

K.C.S.E HISTORY & GOVERNMENT PAPER 1 2001

1. State two ways in which the Nandi and the Abaluyia communities interacted during the pre- colonial period.
 - (i) Through trade
 - (ii) Through wars/ raids
 - (iii) Through sporting activities
 - (vi) Through intermarriage

Any 2 points, 1 mark (2 mks)
2. One reason why the Mijikenda community migrated from their settlement at Shangwaya during the Pre- colonial period.
 - (i) Invasion of the settlement by the incoming cushites
 - (ii) Internal conflicts
 - (iii) Outbreak of epidemic
 - (iv) Insecurity in the area
 - (v) search for pasture

Any 1 point, 1 mark (1 mk)
3. Give two reasons why the council of elders among the Ameru was important before the establishment of colonial rule.
 - (i) It solved disputes in the community
 - (ii) It mediated in disputes involving the Meru and their neighbours
 - (iii) It ensured the safe custody of the community's history, traditions and values/ heritage.
 - (iv) It sanctioned wars
 - (v) Acted as ritual leaders
 - (vi) Guidance of counseling community members
 - (vii) Kept law and order.

Any 2 points, 1 mark (2 mks)
4. The main significance of circumcision in some African traditional societies in Kenya.
 - (i) It marked the end of childhood and the beginning of adulthood (1 mk)
5. Identify two factors that led the spread of Islam along the Kenyan coast by sixteenth century.
 - (i) Trading activities between the Arabs and the local communities
 - (ii) Intermarriage between the local communities and the Arabs
 - (iii) Settlements of Arab traders along the coast.

(any 2 points, 1 mark (2 mks)
6. Give one reason why Seyyid Said took direct control of the settlement along the coast of Kenya in 1806.
 - (i) To ensure revenue from taxes was remitted to Oman
 - (ii) To prevent the rulers/ governors of the coastal settlements form declaring themselves independent.
 - (iii) Maximum economic control
 - (iv) Control Indian Ocean trade (Any 1 point , 1 mark) (1 mk)

7. Two ways in which the Maasai benefited from their collaboration with the British.
- (i) The British supported Lenana against Sendayo in the 1894 succession dispute.
 - (ii) The Maasai were protected against raids by their neighbours
 - (iii) Maasai leader (Lenana) was made a paramount chief.
 - (iv) Maasai were rewarded with cattle acquired from unco-operative peoples e.g. the Nandi and Agikuyu.
 - (v) Employed as missionaries
- (Any 2 points, 1 mark (2 mk))
8. State two ways in which the colonial government acquired land for the European settlers in Kenya.
- (i) By alienating African land through signing treaties
 - (ii) By forceful occupation of African land
 - (iii) Through legislation that allowed Europeans to buy/ lease land
 - (iv) Land bought cheaply by the Europeans
- (Any 2 points, 1 mark (2 marks))
9. Give two contributions of the independent schools in Kenya during the colonial period.
- (i) Created more educational opportunities for Africans
 - (ii) Provided job opportunities to Africans
 - (iii) Preserved African cultural heritage
 - (iv) Nurtured nationalistic activities
- (Any 2 points, 1 mark (2 marks))
10. Two duties of the British Governor in Kenya during the colonial period
- (i) Represented the British government/ answerable to the British government
 - (ii) Overall in charge of colony
 - (iii) Adjusted some cases
 - (iv) Supervised the provincial administration
 - (v) Gave assent to bills before they became law
 - (vi) Appointing administrators
- (Any 2 points, 1 mark (2 mks))
11. Give two ways in which the trade union movement contributed to nationalist struggle in Kenya.
- (i) Mobilizing workers to stage civil disobedience
 - (ii) Strikes and boycotts
 - (iii) Educating workers on their rights
 - (iv) Giving financial support to political parties
 - (v) Creating political awareness among workers
- (Any 2 points, 1 mark (2 marks))
12. State one reason why the 1975 elections are important in the History of Kenya.
- (i) Eight African representatives were elected to parliament for the first time to represent the eight constituencies (provinces) more African representatives.
- (Any 1 point, 1 mk)

13. What is the major political change that was introduced during the Limuru conference of 1966?
- (i) Creation of eight party vice- presidents for the eight provinces/ removal of one national party vice- president.
- (Any 1 point, 1 mk
14. Identify one achievement of the District Focus for Rural Development strategy.
- (i) It has promoted participation of local communities in their own development
- (ii) It has helped to focus local developmental needs in the planning process
- (iii) It has facilitated effective utilization of local resources.
- (Any 1 point, 1 mark (1mk)
15. Which organization is responsible for the co-ordination of parliamentary elections in Kenya?
- (i) Electoral Commission of Kenya (any 1 point, 1 mark)
16. Identify the main reason why suspected criminals are tried in a court of law.
- i) To allow suspected criminals the right to free and fair trial/be proved guilty or not . (Any 1 point, 1mk (1mk)
17. Give one function of the prisons department in Kenya
- i) To rehabilitate convicted criminals
- ii) To separate criminals from law abiding citizens/to detain
- iii) To teach criminals alternative trade/skills
- iv) to punish unlawful behavior/ crime/ disipline
- v) To discourage criminal activities in society.

SECTION B (45 MARKS)

18. a) Why did Christian missionaries come to Kenya in the nineteenth century?
- (i) To spread Christianity
- (ii) To help abolish the slave trade
- (iii) To explore the region
- (iv) To spread western civilization
- (v) Promote legitimate trade
- (vi) Educate Africans
- (Any 5 points, 1 mark (5 mks)
- (b) State six results of the coming of Christian missionaries to Kenya.
- i) Christian missionaries converted Africans to Christianity.
- ii) They built school where Africans were taught to read and write
- iii) They built hospitals which helped to improve the health standards of the people.
- iv) They introduced new crops and new farming methods.
- v) They introduced new vocational skills e.g carpentry and masonry
- vi) Translated the Bible into local languages
- vii) Drew map of the interior of the great Lakes region which inspired many explorers to come to Africa /opened the interior.
- viii) Influenced their governments to take interest in the region which later led to colonization.
- ix) Undermined authority of African leaders.

- x) Introduced the western culture which undermined African culture.
- xi) They wrote the first Kiswahili dictionary and grammar book.
- xii) Established settlements for freed slaves and gave security to destitute.
- xiii) Helped in improving transport system by developing roads connecting their stations.
- xiv) Promoted disunity among people of different denominations and non Christians Vs Christian.

(any 6 point 2 marks (10mks))

19. (a) State five factors that led to the migration of the Iteso from their original home in the Lake Turkana region to their present homeland.
- i) Population increase in the area forced them to search for more land for settlement.
 - ii) Internal conflicts and feuds created a sense of insecurity and made some clans/communities to migrate.
 - iii) Drought and famine caused suffering and made people to migrate.
 - iv) Outbreak of cattle diseases and epidemics.
 - v) Invasion and attacks of their settlements by their neighbours.
 - vi) Search for pasture and water for their animals.
 - iii) Desire for adventure.

(Any 5 points, 1 mark (5 marks))

- (b) Explain five effects of migration and settlement of the Iteso in Kenya
- i) The settlement of the Iteso in their present homeland led to increase in population in the area.
 - ii) It intensified conflicts between communities in the area over limited resources.
 - iii) It led to intermarriage between the Iteso and the communities they found in the area such as the Abaluyia.
 - iv) Culture interaction between the Iteso and the communities they found in the area gave rise to enriched culture.
 - v) It led to the displacement of some communities from the area e.g. the Maasai, Luhya and some Kalenjin communities.
 - vi) They assimilated some of the communities living in the area.
 - vii) Their settlement enhanced trade between different communities in the area.
 - viii) The Iteso adopted agriculture as a result of interacting with other communities in the area.

(Any 5 points, 2 marks (10 marks))

20. (a) State five common characteristics of the political parties which were formed in Kenya after 1945.
- (i) The political parties had a national outlook as members were drawn from different ethnic groups.
 - (ii) The main objective was to fight for independence/ self rule
 - (iii) They were led by the educated elite
 - (iv) They demanded for fair taxation for Africans

- (v) Demanded improved conditions for Africans workers/ welfare
- (vi) Demanded the return of alienated land.

(Any 5 points, 1 mark (5 mks))

(b)

Five roles of the political parties in the struggle for independence in Kenya between 1945 and 1963.

- i) The political parties united freedom fighters/nationalists in their struggle against colonial rule.
- ii) They prepared nationalists who were to take over the leadership at independence.
- iii) The parties mobilized mass supports for African nationalists in their struggle
- iv) They gave moral and material support to the Mau Mau freedom fighters.
- v) They presented the grievances of the Africans in international fora and created awareness on the needs of the Africans.
- vi) They pressurized for constitutional changes from the British colonial office to enhance attainment of independence.
- vii) They created awareness among the Africans on their rights and the need to fight for independence.
- viii) They participated in developing the independence constitution/Lancaster house conference.
- ix) they pressurized for the release of the detained nationalists

(Any 5 points, 2 marks (10 marks))

21. (a) In what five ways has the government attempted to preserve cultural heritage in Kenya since independence?
- i) The government has incorporated some aspects of cultural studies in the school.
 - (ii) It has promoted competition between schools and other institutions of learning on cultural issues such as Music festival.
 - (iii) It encouraged intermarriage between different ethnic groups.
 - (iv) It encourages people to settle and own property in any part of the country.
 - v) It has established and maintained centers which preserve cultural heritage of different communities e.g. the Museums, Bomas of Kenyan and national archives, media programmes on culture.
 - vi) It has established learning institutions where people from different communities interact.
 - vii) It has allowed freed of worship which provide for integration of African religious heritage.
 - viii) It has allowed freedom of worship which provides for integration of African religious heritage.
 - ix) Ministry in charge of culture.

(Any 5 points, 1 mark (5 marks))

- (b) The role which the co-operative movement has played in promoting national development in Kenya since 1963.
- (i) Co-operatives have enabled workers to save and invest their earnings/loans

- (ii) Some co-operatives assist members to market their produce e.g coffee, tea and sugarcane farmers.
 - (iii) They create employment opportunities for people
 - (iv) They educate the members on investment strategies which enhance their participation in national development.
 - (v) The government derives income from the co-operatives in form of taxes and shares.
 - (vi) Co-operatives assist members to acquire property to enhance their economic well being e.g. land.
 - (vii) Co-operatives provide dividends to members which enhance their economic status.
 - (viii) Co-operatives banks
 - (ix) Developing infrastructure e.g. roads/storage facilities.
- (Any 5 points, 2 marks) (10 marks)

SECTION C

22. (a) Describe the composition of parliament in Kenya
- (i) Parliament is made up of elected members representing various constituencies.
 - (ii) It is made up of nominated members who are nominated by the president to represent special national interests.
 - (iii) It is made up ex-official members such as the attorney General and the speaker who are members by virtue of their offices.
- (Any 3 points, 1 mark (3 mks))
- (b) Explain six functions of the speaker of the National assembly in Kenya
- (i) The speaker is in charge of the debates in the National assembly during sessions.
 - (ii) In-charge of all parliamentary affair/receiving guests.
 - (iii) The speaker guides the debate /proceedings and chooses which members to speak at a time
- (Any 3 points, 1 mk (3mks))
- (iv) Organizes the order of debate/proceedings and chooses which members to speak at a time
 - (v) Ensures that members observe and adhere to the rules of the House and reprimands those who violate them.
 - (vi) Disciplines members who act irresponsibly during parliamentary debates.
 - (vii) Presides over the swearing of members of parliament at the start of each parliament.
 - (ix) Receives all bills, motion and parliamentary questions intended for tabling and discussion.
 - (x) Ensures friendly atmosphere during the debates by preventing personal attacks in the House/maintains law and order
 - (xi) Ensures that only relevant issues are deliberated on in the House.
 - (xii) Declares a seat vacant when a M.P. dies or resigns.
- (Any 6 points 2 marks (12 mks))

23. (a) Describe the functions of the police force in Kenya.
- (i) Maintaining law and order in the country
 - (ii) Investigating crimes
 - (iii) Enhancing state security
 - (iv) Displaying during official functions.
 - (v) Providing security to travelers in emergency, remote insecure areas
 - (vi) Detecting and preventing of crime
 - (vii) Arresting suspected criminals in law courts.
 - (viii) Prosecuting suspected criminals in law courts.
 - (ix) Collecting and analyzing intelligence information and documents to fight crime.
 - (x) Controlling the flow of traffic.
 - (xi) Inspecting vehicles
 - (xii) Monitoring incoming and outgoing traffic at border points
 - (xiii) Co-operating with the Interpol to deal with international crime
 - (xiv) Assessing trainee drivers for incensing

(Any 7 points, 1 mark (7 mks))

- (b) What factors hinder the Kenya Police from performing their duties effectively?
- (i) Lack of motivation/ low morale/ apathy
 - (ii) Reluctance by the public to volunteer vital information/inadequate public support.
 - (iii) Poor public relations between police officers and the people
 - (iv) Inadequate facilities such as vehicles/ modern technology
 - (v) Dangerous working condition/ insecurity
 - (vi) Political interference
 - (vii) Corruption/bribery
 - (viii) Lack of regular in-service training to enable police officers cope with emerging issues.
 - (ix) Widespread incidents of lawlessness/ crime
 - (x) High concentration of population in some area such as slums in urban centres.
 - (xi) Drug abuse by police officers
 - (xii) Corrupt court systems
 - (xiii) Low entry standards to the police force
 - (xiv) Poor working conditions e.g. Housing /remunerations.
24. (a) what are the stages through which a Bill passes before it becomes law in Kenya?
- (i) The Bill is drafted by the Attorney General and present to parliament for discussion/private members bill.
 - (ii) The bill is presented for the first reading by either the Attorney General or a minister concerned. The members of parliament are expected to familiarize themselves with the bill as well as approve it.
 - (iii) The bill is presented for the second reading in parliament. It is debated upon in details. It can be either accepted or rejected.

- (iv) The bill is then taken through the committee stage with the objective of making improvements on it.
- (v) The bill is then taken through report stage for members of parliament to ascertain that the suggestions were accurately effected.
- (vi) The bill is taken to the president for his assent after which it becomes law and is then gazetted.

(Any 5 points, 1 mk (5 mks)

- (b) Explain five factors that promote national unity in Kenya.
 - (i) The constitution provides for equality of all Kenyan before the law
 - (ii) Most/all public schools in Kenya follow the same curriculum whose content emphasizes national cohesion.
 - (iii) The government attempts to provide social amenities to Kenyans without bias/equitable distribution of resources/sports and games.
 - (iv) The government encourages social, economic interaction among Kenyans e.g. marriage, worship and trade.
 - (v) The use of Kiswahili as the official language enables Kenyans to interact freely.
 - (vi) The national anthem an identity/loyalty pledge
 - (vii) The existence of the national flag symbolizes national unity/ coat of arms.
 - (viii) The constitution provides for one president who is both head of state ad government.
 - (ix) Urbanization promotes socialization and co-existence among Kenyans

Any 5 points, 2 marks each (10mks)

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Any 5 points, 2 mks each (10 maks)

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1. **What is oral tradition as a source of History?**
 - (i) Oral tradition as a source of History involves the study of historical information based on what has been handed down from one generation to another by word of mouth/ verbally. (1mk)
2. **State the main function of the Golden Stool in the Asante Empire during the pre-colonial period.**
 - (i) The Golden stool bound together all the Asante states. It was a symbol of Asante unity. (1mrk)
3. **State two uses of bronze in early Egypt.**
 - (i) To cast the statues of the pharaohs.
 - (ii) To make special tools for cutting and shaping huge stones for making pyramids.
 - (iii) Make tools such as hoes, blades, chisels and adzes were made from bronze
 - (iv) Make weapons such as swords, daggers, axes and spears
 - (v) Make items for decoration (Any 1 point, 1 mk (1 mk))
4. **Identify one way in which invention of the wheel promoted early transport.**
 - (i) It facilitated travel over long distances
 - (ii) It eased transportation of heavy loads
 - (iii) It facilitated speedy transportation of people/goods
 - (iv) It enhanced the movement of soldiers during battles.

(Any 1 point, 1mk (1mk))
5. **State two results of the translation of the Bible into different European languages during the sixteenth century.**
 - (i) Enabled more people to read and understand the bible in more languages
 - (ii) Facilitated the spread for Christianity
 - (iii) Led to the reformation of the catholic church/counter reformation
 - (iv) The Bible became more accessible to people/production of many bibles
 - (v) Led people to question/criticize the teaching of the catholic church/led split of church more Protestants.

(Any 2 points, 1 mk (2mks))
6. **Identify the main reason why Egyptian buried the dead with their belongings.**
 - (i) The dead were buried with their belonging because they would use them in the next world/they believed in life after death. (1mk)
7. **Give two ways in which Islam spread to Africa in the 19th Century.**
 - i) Trading activities
 - ii) Migrations and settlement of Muslims in Africa
 - iii) Jihads/holy wars, especially in West Africa
 - iv) Intermarriages
 - v) Establishment of Islamic centres of learning
 - vi) Missionaries activities /Muslim scholars
 - vii) Influence of already converted rules e.g. toure

(any 2 point, 1 mark (1mk))

- 8. Identify one way in which the Industrial Revolution contributed to colonization of Africa by Europeans.**
- (i) The need for raw materials for their industries
 - (ii) Desire to establish new markets for their manufactured goods
 - (iii) Desire by European industrialists to invest their surplus capital
- (Any 1 point, 1 mark (1mk))
- 9. Give one factors which undermined company rule in Africa during the 19th century.**
- i) Poor /inadequate transport and communication systems
 - ii) Officials of the companies did not understand the local languages
 - iii) Corrupt/greedy company officials
 - iv) Inadequate capital/funds necessary for effective administration
 - v) Company officials on the ground lacked administrative skills and experience
 - vi) Few company official to administer large areas.
 - vii) Resistance by Africans
 - viii) Lack of co-ordination between co-offices in European agents in Africa.
- (Any 1 points, 1 mk (1mk))
- 10. State two reasons why indirect rule was unsuccessful in southern Nigeria.**
- i) Southern Nigeria lacked centralized administration which could be used to implement the indirect rule.
 - ii) African chiefs feared erosion and loss of their traditional authority/resistance from African rules.
 - iii) The African elite resented British rule.
 - iv) Existence of many ethnic groups and religions made it difficult to bring the people together under one rule.
 - v) The use of unpopular African rulers e.g. puppet/morans/unpopular chiefs/Obas made the people reject British rule.
- (Any 2 points, 1 mk (2mks))
- 11. Identify two factors that undermined the effectiveness of the League of Nations**
- i) Countries refused to take disputes to the international court of justice
 - ii) Germany's aggression/Germany's determination to strengthen its armed forces.
 - iii) Harsh conditions against German after the defeat/treaty
 - iv) National interests that pre-occupied individual nations.
 - v) It lacked executive power and authority to implement its resolution
 - vi) Refusal by the USA to join denied the organization economic strength
 - vii) Some members left the league by Brazil, Japan
 - viii) Shortage of funds to implements it financial
 - ix) The appeasement policy of Britain & France
 - x) The covenant of League did not forbid it
 - xi) The league was dominated by the action of 1st world war hence its partiality.

Any 2 points, 1 mark (2mks)

- 12. State one advantage of a written constitution over an unwritten constitution.**
- i) A written constitution is readily available for ease of reference and applications/use.
 - ii) A written constitution promotes uniformity of application in various situations
 - iii) A written constitution does not give much room for manipulation/misinterpretation. Any 1 point, 1 mark (1 mk)
- 13. Give two reasons why coal was used as the main source of industrial power in Britain during the industrial Revolution.**
- i) It was cheap
 - ii) It was available in large quantities
 - iii) It was more efficient than other sources of energy at the time (Any 2 points, 1 mk (2mks))
- 14. State two ways in which poor transport systems have contributed to food shortage in Africa.**
- i) Poor transport have led to high transportation costs, leading to high prices of food.
 - ii) Poor transport have led to poor distribution of food.
 - iii) Poor transport systems have led to delays in the transportation of food leading to waste and losses.
 - iv) Poor transport systems discourage/demoralizes farmers and this in turn leads to officers.
 - v) Poor transport system undermines effectiveness of agricultural extension officers.
 - vi) Agricultural inputs do not readily/reach/ leading to poor products. (Any 2 points, 1 mark (2 mks))
- 15. Identify one aim of the United Nations Conference on Trade and Development (UNCTAD)**
- i) To assist in the marketing of primary products as well as manufactured good from member states/to promote trade between developing & developed countries.
 - ii) To stabilize commodity prices
 - iii) To assist in the transfer of technology from developed to developing countries. (Any 1 point, 1 mk (1mk))
- 16. State two features of the Government of France in the 20th Century**
- i) It is a multi-party democracy
 - ii) Power is shared between the president and prime Minister
 - iii) The president is the executive head of government
 - iv) There is a legislature which is composed of a senate and National assembly
 - v) Presidential elections are held every 7 years.
 - vi) National Assembly are held every 5 years.
 - vii) Senate elections are held every nine years. (Any 2 points, 1 mark (2mks))
- 17. Give the main political challenge that Democratic republic of Congo (Zaire) has faced since independence.**

SECTION B

18. a) **Describe how the Trans-Saharan trade was organized.**
- i) The trade was between people of the Western Sudan and Arabs from North Africa.
 - ii) Traders crossed the desert using camels
 - iii) The traders traveled in large caravans to enhance their security
 - iv) The Tuaregs/Berbers acted as guides to the traders through the desert
 - v) Tuaregs provided with security
 - vi) The traders made stops at the oases to refresh themselves and let their camels drink water.
 - viii) The Tuaregs acted as interpreters at times.
 - ix) The trade was conducted in barter/it involved exchanging one good for another/ silent trade.
 - x) The rulers of the western Sudan controlled trade/regulated amount of gold to be sold.
 - xi) The traders paid taxes to the kings of the Western Sudan
 - xii) The item of trade were gold and salt – items of trade from the west were gold, ivory, slaves, ostrich feathers, leather Kilanuts & pepper. Items from N. Africa, salt, horses, weapons, iron implements, clothe, silk, beads & onions.
 - xiii) The traders followed fairly defined route
 - xiv) Americans Arabs & Berbers financed the trade
 - xv) Rulers of Western Sudan offered service to the trader while they were in the territory.
 - xvi) Traders dealt with agents who usually gave goods on credit/middlemen
(Any 8 points, 2 marks (8mks))
- (b) **What problems did the Trans-Saharan trade face?**
- i) Long and tiresome journeys across the desert
 - ii) Inadequate water and food
 - iii) Extreme weather conditions of the desert- very cold at night and very hot during the day.
 - iv) Attacks by dangerous desert creatures such as scorpions, snakes
 - ix) Insecurity because of declining and falling of kingdoms
 - x) Exhaustion of trade goods especially gold.
 - xi) Frequent shifts of trade routes
 - xii) They were robbed by desert people (Any 7 points, 1 mark (7mks))
19. a) **What factors led to the development of urban centres in African during the pre-colonial period?**
- i) Trading activities led to the rise of convergent centres which later developed into towns.
 - ii) The existence of local industries led to population concentration in place that later developed into towns/mining centres e.g.
 - iii) Existence of trade routes which linked various placed led to the development towns at major cross-roads.

- iv) Administration/royal centres later developed into towns e.g. Kumasi and Addis Ababa.
- v) Development of centres of learning later became urban centres e.g. Timbukutu./ education centres e.g. Acescentrio.
- vi) Development in Agriculture led to availability of food which in turn encouraged people to establish permanent settlements/farming centres
- vii) Religious centres developed into towns e.g. Ife and Kumasi
- Viii) Places that were secure attracted population concentration and later developed into towns e.g. Thababosiu the capital of Basutoland.
- ix) Ports and harbours which were used as calling stations for replenishments developed into urban centres e.g. Cape Town, Malindi, Cairo.
- x) Places where water was available developed with urban centre.

(Any 8 points, 1 mark (8 marks))

(b) Explain the social effects of urbanization in Europe during the nineteenth century.

- i) Migration of people to urban centres/led to overcrowding.
- ii) Inadequate housing due to high concentration of people in urban centres.
- iii) Poor sewerage and sanitation facilities exposed people to diseases such as cholera and typhoid.
- iv) Concentration of industries led to environmental pollution which resulted to respiratory ailments/diseases.
- v) Concentration of people led to shortage of food which resulted in malnutrition.
- vi) Frustration and suffering urban life led to anti-social behaviour such as drug abuse, alcoholism and prostitution.
- vii) Increase in crime rate and violence created fear and insecurity.
- viii) Poor working conditions e.g. child labour, long working hours and lack of workman's compensation dehumanized urban dwellers.
- ix) High concentration of people in urban centres strained the social amenities
- x) Excessive rural immigration led to unemployment
- xi) Led to social interaction between different class of people
- xiii) Shortage of housing led to development of slums

20. **(a) Describe three factors that facilitated the development of agriculture in America before 1800**

- (i) European immigration into the region led to population increase and demand for food.
- (ii) European immigration introduced new methods of farming
- (iii) Introduction of new crops
- (iv) Availability of slave labour to clear forests and to farm
- (v) Suitability of climate for agriculture
- (vi) Presence of suitable soils for different types of crops
- (vii) Settlement of enterprising European emigrants who wished to make a living through agriculture.
- (viii) Availability of indigenous crops
- (ix) Use of river for irrigation

(Any 3 points, 1 mark (3 mks))

- (b) **Discuss the factors that led to the Agrarian Revolution in North American**
- i) The introduction of the enclosure system in Britain forced landless to migrate to North America where they introduced new farming methods.
 - ii) Availability of land for the farming of different crop varieties such as tobacco, cotton and wheat/reclamation of waste land of irrigation.
 - iii) Suitability of land for different crop variety
 - iv) Government recognition of individual land ownership (the Homestead Act 1860) encouraged settlers to farm
 - v) The granting of financial aid to farmers to buy and develop land /credit facilities.
 - vi) The introduction of slave labour ensured adequate supply of labour for farming
 - vii) Determination by the European immigrants to succeed in agriculture as there was no other sources of livelihood.
 - viii) The increase in demand for agricultural raw materials by European industrialists encouraged expansion in agriculture/availability of foreign market.
 - ix) The invention of the cotton gin in 1793 by Eli Whitney led to increased cotton acreage.
 - x) The mechanization of agriculture stimulated productivity e.g the steel plough and the mechanical reaper.
 - xi) The development of food preservation methods of canning and refrigeration encouraged farmers to produce more.
 - xii) The application of science and research to agricultural (e.g biotechnology development of new foods from existing crops, use of fertilizers and genetic engineering in livestock production) facilitated the Agrarian Revolution.
 - xiv) Increase in population created demand for food which led to expansion of agriculture
 - xv) Discovery of controlling of animal diseases led to increase production.
- (Any 6 point 1 mk (12 marks))
21. a) **Which scientific inventions of the twentieth century have led to a reduction in death rates?**
- i) The grouping of blood into various blood groups by Land Steiner in 1900 facilitated blood transfusions and the storage of blood in blood banks for later transfusion.
 - ii) Penicillin, an antibiotic by Dr. Alexander Fleming in 1928 prolonged lives by treating infections.
 - iii) The polio vaccine in 1954 by Jona Edwards
 - iv) Transplant surgery by Dr. Christian Barnard, a South African surgeon 1967 succeeded in prolonging lives of heart patients.
 - v) Kidney dialysis machine in 1943 has prolonged lives of kidney patients.
 - vi) Heart valve in 1996 has prolonged lives through replacement of defective valves.
 - vii) Anti-retroviral has prolonged lives of aids sufferers.
- (Any 5 points, 1 mark (5 mks))

- b) **Explain the positive impact of scientific inventions on industry**
- (i) The invention and use of machine in factories/manufactured goods/have led production of large quality of goods/mass production of goods.
 - (ii) The science of electronics has led to the production and use of computers in processing information and other types of data/storage of information
 - (iii) Research in science and technology has led to the development of labour saving robots which use micro computers as the brains which are used in factories.
 - iv) The communication network has been revolutionized through the use of e-mail and the internet to advertise and enable circulation of information.
 - v) The discovery of atomic power/nuclear has led to increase power generation for industrial use.
 - vi) Science has revolutionized the transport network through invention of the motor-car, electronic trains and supersonic jets.
 - vii) Scientific research has led to the production of alternative source of energy for use in industries e.g. gasohol methanol, solar energy.
- (Any 5 points x 2 mks (10mks))
22. a) **What factors which enabled Samori Toure to resist French colonization in West Africa between 1882 and 1898.**
- i) He had a large well organized army which was a formidable force for the French.
 - ii) He equipped his army with modern weapons which were acquired from the Europeans and also manufactured some locally
 - iii) He used Mandinka nationalism and Islam to unify the soldiers/army
 - iv) He had adequate food supply which sustained the army
 - v) He used guerrilla warfare and scorched earth policy which proved effective against the French.
 - vi) Some of his solders had served in the French colonial army and were thus familiar with the French war tactics.
 - vii) Use of horses by Samori during the war enhanced the solders effectiveness
 - viii) Samori's solders were familiar with the terrain. This enabled them to effective/French not familiar with geography of the area.
 - ix) He was a competent military leader who inspired his soldiers democratically in assignment of duties.
 - x) He used diplomacy e.g. he signed the Bissandugu Treatt. (1886) to get more time to organize himself. (Played British against the French)
 - xi) Samori shifted his empire and capital further inland to give him more time to re-organize his forces.
 - xii) He was able to pay his soldiers well. (Any 7 points, 1 mk (7mks))
- b) **Explain four results of the defeat of the Mandinka by the French in the nineteenth century.**
- i) The Mandika Empire disintegrated as the French established their rule in the area/loss of independence.
 - ii) Property was destroyed due to the use of the scorched earth policy causing famine and suffering to the people.

- iii) Some Mandinka fled to other countries such as Ghana and Ivory Coast to avoid French colonial rule.
 - iv) Many people lost their lives due to prolonged war
 - v) Samori Toure was captured and exiled to Gabon in 1898
 - vi) Economic difficulties were disrupted.
 - vii) Famine due to neglect of farming during war (Any 4 point, marks (8mks))
- 23. a) Why did the British use direct rule in Zimbabwe?**
- i) They desired to control the economy of Zimbabwe to maximize profits.
 - ii) The indigenous/local political institutions based on Induna system had been destroyed during the British occupation of Zimbabwe.
 - iii) To ensure complete control of the African company personnel on the spot who were familiar with the area as well as the British system of administration.
 - iv) Existence of the British South African company personnel on the spot who were familiar with the area as well as the British system of administration
 - v) The British S. Africa company had enough finance to pay administrative officers.
- b) Explain the effects of British rule in Zimbabwe.**
- i) It led to the alienation of African land to white settlers resulting to displacement of Africans.
 - ii) African traditional rulers lost their political autonomy and served as puppets of the British/loss of independence.
 - iii) The day-to-day running of the colony was vested in the hands of the British without much reference to the African interest.
 - iv) Africans were subjected to heavy taxation
 - v) The British South African company was given too much power in the administration of colony.
 - vi) It undermined African traditional economy as some Africans worked in White farms.
 - vii) It led to the development of transport network/infrastructure
 - viii) It led to the introduction of new crops in the region.
 - ix) It undermined African culture
 - x) Establishment of white settlement subjected Africans to poverty
 - xi) Africans were denied freedom of movement by being confined to the reserves and required to carry identity cards.
 - xii) Africans were subjected to forced labour.
- Any 6 points, 2 marks (12mks)
- 24. a) Why was United States of American (USA) reluctant to join the First World War during the initial stages?**
- i) Desire to abide by terms of Monroe Doctrine of 1823 which forbid her from interfering in European affairs.
 - ii) Fear of revolt by her citizens of German origin.
 - iii) Fear of an outbreak of civil war between Americans of German descent and those of other European nationalities.
 - iv) The war had not interfered with the USA's interests until 1916.
- Any 3 points, 1 mk (3mks)

(b) Describe the results of the Second World War

- (i) Loss of life
It is estimated that 30 million people died either in battle or as civilians through bombing.
- (ii) The atomic bombs which were used against Japan released radio-active substances which affected the lives of many-people.
- (iii) Permanent ill health and shortening of life for millions of people as a result of years of under-nourishment of captivity.
- (iv) Destruction of properties such as homes, houses, building and bridges.
- (v) Agriculture and industry were disrupted due to lack of equipment, raw materials and human resources.
- (vi) Psychological and emotional problems to families, individuals and nations as a result of the torture of the war.
- (vii) Economies of countries that were involved in the war were destroyed leading to depression/economic slump/huge sums of money were spent on the war.
- (viii) External trade almost came to a stand still due to fear and insecurity.
- (ix) There was a high inflation rate which led to high cost of living.
- (x) Large numbers of peoples were displaced which led to great suffering/repair
- (xi) The pre-war balance of power was destroyed and power vacuum was filled by two new super powers, the USA and USSR
- (xii) The communist zone extended to cover half of the continent of Europe. This Europe down the middle.
- (xiii) To check the spread of communism in Europe, the USA assisted weakened European powers through the Marshal plan.
- (xiv) The division of Europe into two opposing blues led to the cold war which was followed by an arms race between USA and USSR.
- (xv) The failure of the League of Nations to maintain world peace led to the founding of the United Nations Organization.
- (xvi) Germany was divided into two, capitalist West Germany and communist East Germany. The city of Berlin was also divided between the East and the West.
- (xvii) The myth of European military superiority was destroyed due to the defeat of British and American forces in the Far East by the Japanese.
- (xviii) Participation of Africans in the War strengthened African nationalism
- (xix) Creation of state of Israel to settle the displaced Jews.
- (xx) The war created unemployment because the demoralized servicemen increased demand for jobs.

Any 6 points 2 marks (12 marks)