Kenyan coast.
- There are fragments of Chinese pottery which have been preserved.
- Documents that mention the presence of early visitors to the Kenya coast have been preserved.
- Presence of monuments constructed by the early visitors.

(Any 3 x 1 = 3 marks)

(b) Explain **six** results of the interaction between the people of Kenyan coast and the Arabs.

- Some African people living along the Kenya coast were converted to Islam
- The volume of trade increased between the interior and the coastal towns.
- Arabs introduced Islamic culture/architecture to the coastal people
- The Arabs introduced new crops which were later adopted by the coastal people.
- Demand for imported goods led to the decline of traditional industries.
- Some communities such as the Akamba resorted to long distance trade in search of commodities.
- There was an increase in population as many traders settled at the coast.
- The Arabs established city states/towns at the coast.
- The Islamic law and system of administration was introduced by Arabs at the coast.
- There was the development Kiswahili language as a result of the interaction between Arabs and coastal people.
- Intermarriage between Africans and Arabs led to emergence of Waswahili people

(Any 6 x 2 = 12 marks)

19. (a) Give **three** causes of Somali resistance to the British in Kenya during the 19th century?

- The Somali were opposed to the division of Somaliland into the British and Italian spheres of influence which separated the clans.
- They were opposed to punitive expeditions sent against them by the British.
- The Somali people being Muslims were opposed to being controlled by the British who were Christians.
- The British attempted to stop the Somali raiding activities against their neighbours.
- The Somali were against British Control of their pasture land and watering points.
- The British wanted the Somali to drop their nomadic way of life.

(Any 3 x 1 = 3 marks)

(b) Explain **six** negative effects of British Colonial rule on the people of Kenya.

- Colonial rule led to the loss of political independence.
- Creation of reserves for Africans led to the emergence of squatters.
- It led to the introduction of forced labour among the Africans.
- Led to the introduction of taxation on Kenyans.

- Creation of colonial boundaries split communities and affected their social cohesion/collapse of traditional industries.
- Africans in Kenya lost their land to European settlers leading to landlessness/Exploitation of natural resources.
- Colonial rule undermined African Cultural practices.
- It destroyed traditional African political systems replacing them with appointed leaders.
- Introduced segregation/colour bar which created divisions among Kenyans.
- Led to introduction of Kipande System.

(Any 6 x 2 = 12 marks)

20. (a) Why did the colonial government deny the African the right to grow cash crops in Kenya before 1954?

- Africans were expected to provide labour on settler farms.
- European settlers did not want to compete with Africans in cash crops growing.
- The settlers claimed that Africans did not have knowledge of growing cash crops as this would lead to low quality products.
- They feared that crop diseases would spread from African farms to settler plantations.
- European Settlers claimed that African farmers would produce low quality crops due to inadequate resources.

(Any 3 x 1 = 3 marks)

(b) Explain **six** problems faced by Africans in urban centres during the colonial period in Kenya

- There were inadequate housing facilities to meet the demand of the people.
- The Social Services provided to the Africans were inadequate and of poor quality
- Increased population in urban centres led to serious water shortages.
- Lack of planning of housing led to poor drainage and sanitation facilities.
- Establishment of industries in urban centres led to pollution of the environment which affected the health of the inhabitants.
- There were many unemployed people who got involved in social vices/crimes.
- Overcrowding especially in slums/shanties led to the outbreak of diseases.
- Inadequacy in housing led to the development of shanties/slums.
- Africans working in urban centres received low wages which affected their standard of living/Africans were subjected to racial discrimination.

(Any 6 x 2 = 12 marks)

21. (a) Give **three** reasons for the coming of European Christian Missionaries to Kenya in the 19th Century.

- To spread Christianity
- Some came to spread western culture
- They came to stop slave trade/establish legitimate trade
- To explore/gain geographical knowledge of Kenya.
- To counter the spread of Islam.

(Any 3 x 1 = 3 marks)

(b) Explain **six** factors that hindered the work of early Christian missionaries in Kenya.

- Lack of knowledge of local languages made it difficult for missionaries to spread Christianity.
- Tropical diseases led to ill-health/death of the missionaries slowing down their work.
- Lack of transport and communication facilities limited their movement into the interior.
- There was opposition from Muslims who were already established at the Kenyan coast.

- Lack of security led to loss of their property.
 - Lack of support from the Africans due to Missionaries interference with traditional African cultural practices.
 - They had inadequate funds to maintain/sustain their activities.
 - They faced hostility from slave traders/raiders because of condemning the practice.
 - They were few in number compared to the vast population of Africans to be converted.
 - Lack of the geographical knowledge of the area which made them look for guides.
 - There was inter-denominational rivalry between the catholics and the protestants.
- (6 x 2 = 12 marks)*

SECTION C (30 MARKS)

22. (a) Identify five elements of good citizenship in Kenya.

- Respect for other people/their property.
- Obedience to the laws of the country.
- Participation in development projects.
- Participation in the democratic/electoral processes
- Being loyal/patriotic to ones country.
- Practicing integrity/honesty when performing duties.
- Reporting law-breakers to the authorities
- Efficient use of national resources.

(Any 5 x 1 = 5 marks)

(b) Explain five ways in which the Harambee philosophy has promoted the development of education in Kenya since independence..

- Many education institutions have been constructed using funds raised through harambee effort. Thus enabling many children to attend school.
- Many students have been assisted to pay school fees/pursue further studies thus enabling the needy to go on with learning.
- Physical facilities have been constructed/improved through harambee. This enables learning in a conducive environment.
- Teaching/learning materials have been purchased/donated to schools to improve the quality of education;
- Additional staff/workers in schools have been paid through harambee contributions by the parents to offset the inadequacy.
- Through the Harambee spirit co-curricular activities have been supported by well wishers thus helping the learners to exploit their talents.
- School furniture has been bought through harambee effort thus making learning/teaching comfortable.
- Parents have contributed funds to supplement the governments school feeding programme thus improving enrolment/retention.

(Any 5 x 2 = 10 marks.)

23. (a) What is the importance of the rule of Law in Kenya?

- It protects rights of individuals/groups
- It spells out rules of conduct/responsibilities among people
- It promotes fairness in the administration of Justice/equality before the law.
- It crates peace and order in society.
- It gives direction on what is right or wrong.

(Any 3 x 1 = 3 marks)

(b) Describe six functions of the High Court of Kenya.

- To hear cases that cannot be heard by the lower courts
- It listens to appeals from the lower courts when the parties involved are

- not satisfied.
- It corrects/amends irregularities in decisions made by lower courts.
- It hears cases that carry death sentences/involve large sums of money
- it deals with cases involving land/succession disputes.
- It deals with disputes that take place outside Kenya's territorial waters/maritime
- It hears appeals from decisions made by professional disciplinary tribunals involving advocates of the High Court and other members of the profession.
- It acts as a Constitutional Court by determining whether a case brought before it is constitutional or unconstitutional.
- It listens to appeals from special courts when the parties are not satisfied with the decisions made.
- It hears election petition cases
- It exercises divorce jurisdiction in matrimonial matters.
- It hears appeals from tribunals e.g. Rent Restrictions & Business Premises, Rents tribunal.

24. (a) State **five** reasons that may lead to a presidential by-election in Kenya.

- President's election may be nullified by court due to election offences.
- The serving president may die while in power.
- The president may resign
- If the president becomes physically/mentally incapacitated
- Parliament may pass a vote of no confidence in the president/government.
- If the serving president deserts/defects from the party that sponsored her/him to parliament.
- If the serving president ceases to be a Kenyan citizen.

(Any 5 x 1 = 5 marks)

(b) Explain five functions of the speaker of the National Assembly in Kenya.

- Chairs Parliamentary sessions during which he invites Members of Parliament to contribute to motion/debates.
- He maintains order by enforcing standing orders/rules
- He gives permission to members who wish to be absent for eight consecutive sittings.
- Swears in members of Parliament after elections before they can participate in proceedings.
- He is in charge of the general administration of the National Assembly.
- He chairs the standing order committee which interprets the standing orders of the National Assembly.
- He declares parliamentary seats vacant in order to pave way for general and by elections.
- He receives and accepts letters of resignation from members of parliament who have left/defected to other parties.
- He chairs the Parliamentary service commission which looks after the welfare of the members.
- He represents parliament in international for dealing with matters of common interest.

(Any 5 x 2 = 10 marks)

30.7.2 History Paper 2 (311/2)

SECTION A (25 marks)

1. Name **two** types of written materials used by historians as a source of history and government.
 - Books/charts/maps/manuscripts/painting/drawings/scrolls/stone
 - tablets/clay tablets.
 - Newspapers/magazines.
 - Diaries/biographies.
 - Journals/periodicals.

- (v) Official government records. *(Any 2x1 = 2 marks)*
2. State **two** ways in which the early man obtained food.
- Hunting.
 - Gathering.
 - Growing crops/farming.
 - Livestock keeping/rearing animals.
 - (v) Fishing. *(Any 2x1 = 2 marks)*
3. State Charles Darwins theory of evolution.
Simple life forms gradually develop into higher forms of life over millions of years. *(1 x 1 = 1 mark)*
4. Identify the greatest contribution of Michael Faraday in the field of science.
He invented electricity. *(1 x 1 = 1 mark)*
5. Give the main use of steam power during industrial revolution in Europe.
Driving engines/machines in industries. *(1 x 1 = 1 mark)*
6. State **two** disadvantages of using wood as a source of energy.
- Wood is affected by rain.
 - It produces smoke/choking/pollutes the air/soot.
 - Leads to deforestation/scarcity of wood.
 - (iv) It is cumbersome to use/bulky. *(Any 2 x 1 = 2 marks)*
7. Give **two** means of water transport used during the ancient time.
- Sailing boats/Oar driven boats.
 - Rafts/logs.
 - Canoes.
 - (iv) Sailing ships/Dhows. *(Any 2 x 1 = 2 marks)*
8. State **two** advantages of the use of money over barter as a medium of exchange.
- Money is lighter to transport than goods.
 - Money is easily divisible into smaller units than the actual goods.
 - Money is convertible into electronic devices for payment unlike goods.
 - In barter trade, one cannot determine the actual value of the goods transacted/money is used to determine actual value.
 - Money can be stored for a longer period. *(Any 2 x 1 = 2 marks)*
9. Give **two** reasons why the early urban centres in ancient Egypt developed in the Nile Valley.
- Water from the river was used for transportation.
 - Water from the river was used for domestic use/industrial use.
 - Nile Valley contained fertile soil for farming/availability of food.
 - Nile Valley had cool temperatures which encouraged settlement.
 - (v) Vegetation along the river provided building materials. *(Any 2 x 1 = 2 marks)*
10. State **two** economic activities of the Shona during the pre-colonial period.
- They grew crops/agriculture.
 - They kept livestock.
 - They traded with Arabs and Swahili traders/took part in long distance trade/trade.

- They hunted elephants for ivory.
- They were iron workers/blacksmiths.
- They made clothes from wild cotton/bark fibers.
- They mined gold.
- They were fishermen.
- Gathered/Gathering.
- Pottery/Basketry/Carving

(Any 2 x 1 = 2 marks)

11. Define the term 'sphere of influence' as used by the European powers in Berlin Conference of 1884 and 1885.
Parts of Africa claimed by different European powers in-order to safeguard their Socio-economic and political interests.

(1 x 1 = 1 mark)

12. Identify **one** political reform introduced by President Fredrik de Klerk that led to the achievement of black majority rule in South Africa.

- He released all the political prisoners
- Repeated apartheid laws e.g pass laws.
- Allowed Africans to join political parties/participation in elections.

(Any 1 x 1 = 1 mark)

13. Give **one** way in which the policy of "nationalism" slowed down economic development in Tanzania during the reign of Julius Nyerere.

- Many Tanzanians developed a negative attitude to work/relied on government support.
- Most foreign investors withdraw form the country.
- Some industries collapsed.

(Any 1 x 1 = 1 mark)

14. Name the organ of the United Nations organization that promotes justice in the world.
The International Court of Justice.

(1 x 1 = 1 mark)

15. Identify **one** superpower that was involved in the cold war.

- United States of America. (USA)
- Union of Soviet Socialist Republics (USSR)

(Any 1 x 1 = 1 mark)

16. Name **two** English speaking member countries of the Economic Community of West Africa States. (ECOWAS).

- Liberia.
- Gambia.
- Ghana.
- Nigeria.
- (v) Sierra Leone.

(Any 2 x 1 = 2 marks)

17. Identify **one** House of the Congress in the United States of America.

- The House of Representatives.
- The Senate.

(Any 1 x 1 = 1 mark)

SECTION B (45 marks)

18. (a) Give **three** stages in the evolution of man before Homo Erectus.

- Aegyptopithecus/Egyptian ape.
- Dryopithecus Africanus/Proconsul/Woodland ape.
- Kenyapithecus/Ramapithecus/Kenyan ape/Asian ape.

- Australopithecus/Zinjathropus/Man ape/Southern ape/Nut cracker.
- Homo habilis/Handy man/Practical man.

Note: Any order of responses earns marks.

(Any 3 x 1 = 3 marks)

(b) Describe **six** ways in which the discovery of fire by Early Man improved his way of life.

- The fire was used to roast/cook food thus he stopped eating raw food
- Fire was used to provide warmth at night when it was cold.
- Fire was used to provide light in the dwelling/sites/caves.
- Fire improved hunting as man could use it to push animals to confined areas thus kill them easily.
- Fire was used to frighten animals from man's dwelling places thus improved security.
- Sharpening tools/Tool making was improved through the use of fire to harden tips of tools.
- Communication between people living at different places was made possible by the use of fire and smoke signals.
- Early man preserved food by drying it over the fire.
- Fire enabled man to harden pottery which was used for storage/cooking/trade.

(Any 6 x 2 = 12 marks)

19. (a) Identify **three** ways in which water was used in industries during the 18th century.

- To turn waterwheels/grinding stones in flour mills.
- To wash/clean the machines/maintain cleanliness.
- To cool the machines.
- To turn spinning machines in textile industries.
- To produce steam power to drive machines.

(Any 3 x 1 = 3 marks)

(b) Explain **six** social effects of the industrial revolution in Europe during the 18th Century.

- Many people migrated to towns to look for jobs leading to overcrowding.
- Increased population in towns led to shortage of houses thereby resulting to the development of slums.
- There was poor sanitation which made many people to suffer from various diseases.
- The factories emitted pollutants into the air, water and land thus affecting peoples health.
- Those who did not secure employment in the industrial town engaged in crime and other social evils.
- Industrial revolution led to social stratification where the poor were discriminated by the rich.
- Women and children were exploited because they worked for long hours.
- Trade Unions developed in order to fight for the rights of industrial workers/to settle industrial disputes.
- Due to long working schedules, some industrial workers neglected their homes leading to family breakups.

(Any 6 x 2 = 12 marks)

20. (a) Identify the **three** methods used by the French to acquire colonies in West Africa.

- Signed treaties with the African rulers/used diplomacy.
- Played off one community against the other/divide and rule/treachery.
- Used force to conquer the African/military expeditions.

(Any 3 x 1 = 3 marks)

(b) Explain **six** factors that led to the defeat of Samori Toure by the French.

- The constant movements of his army and people denied them time to concentrate on gainful activities. This resulted to inadequate food supplies.

- The scorched earth policy that he used when fighting made his people to be impoverished and thus turned against him.
- Some African communities in the area supported the French against Samori Toure e.g Tiaba of Sikasso & Ahmed Sekour of Tokolor.
- The diplomatic tactics of playing off the British against the French worked against him as the British refused to give him support when attacked by the French.
- The determination by the French to establish an overseas empire made them to use their superior weapons on Samori Toure.
- The non-Mandinka and non-Muslim communities in his empire supported the French against him because he had conquered/mistreated them.
- The British refused to support Samori Toure against the French due to their policy of non-interference.
- The French besieged Samori Capital/blocking his retreat thereby forcing him to surrender.
- The establishment of the second empire from the East denied him access to the Coast thus affecting constant supply of arms.
- The loss of Bure Gold mines denied him finances to sustain his forces.

(Any 6 x 2 = 12 marks)

21. (a) Give **three** reasons why it took long for Mozambique to achieve independence from Portugal.

- Portugal was reluctant to part with the economic wealth of Mozambique.
- Portugal was ruled by Kings who had no regard for human rights/brutal.
- Portugal regarded Mozambique as one of its provinces and not a colony.
- Portugal had succeeded in suppressing revolts by Africans before Nationalism took root in Mozambique.
- Lack of unity among Africans until 1940's.
- Illiteracy among Africans in Mozambique.

(Any 3 x 1 = 3 marks)

(b) Explain **six** factors that favoured the success of FRELIMO nationalists during their struggle for independence in Mozambique.

- Use of guerilla tactics to attack the Portuguese from different parts of the country strained colonial resources.
- The local population was recruited in the army which out numbered the Portuguese forces.
- Mozambique was highly forested thus provided good cover for the guerrilla fighters from Portuguese war planes.
- Frelimo fighters were working on familiar ground terrain.
- The Frelimo nationalists cultivated their own food thus being self sufficient in food supplies.
- The nationalists were aided financially, materially and morally by communist countries which enabled them to continue with the struggle.
- Support by the Organization of African Unity (OAU) inspired the nationalists to keep on the struggle.
- The practice of Frelimo of setting up administrative structures in Liberated areas encouraged the Africans in Mozambique to support the struggle.
- The recognition of the role of women helped the nationalist to mobilize the communities to support the struggle.
- Elimination of ethnic differences appealed to all the Mozambicans to join in the common cause/ they were united/Use of Portuguese Language.
- The Frelimo leaders were well organized/co-ordinated the struggle effectively.
- Frelimo fighters received constant flow of information about movement of Portuguese troops.

(Any 6 x 2 = 12 marks)

SECTION C (30 marks)

22. (a) List **three** European countries that formed the Tripple Alliance before the outbreak of the First World War.
- Germany
 - Austria-Hungary
 - Italy
 - Romania
- (Any 3 x 1 = 3 marks)*
- (b) Describe **six** functions of the General Assembly of the United Nations (U.N).
- The General Assembly liaises with the security Council in making recommendations on maintenance of peace /security.
 - Discusses issues relating to international peace and security.
 - It elects jointly with the Security Council, the judges of the International Court of Justice/appoints the Secretary General.
 - It receives/acts on report from Security Council and other U.N. organs.
 - It approves U.N. budget/apportions the amounts of contribution to be paid by each member state.
 - It admits new/suspends/dismiss member states from the U.N. with the recommendations of the Security Council.
 - It elects non-permanent members of the Security/Economic and Social Councils.
 - It promotes international cooperation in Political/Economic/Social fields.
 - It promotes the development/codification of international law.
 - It facilitates the realization of human rights/fundamental freedoms.
 - It promotes higher/better standards of living among nations.
- (Any 6 x 2 = 12 marks)*
23. (a) State **five** characteristics of the Commonwealth member states.
- Members of the Commonwealth use English as the official language of communication.
 - Members appreciate each others cultural values.
 - Member countries co-operate in the field of education/Similar education System.
 - They recognize the Queen/King of England as the head of Commonwealth.
 - Member countries have similar government institutions/parliamentary system/ judiciary/civil service/military.
 - They participate in Commonwealth games.
 - They have economic ties/the rich nations assist the poor ones with economic/technical aid.
- (Any 5 x 1 = 5 marks)*
- (b) Explain **five** challenges facing Commonwealth.
- The Commonwealth is dominated by the developed nations. This undermines policies/decisions made by the less developed members.
 - Lacks adequate funds to finance its operations since most of the members are form the less developed countries.
 - Political instability/civil wars in many member countries in Africa and Asia has affected the performance of the association in promoting peace/good governance.
 - Members of the Commonwealth have a divided loyalty/lack commitment due to their involvement in other organizations.
 - Members of the Commonwealth withdraw their membership at will and hence affect smooth operation of the club.
 - Ideological differences between the member countries/capitalism/ communism make it difficult for the members to speak with one voice on matters of international concern.
 - Personality differences between heads of states/governments have negativity affected the association.

- The association lacks an executive authority to enforce its decisions/has no standing army.
- The need to correct colonial injustices has created misunderstandings among the members thus making it difficult for it to effectively implement its plan.
- Racial discrimination reflected by lack of free movement/restricted visa rules adopted by some countries has undermined social cohesion.
- Some member countries put their national interest before those of the association thus making it difficult for the association to achieve its objectives.

(Any 5 x 2 = 10 marks)

24. (a) State **three** ways in which a person can become a member of Parliament of Britain.

- Election of the member to the house of commons.
- Nomination of the person by the Monarch.
- Through inheritance to the house of Lords.
- By virtue of office.
- By appointment due to outstanding performance.

(Any 3 x 1 = 3 marks)

(b) Describe **six** duties of the Monarch in Britain.

- The Monarch approves/assents bills before they become laws.
- The Monarch approves all appointments to important state offices.
- The Monarch is involved in enacting treaties between government and other countries in relation to foreign policy.
- The Monarch summons/prorogues/dissolves parliament in consultation with the Prime Minister.
- The Monarch gives consent to all cabinet appointments.
- The Monarch has powers to pardon people who have been accused of committing various offences.
- The Monarch appoints bishops/archbishops of the Church of England.
- The Monarch advises/counsels the government.
- The Monarch confers honours to persons who have rendered distinguished/outstanding service to the state.
- The Monarch is the Commander-in-Chief of the armed forces.

(Any 6 x 2 = 12 marks)