

## 9.0 HISTORY AND GOVERNMENT (311)

History and Government equips students with knowledge that enables them to understand the *social, economic and political development of the world*. Students are expected to relate the information to the Kenyan situation. The year 2007 KCSE History and Government examination was presented in two papers. *Paper 1 (311/1)* covers the “*History and Government of Kenya*” while *Paper 2 (311/2)* is on the “*Themes in World History and Government*”. This report analyses the performance of the candidates in the year 2007 History and Government examination paying special attention to the poorly performed items. The report further gives expected responses and gives advice to both the teachers and candidates with the aim of improving future performance in the subject.

### 9.1 GENERAL CANDIDATES' PERFORMANCE

The table below shows performance of candidates in History and Government (311) over a period of four years, 2004, 2005, 2006 and 2007.

Table 12: Candidates Performance in History and Government for the Last Four Years.

| Year | Paper   | Candidature | Maximum Score | Mean Score | Standard Deviation |
|------|---------|-------------|---------------|------------|--------------------|
| 2004 | 1       |             | 100           | 61.82      | 19.90              |
|      | 2       |             | 100           | 52.24      | 19.30              |
|      | Overall | 115,060     | 200           | 114.03     | 37.00              |
| 2005 | 1       |             | 100           | 56.71      | 19.76              |
|      | 2       |             | 100           | 45.81      | 19.88              |
|      | Overall | 142,924     | 200           | 102.51     | 38.00              |
| 2006 | 1       |             | 100           | 59.16      | 19.55              |
|      | 2       |             | 100           | 42.23      | 17.74              |
|      | Overall | 143,400     | 200           | 101.38     | 35.00              |
| 2007 | 1       |             | 100           | 48.04      | 18.60              |
|      | 2       |             | 100           | 53.82      | 20.19              |
|      | Overall | 165,844     | 200           | 101.85     | 36.00              |

From the table above, the following observations can be made:

- 9.1.1 The candidature in History and Government has continued to grow over the years, that is, from *115,060* in the year 2004 to *165,844* in the year 2007.
- 9.1.2 Whereas the performance in *paper 1 (311/1)* declined from a mean of *59.16* in the year 2006 to *48.04* in the year 2007, performance of candidates in *paper 2 (311/2)* improved from a mean of *42.23* in the year 2006 to *53.82* in the year 2007.
- 9.1.3 There was a slight improvement in the overall performance of candidature in the subject as indicated by a mean of *101.85* in the year 2007 as compared to *101.38* in the year 2006.

Questions which were poorly performed by candidates are discussed here below.

### 9.2 PAPER 1 (311/1)

The performance of candidates' in this paper declined from a mean of *59.16* in the year 2006 to *48.04* in the year 2007. In the year 2007 KCSE History and Government Paper 1 (311/1), there were no questions which

posed serious challenges to the candidates. However we shall highlight questions 23(b) and 24(b) where there were a few issues raised.

#### Question 23 (b)

**Why should there be separation of powers between the Legislature, Executive and Judiciary in Kenya?**

Candidates were expected to give reasons for the separation of powers between the *Legislature, Executive* and the *Judiciary* in Kenya.

#### Weaknesses

A good number of candidates gave irrelevant responses which included *“the lowest office in Kenya”, “improving development projects”, “ independence of judiciary in Kenya, “gives roles of all the Kenya government”, etc.*

#### Expected Responses

- To enable the government to facilitate division of labor.
- It helps prevent abuse of power/provides checks and balances.
- It promotes effective service delivery.
- To enhance accountability.

#### Advice to Teachers

This was the poorest performed question in the paper. This is evident from the many wrong responses given by the candidates. It seemed to suggest that teachers do not handle this area effectively. Teachers need to cover the syllabus so as to enable candidates respond to this kind of question with ease.

#### Question 24 (b)

**Describe five duties performed by a District Commissioner in Kenya.**

Candidates were expected to describe the duties of a District Commissioner in Kenya

#### Weaknesses

Candidates relied on misleading information they acquired from current affairs instead of using information from the syllabus and approved texts. They gave incorrect responses such as *“he counts votes”, he pays all teachers in the District”, “should attend burial and mourning to keep hope”. etc*

#### Expected Responses

- Represents the President in the District.
- Over-sees implementation of government policies.
- Conducts civil marriage on behalf of the State.
- The accounting officer.
- Ensures law and order is maintained in the District.
- Acts as a link between the people and the State.

### Advice to Teachers

Teachers should ensure that the correct content is taught to the students and that they read widely.

### 9.3 PAPER 2 (311/2)

There were no questions which were too difficult for the candidates in this paper. The questions were suitable for the candidates' range of understanding except where candidates had not covered the syllabus as they prepared with their teachers. The paper registered the best mean score after a period of many years. Questions 6, 13 and 24(a) are highlighted because they posed some challenges to the candidates.

#### Question 6

State the **main** advantage of using air transport.

Candidates were to evaluate the uses of air transport and give the **main** reason why air transport is used.

#### Weaknesses

Candidates gave many answers instead of considering the *main*.

#### Expected Responses

It is the fastest mode of transport.

#### Advice to Teachers

Teachers should assist candidates in preparing them to attempt questions which require only one answer/response.

#### Question 13

Identify the **immediate** cause of the First World War.

Candidates were to identify the immediate cause of the First World War.

#### Weaknesses

Most candidates got the correct answer but those who lacked knowledge on the First World War wrote the causes of the World War I instead of the immediate cause.

#### Expected Responses

The assassination of the *Archduke of Austria* by a Serbian student.

#### Advice to Teachers

Teachers should teach both the long term and immediate causes of the First World War. They should also advice candidates to stick to the requirements of the questions.

#### Question 24 (a)

Give **three** requirements for one to be allowed to contest as a presidential candidate in the United States of America.

The candidates were to give three requirements for a presidential aspirant in the United States of America.

#### Weaknesses

Candidates used the Kenya situation in attempting this question. The guessing helped them score a few points.

#### Expected Responses

- One must be a citizen of America by birth.
- One must be a resident of the USA for at least 14 years.
- Should not have been president for the two four-year terms.
- Must be at least 35 years of age.
- Must be morally upright.

#### Advice to Teachers

Teachers should try to cover the syllabus adequately and point out specific areas of systems of government in other countries particularly where they differ from Kenya.

### 9.4 GENERAL COMMENTS

A near perfect curve has been attained in the assessment of History & Government (311). This is due to introduction of strict adherence to rubric in the marking exercise. The following should be adhered to further improve performance in the subject:

- 9.4.1 Ensuring that adequate syllabus coverage is done by both teachers and candidates.
- 9.4.2 Making proper use of the recommended text books and pupil book ratio.
- 9.4.3 Teachers should avoid absolute use of commercially produced "*revision booklets*" as most of them do not bring out the exact content of the syllabus.
- 9.4.4 Teachers should ensure that they use teaching aids such as maps, models etc.
- 9.4.5 Schools should provide adequate reference materials for candidates to use.
- 9.4.6 Only qualified teachers should be allowed to teach the subject.
- 9.4.7 Candidates should be advised on examination requirements and hence stick to the rubric.

## 23.7 HISTORY & GOVERNMENT (311)

### 23.7.1 History & Government Paper 1 (311/1)

311/1  
HISTORY AND  
GOVERNMENT  
Paper 1  
Oct./Nov. 2007  
2½ hours



**THE KENYA NATIONAL EXAMINATIONS COUNCIL**  
Kenya Certificate of Secondary Education  
HISTORY AND GOVERNMENT  
Paper 1  
2½ hours

*This paper consists of THREE sections: A, B and C.  
Answer ALL the questions in section A, three questions from section B and two questions from section C  
Answers to all the questions must be written in the answer booklet provided.*

**This paper consists of 3 printed pages**  
**Candidates should check the question paper to ensure that all the pages are printed as indicated and no questions are missing.**

7034

©2007 The Kenya National Examinations Council

Turn over

## SECTION A (25 MARKS)

*Answer all the questions in this section in the answer booklet provided.*

- 1 Give two reasons for studying Government. (2 marks)
- 2 State two advantages of the discovery of fire by Early Man. (2 marks)
- 3 Name the dispersal area of the Eastern Bantu. (1 mark)
- 4 State two duties of the Orkoiyot among the Nandi. (2 marks)
- 5 Give the main reason why the rulers of Malindi welcomed the Portuguese in the 16th century. (1 mark)
- 6 Give two factors which influenced Seyyid Said to develop agriculture in Zanzibar in the 19th Century. (2 marks)
- 7 Apart from the Nandi, name two other communities that resisted the establishment of colonial rule in Kenya. (2 marks)
- 8 State the main duty of the Governor during the British Colonial rule in Kenya. (1 mark)
- 9 State one reason why the colonial government established Local Native Councils in Kenya in 1924. (1 mark)
- 10 Identify two features of African farming in Kenya during the colonial period. (2 marks)
- 11 State one recommendation of the Lennox-Boyd constitution regarding the Legislative Council in Kenya. (1 mark)
- 12 Name one Ex-officio Member of Parliament in Kenya. (1 mark)
- 13 Who was the first Vice President of independent Kenya? (1 mark)
- 14 State two ways through which a person can become a citizen of Kenya. (2 marks)
- 15 State two ways in which poor leadership affects sporting activities in Kenya. (2 marks)
- 16 State one type of government expenditure in Kenya. (1 mark)
- 17 Who gives assent to a parliamentary bill before it becomes law in Kenya? (1 mark)

### SECTION B (45 MARKS)

*Answer any three questions from this section in the answer booklet provided.*

- 18 (a) Give five reasons for the migration of the Luo from their original homeland into Kenya. (5 marks)
- (b) What were the social effects of the expansion of the Luo into Western Kenya? (10 marks)
- 19 (a) Identify five factors that led to the growth of towns along the Coast of Kenya before the 19th century. (5 marks)
- (b) Describe the way of life in the Coastal towns of Kenya before the 19th Century. (10 marks)
- 20 (a) Give reasons why the British colonial government encouraged Europeans to settle in Kenya by 1939. (3 marks)
- (b) Explain the effects of land alienation in Kenya during the colonial period. (12 marks)
- 21 (a) Identify five methods that the colonial government used to discourage the activities of the Mau Mau movement in Kenya. (5 marks)
- (b) Explain five reasons why the Mau Mau movement was able to last for a long time. (10 marks)

### SECTION C (30 MARKS)

*Answer any two questions from this section in the answer booklet provided.*

- 22 (a) Give three reasons that can make the Parliament in Kenya to be dissolved. (3 marks)
- (b) Explain six functions of the National Assembly in Kenya. (12 marks)
- 23 (a) Apart from the High Court, identify five other types of Courts in Kenya. (5 marks)
- (b) Why should there be separation of powers between the Legislature, Executive and Judiciary in Kenya? (10 marks)
- 24 (a) State five functions of the Kenya Police. (5 marks)
- (b) Describe five duties performed by a District Commissioner in Kenya. (10 marks)

**23.7.2 History & Government Paper 2 (311/2)**

**311/2  
HISTORY AND  
GOVERNMENT  
Paper 2  
Oct./Nov. 2007  
2½ hours**

**THE KENYA NATIONAL EXAMINATIONS COUNCIL  
Kenya Certificate of Secondary Education  
HISTORY AND GOVERNMENT  
Paper 2  
2½ hours**

*This paper consists of **THREE** sections: A, B and C.  
Answer **ALL** the questions in section A, three questions from section B and two questions from section C  
Answers to all the questions must be written in the answer booklet provided.*

**This paper consists of 3 printed pages**

**Candidates should check the question paper to ensure that all the pages are printed as indicated and no questions are missing.**

7035

©2007 The Kenya National Examinations Council

**Turn over**



## SECTION A (25 MARKS)

*Answer all the questions in this section in the answer booklet provided.*

- 1 Give **two** sources of information in history and government. (2 marks)
- 2 State **two** methods used by Early Man to find food during the Stone Age period. (2 marks)
- 3 Give the **main** reason why early agriculture developed in Egypt. (1 mark)
- 4 Identify **two** early sources of energy. (2 marks)
- 5 State **one** disadvantage of using a messenger to pass on information. (1 mark)
- 6 State the **main** advantage of using air transport. (1 mark)
- 7 Identify the **main** method of trade in Africa during the pre-colonial period. (1 mark)
- 8 Identify **one** reason that led to the decline of Meroe as an early urban centre. (1 mark)
- 9 State the **role** of the 'golden stool' in the Asante Kingdom during the 19th century. (1 mark)
- 10 Identify the **two** European powers that acquired colonies in East Africa. (2 marks)
- 11 Give **one** reason why the Lozi collaborated with the British during the colonization of Africa. (1 mark)
- 12 Give **two** results of the French assimilation policy in Senegal. (2 marks)
- 13 Identify the **immediate** cause of the First World War. (1 mark)
- 14 State the **main** reason why nationalism developed in Ghana during the colonial rule. (1 mark)
- 15 State **two** duties of the United Nations Secretariat. (2 marks)
- 16 Give **two** achievements of the Commonwealth. (2 marks)
- 17 Identify **two** types of democracy. (2 marks)

## SECTION B (45 MARKS)

*Answer any three questions from this section in the answer booklet provided.*

- 18 (a) State **three** ways in which people in developing countries are affected by food shortages. (3 marks)
- (b) Explain **six** ways that the developing countries can use to reduce the problem of food shortages. (12 marks)
- 19 (a) Identify the **three** types of trade. (3 marks)
- (b) Describe the organization of the Trans-Saharan trade. (12 marks)
- 20 (a) State **three** factors that have contributed to the growth of Johannesburg city. (3 marks)
- (b) Describe **six** social problems faced by the residents of Johannesburg since the end of apartheid. (12 marks)
- 21 (a) How did the invention of the steam engine contribute to the process of colonization in Africa? (3 marks)
- (b) Explain **six** positive effects of European colonization of Africa. (12 marks)

## SECTION C (30 MARKS)

*Answer any two questions from this section in the answer booklet provided.*

- 22 (a) Identify **three** terms of the Treaty of Versailles of 1919. (3 marks)
- (b) Give **six** reasons why the Central Powers were defeated in the First World War. (12 marks)
- 23 (a) Give **three** political changes introduced by Mobutu Sese Seko which led to dictatorship in the Democratic Republic of Congo. (3 marks)
- (b) Explain the economic problems faced by the Democratic Republic of Congo since independence. (12 marks)
- 24 (a) Give **three** requirements for one to be allowed to contest as a presidential candidate in the United States of America. (3 marks)
- (b) What are the functions of the United States Congress? (12 marks)

## 24.7 HISTORY & GOVERNMENT

### 24.7.1 History & Government Paper 1 (311/1)



MANYAM FRANCHISE  
Discover! Learn! Apply!

1.
  - To understand how different organs of government function.
  - To understand how laws are made/enforced.
  - To have knowledge of the duties/responsibilities of citizens.
  - To enable citizens know their rights.
  - To be able to compare political systems of the world.

*(Any 2 x 1 = 2 marks)*
2.
  - Man used fire to cook food.
  - Fire provided light at night.
  - Man used fire to keep himself warm.
  - Fire was used to harden tips of tools.
  - Fire was used to frighten/keep off dangerous animals.

*(Any 2 x 1 = 2 marks)*
3. Shungwaya.

*(1 x 1 = mark)*
4.
  - He presided over religious functions.
  - He foretold future events/seer.
  - He was a medicineman.
  - He was a rain maker.

*(Any 2 x 1 = 2 marks)*
5. They wanted military support against Mombasa.

*(1 x 1 = mark)*
6.
  - Zanzibar had favourable climate for clove growing.
  - Availability of labour/slave labour.
  - Zanzibar had a natural deep harbour which would promote trade in agricultural products.
  - Zanzibar had fertile soils.

*(Any 2 x 1 = 2 marks)*
7.
  - Agiriyama.
  - Bukusu.
  - Somali.

*(Any 2 x 1 = 2 marks)*
8. To facilitate effective administration of the colony.

*(1 x 1 = mark)*
9.
  - To serve as a link between African people and the Central government.
  - To involve Africans in the management of their affairs.
  - To provide a forum through which Africans would express themselves.

*(Any 1 x 1 = 1 mark)*
10.
  - Small scale farming was practised.
  - Africans mainly grew foods.
  - Traditional methods of farming were used.

*(Any 2 x 1 = 2 marks)*
11.
  - The number of elected Africans to the Legislative council was to be increased from 8 to 14.
  - There were to be 12 nominated members representing the different races.
  - The African representation on the council of Ministers be doubled/increased to 2.

*(Any 1 x 1 = 1 mark)*

12.   
  - The Speaker.
  - The Attorney-General. *(Any 1 x 1 = 1 mark)*
13. Oginga Odinga. *(Any 1 x 1 = 1 mark)*
14.   
  - By naturalization.
  - By birth.
  - By registration. *(Any 2 x 1 = 2 marks)*
15.   
  - Constant wrangling leading to negligence of duty.
  - Mismanagement of funds/greed.
  - Demoralization of sports men and women.
  - Discrimination/favouring teams over others. *(Any 2 x 1 = 2 marks)*
16.   
  - Capital.
  - Recurrent. *(Any 1 x 1 = 1 mark)*
17. The President. *(1 x 1 = 1 mark)*
18. (a)   
  - They were looking for new settlements as a result of overpopulation.
  - Diseases and natural disasters forced them to migrate.
  - They migrated in order to escape internal conflicts.
  - Overstocking and Overgrazing led them to look for more pasture.
  - They moved to search for fertile lands with favourable climate.
  - Some people migrated for adventure (spirit of adventure). *(Any 5 x 1 = 5 marks)*
- (b)   
  - They intermarried with their neighbours, such as Luhya, Kalenjin, Abagusii and Kuria.
  - They shared the name 'Nyasaye' with some Luo communities as a title of God.
  - They had similar funeral rites and burial customs with their neighbours.
  - They assimilated other communities.
  - They displaced other communities.
  - Their movement and settlement increased conflicts.
  - Their settlement in Western Kenya led to population increase.
  - They influenced their neighbours to adopt their language and naming system. *(Any 5 x 2 = 10 marks)*
19. (a)   
  - The coming and establishment of settlements along the coast by early visitors.
  - The development of the Indian Ocean trade.
  - Some towns were established on Islands/security.
  - Existence of deep, well sheltered harbours.
  - Climatic conditions were favourable.
  - Increase in population due to intermarriages.
  - The settlement of Muslim refugees from Arabia.
  - Effective administration by the rulers of the towns enabled them to expand. *(Any 5 x 1 = 5 marks)*
- (b)   
  - Each town had a leader whose title was the Sultan or Sheikh.
  - The towns were governed using Islamic Laws/Sharia.
  - People developed and spoke the Kiswahili language.
  - Women wore 'buibui's' and men put on 'kanzu's'

- The main religion practised was Islam.
- The people adapted Arabic and Persian architectural designs.
- They ate oriental foods.
- They carried out trade with Europeans as well as with the communities in the interior of Kenya.
- They practised mixed farming/or grew bananas, cashew nuts as well kept animals.
- They carried out fishing.
- Education was provided in 'Madrasas'. *(Any 5 x 2 = 10 marks)*

20. (a)

- Governor Northey saw the need to develop the highlands to meet administrative costs.
- The British industries needed cheap raw materials.
- They thought the area had no occupants/was empty land.
- The government wanted to make the protectorate economically viable.
- In order to control further influx of Asians into the protectorate.

*(Any 3 x 1 = 3 marks)*

(b)

- Africans who lost their land became poor.
- The displaced Africans were confined to Native Reserves thus leading to congestion/over use of land.
- Many Africans became squatters and lived in misery and hopelessness.
- The landless were to supply labour in settler farms for wages in order to pay taxes.
- The displaced Africans were forced to move to towns to look for employment.
- The movement to towns by the displaced African led to the growth of urban centres.
- The traditional Socio-Economic set-up of the African was disrupted.
- Loss of land led to bitterness and made Africans later to form political organizations to demand for their land.

*(Any 5 x 2 = 10 marks)*

21. (a)

- Many people were arrested/or detained in various camps.
- The armed forces were used to suppress the movement.
- They killed/or executed the activists.
- They used traitors and spies to reveal hiding grounds of the fighters.
- The activists houses were destroyed/looted/villages burned down.
- The people were put in concentration camps to curtail their movement.
- Kenya African Union (K.A.U.) was banned.
- The Independent schools were closed down.
- State of Emergency was declared.
- The government tortured Mau Mau supporters.

*(Any 5 x 1 = 5 marks)*

(b)

- Oathing united people and this made them to be committed to the cause.
- Fighters used guerrilla warfare which made it difficult for the British government to contain the rebellion.
- The civilian population sustained the rebellion by supplying food, weapons and information.
- The movement was led by able leaders.
- The Aberdares and Mt. Kenya forests provided good hideouts for the Mau Mau fighters.
- The fighters had adequate weapons which enabled them to persist/continue fighting.
- Some of the fighters were ex-service men and were therefore able to apply the military experience they had gained in the first and second world wars.
- The movement received moral and material support from Independent African countries.

*(Any 5 x 2 = 10 marks)*

22. (a)
- It can be done when a vote of no confidence is passed on the governing president.
  - The constitution allows the president to dissolve it at will.
  - It can be done after the expiry of the five year parliamentary period.
  - During a state of emergency.
  - It can be done when the opposition has more members than the ruling party in Parliament.
- (Any 3 x 1 = 3 marks)*
- (b)
- The National Assembly /Parliament debates and makes laws which are used to govern the country.
  - It amends/changes existing laws and the constitution when necessary.
  - It acts as a check on the possible abuse of power by the judiciary, executive or any other institution in the country.
  - It represents the views of the people/elected members provide a link between the people and the government.
  - It ensures that the rule of law is respected/everyone is governed by the same laws.
  - It approves and controls sources of government revenue and expenditure /the budgets which contain the estimates of the two sums are read/ debated and approved annually.
  - It monitors the government spending through the Public Accounts Committee/This Committee can summon public servants for misuse of public funds.
  - The National Assembly debates issues of national and international concern and makes recommendations for appropriate action.
  - The National Assembly has power to pass a vote of no confidence in the President and Government/It can terminate the life of a government when two thirds of its members pass a vote of no confidence.
  - Parliament can fire an individual member through a vote of no confidence. The Member of Parliament is forced to resign.
  - It creates parastatals or other government agencies through Acts of Parliament.
  - The members of the National Assembly elect the speaker and the deputy speaker.
- (Any 6 x 2 = 12 marks)*
23. (a)
- The Court of Appeal.
  - The Chief Magistrates Court.
  - The Resident Magistrates Court.
  - The Senior Principal Magistrates Court.
  - Special Courts/Tribunals.
- (Any 5 x 1 = 5 marks)*
- (b)
- In order to make the co-ordination of government programmes and administration effective.
  - To enable the government to facilitate division of labour.
  - It helps prevent abuse of power/provides checks and balances.
  - It promotes efficient service delivery.
  - It is a constitutional requirement.
  - To enhance accountability.
  - It promotes transparency/openness in government dealings
  - It ensures that no arm of the government interferes with the other.
- (Any 5 x 2 = 10 marks)*
24. (a)
- Maintain law and order.
  - Quelling civil disturbances.
  - Prosecute criminals.
  - Inspect vehicles to ensure roadworthiness.
  - Entertain people during national functions.

- Conduct driving tests.
- Detect and prevent crimes/investigate.
- Arresting suspected criminals.
- Guarding the country's entry points.
- Combating crime.
- Protecting government property/senior government officers.

*(Any 5 x 1 = 5 marks)*

(b)

- Represents the president in the district.
- Oversees the implementation of government policies.
- Co-ordinates development activities in the district.
- Interprets and explains government policies to the people in the district.
- Conducts civil marriages on behalf of the state.
- Chairs the district security committee.
- Co-ordinates disaster management activities.
- Issues licences and trade permits in the districts.
- The accounting officer of the district.
- Ensures law and order is maintained in the district.
- Acts as a link between the people and the state.

*(Any 5 x 2 = 10 marks)*

### **24.7.2 History & Government Paper 2 (311/2)**

1.

- Archaeology.
- Oral traditions.
- Written documents.
- Anthropology.
- Linguistics.
- Paleontology.

*(Any 2 x 1 = 2 marks)*

2.

- Gathering fruits/vegetables.
- Hunting animals.
- Digging up roots.
- Fishing.

*(2 x 1 = 2 marks)*

3.

The existence of the River Nile which provided water for irrigation.

*(1 x 1 = 1 mark)*

4.

- Wood.
- Wind.
- Water.

*(Any 2 x 1 = 2 marks)*

5.

- It is slow/delays the information.
- The information may be distorted/ misinterpreted.
- Information may be lost/misplaced/destroyed.

*(1 x 1 = 1 mark)*

6.

It is the fastest mode of transport.

*(1 x 1 = 1 mark)*

7.

Barter.

*(1 x 1 = 1 mark)*

8.

- The collapse of agricultural activities.
- Reduced trading activities.
- External attacks from the Kingdom of Axum.

*(Any 1 x 1 = 1 mark)*

9.

It united the people/a symbol of unity.

*(1 x 1 = 1 mark)*

10.   
  - Britain.
  - Germany. *(2 x 1 = 2 marks)*
11.   
  - They wanted to safeguard their independence.
  - In order to get support against their enemies.
  - So as to protect their land from being alienated.
  - They wanted to acquire European manufactured goods. *(1 x 1 = 1 mark)*
12.   
  - Entrenchment of the French culture/undermined African culture.
  - It brought division among the Africans.
  - Some Africans became French citizens/the assimilated Africans enjoyed the rights of French citizenship.
  - Senegal became an overseas province of France.
  - Traditional African leaders lost their authority.
  - The influence of Islam was reduced. *(Any 2 x 1 = 2 marks)*
13. The assassination of the Archduke of Austria by a Serbian student. *(1 x 1 = 1 mark)*
14. The Africans wanted to get independence. *(1 x 1 = 1 mark)*
15.   
  - To register treaties.
  - To publish reports.
  - To conduct research.
  - To maintain records.
  - To administer programmes/policies. *(Any 2 x 1 = 2 marks)*
16.   
  - Facilitates the development of trade between member states.
  - Shares technological information to promote economic development.
  - Provides funds for development projects in member countries.
  - Improves social relations among member states.
  - Helps promote democracy in member states/ensuring fair and free elections. *(Any 2 x 1 = 2 marks)*
17.   
  - Indirect/representative/parliamentary.
  - Direct.
  - Presidential. *(Any 2 x 1 = 2 marks)*
18. (a)   
  - Many people suffer malnutrition.
  - Loss of life.
  - People have to rely on relief food/food aid.
  - Money meant for economic development is used to buy food.
  - The little food available becomes expensive.
  - There is increased insecurity/people steal food.
  - Agricultural based industries lack raw materials hence they close down/unemployment.
  - Children drop out of school because of hunger.
  - Many people move to other areas thus creating congestion/refugees. *(3 x 1 = 3 marks)*
- (b)   
  - The population growth rate in these countries should be controlled to match the available resources.



- Intensive land reclamation/irrigation schemes should be undertaken in order to increase the land acreage for growing food crops.
  - Educating people on environmental conservation measures so as to check on desertification.
  - People should be encouraged to grow/eat drought resistant crops such as cassava, sorghum, millet.
  - Pest and diseases that attack and destroy crops and livestock should be controlled by spraying.
  - Governments should build modern grain storage facilities where harvested food crops can be protected.
  - Extension officers should teach people modern farming methods which will increase production.
  - Each country should have clear land/agricultural policies that can promote self-sufficiency in food production.
  - Farmers should be advanced credit facilities in order to improve food production.
  - Governments should improve transport networks to ensure adequate distribution of food to areas that have low production.
  - Farmers should be encouraged to form co-operative societies in order to market their produce.
  - Governments should promote peaceful coexistence among communities to enable farming activities to prosper. **(6 x 2 = 12 marks)**
19. (a)
- Local trade.
  - Regional trade.
  - International trade. **(3 x 1 = 3 marks)**
- (b)
- The wealthy merchants in the north provided funds for the caravans.
  - The caravan leaders assembled the goods that were in demand in Western Sudan: salt, clothes, horses, guns, and weapons.
  - The caravans collected the basic requirements for the journey.
  - The traders travelled in a convoy.
  - The nomads/Tuaregs guided the caravans through the desert.
  - The guides charged the caravans a nominal fee for the services rendered.
  - Local agents in Western Sudan acted as intermediaries for effective communication.
  - The traders gave gifts/tributes to the rulers in Western Sudan.
  - Goods from Western Sudan included Kola nuts, slaves and gold.
  - The trade was conducted through barter.
  - There were three trade routes linking North Africa and Western Sudan. **(6 x 1 = 12 marks)**
20. (a)
- Availability of water from River Vaal.
  - A flat/plain area which enabled buildings to be constructed.
  - Existence of a variety of minerals.
  - Availability of adequate sources of energy/coal.
  - The existence of fertile soils for agricultural production **(3 x 1 = 3 marks)**
- (b)
- There has been difficulty in racial integration leading to frequent conflicts/tension.
  - Inadequate housing has led to development of slums.
  - Many people in the city are faced with the challenge of HIV/AIDS.
  - There is high rate of crime due to unemployment.
  - There is environmental degradation/pollution from industrial wastes.
  - There exists a big economic gap between the rich Europeans and the majority poor Africans.
  - There is congestion in the town due to rural-urban migration.
  - There is inadequate/expensive medical facilities.

- Negative attitude towards adherence to government policies.
  - Inefficient administrative system/ unicity administrative policy.  
*(6 x 2 = 12 marks)*
21. (a)
- It led to easy transportation of bulky raw materials.
  - It improved water transport which enabled Europeans to travel across the seas to Africa.
  - Manufactured goods were easily transported to the interior.
  - Administrators and soldiers were able to move into the interior and pacify people.
  - Missionaries/traders were able to move into the interior with ease.  
*(3 x 1 = 3 marks)*
- (b)
- The inhuman slave trade was abolished and replaced with legitimate trade.
  - They introduced new crops which were grown on large farms.
  - Modern methods of farming were introduced which increased yields.
  - Farming and trading activities by Europeans led to the growth of towns.
  - New means of transport and communication were introduced by the colonialists which made movement of people easy.
  - Christian missionaries introduced western education which made Africans to be able to read and write.
  - They introduced money as a medium of exchange which was a more efficient method than barter.
  - Some African traditional practices were abandoned due to missionary influence.
  - Manufactured goods were introduced to the Africans which changed their life style.
  - The interior of Africa was opened up and became known to the rest of the world.
  - Modern health facilities were introduced in Africa which led to effective control of tropical diseases.
  - Social interaction was enhanced through the study of African languages.  
*(6 x 2 = 12 marks)*
22. (a)
- Germany was made to surrender all her overseas colonies to the League of Nations.
  - Germany was forced to pay for war damages.
  - Germany lost her territories in Europe to the Allied Powers/Alsace – Lorraine.
  - She was required to reduce her military strength/ disarm.
  - Germany was required to release all Allied prisoners of war.
  - All German forces West of River Rhine were to be withdrawn.  
*(3 x 1 = 3 marks)*
- (b)
- The forces of the Allied Powers outnumbered those of the Central Powers.
  - The Allied Powers had more financial resources than the Central Powers.
  - The Allied Powers had stronger weapons compared to the Central Powers.
  - The Allied Powers received support from other countries which boosted their ability in the war.
  - The navy of the Allied Powers was superior to the one of the Central Powers and thereby blockaded the seas thus cutting off supplies for the Central Powers.
  - Germany was deserted by some of her supporters in the later years of the war and had to fight single handedly.
  - The entry of the USA in 1917 boosted the strength of the Allied Powers.
  - There was political unrest/instability in Germany which affected her military strength.  
*(6 x 2 = 12 marks)*
23. (a)
- He banned all the political parties except the Peoples Revolutionary Movement which he led.
  - He amended the constitution stripping parliament of its powers.
  - Abolished the federal system/centralised power around himself.
  - Civil servants were appointed by the central government.
  - He declared himself life president.  
*(3 x 1 = 3 marks)*

- (b)
- The profits from exploitation of the country's mineral resources are taken away by foreign firms which have the monopoly of mining, thus contributing to low economic growth.
  - The country has had huge debts to pay as a result of heavy reliance on foreign aid from western countries.
  - Illegal trading activities due to lack of appropriate trade policies which denies the government revenue.
  - High level/widespread corruption has deprived the country of money required for development.
  - There has been slow economic growth due to undeveloped infrastructural facilities.
  - International trade has been interrupted by political instability in the region.
  - There has been high inflation due to Mobutu's financial policy of printing paper money.
  - Economic decline as a result of Mobutu's inconsistent national policies.
  - Constant civil wars have created a hostile environment for any form of investment.
  - There has been lack of qualified personnel to oversee economic development because the colonial masters/the current governments have not invested in education adequately.
  - High rate of unemployment led to widespread poverty among the people.
  - Over reliance on primary commodities which are prone to price fluctuation leads to low foreign earnings. *(6 x 2 = 12 marks)*

24.

(a)

- One must be a citizen of America by birth.
- One must be a resident of the United States of America for at least 14 years.
- Should not have been president for the two four-year terms.
- Unless one is an independent candidate, he/she must be nominated by a political party.
- Must be at least 35 years of age.
- Must be morally upright. *(3 x 1 = 3 marks)*

(b)

- To check on the excesses of the executive arm of the government.
- It approves taxation measures and ensures that government expenditure is effectively used/ accounted for.
- It participates in the law making process by discussing bills before the president gives assent.
- It amends laws which have been given an approval by all the state governments.
- It endorses treaties in conjunction with the president for harmonious living with other countries/diplomatic ties.
- Together with the president, it appoints senior civil servants.
- It appoints commissions of inquiry to investigate matters of national importance.
- Its members discuss issues that affect the lives of the citizens.
- It establishes, maintains and controls the United States armed forces.
- It admits new members to the USA union. *(6 x 2 = 12 marks)*