

**K.C.S.E HISTORY & GOVERNMENT PAPER 1 2003**

**SECTION A (25 MARKS)**

1. State two disadvantages of relying on oral traditions as a source of history.
  - i) People's ability to remember facts is limited.
  - ii) The information may be subjected to distortions.
  - iii) It is likely to have people biases / exaggerations.
  - iv) The information may change over a period of time.

Any 1 x 1 = (1 marks)
  
2. Give one way in which the knowledge of iron working helped in the migration of the Bantu.
  - i) It enabled them to clear their way as they moved.
  - ii) Their superior weapons enabled them to defeat their enemies.
  - iii) They were able to grow enough food crops to sustain them.

Any 1 x 1 = (1mks)
  
3. State one reason why the government may limit the freedom of speech.
  - i) If one's speech incites the public against the state.
  - ii) If one discloses confidential information relating to the state.
  - iii) If one spreads false information about the state / individual.

Any 1 x 1 = ( 1mks)
  
4. Identify one way in which the Monsoon winds led to the development of trade between the Kenyan Coast and the outside world.
  - i) They facilitated the movement of goods to and from the Kenyan Coast / dhows.
  - ii) They facilitated the movement of traders who established themselves along the Kenyan coast.

Any 1 x 1 = (1marks)
  
5. State three economic benefits of the Omani rule along the Kenyan Coast during the nineteenth century.
  - i) It led to the expansion of trade between Kenya and Arabia.
  - ii) The stations were centres of learning / schools where learners / catechists were preached to.
  - iii) They served as health centres / hospital where the sick were preached to.
  - iv) The missionaries mixed freely with the people thus converted them to Christianity .

Any 3 x 1 = (3mks)
  
6. State two ways through which mission station promoted the spread of Christianity in Kenya.
  - i) The needy found homes and thus they were converted
  - (ii) The stations were centres of learning / schools were learners/ catechists were preached to
  - (iii) They served as health centres / hospital where the sick were preached to.
  - (iv) The missionaries mixed freely with the people thus converted them to Christianity.

7. Give one way in which rural to rural migration in Kenya contributes to national unity.
- It promotes inter ethnic integration.
  - It promotes peaceful coexistence/ harmonious living between different communities .
- Any 1 x 1 = (1mks)
8. State two ways in which the colonial land policies in Kenya undermined African farming.
- Setting aside the white highlands for European settlement deprived the Africans of rich agricultural land.
  - Confining Africans to the reserves created shortage of land for farming due to over crowding.
  - Declaring some of the land as crown land denied the African the access to its use.
- Any 2 x 1 = (2mks)
9. State 2 demand of Kenya Africa Union – KAU made to the colonial government in 1952.
- They demanded for self rule.
  - The release of African political detainees.
  - They wanted / demanded fair – distribution of land to all.
  - They demanded for fair political representation for Africans in the legislative council.
  - They wanted improved education for Africans.
  - Demanded abolition of taxes.
  - Demanded abolition of kipande system.
  - They demanded end of forced labour.
- Any 2 x 1 = (2mks)
10. Give two reasons why independent schools were established in Kenya.
- To give Africans children more opportunities for formal education.
  - To preserve the African cultural identity.
  - To facilitate introduction of a more academic curriculum for Africans / quality education.
  - To provide job opportunities for African teachers.
  - To address discrimination in the education system.
- Any 2 x 1 = (2 mks)
11. State two provisions of the Independent Constitution of Kenya.
- It provided for federal government
  - It provision for an executive president.
  - To made provision for an executive president.
  - It made provisions for two houses of parliament.
  - The interest of the minorities were to be safeguarded.
- Any 1 x 1 = (1 mks)
12. Give one way in which a person may become a member of Parliament in Kenya.
- Through election
  - Through nomination
  - Through holding ex –officio office.
- Any 1x1 = ( 1mks)

13. State one contribution of the ‘Harambee’ movement to the development of Health Services in Kenya.
- i) It has led to the contribution of building health centres / hospital
  - ii) It has mobilized people to contribute money for purchasing drugs for the needy.
  - iii) Money contributed through harambee has enabled sick people to seek for specialized treatment within and outside the country.
  - iv) It has motivated some medical personnel to offer free medical services to the people.

Any 1 x 1 – (1mks)

14. Give two reasons why District Focus for Rural Development was adopted as a development strategy in Kenya.

- i) To help in co-coordinating development efforts in district.
- ii) To mobilize resources in each district for development.
- iii) To facilitate prioritization of individual district needs.
- iv) To hasten development of under developed district
- v) Facilitate even distribution of natural wealth resources.
- vi) To minimize delays caused by Central Government.

Any 2 x 1 = (2 mks)

15. Give two factors which may undermine the effectiveness of the traffic police in Kenya.

- i) Large numbers of vehicle on the roads.
- ii) Poor conditions of many vehicles
- iii) Poor remunerations.
- iv) Corruption / bribery
- v) Lack of public support / confidence
- vi) Inadequate facilities (e.g. vehicles)
- vii) Poor conditions or roads.

Any 2 x 1 = (2mks)

### SECTION B (45 marks)

- 16.a) Outline stages in the Portuguese conquest of the coastal towns up to 1510

- i) In 1500 Pedro Alvares Cabral conquered Sofala.
- ii) In 1502 Vasco Da Gama attacked the town of Kilwa and demanded tribute.
- iii) In 1503 Zanzibar and other Coastal towns were conquered by Ruy Lourenco Ravasco.
- iv) In 1505 Mombasa and Kilwa were conquered by Francisco D’ Almuida.
- v) Between 1506 – 7 Lamu was conquered by Tristao da Cunha.
- vi) 1509 Mafia, Pemba and Zanzibar were brought under Portuguese ruling.

Any 3x 1 (3mks).

- b) Explain six factors that led to the decline of the Portuguese rule over the Kenyan coast.

- i) The decline of the Indian Ocean trade denied them revenue to support their

- ii) In Portuguese officials were corrupt and pocketed funds which would have been used to manage the empire.
- iii) Portuguese officers were cruel / ruthless to the Africans and Arabs who resented them. And therefore did not co-operative.
- iv) There were constant rebellion against the Portuguese and his weakened the control.
- v) Combined attacks from Persians, Arabs and Turks proved formidable for the Portuguese.
- vi) The Portuguese faced stiff competition from the British and Dutch which reduced their profits.
- vii) The Portuguese had inadequate personnel to effectively manage the extensive coast.
- viii) Portugal lacked capital to pay the administrators at the coast and the demoralized them.
- ix) The Portuguese lacked administrative skills were unable to a correctively.
- x) Portugal was forcefully united with Spain and this reduced her autonomy.
- xi) The Portuguese at the coast were attacked by Wazimba and this reduced their population.
- xiii) Distance from Portugal delayed reinforcement.

Any 6 x2 = (12mks)

17. a) Give five reasons why Britain colonized Kenya.
- i) To establish their control over the source of River Nile because of their interests in Egypt.
  - ii) To help stop slave trade in the region and replace it with legitimate trade.
  - iii) To protect their missionaries who were already in Kenya so that they could carry out their missionary work/ spread of Western civilization.
  - iv) To establish a reliable market for their manufactured goods in Britain.
  - v) For prestige
  - vi) To ensure settlements for surplus population.
  - vii) To invest surplus / excess capital
  - viii) To secure sources of raw materials.
  - ix) To prevent colonization of Kenya by other powers.
- Any 5 x 2 = (10mks)
- b) Explain why Kenya communities were defeated by the British during the establishment of colonial rule.
- i) The communities were not united hence they were easily defeated.
  - ii) The communities had inferior weapons as compared to the superior British weapons.
  - iii) The soldiers had little knowledge about the British military tactics.
  - iv) Their population had been weakened / reduced by catastrophe such as famine and rinder pest and civil strife.
  - v) Their leaders lacked adequate organizational sills to mobilizing the people.
  - vi) The British used treachery when dealing with come communities / collaboration.
  - vii) The economic base of the communities was destroyed by the British thus making them weak.

- viii) The soldiers were demoralized when many warriors were captured / skilled (e.g. Aembu and Ameru in 1906/ scorched earth policy.
- ix) The Kenya – Uganda Railway facilitated the faster movement of British troops.
- Any 5 x 2 = (10mks)
18. a) State three ways through which communities in Kenya interacted during the pre – colonial period.
- i) Communities exchanged goods through trade.
- ii) They raided each other for livestock
- iii) They fought wars with each other.
- iv) They inter – married
- Any 3 x 1 = (3mks)
- b) Describe the social organization of the Agikuyu during the Pre – colonial period. (12mks)
- i) The smallest social unit was the family.
- ii) Several related families formed a clan (mbari) which lived in a defined area.
- iii) The Agikuyu practiced circumcision for boys and clitoridectomy for girls.
- iv) The Agikuyu had age – set system (riika) made up of boys and girls who were initiated at the same period.
- v) Members of the age set worked together and considered each other as brothers and sisters.
- vi) Marriage was highly regarded among the Agikuyu as one would raise a family and also own properties.
- vii) The Agikuyu believed in the existence of a supreme God called Ngai who lived on Mount Kenya (Kirinyaga)
- viii) The Agikuyu had prayed and made sacrifices to God on various occasions.
- ix) The Agikuyu also believed in the existence of ancestral spirit who acted as intermediaries between God and the people.
- x) The Agikuyu had sacred places of worship such as groves and fig trees.
- xi) The Agikuyu had some specialists such as prophets, medicine people and rainmakers who were consulted in time of need.
- Any 6 x 2 = (12mks)
19. a) What factors led to the development of multi party democracy in Kenya in the early 1990's (3mks)
- i) International pressure on the government for democracy reforms.
- ii) Pressure from individuals who had been expelled from KANU without political alternatives.
- iii) Existence of people who were ready to push democratic agenda ahead.
- iv) Introduction of multi party democracy in other African countries.
- v) Disconnected within KANU.
- Any 3 x 1 = (3 Marks).

- b) Explain how the existence of many parties had promoted democracy in Kenya.
- i) It had promoted freedom of association by providing alternative parties for people
- ii) It has provided people with a forum to express their views about how a country should be managed.
- iii) It had made the government more accountable to the people through constant criticism.
- iv) It has provided checks and balanced to abuse and misuse of powers by leaders.
- v) It has provided system of scrutinizing government expenditure through public .Accounts Committee and Public Investment Committee.
- vi) It had made people feel free to contribute ideas to any aspect of development in the country without feeling intimidated.
- vii) It has enabled people who wish to form political parties to go ahead and do so. Any 6 x 2 = (3 mks)

**SECTION C (30 marks)**

20. a) What is the composition of the cabinet in Kenya? (3 mks)
- i) The president
  - ii) Vice President
  - iii) Ministers
  - iv) Head of civil service / Secretary to the cabinet
  - v) The Attorney General.
- Any 3 x 1 = (3marks)
- b) Explain six functions of the cabinet in Kenya ( 12mks)
- i) To formulate national and foreign policy to guide the country.
  - ii) To advice the president on issues of national development related to ministries.
  - iii) To supervise the implementation of government policies by respective ministries.
  - iv) To initiate / approve government bills for discussion by parliament.
  - vii) To discuss important national and international issues.
  - viii) To defend (Collectively ) government policies.
- Any 6 x2 = ( 12mks)
21. a) Identify threes types of taxes paid by Kenyans to the government.
- i) Service charge that is paid directly through deductions form salaries.
  - ii) Income tax which is paid by every employed person through monthly deductions.
  - iii) Withholding tax which is deducted from the interest earned on investment.
  - iv) Custom duties imposed on goods that come into Kenya / Airport tax.
  - v) Excise duty levied goods produced within the country.
  - vi) Sales tax paid by people for things that they buy form shops / value added tax. (VAT)
- Any 3 x1 = ( 3mks)

- b) Explain six ways in which the government of Kenya uses its revenue.
- i) Revenue is used to maintain government facilities such as roads and buildings.
  - ii) It is used to initiate new developments / projects by the government (e.g. constructing new roads, constructing government offices.
  - iii) It is used to subsidize public services (e.g. Health, education)
  - iv) It is used to finance recurrent government expenditures such as paying of salaries for civil servants.
  - v) It is used to service loans that have been borrowed by the government for development.
  - vi) It is used to pay subscription to international bodies / organizations e.g. OAU, UN and PTA)
  - vii) It is used to finance security expenditure by the government such as training soldiers, paying body guards and buying arms.
  - viii) It is used to meet any emergency needs that may arise (e.g. due to floods, outbreaks of diseases.)
  - ix) It is used to assist countries that may experience emergencies (e.g. natural disasters) Any 6 x 2 = (12 marks)
22. a) Describe five demands made by trade unionists in Kenya during the colonial period.
- i) They called for removal of social discrimination in places of work.
  - ii) They demanded same job opportunities with European.
  - iii) They demanded better wages.
  - iv) They demanded for reduction of working hours.
  - v) They advocated for the abolition of repressive and discriminatory labour laws.
  - vi) They demanded for the equal wages for equal work done by people of different races.
  - vii) They demanded for the release of their leaders who had been arrested during the strike and demonstrations. Any 5 x 1 = ( 5mks)
- b) Explain the contributions of the trade union movement in the struggle for independence.
- i) Mobilized workers against the colonial government by use of strikes.
  - ii) It brought together workers / people from all parts of the country thus promoting the spirit of nationalism.
  - iii) The union leaders traveled to all parts of the country to mobilize workers support for the nationalist struggle.
  - iv) It motivated workers to sustain the struggle for their political rights/ self governance.
  - v) Trade union leaders worked together with nationalists / political parties.
  - vi) Trade Union became the vehicle / voice through which nationalists ideas / protests were channeled, especially after the state of emergency was declared.
  - vii) Trade Union leaders became prominent members of political associations that fought for independence (e.g. T.J. Mboya, Fred Kubai) Any 5 x 2 = (10mks)

**K.C.S.E HISTORY & GOVERNANCE PAPER 2 2003**  
**SECTION A (25 MARKS)**

1. Identify two ways in which early man used stone tools.

- (i) For protection against enemies/weapons
- (ii) For hunting and gathering
- (i) For digging up roots
- (ii) For constructing shelter/caves
- (iii) Skinning/scaping/peeling
- (iv) Cutting/chopping
- (v) Sewing
- (vi) Making containers
- (vii) Sharpening

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2. Give two factors that influence the growth of early urban centers in Africa.
- (i) They developed as a result of trade.
  - (ii) They developed in areas which could be easily defended /security
  - (iii) They developed as centers of agriculture /food/fertile soils
  - (iv) They developed areas where water was available
  - (v) They develop centers of government /administration
  - (vi) They developed in areas where water was available
  - (vii) Mining /Industry
  - (viii) Religion/Cultural centers
  - (ix) Education centers
  - (x) Ports/harbours
- Any 2x1 =2marks
3. State two disadvantages of using coal as a source of industrial energy.
- (i) It is bulky and difficult to transport
  - (ii) It is a health hazard/pollutes environments
  - (iii) It is difficult/expensive to mine
  - (iv) It causes environmental degradation
  - (v) It is not renewable/easily exhaustible
  - (vi) It is not readily available/widely available
- Any 2x1=2mks
4. Identify one advantage of barter as a system of exchange in the trans-Saharan trade.
- (i) It facilitated trade between communities
  - (ii) It enabled people to acquire the commodities that they needed
  - (iii) It enable some people to determine the value of their commodities
- Any 1x1=1mk
5. Give two ways in which the Agrarian Revolution contributed to European expansion to Africa.
- (i) They were looking for markets for their manufactured goods.
  - (ii) They wanted raw materials for their industries
  - (iii) They wanted to invest their surplus capitals
  - (iv) They wanted to settle their excess population
- Any 2x1 =2mks
6. Identify two ways in which Industrial Revolution contributed to European expansion to Africa.
- (i) They were looking for markets for their manufactured goods.
  - (ii) They wanted raw materials for their industries
  - (iii) They wanted to invest their surplus capitals
  - (iv) They wanted to settle their excess population
- Any 2x1=2mks)
7. State one reason why International Trade Agreements are signed.
- (i) To regulate trade between members state/remove restrictions on trade
  - (ii) To help guard against exploitation of weaker members/reduce gap
  - (iii) To check monopoly of trade
  - (iv) To standardize prices
  - (v) To regulate for improvement of trade
- Any 1x1 =1mk

8. State two religious practices of the ancient Egyptians.
- (i) They preserved the bodies of the dead
  - (ii) They worshipped many god/polytheism
  - (iii) They worshipped in temples
  - (iv) Priests acted as intermediaries between the people and God /conducted religious ceremonies
  - (v) They offered sacrifices to the gods
  - (vi) Buried their kings with their treasure/festivals
- Any 2x1=2mks
9. State two similarities between the Buganda and the Ndebele systems of government in 19<sup>th</sup> Century.
- (i) Both systems were centralized
  - (ii) They ruled by hereditary monarchs/kings/kingship was hereditary
  - (iii) They had a strong standing army
  - (iv) Their king had absolute powers/chief judge/religious leader/appointed administration leaders.
  - (v) Ruled by kings
  - (vi) Commandant chief
- Any 2x1 = 2mks
10. Identify one way in which African reacted to European colonization of Africa
- (i) Armed resistance/revolting
  - (ii) Collaboration/signing treaties
- Any 1x1 = 1mk
11. State one way through which the European maintained peace among themselves during the partition of Africa.
- (i) By signing treaties among themselves/agreements
  - (ii) By organizing the Berlin Conference to lay down the guiding principles of the partition/recognize spheres of influence.
12. Name two main political challenges that have faced the Democratic Republic of Congo since independence.
- (i) Political instability/military coup etdetats
  - (ii) Ethnic differences/tribal clashes.
  - (iii) Succession
  - (iv) Civil Wars
  - (v) Political assassinations
  - (vi) Foreign interference/intrigues
  - (vii) Mutiny in the army
- Any 2x1=marks
13. Give one function of the monarchy in Britain
- (i) Is the head of the state
  - (ii) Summons a new
  - (iii) Approves the bill
  - (iv) Confers honours to citizens who have excelled
  - (v) Invites the leader of the ruling party to form government
  - (vi) Heads the Commonwealth of nations
  - (vii) Gives opening speech/opens/closes parliament
  - (viii) Creates peers
  - (ix) Appoints arch-bishop/bishops

- (x) Commander in chief
- (xi) Looks after foreign policy/enactment of treaties
- (xii) Pardons judges
- (xiii) Appoints judges
- (xiv) Dissolves parliament

Any 1x1 =1mk

14. State one advantage of a written constitution
- (i) It ensures consistency in application/practice/not easily disturbed
  - (ii) Permanent record/it provides a source of reference
  - (iii) It ensures the preservation of the constitution
  - (iv) It facilitates consistency in the amendments procedure
15. State two ways in which the treaty of Versailles signed in 1919 affected Germany
- (i) It reduced the size of Germany/reduction 12.5%
  - (ii) Germany was forbidden from uniting with Austria
  - (iii) Germany lost her colonies in Africa and other territories in Europe
  - (iv) The size of Germany's military strength was restricted
  - (v) Germany was forced to pay war damages

Any 1x1=1mk

Any 2x1 =2mks.

16. Identify one leader who was founder member of the Non-aligned movement
- (i) Broz Tito of Yugoslavia
  - (ii) Gamal Adbal Nasser of Egypt
  - (iii) Jawaharlal Pandit Nehru-premier India
  - (iv) Dr. Ahmed Surkano-premier Indonesia
  - (v) Chuo En-lai of China-P.M. China

Any 2x1 = 2mks

### SECTION B (45MKS)

17. a) What were the advantages of the discovery of fire by the early man?
- (i) It enabled early man to cook food
  - (ii) Fire was used to keep people warm
  - (iii) It was used to protect people against wild animals/security.
  - (iv) Fire was used to clear bushes to facilitate settlement
  - (v) Fire was used for lighting at night
  - (vi) Fire was used to sharpen the tips of tools
  - (vii) Fire was used for hunting
  - (viii) Hardening pots
  - (ix) Extracting poison from plants
  - (x) Communication
- (b) Explain six ways in which early agriculture changed the lives of early people.
- (i) Agriculture provided people with a steady source of food instead of depending on hunting and gathering

Any 3 points 1 mark=3mks

- (ii) People were able to lead settled lives because of the availability of food
- (iii) Availability of food enabled some people to specialize in skills such as crafts /local industries/division of labour
- (iv) Production of excess agricultural products led to the development of trade between communities
- (v) It led to an increase in population as people had enough food to eat.
- (vi) Concentration of people in settlements led to the development of early urban centres/growth of towns
- (vii) People were able to build more permanent houses and this ensured their security.
- (viii) It led to the development of social satisfaction/classes
- (ix) Development of political systems/government

Any 6 points, 2 marks =12mks

18. a) Give three development that have taken place in road transport systems since 1950

- (i) Tarmac roads which are durable have been constructed
- (ii) Bridges have been constructed to facilitate travel on roads
- (iii) Roads have been straightened and widened to cater for the increasing volume of traffic
- (i) Dual carriage ways have been constructed to ease traffic congestion
- (ii) Motorways have been constructed in developed countries for the exclusive use of wheels.
- (iii) Construction of macadamensed roads

Any 3 points 1 mark = 3mks

(b) Explain six ways through which the invention of the railway speeded up industrialization in Europe.

- (i) The invention of the railway facilitated transport of bulky and heavy raw materials to industries.
- (ii) It eased and speeded up transportation of bulky manufactured goods to various markets in different parats of Europe
- (iii) It facilitated the transportation of heavy industrial sources of energy to the industries, especially coal and firewood
- (iv) If provided reliable and cheaper means of transport for workers to the industries and thus enhanced their performance.
- (v) It facilitated interaction between towns and business people and thus promoted investment in industries
- (vi) If facilitated the migration and settlement of people to new lands which became sources of raw materials
- (vii) It opened up mining and farming in the interior of most countries
- (viii) Facilitated transport of heavy machinery for installation in industries
- (ix) Revenue from the railway in setting up industries

19. (a) State three religious practices of the Yoruba

- (i) They worshipped many gods/ they were polytheists
- (ii) They worshipped their god in shrines
- (iii) They made sacrifices to their gods
- (iv) They revered their ancestral spirits
- (v) They had priests and diviners who presided over religious ceremonies/ interpretation astronomy/ prediction of the future
- (vi) They prayed to their gods twice a day
- (vii) They gave offerings and poured libations
- (viii) They performed social ceremonies e.g. marriage
- (ix) They worshipped one supreme god

(Any 3 x 1 = 3 mks)

(b) Explain six effects of Christian missionary activities on Africans

- (i) Many Africans were converted to Christianity and thus undermined their traditional ways of worship
- (ii) Africans acquired Western education which was offered in mission schools
- (iii) Africans were trained as medical practitioners thus enabling them to offer medical services in mission hospitals/ health centers
- (iv) Africans acquired new knowledge and skills in agriculture which boosted food production
- (v) There developed disunity among the Africans which was based of differences in religious beliefs and practices/ denominational difference
- (vi) They adopted new architectural designs which changed their styles of building
- (vii) The teaching of the missionaries made the Africans too subservient to oppose European colonialism/ facilitated European colonization
- (viii) Some Africans were oppose to the teachings of the missionaries, this led to the rise of independent schools and churches
- (ix) Many Africans left their homes of live and work in mission stations
- (x) Helped stamp out slave trade/ slavery
- (xi) Translated codified African languages
- (xii) Africans were trained technical skills e.g. crafts and carpentry

Any 6 x 2 = 12 mks

20. (a) Describe the organization of the Trans- Atlantic Trade
- (i) It operated between West Africa, the Americas and Europe/ it organized in a triangular form
  - (ii) The European brought manufactured goods to West Africa and exchanged them with slaves
  - (iii) Slaves were sold at particular centers along the coast of West Africa
  - (iv) The slaves were stored in barracoons awaiting transportation
  - (v) Famine due to neglect of farming during the war
  - (vi) The resistance inspired future nationalism in Guinea
22. (a) Give three reasons why the preferential Trade Area ( PTA) was formed
- (i) To promote trade among member states
  - (ii) To establish a common market

- (iii) To harmonize and co- ordinate development strategies, policies and plans within the region
- (iv) To provide co-operation in monetary and financial affairs/ common curve
- (v) To establish institution which promote agricultural and industrial development/ economic co- operation
- (vi) Eliminate tariffs of non- tariff barriers

(Any 3 points, 1 mk = 3 mks)

- (b) Explain six challenges which Tanzania has faced since independence
  - (i) Economic hardship/ lack of finances for funding development programmes
  - (ii) Frequent drought/ famine which cause suffering to the people and eat into the already weak economy/ harsh climate conditions
  - (iii) Hostile neighbours especially Uganda during the time of Idi Amin and Kenya as a result of the closure of common border in 1977
  - (iv) The collapse of East African Community/ unstable union among the countries of East Africa
  - (v) The collapse of Ujamaa as a development strategy undermined the confidence of the leaders
  - (vi) General poverty of the masses and the government's inability to solve the problem
  - (vii) Poor transport and communication network within the country
  - (viii) Political instability especially Zanzibar's desire to break away
  - (ix) Corruption and inefficiency in the running of the state co-operations which has led to low production

(Any 6 points, 2 mks = 12 mks)

23. (a) What are the features of state government in the United States of America?
- (i) They have a governor who is the administrative head
  - (ii) Each state has Law Courts that handle internal affairs
  - (iii) Each state has its own social amenities e.g Education, Health, public Network
  - (iv) Each state is responsible for its own development
  - (v) Each state has its own capital
  - (vi) Each state generates its own revenue
  - (vii) Each state has state legislatures to pass state
  - (viii) Each state has a bi- cameral legislature
  - (ix) Each state has state police to maintain
  - (x) Inflation/ divination of currency
  - (xi) Army mutiny of 1964
  - (xii) Universities students demo in 1966 due to government attempt to introduce compulsory
  - (xiii) Huge external debt
  - (xiv) Fall in major export prices
  - (xv) Terrorist threat

- (b) What were results of the Trans- Atlantic Trade in West Africa?
- (i) It led to the displacement of many people who were sold as slaves to the Americas
  - (ii) It led to the permanent separation of families
  - (iii) It led to the depopulation of West Africa
  - (iv) It intensified conflicts and wars between communities
  - (v) It led to the introduction of manufactured goods to West Africa
  - (vi) It caused untold suffering/ misery
  - (vii) It led to the emergence of a class of rich traders/ merchants
  - (viii) It led to the emergence of some kingdom
  - (ix) It led to the decline of some states / kingdom as conflicts between states intensified in the region
  - (x) It led to loss of life
  - (xi) It led to destruction of property
  - (xii) It led to a decline in agriculture
  - (xiii) Some communities were weakened and therefore could not resist the establishment of colonial rule
  - (xiv) There was a change in social roles as women became heads of families
  - (xv) Local industries declined because of the influx of cheap manufactured goods
  - (xvi) Decline of trans- Saharan Trade
  - (xvii) Abuse of power by lenders who sold their suspects as slaves
  - (xviii) Led to urbanization
  - (xix) Opened to the outside world, hence colonization
  - (xx) It created insecurity in the region  
(Any 6 x 2 = 12 mks)
21. (a) Give three reasons why Samori Toure resisted French colonization in Africa
- (i) He wanted the mandinka to retain their independence
  - (ii) He wanted to safeguard Islam from Christian influence/ he was fighting a holy war
  - (iii) He wanted to preserve the Mandinka culture
  - (iv) He wanted to protect the Mandinka land from European occupation
  - (v) He wanted to protect the economic resources of gold mines
  - (vi) He wanted to retain his authority
- (b) Explain six results of Samori Toure's resistance against French occupation between 1882 – 1896
- (i) Malinke kingdom disintegrated / loss of independence
  - (ii) Property destroyed through scorch- early policy
  - (iii) Malinke people fled to other countries such as Ghana, Ivory coast to avoid colonization by the French
  - (iv) Many people lost their lives due to prolonged war
  - (v) Samori was captured and exiled Gabon in 1898

- (vi) Economic activities of the Malinke was disrupted/ decline of trade and mining of the Malinke
- (vii) Influx of refugees  
(Any 3 points, 1 mk = 3 mks)

- (b) Explain six functions of the federal government of the U.S.A
  - (i) It regulates trade between the states
  - (ii) It controls/ regulates trade between states and foreign countries
  - (iii) It authorizes the printing and circulation of currency
  - (iv) It declares war and makes peace with other countries of the world
  - (v) It formulates foreign policies involving the U.S.A and other countries
  - (vi) It regulates taxation within U.S.A
  - (vii) It establishes federal postal services in U.S.A
  - (viii) It passes federal laws
  - (ix) It establishes federal courts
  - (x) It establishes federal armed/ defense forces
  - (xi) It admits new states in the Union  
(Any six points, 2 mks = 12 mks)