

## K.C.S.E. HISTORY & GOVERNMENT PAPER 1 2002

1. **State one way in which the Abugusii and the Kipsigis interacted during the pre-colonial period.**
  - (i) Intermarriage
  - (ii) Trade
  - (iii) Raids/warfare

Any 1 point mk each= 1mk
2. **State two functions of the council of elders (Njuri Neheke) of the Ameru.**
  - (i) Solve land and inheritance disputes.
  - (ii) Acted as the Court of Appeal
  - (iii) Presided over religious functions
  - (iv) Organized social functions
  - (v) Advised warriors on when to go to wars/raids
  - (vi) Negotiated peace settlements
  - (vii) Made laws to govern the community

Any two points, 1 mk each 2mks
3. **Apart from trade, give one reason why the Arabs migrated to the Kenyan coast before 1500 Ad.**
  - (i) To escape religious conflicts between different Islamic sects in Arabia/civil wars.
  - (ii) To escape from political persecution in Arabia
  - (iii) To spread Islam
  - (iv) For adventure/exploration

Any 1 point, 1mk (1mk)
4. **State two factors which encouraged the Akamba to participate in the long distance trade during the nineteenth century.**
  - (i) Existence of enterprising local traders among the Akamba
  - (ii) Demand for some commodities of trade
  - (iii) To spread Islam
  - (iv) Existence of trade routes
  - (v) Strategic middle position of Akamba land between the coast the hinterland.
  - (vi) Unfavorable climatic conditions of Akamba land

Any 2 points, 1 mk each =2mks
5. **Give two reasons why Nabongo Mumia collaborated with the British**
  - (i) He wanted British protection in order to securely be accepted as King of the Wanga.
  - (ii) He wanted their assistance against his hostile neighbours e.g. the Luo of Ugenya.
  - (i) He needed their support to expand his territory.
  - (ii) He needed European goods for prestige/fame. Any 1 point, 1mk each=1mk
6. **Identify one reason why African were not allowed to grow some cash crops before 1954**
  - (i) Europeans wanted to continue getting cheap African labour for their farms
  - (ii) To avoid competition by African farmers
  - (iii) To control the spread of disease and pests from African farms.

Any 1 point, 1mk each =1mk

7. **State two reasons why the Taita Hills Associations was formed in 1939.**
- (i) To fight for the return of their alienated land.
  - (ii) To protest against destocking policy
  - (iii) To protest against taxation
  - (iv) To protest against the Kipande system
  - (v) To protest against forced labour
- Any 2 points, 1 mk each = 2mks
8. **State one result of the establishment of independent churches in Kenya during the colonial period.**
- (i) African cultural practices and beliefs were incorporated into the Christian colonial period.
  - (ii) Gave African clergy leadership opportunities in the church
  - (iii) More African were trained as clergy
  - (iv) Accelerated the spread of Christianity
  - (v) Led to the establishment of independent schools
  - (vi) Led to the formation Nationalism. Any 1 point, = 1mk
9. **Identify two negative consequences of urbanization in Kenya during the colonial period.**
- (i) Unemployment led to poverty
  - (ii) Low morality e.g. prostitution
  - (iii) Increase in crime
  - (iv) Development of shanties/slums
  - (v) Congestion leading to epidemics
  - (vi) Break up of family set up
  - (vii) Development of the Kipande system
  - (viii) Deprived rural areas of manpower/negligence of agriculture
- Any 2 points, 1mk each = 2mks
10. **Give two sources of revenue for the District Development Committees in Kenya**
- (i) Government grants
  - (ii) Donations fro NGOs and religious organizations
  - (iii) Aid from foreigners
  - (iv) Harambee funds
  - (v) Donations from individuals.
- Any 2 points, 1mk each =2mks.
11. **State two ways in which the chief's promotes law and order in the location**
- (i) Setting disputes between the people in the location
  - (ii) Helping to apprehend individuals who break the law
  - (iii) Sensitizing the people about antisocial behavior e.g. drug abuse/HIV
  - (iv) Issuing permits for all functions in the location
  - (v) Organizing Barazas to explain government policy on law and order
- Any 2 points, 1 mk each =2mks
12. **Give one way through which the education system in Kenya promotes national unity**
- (i) Use of one curriculum in all the public schools
  - (ii) Use of one medium of instruction

- (iii) Centralized national examinations
- (iv) Centralized training and deployment of teachers
- (v) Existence of national school

(Any 1 point, 1m=1mk)

**13. Who chairs cabinet meetings in Kenya?**

- (i) The president (1 mk)

**14. What is contained in the government budget?**

- (i) The amount of revenue expected
- (ii) Sources of revenue
- (ii) Areas of expenditure

Any 1 point, 1mk = 1mk

**15. Give the main role of opposition parties in Kenya**

To act as a check on the excess of the government and the ruling party/upholding democracy (1 mk)

**16. Give the main function of the prisons Department in Kenya**

Rehabilitation of offenders/criminals/Reforming the behaviour of offenders (1mk)

**17. Identify two national philosophies used as development strategies in Kenya.**

- (i) Harambee
  - (ii) Nyayoism (peace, love unity, etc)
  - (iii) African socialism
- Any 2 points, 1mk each =2mks

**SECTION B (45 MARKS)**

**18. a) What were the results of the settlement of the Luo in Kenya during the pre-colonial period?**

- (i) Assimilation of some communities they found in the areas e.g. Abasuba
  - (ii) Inter-marriage with the neighbours e.g. Abaluyia
  - (iii) Neighboring communities lost some of their land to the incoming Luo.
  - (iv) Displacement of some communities e.g. Abagusii.
  - (v) Increased conflicts over control of resources between the Luo and their neighbours.
  - (vi) Expansion of trade with the neighboring iron/iron tools
  - (vii) Occupation of fertile land influenced the Luo to adopt farming on a large scale.
  - (viii) Cultural exchange between the Luo and their neighboring e.g. language, naming
- 7x1 = 7mks

**b) Describe the socio-political organization of the Luo during the pre-colonial period**

- (i) The Luo were organized into clans, each with a common ancestry
- (ii) The clans were organized into large units (Gwenye) which were self-governing
- (iii) Each Gwenye was administered by a Council of Elders
- (iv) The council administered justice and served as the final court of appeal
- (v) The council co-ordinate religious functions
- (vi) They had a system of chieftainship (Ruoth) who administered with the help of Council of Elders

- (vii) There were ritual experts such as diviners, medicine men and healers.
  - (viii) There were ritual experts such as diviners, medicine men and healer.
  - (ix) They believed in the existence of One God (Nyasaye). They prayed to God through priests
  - (x) They venerated/worshipped the ancestral spirits
  - (xi) They lead sacred places set aside for worship
  - (xii) They practiced initiation rites e.g. removal of lower teeth /front teeth
  - (xiii) They celebrated important occasions e.g. harvest, marriage through drinking, eating, wrestling and dancing (8x1 = 8mks)
19. a) **Why were the Portuguese interested in establishing their control over the Kenyan coast during the 16<sup>th</sup> Century?**
- (i) To control trade with the coastal towns
  - (ii) To spread Christianity/ revenge on the Muslims who had conquered and controlled their homeland for over 700 years/look for pastor John
  - (iii) The Kenyan coast was strategically located on the way to the East and could act as a base for their trading and navy ships.
  - (iv) To control the India Ocean trade (3x1=3 mks)
- b) **Explain six effects of Portuguese rule on the Kenyan Coast**
- (i) It led to the decline of the Indian Ocean trade/decline of gold trade
  - (ii) It led to the decline and ruin of towns
  - (iii) It led to loss of life during their constant raids on coastal towns
  - (iv) The heavy taxes that were imposed on the coastal peoples hindered the development of commercial and agricultural resources at the coast
  - (v) They built Fort Jesus which became a historic monument in the subsequent years
  - (vi) They brought new crops to the coast e.g. maize, groundnuts and pineapples
  - (vii) They introduced the use of farmyard manure
  - (viii) Their language enriched the Kiswahili language
  - (ix) The introduction of guns and other advanced weapons by the Portuguese contributed to insecurity in the region
  - (x) Commercial links between the Kenyan coast and the Arabian Peninsular were almost completely cut off.
  - (xi) Some African were converted to Christianity.
  - (xii) Closer links between the Kenyan coast and India developed
  - (xiii) Their conquest of the Kenyan coast exposed the area to other European powers. (Any 6 points, 2 mks =12 mks)
20. a) **What economic reasons encouraged the British to colonize Kenya during 19<sup>th</sup> Century**
- (i) To establish reliable markets for their manufactured goods
  - (ii) To establish sources for industrial raw materials for industries in Britain
  - (iii) control the coast in order to safeguard their trade in the Far East
  - (iv) To stop the slave trade and establish legitimate trade
  - (v) To find areas to invest surplus capital

3x1=3mks

- b) **Explain six ways through which the colonial government promoted settler farming.**
- (i) European settlers were provided with large tracts of land which were alienated from Africans through various land legislations
  - (ii) The introduction of forced labour on European farms ensured steady supply of cheap labour for
  - (iii) The introduction of the Kipande system ensured that Africans remained in employment
  - (iv) The squatter system ensured that Africans residing on the settle farms provided the required labour in return for small plots where they practiced subsistence farming
  - (v) Forced settlement of Africans in overcrowded and unproductive reserves forced them to seek wage employment in settler farms.
  - (vi) Africans were forbidden from growing some cash and keeping exotic animals to force them to seek wage employment in settler farms.
  - (vii) Establishment of African reserves in remote and undeveloped areas to deprive them of market for their produce.
  - (viii) Introduction of payment of taxes in cash forced Africans to seek employment
  - (ix) The Northey Circulars of 1918 and 1919 required chiefs to supply a number of labour recruits for settler farms and government projects.
  - (x) The government offered credit facilities to settlers to develop farming/extension of services e.g department of agriculture.
  - (xi) Establishment of Agro-based industries created ready market for their produce.
  - (xii) The government encouraged settlers to form co-operative for effective marketing of their produce.
  - (xiii) The development of transport and communication system facilitated farming
  - (xiv) The government ensured protection to settlers against possible African rebellion. 6x2=12 mks
21. a) **What major reforms resulted from the Lyttelton Constitution of 1954 in Kenya?**
- (i) It led to the establishment of a Multi-racial council of Ministers made up of official and un official members. This new council replaced the Executive Council
  - (ii) B.A. Obanga one of the nominated African members was made Minister for Community Development and African affairs.
  - (iii) Africans were allowed to form political originations whose functions were confirmed to district levels.
  - (iv) The government provided for elections of eight Africans to the legislative Council
  - (v) It led to the establishment of an Advisory Council to discuss government policies

3x1 =3mks

- b) **Explain six ways through which Thomas Joseph Mboya contributed the struggle for independence in Kenya.**
- i) He was a member of the Kenya Local Government workers Union (KLGWU) and Kenya Federation of Labour (KFL)
  - ii) He protested against colonial separation of the Agikuyu, Aembu and Ameru from other communities in Nairobi.
  - iii) He was a member of K.A.U. and became its director of publicity in 1992. He was later elected treasurer of the party.
  - iv) He protested the restriction of Africans to grow cash crops
  - v) He solicited for financial and moral support to K.F.L. from international trade unions and organizations
  - vi) He protested the restriction of Africans to grow cash crops
  - vii) He campaigned for release of detained unionists and political leaders such as Jomo Kenyatta
  - viii) He facilitated trade union education in many parts of Kenya
  - ix) He exposed African problems and sought help in international for a Pan African
  - x) In 1957, having been elected into the Legislative Council, he championed their needs such as African involvement in government affairs.
  - xi) He was elected Secretary General of KANU in 1960
  - xii) He condemned the reservation of white highlands for European settlers
  - xiii) He participated in the Lancaster House, Conference (1960) which chartered the way to Kenya's independence
  - xiv) He attended the second Lancaster House Conference and participated in drawing up the independence Constitution

(6x2=12mks)

### SECTION C (30 MARKS)

22. a) **Describe the structure of the court system in Kenya**
- (i) District Magistrate's Court is the lowest in the structure. These are found at District level.
  - (ii) Kadhis Court. It is at the same level as the District Magistrates Court but deals with matters relating to Muslims/Muslim law. Cases from Kadhis Court can be heard at the High Court of Kenya and Court of Appeal.
  - (iii) Resident Magistrate's Court is the second lowest in the court system but it is the highest court in the province.
  - (iv) Chief Magistrate's Court is the highest Magistrate's Court in Kenya's system of courts.
  - (v) High Court is above the Magistrate's Court in Kenya. It is headed by the Chief Justice.
  - (vi) Court of Appeal is the highest court in the judicial structure. It is also headed by the Chief Justice.
  - (vii) Special court/tribunals e.g. Rent, Industrial and business courts.

5x1= 5mks

- (b) **Explain the functions of the High Court of Kenya**
- i) The High Court is a constitutional court which interprets the constitution to determine whether the dispute is constitutional or not.
  - ii) It tries both criminal and civil cases/handling cases involving large amount of money.
  - iii) It can listen to cases from all over the country
  - iv) To correct mistakes made in decisions by the lower courts
  - v) To hear appeals from the Kadhis Court
  - vi) Hears appeals from the Kadhis Court
  - vii) It acts as a court of appeal for cases from Resident and Chief Magistrate's Courts
  - viii) It deals with petitions arising from elections (Presidential and parliamentary) 5x2 =10mks
23. a) **Describe the process of preparing a bill before it is taken to parliament for debate**
- i) Preparation of a bill starts with making suggestions/proposals about the need of the law.
  - ii) The Attorney General prepares a draft proposal of the intended law
  - iii) The Attorney General notifies the members of parliament and the public about the intended law
  - iv) The Attorney General notifies the members of parliament and the public about the intended bill to enable them carry out research.
  - v) The intended law is taken to parliament for debate 3x1= 3mks
- b) **Explain six ways in which the Bill of Rights protects the rights of the individual**
- (i) States that every individual has the right to life.
  - (ii) It guarantees liberty to all citizens by forbidding enslavement, detention or imprisonment without trial.
  - (iii) It protects the individual from all from of torture and inhuman treatment.
  - (iv) It guarantees the protection of private and allows Kenyans to own property anywhere in the country.
  - (v) It protects individuals freedom of conscience and religion/workshop
  - (vi) It guarantees the protection of the freedom of speech and expression
  - (vii) It gives Kenyans the right to move freely throughout the country and to reside in any part of the country. Kenyans are protected against expulsion from the country.
  - (viii) It guarantees individuals against any for of discrimination on the basis of colour, creed, gender and religion.
  - (ix) It protects individuals against arbitrary search, arrest and entry into one's property without one's consent 6x2 =12mks
24. a) **What are the main sources of revenue for Local Government authorities in Kenya?**
- (i) Rents from residential and other premises
  - (ii) Rents paid by property owners/bill boards

- (iii) Loans from the central government
- (iv) Grants from the central government
- (v) Licences paid by business operators/trade licences
- (vi) Parking fees paid by motorists/ Hiring facilities e.g. stadiums, halls, e.t.c
- (vii) Fees from national parks
- (viii) Fines paid by people who break laws
- (ix) sale of property
- (x) From cess

**b) Explain six factors which undermine the performance of local authorities**

- (i) Some are too small to operate efficiently
- (ii) High population concentration strains available resources
- (iii) Many local authorities lack adequate financial base to finance their services
- (iv) Inefficient revenue collection system
- (v) Tax evasion by individuals and organizations
- (vi) Misappropriation of funds by corrupt officers
- (vii) Conflicts between Councilors and the Chief Officers
- (viii) Political interference in the affairs and management of local authorities
- (ix) Too much control by the central government
- (x) Lack of qualified staff in areas of administration and financial management due to poor remuneration.
- (xi) Over employment thus straining their financial abilities
- (xii) Widespread corruption
- (xiii) Election of illiterate Councilors to manage the affairs of the Authorities.

Any 10 x 1=10mks



## HISTORY PAPER 2 2002

1. **State one advantage of written materials as a source of history**
  - i) Written materials ensure relatively permanent storage of Historical events/for future reference.
  - ii) Written materials can be easily translated to different languages relatively accurate storage of historical events.
  - iii) They relatively provide accurate storage of historical events.
  - iv) Written materials cannot be easily distorted/interfered with/not easily changed.
2. **Give one characteristics of Homo Erectus.**
  - i) Homo Erectus was upright/bipedal/waked upright /walked in two legs
  - ii) Homo Erectus was more intelligent than the earlier apes/higher thinking capacity
  - iii) Homo Erectus had a bigger bran capacity/775-1225 cc
  - iv) Homo Erectus had more developed hand for grasping tools.
  - v) Homo Erectus had more developed hand for grasping tools.
  - vi) Homo erectus had a long skull
  - vii) Homo Erectus had a long protruding jaws.
3. **State one main limitation of Barter trade during the Trans-Saharan trade.**
  - i) Some commodities were bulky/difficult to transport e.g salt, kola nut
  - ii) It was difficult to qualify the value of some goods
  - iii) Some goods were perishable
  - iv) It was difficult to ensure security of trade goods
  - v) No common/lack of common language of communication
4. **State two duties of the priests in Yoruba Traditional religion**
  - i) They interpreted the wishes of the gods/God's messages.
  - ii) They acted as mediators between the gods and the people
  - iii) They officiated in religious activities /presided of over religious functions
  - iv) They were consulted before important decisions were made.
  - v) They predicted the future
  - vi) They led people in public and private prayers /conducted prayers.
5. **State one result of the invention of the wheel in Mesopotamia.**
  - i) It led to making of high quality pots from clay.
  - ii) It was used to move war chariots.
  - iii) It used to move war carts carrying agricultural produce.
  - iv) Led to the development of roads.
6. **Give one disadvantage of using coal as a source of industrial energy during the 19<sup>th</sup> century.**
  - i) It was bulky/difficult of transport
  - ii) It produced air pollutants e.g. sulphur dioxide.
  - iii) It was a non renewable source of energy/easily exhaustible.
  - iv) It was expensive to obtain from the mines.
7. **State two factors that facilitated the growth of the Asante Kingdom.**
  - i) Able leaders e.g. Osei Tutu.

- ii) Unity brought about by the Golden stool/Odwira festival/common ancestry
  - iii) Military strength based on the acquisition of gun and powder
  - iv) Wealth derived from the trans-Atlantic slave trade slave trade.
  - v) A strong agricultural base/availability of food.
  - vi) Centralized political system under Asantehene.
  - vii) A large army
  - viii) Oppressive need rule of the free themselves from rule Denkyia.
- 8. Identify two features of early Greek City states.**
- i) They were areas of population concentration
  - ii) Every city had a palace/administration centers
  - iii) Each city state had residential houses
  - iv) They were politically independent of each other independent of each other/each government/rulers
  - v) They had a common religion, language and culture/They were cultural centres/sporting activities
  - vi) Each town had many temple
  - vii) Each had an open air market.
- 9. Give two inventions that improved textile manufacturing industry in Britain in the 18<sup>th</sup> Century.**
- (i) They shuttle of John Kay
  - (ii) Water frame of Richard Arkwright.
  - (iii) Spinning Jenn of James Samuel Cropton
  - (iv) Cylindrical Calico Printing Machine of Thomas Bell.
  - (v) Steam power loom of Edmund Cartwright.
  - (vi) The cotton Gin of Elli Witney.
- 10. State one contribution of Joseph Lister in the field of medicine in the 19<sup>th</sup> Century.**
- (i) He discovered the use of Carbonic acid as an antiseptic to clean/sterilize surgical instruments
  - (ii) He discovered the use of carbonic acid to kill microbes around the wound after an operation.
  - (iii) He developed an antiseptic spray for cleaning the air during operations.
- 11. State two effects of the development of railway transport in the 19<sup>th</sup> Century.**
- (i) It facilitated transportation of bulky goods
  - (ii) He led to growth of towns
  - (iii) It led to growth of towns
  - (iv) It facilitated in the entrenchment of colonial administration/movement of soldiers.
  - (v) It facilitated in the entrenchment of colonial administration/movement of soldiers
  - (vi) It facilitated the spread of Christ unity
  - (vii) Created employment opportunities
- 12. Give two methods that European powers used to occupy African during the nineteenth century.**
- i) Diplomacy/treaty making/promises of protection/ giving gifts.

- ii) Trickery/use of missionaries explorers/traders
  - iii) Military conquest e.g. the French in West Africa.
  - iv) Divide and rule tactics i.e. playing off one community against another/promoting later state conflicts.
  - v) Annexation
  - vi) Setting up administrative posts
- 13. State two conditions that one lead to fulfill in order to become fully assimilated in French West Africa.**
- i) Ability to speak French.
  - ii) Literacy in French government/army
  - iii) Service in the French government/army
  - iv) Residence in Quabe de communities in Senegal
  - v) Had to be monogamous.
  - vi) Accepting Christianity.
- 14. Give the main reason why the League of Nations was formed in 1919.**
- i) To prevent the occurrences of another world war/to maintain world peace.
- 15. Give the main cause of the cold war.**
- i) Ideological differences between the USA and USSR/Division of the world into two opposing blocs, capitalist and communist.
- 16. Give two political developments in South Africa between 1990 and 1991 which led to peaceful introduction of majority rule.**
- i) The release of prominent Africa Political prisoners e.g. Nelson Mandela and Walter Sisulu from Robben Island.
  - ii) Initiation of dialogue between all racial groups by president Friderick de Klerk.
  - iii) The holding of multi-racial elections in April 1994
  - iv) Relaxation of apartheid laws through constitutional reforms/Accepting African political parties.
- 17. State the main reason why the USSR adopted a one party system of government**
- i) To promote national unity.

#### **SECTION B (45 MARKS)**

- 18. a) Describe three ways through which slaves were obtained during the Trans-Atlantic slaves trade.**
- (i) Through exchange of slaves for European manufactured goods-exchange of slaves
  - (ii) By selling prisoners of war to slave dealers-selling prisoners
  - (iii) Lonely travelers and weak subjects were kidnapped and sold to slave-kidnapping
  - (iv) Some rulers sold their subjects/criminals to slave dealers.
  - (v) By enticing people/children using desirable goods such as cloth and sweets- enticing people.
  - (vi) Through raiding-villages were attacked and captives sold to slave dealers.
  - (vii) Weak subjects were sold.
  - (viii) Parrying- (selling of debtors)

- (b) Explain six factors that led to the decline of the Trans-Atlantic trade.**
- (i) The development of Industrial Revolution in Europe shifted the demand from slaves to agricultural produce e.g. Palm oil.
  - (ii) The need to retain Africans in their homelands to produce raw materials for export to Europe.
  - (iii) The attainment of independence by the USA left Britain without colonies where she would talk the slaves to work.
  - (iv) The rise of Humanitarians in Britain made up missionaries and some parliamentarians pressurized the British government to abolish the slave trade and slavery.
  - (v) The development of the legitimate trade which was more profitable and less costly replaced slave trade and slavery.
  - (vi) Britain influenced other European countries to stop slavery and slave trade by signing anti slave trade treaties.
  - (vii) Use of machines in farms/industries rendered slave labour unnecessary.
  - (viii) Lending Economist e.g. Adams smiths argued that free people were more productive than slaves.
  - (ix) French Rev. of 1789 spread ideas of Liberty qualifying brotherhood to all mankind
  - (x) Closure of American slave market after the defeat of S. American states at the civil war.

**19. a) What factors led to the industrialization in German in the 19<sup>th</sup> Century?**

- i) The establishment of the Zollverein removed trade barriers and led to free trade and economic growth.
- ii) Availability of coal as a source of industrial energy/H.E.P
- iii) Availability of iron ore as a source of raw materials for industries.
- iv) Political unity of all German states under the leadership of Bismark.
- v) Acquisition of all German states under the leadership of Bismark.
- vi) Existence of a large population provided labour/unskilled labour
- vii) Availability of local market from the large population.
- viii) Development of goods transport and communication network
- ix) The government supported industry and encouraged Germany entrepreneurs.
- x) Enterprising of nature of Germany
- xi) Whom with managerial skills /skilled labour
- xii) Availability of external market.

**b) Explain five results of the industrial Revolution in Europe during the 19<sup>th</sup> Century.**

- i) There was extensive use of machinery instead of human labour.
- ii) Use of steam power instead of water wind and animal power.
- iii) Establishment of factories in place of collage industries.
- iv) Production of goods in large quantities. (Mass production)
- v) Use of iron and steel instead of wood
- vi) Growth of surplus capital for investment/capitalism.
- vii) Improved living standards/Employment.

- viii) High population growth rate.
  - ix) Rural urban migration.
  - x) Improved transport system e.g. railway.
  - xi) Utilization of scientific knowledge in production of goods.
  - xii) Production of different types of goods / variety
  - xiii) Increased trade.
  - xiv) Growth of towns / urbanization
  - xv) Development of banking insurance industries.
  - xvi) Led to pollution
  - xvii) Led to the rise of trade unionism
  - xviii) Factory owners exploited workers/ poor working condition.
  - xix) European economist were diversified / job specialization.
  - xx) Promoted agriculture.
- 20. a) In what way are the teachings of Islam similar to those of Christianity?**
- i) Both religions are monotheistic i.e. they teach the worship of only the God.
  - ii) Their teachings are contained in Holy Books the Bible and the Koran.
  - iii) There is life after death.
  - iv) Communicating with God is through prayer and fasting.
  - v) There are angles
  - vi) God communicates his messages through prophets.
  - vii) Faith and good work.
  - viii) There is judgment after death.
  - ix) Existence of level and hell.
  - x) Both recognize the significance of Abraham.
  - xi) Both believe in creation theory.
- b) Explain the Christian church split during the 16<sup>th</sup> century.**
- i) Translation of the Bible to many European languages enables people to read the world and challenge some of the teachings.
  - ii) Corrupt practices in the church e.g. pluralism (holding more than one office in the church. Buying offices in the church.
  - iii) The clergy lived luxurious lives and many lived for worldly pleasures in the monasteries and nunneries which was not in accordance with the teachings of Bible.
  - iv) Sale of indulgencies to those who had sinned in order to be forgiven.
  - v) Practice of the nepotism and appointment of their relatives to high offices.
  - vi) The clergy ignored the rule of celibacy and kept mistresses.
  - vii) The faithful were opposed to the heavy taxes imposed on them to sustain the church.
  - viii) Reformist questioned some church practices and ceremonies e.g. confession.
  - ix) The growth of nationalism throughout Europe made many people to question why they were Answerable to Rome.
  - x) Excessive secular and religion powers for the pope.

- xi) The age of Renaissance (Rebirth) likened traditional beliefs of the church at the time
  - xii) Struggled for papacy
  - xiii) The development of printing press to production of more religious materials.
  - xiv) The unwillingness of the clergy to compromise with the demands of the reformists especially after the trial and excommunication of Martin Luther.
- 21. a) What reasons led to the failure of Maji Maji rebellion in 1907.**
- i) Africans were not well organized in their assistance. Each community fought on its own / lack of proper coordination.
  - ii) The magic water failed to protect Africans from German bullets leading to the death of African soldiers in the battle.
  - iii) The Africans did not unite to face the common enemy for example Hehe and Nyamwesi did not join the revolution / lack of unity.
  - iv) The Germans received reinforcement from Germany and other colonies and thus their number overwhelmed the African soldiers.
  - v) African soldiers lacked enough weapons to use against the Germans.
  - vi) The Africans did not have a well trained army / lack of military skills.
  - vii) The ruthlessness of the German soldiers in crushing the rebellion e.g. use of scorched earth policy.
  - viii) Capture and execution of leaders demoralized the warriors.
- b) Explain five reforms that were introduced by the German administration after the Maji Maji uprising.**
- i) Communal cotton growing was stopped and Africans were encouraged to plant their own cotton and get profit from it.
  - ii) Forced labour for settler farms was abolished.
  - iii) Corporal punishment was forbidden and those settlers who mistreated their workers were punished.
  - iv) Better educational and medical services for Africans were introduced.
  - v) Africans were involved in administration of the regions as Akidas and Jumbes.
  - vi) The new governor censured newspapers that supported settlers against Africans.
  - vii) A new governor who was sympathetic to the cause of the Africans
  - viii) A colonial department of German government was formed in 1907 to closely investigate the affairs of German East Africa.
  - ix) Extra taxation of Africans was rejected by the new governors.
  - x) Kiswahili was accepted as the official language.
- 22. a) Why did the British use indirect rule to administer Northern Nigeria?**
- i) To reduce the administrative costs of the colony because it was vast / costs.
  - ii) The British did not have enough trained personnel to administer the area on their own.

- iii) There existed an already acceptable system of administrating through the Emirs and Qadis.
- iv) They did not want to provoke people of Northern Nigeria into rebellion – rear or rebellious by introducing new rules.
- v) Indirect rule had already succeeded in Uganda and India, so they had points of reference.
- vi) The adoption of the Dual Mandate policy by the British government encouraged the development of the colony for its own good and the good of Britain.
- vii) Poor communication network.
- b) Explain why the use of indirect rule in Southern Nigeria was unsuccessful.**
  - i) Southern Nigeria did not have centralized indigenous system of government that was necessary for the application of indirect rule.
  - ii) Lack of homogeneity in the South as there were many ethnic groups, languages & customs to be understood.
  - iii) The British introduced new ideas such as forced labour and direct taxes which infuriated the people.
  - iv) The failure of the British administrators to fully understand how the socio, economic and political system of Southern Nigeria (based on the Office of the Oba). Operated made them give up easily.
  - v) Opposition from the educated elite who felt out of the administration of their country / leadership.
  - vi) The educated people in Southern Nigeria resented the chiefs appointed by the British because they were illiterate.
  - vii) The Obas of southern Nigeria had defined powers such as mediation, so when they were given wide ranging powers, people became discontented.
  - viii) Communication barriers between the British supervisors, the warrant chiefs and the people often led to misinterpretation and misunderstanding.
  - ix) Misuse of power by the warrant chiefs who raised taxes for their own benefits. They also harassed women sexually.
  - x) Use of excessive force to suppress any form of resistance provoked resentment e.g. the shooting women during a demonstration against British administration.

**23. a) Describe three factors that enabled the Allied Powers to win the Second World War.**

- i) Germany's inability to effectively control her expansive territories and some turned against her and fought along the Allies.
- ii) The USSR recovered from her losses rearmed and attacked Germany.
- iii) The allies had more supporters than the Axis powers who remained four i.e. German, Bulgaria, Austria and Turkey.
- iv) U.S.A's entry into the war on the side of Allies attack of Pearl Harbour.
- v) Germany's forces were overstretched by fighting war in many fronts.
- vi) Allied forces had better arms than the Axis powers e.g. Atomic bombs.
- vii) A chief forces controlled N sea 4 blocked Germany.

- b) Explain the results of the Second World War.**
- i) Many lives were lost. It is estimated that over 30 million people died during the war.
  - ii) The bombs that were dropped on Japan released radio-active substances which affected the lives of many long after the war was over.
  - iii) Civilian casualties were mainly through bombings. Millions of other people were maimed/injured.
  - iv) Properties of unknown value were destroyed. This adversely affected the economics of most countries.
  - v) Agriculture and industry were disrupted due to lack of equipment, raw materials and human resources.
  - vi) Trade, both internal and external was disrupted.
  - vii) There was inadequate shelter food and clothing of many of the homeless and displaced people e.g. the Jews.
  - viii) The pre-war 1939 balance of power was destroyed as the two new super powers, the USA and the USSR emerged;
  - ix) It led to the spread of communism in Europe.
  - x) The USA gave assistance to the weakened western powers to prevent them from falling into communist hands. This assistance was in form of the Marshall plan in which about US \$ 7,000 Million was used.
  - xi) The division of Europe into two opposing blocks led to the cold war which was accompanied by an arms race.
  - xii) It led to the establishment of the UN in place of the League of Nations which had failed to maintain peace.
  - xiii) Germany and its capital Berlin were divided into two capitalistic west and communist east.
  - xiv) The war destroyed the myth of European military superiority. This strengthened nationalism in other parts of the world.
  - xv) Was created bitter feelings & mistrust among the countries that fought in the war.
  - xvi) Led to widespread unemployment
  - xvii) Led to improvement of military technology.
  - xviii) The war was costly / Economic depression – huge sums of money was spent.
  - xix) Creation of state of Israel for the Jews.
- 24. a) Describe the functions of the president of the United States of America (USA)**
- i) The president is the head of state
  - ii) He appoints cabinet ministers and senior civil servants with approval of the Congress.
  - iii) He guides and controls foreign affairs / chief diplomat.
  - iv) He is the commander in chief of the Armed Forces.
  - v) He presides over the Senate
  - vi) He presides cabinet meetings.
  - vii) He appoints the Supreme Court judges including the Chief Justice.



- viii) The president is head of government.
- b) **Explain how they system of government of the USA works.**
  - i) It is a external system of government consisting of 50 states.
  - ii) Each state is a republic with its own government.
  - iii) Each state is headed by a governor.
  - iv) Each state has its own constitution guiding internal affairs.
  - v) The federal government is headed by president who is elected every four years / subject to a maximum of 2 terms.
  - vi) The president is assisted by the vice – president who can take over in case the president dies.
  - vii) The federal government has bicameral legislature / congress made up to tow houses. The senate and the House of Representatives.
  - viii) Members of the congress are elected by popular vote / each represented in the congress.
  - ix) The congress makes laws.
  - x) State judiciary comprises of the federal courts and the Supreme court.
  - xi) The Supreme Court is the highest court.
  - xii) There is separation of powers between the legislation and judiciary.
  - xiii) The federal five controls foreign affairs defense trade, Taxation issuing currently, and solving disputes between states and citizens of different states.
  - xiv) The congress checks on owners.