

10.0 HISTORY & GOVERNMENT (311)

History and government equips students with adequate knowledge that enhances their understanding of social, economic and political developments of the world. Students are expected to relate this information to the Kenyan situation. The year **2010 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)** examines “**Themes in World History and Governments.**”

This report analyses the performance of candidates in the year **2010** History and Government examination papers, paying special attention to the poorly performed items. It looks at what the questions tested, the candidates’ weaknesses and possible reasons for their poor performance. It also gives advice to History and Government teachers with the aim of improving future performance in the subject.

10.1 GENERAL CANDIDATES’ PERFORMANCE

The table below shows performance of candidates in History and Government (311) over a period of four years: **2007, 2008, 2009 and 2010.**

Table 17: Candidates’ Performance in History and Government for the last Four Years

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2007	1		100	48.04	18.60
	2		100	53.82	20.19
	Overall	165,844	200	101.85	36.00
2008	1		100	36.20	16.96
	2		100	45.75	18.33
	Overall	184,823	200	81.92	33.57
2009	1		100	49.56	16.58
	2		100	42.20	16.14
	Overall	210,622	200	91.56	31.13
2010	1		100	52.20	18.10
	2		100	39.55	15.65
	Overall	225510	200	91.49	32.47

From the table above, the following can be deduced:

- 10.1.1 The candidature increased from **210,622** in 2009 to **225,510** in 2010.
- 10.1.2 There was an improvement in performance in paper 1 (311/1) from a mean of **49.56** in 2009 to **52.20** in 2010. However, there was a drop in performance in **paper 2 (311/2)** from a mean of **42.20** in 2009 to **39.55** in 2010.
- 10.1.3 The drop in the performance of **paper 2** to a mean of **39.55** led to a drop in the overall mean to **91.49** in 2010 from **91.56** in 2009.
- 10.1.4 The best performance over the four year period was in the year **2007** which had an overall mean of **101.85**.

10.2 PAPER 1 (311/1)

The performance of candidates in this paper improved from a mean of **49.46** in the year **2009** to **52.20** in the year **2010**.

In this report, questions **18a,b; 19a,b;20 a,b** and **22 a,b** were very popular with the candidates. This was because the topics were those commonly and widely tested. Again, the topics tested were mainly Form 1-3 and therefore technically taking care of majority of the candidates. The topics are some of the old and common ones.

- 18 (a) Give **five** reasons which influenced the migration of the Plains Nilotes to Kenya during the pre-colonial period. (5 marks)
- (b) Explain **five** results of the migration and settlement of the Maasai in Kenya during the pre-colonial period. (10 marks)
- 19 (a) Give **three** reasons why the early visitors came to the Kenyan-coast before 1500 A.D. (3 marks)
- (b) Explain **six** factors that contributed to the development of trade between the Kenyan coast and the outside world by 1900. (12 marks)
- 20 (a) State **three** socio-economic reasons why Britain colonized Kenya in the 19th Century. (3 marks)
- (b) Explain **six** factors that contributed to the formation of political associations in Kenya before 1939. (12 marks)
- 22 (a) Give the structure of the provincial administration in Kenya. (5 marks)
- (b) Describe **five** functions of the president of the Republic of Kenya. (10 marks)

The unpopular questions were **21(a,b), 23(a,b) and 24(a,b)**.

- 21 (a) State **three** ways in which the government of Kenya facilitated the acquisition of land for Africans after 1963. (3 marks)
- (b) Explain **six** challenges facing the agricultural sector in Kenya. (12 marks)
- 23 (a) Give **three** reasons why the constitution is important in Kenya. (3 marks)
- (b) Explain **six** factors that may undermine the administration of justice in Kenya. (12 marks)
- 24 (a) Identify **five** stages in the preparation of the national budget. (5 marks)
- (b) Explain why it is important for the Government to prepare the national budget annually. (10 marks)

- The answers given by the candidates showed that this topic was either ignored, overlooked, assumed or was never taught at all.
- Teachers should ensure **proper and effective syllabus coverage**. Major weaknesses were seen in this part of the Government.
- Teachers should therefore impress upon their students to prepare thoroughly well for this part which is equally important and acquaint themselves with current affairs.

10.3 PAPER 2 (311/2)

The performance of candidates in this paper declined from a mean of **42.20** in **2009** to **39.55** in the year **2010**.

The popular questions were numbers **18** and **19**. This was because they tested areas which could also be answered using general knowledge (why early people domesticated crops and animals; and industrialisation in Europe and S. Africa).

However, students gave the benefits of animals and other generalised answers in Question 18.

In Question 19, the candidates confused the results of the collaboration between the Buganda and the British with the effects of resistance.

In Question 21, the candidates confused the nationalist movement in Ghana with those of Mozambique and S. Africa.

In Question 22, the candidates gave the qualifications of one to become a French citizen but used Kenya's situation!

10.4 GENERAL COMMENTS

- 10.4.1 Teachers should effectively cover the syllabus within the time allocated.
- 10.4.2 Teachers should desist from using unapproved revision materials and set standard tests for revision.
- 10.4.3 The teachers should teach their students to understand the rubric and adhere to it.
- 10.4.4 The students should be exposed to current affairs.
- 10.4.5 Where applicable, teachers should teach specific case studies as a topic and not as a block for instance Colonial rule and Systems of Administration.
- 10.4.6 Teachers should clearly show their students how to distinguish certain historical events and happenings for example the first East African Community which collapsed in 1977 and the new EAC revived in 2001.

29.8 HISTORY AND GOVERNMENT (311)

29.8.1 History and Government Paper 1



MANYAM FRANCHISE
Discover! Learn! Apply

SECTION A (25 marks)

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

- 1 Give the meaning of history. (1 mark)
- 2 Identify **one** age-grade for elders among the Akamba. (1 mark)
- 3 State the first settlement area of the Luo during their migration from Sudan. (1 mark)
- 4 Name **one** early Christian missionary who worked in Kenya. (1 mark)
- 5 State **two** characteristics of independent churches in Kenya during the colonial period. (2 marks)
- 6 Identify the constitutional change that increased the number of African members to the legislative council in Kenya in 1957. (1 mark)
- 7 Identify **one** Asian who took part in the struggle for independence in Kenya. (1 mark)
- 8 Name **one** African political party whose leaders attended the 2nd Lancaster House Conference in 1962. (1 mark)
- 9 Identify **two** Educational Commissions appointed by the government of independent Kenya to review the education system. (2 marks)
- 10 Give the **main** reason why the government of Kenya introduced the Constituency Development Fund (CDF). (1 mark)
- 11 State **two** ways in which the government has promoted the culture of the people of Kenya since independence. (2 marks)
- 12 Identify **two** conditions that one must fulfil in order to register as a voter in Kenya. (2 marks)
- 13 Give **two** special courts in Kenya. (2 marks)
- 14 State **two** duties of the leader of Government Business in parliament in Kenya. (2 marks)
- 15 Identify **two** symbols of national unity in Kenya. (2 marks)
- 16 Give **two** reasons that can make a registered person to lose citizenship in Kenya. (2 marks)
- 17 Give **one** type of human rights. (1 mark)

SECTION B (45 marks)

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

- 18** (a) Give **five** reasons which influenced the migration of the Plains Nilotes to Kenya during the pre-colonial period. (5 marks)
- (b) Explain **five** results of the migration and settlement of the Maasai in Kenya during the pre-colonial period. (10 marks)
- 19** (a) Give **three** reasons why the early visitors came to the Kenyan-coast before 1500 A.D. (3 marks)
- (b) Explain **six** factors that contributed to the development of trade between the Kenyan coast and the outside world by 1900. (12 marks)
- 20** (a) State **three** socio-economic reasons why Britain colonized Kenya in the 19th Century. (3 marks)
- (b) Explain **six** factors that contributed to the formation of political associations in Kenya before 1939. (12 marks)
- 21** (a) State **three** ways in which the government of Kenya facilitated the acquisition of land for Africans after 1963. (3 marks)
- (b) Explain **six** challenges facing the agricultural sector in Kenya. (12 marks)

SECTION C (30 marks)

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

- 22** (a) Give the structure of the provincial administration in Kenya. (5 marks)
- (b) Describe **five** functions of the president of the Republic of Kenya. (10 marks)
- 23** (a) Give **three** reasons why the constitution is important in Kenya. (3 marks)
- (b) Explain **six** factors that may undermine the administration of justice in Kenya. (12 marks)
- 24** (a) Identify **five** stages in the preparation of the national budget. (5 marks)
- (b) Explain why it is important for the Government to prepare the national budget annually. (10 marks)

29.8.2 History and Government Paper 2 (311/2)

SECTION A (25 marks)

Answer ALL the questions in this section in the answer booklet provided.

- 1 State the scientific theory that explains the origin of human beings. (1 mark)
- 2 State **two** uses of stone tools by early people during the old stone age period. (2 marks)
- 3 Identify the method used to plant cereal crops when early agriculture began. (1 mark)
- 4 Name **two** metals that were used as currency in pre-colonial Africa. (2 marks)
- 5 State **one** advantage of using the pipeline over vehicles in transporting oil. (1 mark)
- 6 Give the **two** main items of the Trans-Saharan trade. (2 marks)
- 7 Identify **two** social functions of the ancient city of Athens in Greece. (2 marks)
- 8 Name the chartered company that was used to administer Tanganyika during the process of colonization. (1 mark)
- 9 Which was the **main** factor that unified the communities of the Shona Kingdom during the pre-colonial period? (1 mark)
- 10 State **two** functions of the Lukiiko in the Buganda Kingdom during the 19th Century. (2 marks)
- 11 Give **one** economic reason which made European countries to scramble for colonies in Africa. (1 mark)
- 12 State **one** way in which the Ndebele benefited after the British-Ndebele war of 1893 to 1896. (1 mark)
- 13 Identify **two** economic results of the First World War. (2 marks)
- 14 Give **two** principal organs of the United Nations. (2 marks)
- 15 Identify **two** ways in which Mwalimu Julius Nyerere promoted the development of Education in Tanzania after independence. (2 marks)
- 16 State **one** condition that a country should fulfil in order to become a member of the Non-Aligned Movement. (1 mark)
- 17 Identify **one** Parliamentary duty of the Monarch in Britain. (1 mark)

SECTION B (45 marks)

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

- 18 (a) State **five** reasons why early people domesticated crops and animals during the neo-lithic period. (5 marks)
- (b) Explain **five** causes of food shortages in Africa today. (10 marks)
- 19 (a) Give **three** problems faced by factory workers in Europe during the Industrial Revolution. (3 marks)
- (b) Explain **six** factors that have promoted industrialization in South Africa. (12 marks)
- 20 (a) Give **three** methods used by European Powers to establish colonial rule in Africa. (3 marks)
- (b) Explain **six** results of the collaboration between the Baganda and the British during the process of colonization. (12 marks)
- 21 (a) State **three** ways used by nationalists in Ghana to fight for independence. (3 marks)
- (b) Explain **six** factors that led to the development of African Nationalism in Ghana. (12 marks)

SECTION C (30 marks)

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

- 22 (a) Give **three** conditions which one had to fulfil in order to become a French citizen in Senegal. (3 marks)
- (b) Explain **six** differences between the use of British indirect rule and the French Assimilation Policy. (12 marks)
- 23 (a) State the role played by the United States of America in ending the Second World War. (3 marks)
- (b) Explain **six** causes of the cold war after 1945. (12 marks)
- 24 (a) Identify **three** duties performed by the Secretary-General of the new East African Community established in 2001. (3 marks)
- (b) Explain **six** benefits of the new East African Community established in 2001. (12 marks)

30.8 HISTORY AND GOVERNMENT (311)

30.8.1 History and Government Paper 1 (311/1)



MANYAM FRANCHISE
Discover! Learn! Apply!

SECTION A (25 marks)

1. Give the meaning of history.
The study of man's past events/activities. *1 x 1 = 1 mark*

2. Slate the first settlement area of the Luo during their migration from Sudan.
Pubungu/Pakwach. *1 x 1 = 1 mark*

3. Identify **one** age-grade for elders among the Akamba.
 - Junior elders/Anake
 - Intermediate elders/Medium/Nthele
 - Full elders/Atumia ma kivalo
 - Senior elders/Atumia ma ithembo*any 1 x 1 = 1 mark*

4. Name one early Christian Missionary who worked in Kenya.
 - Johann
 - Ludwig Kraph
 - Johann Rebman
 - Jacob Erhardt*any 1 x 1 = 1 mark*

5. State **two** characteristics of independent Churches in Kenya during the colonial period.
 - They were formed/started by the Africans
 - They accommodated African cultural beliefs/values
 - Africans held senior positions/they were led by the Africans
 - The churches worked closely with the African Political Association
 - They value Western education and Christian*A n y 2 x 1 = 2 marks*

6. Identify the constitutional change that increased the number of African members to the legislative council in Kenya in 1957.
The Lennox - Boyd constitution. *1 x 1 = 1 mark*

7. Identify one Asian who took part in the struggle for independence in Kenya.
 - A.M. Jevanjee
 - P.O. Gama Pinto
 - M.A. Desai
 - Markhan Singh*Any 1 x 1 = 1 mark*

8. Name one African political party whose leaders attended the second Lancaster House Conference in 1962.
 - Kenya African National Union (KANU)
 - Kenya African Democratic Union (KADU)*Any 1 x 1 = 1 mark*

9. Identify **two** Education Commissions appointed by the government of Kenya to review the Education system since independence.
 - The Kenya Education Commission/Ominde Commission of 1964
 - The National Committee on Education objectives and policies/Gachathi commission of 1976
 - The presidential working party on the second University/Mackay Commission of 1981.

- The Kamunge Commission of 1988
- Davy Koech Commission

Any 2 x 1 = 2 marks

10. Give the main reason why the government of Kenya introduced the Constituency Development Fund.

To speed up development/uplift peoples living standards in the constituencies.

(1 x 1) = 1 mark

11. State two ways in which the government has promoted the culture of the people of Kenya since independence.

- Encouraging people to take part in traditional dances/music/festivals
- Establishing/preserving cultural centres/sites
- Licensing vernacular radio stations which enhance culture
- Encouraging the production/marketing of traditional handworks/crafts
- Establishment of the Ministry of Sports, Gender and Culture.

Any 2 x 1 = 2 marks

12. Identify two conditions that one must fulfill in order to register as a voter in Kenya.

- One must be 18 years old and above.
- A person should be a Kenyan citizen with an identity card
- One must not have been convicted of any election offences or sentenced to imprisonment for a period of 12 months and above.
- One must be of sound mind/Special tribunals e.g. Rent restrictions and Business premises tribunals/L.S.K.

Any 2 x 1 = 2 marks

13. Give two special courts in Kenya

- Kadhi's courts
- Military courts/court martial
- Juvenile courts/children's courts
- Industrial courts

Any 2 x 1 = 1 mark

14. State two duties of the leader of Government Business in Parliament in Kenya.

- Seconding bills moved by ministers
- Chairing committee meetings on all procedural motions
- Regularly consulting with the leader of official opposition
- Is in charge of the government's debating team
- Notifying the house on when to adjourn any

Any 2 x 1 = 1 mark

15. Identify two symbols of National Unity

- The National Anthem
- The Coat of Arms
- The Constitution
- The National Flag
- Parliament
- The Presidency
- National Awards

Any 2 x 1 = 2 marks

16. Give two reasons that can make a registered person lose citizenship in Kenya.

- If one is disloyal to the state
- If during war one trades/communicates with the enemy

- If one reveals the country's secrets to another country
- If one is sentenced for a period of twelve months within five years from the
- Date of registration
- If one stays out of the country continuously for seven years without registering with the Kenyan embassy abroad.
- If registration was obtained through fraud.

Any 2 x 1 = 2 marks

17. Give **one** type of human rights.

- Economic rights -
- Political rights/civil rights
- Social/cultural rights
- Solidarity rights

Any 1 x 1 = 1 mark

SECTION B (45 marks)

18. (a) Give **five** reasons which influenced the migration of the plain Nilotes to Kenya during the pre-colonial period.

- They moved in search of pasture and water for their livestock.
- Due to outbreak of disease/epidemics
- Pressure/raids from other communities forced them to move to safer areas/external attack.

Family/clan disputes forced them to migrate/internal feuds/conflicts

- There was over population/population pressure in their original homeland
- They moved due to drought/famine
- The spirit of adventure made them search for new lands.

Any 5 x 1 = 5 marks

(b) Explain **five** results of the migration and settlement of the Maasai in Kenya during the colonial period.

- They displaced some communities that they found in areas that they settled.
- Their settlement led to increased population in the region.
- They intermarried with their neighbours. This strengthened their relations.
- Some section of the Maasai/Kwavi became cultivators/assimilated
- There was ethnic conflict due to cattle raids/land for settlement
- There was borrowing/exchange of cultural practices among the communities
- There was increased trade between the Maasai and their neighbours
- They influenced the socio-political organization of the Nandi who created the institution of Orkoyot similar to Oloibon of the Maasai.

Any 5 x 2 = 10 marks

19(a) Give **three** reasons why the early visitor came to the Kenyan coast before 1500 A.D.

- They wanted to participate in the trade/control the commercial activities along the coast.
- Some came as political/religious refugees.
- Some came as explorers/wanted to find out about the resources along the coast.
- They wanted to spread their religion.
- They wanted to establish settlements along the coast

Any 3 x 1 = 3 marks

(b) Explain six factors that contributed to the development of trade between the Kenyan coast and outside world by 1900.

- Availability of items of trade encouraged traders to come to the coast
- The high demand for goods/trade items from the Kenyan coast by consumers in The outside world led to increased trade
- The existence of local trade among the Africans along the coast provided a base upon which the Indian Ocean trade developed.
- The Monsoon winds facilitated the movement of vessels/ships to and from the coast thus enabling the merchants to take part in the trade.
- The Indian Ocean provided access to traders from Asia and Europe.
- The relative peace/political stability provided conducive environment for trade.
- The availability of credit facilities from Indian Banyans/money lenders enabled many people to take part in trade
- Existence of enterprising merchants at the coast/foreign lands promoted trading links enabled trade to flourish
- The natural harbours along the coast ensured safe docking of ships for loading and unloading of items of trade
- Advancement in ship/boat building led to better sailing vessels thus increased trading activities to and from the coast.

Any 6 x 2 = 12 marks

20. (a) State three socio-economic reasons why Britain colonized Kenya in the 19th Century.

- To obtain raw materials for her industries.
- To stop slave trade/ establish legitimate trade,
- To establish market for her manufactured goods,
- To protect her trading empire from other European powers,
- To protect Christian Missionaries who were already operating in Kenya.
- To invest surplus capital in Kenya.
- To impose their civilization/culture

Any 3 x 1 = 3 marks

(b) Explain six factors that contributed to the formation of Political Associations in Kenya before 1939.

- Africans organized themselves to fight for the return of their land which had been alienated for European settlers.
- The Associations offered a forum for the Africans to demand representation in the Legco.
- The introduction of the Kipande system limited their movements which was resented by the Africans.
- Introduction of taxation was oppressive because it made Africans work for Europeans against their will.

They were meant to work for long hours and yet they received low wages.

- Africans were against the introduced forced labour by colonial administrators.
- The prohibition of the Africans to grow cash crop denied them participation in economic development of their country.
- Racial discrimination practiced by the European created ill-feelings among the Africans.
- The limited educational opportunities of the Africans made them to feel inferior.
- The desire of Africans to maintain their independence without foreign interferences.
- Introduction of destocking policy/undermining cultural interference.

Any 6 x 2 = 12 marks

21. (a) State **three** ways in which the government of Kenya facilitated the acquisition of land for Africans after 1963.

- Resettling people in the irrigation schemes.
- Encouraging people to form co-operative societies/Sand buying companies
- Opening up the former white highlands to willing, buyers.
- Giving/providing loans to those who were willing to buy land
- Consolidation/adjudication of land to enable farmers to maximise production
- Issuing of land title deeds to make ownership legal/case land transfers.

Any 3 x 1 = 3 marks

b) Explain six challenges facing the agricultural sector in Kenya today.

- Poor infrastructure in some parts of the country has led to great losses of farm produce thus reducing earnings of farmers.
- The unstable prices of agricultural commodities on the local/world market has discouraged farmers.
- Various parts of the country have been hit by drought/famine thus forcing the government to provide relief food.
- Farmers produce is often destroyed by pests after harvest leading to food shortages/poor storage.
- Poor technology/use of Traditional methods has contributed to low yields.
- Politically instigated ethnic clashes have discouraged farmers from carrying out intense farming due to insecurity.
- The population of Kenya has been growing faster than gains made in the agricultural sector.
- Corrupt government officials have grabbed/sold research land thereby affecting the operations of research institutions/mismanagement of funds meant for agricultural development.
- Farming has become a costly venture for most farmers are not able to meet the high costs of farm inputs.
- Overproduction of similar agricultural products leads to wastage due to lack of buyers.
- Shortage of agricultural extension officers has made it difficult for farmers to get advice on how to improve yields.
- Mismanagement of cooperatives has impoverished farmers/delayed payments to farmers.
- Competition from COMESA / industrialized nations has frustrated Kenyan farmers.

Any 6 x 2 = 12 marks

SECTION C (30 marks)

22. (a) Give the structure of the provincial administration in Kenya.
- The province is headed by a provincial commissioner.
 - The province is divided into districts each headed by a District Commissioner
 - The District is subdivided into divisions each headed by a District Officer
 - The Division is divided into locations each headed by a Chief.
 - The location is then divided into sub-locations each headed by an Assistant Chief.

5 x 1 = 5 marks

- (b) Describe five functions of the president of the Republic of Kenya
- Being the head of state, the president represents the people locally and internationally.
 - Determines the parliamentary life/calendar by opening/prologuing/dissolving it.
 - Appoints the cabinet ministers/senior civil servants.
 - Chairs cabinet meetings where matters of national importance/policies are made
 - Appoints senior officers in the armed forces in his/her capacity as commander-in-chief of the armed forces.
 - Leads the people of Kenya during national celebrations/important national functions.
 - Grants freedom/pardons a convicted person unconditionally.
 - Assents the bills passed by the National Assembly.
 - Attends/participates in parliamentary proceedings.
 - Receives/hosts heads/envoys of foreign countries who visit Kenya.
 - Can declare a state of emergency for a maximum of 14 days when the security of the country is threatened.
 - Confers honours on people who have rendered distinguished service. ;
 - Ensures that the constitution is safeguarded so that Kenyans enjoy their rights.

Any 5 x 2 = 10 marks

23. (a) Give three reasons why the constitution is important in Kenya.
- It defines the structure/outlines the functions and powers of various branches of government.
 - It clearly states the rights/responsibilities of individuals.
 - It spells out the responsibilities of those in power/limits their authority/promotes good governance.
 - It ensures equality of all Kenyans.
 - It is the basis of all legislation in the country.

Any 3 x 1 = 3 marks

- (b) Explain six factors that may undermine the administration of justice in Kenya,
- Lack of impartiality during trials may lead to unfair judgment.
 - Censoring judges publicly on decisions made in court may influence the final judgment/political interference.
 - Corrupt practices in courts of law may lead to unfair/oppressive decisions.
 - Confining suspects in remand for longer periods without presenting them to a court of law for prosecution.
 - Failure to protect the legal rights of the ordinary people when they conflict with the rich and powerful.
 - Lack of commitment/inability by the police to carry out thorough investigations on suspected criminal activities.
 - The inability of ordinary people to meet the costs of prolonged court cases.
 - Lack of knowledge regarding legal procedures hence find themselves implicated unfairly.
 - Failure by the legal officers to attend to cases promptly due to pressure of

- work/inadequate legal officers to handle the many cases/increase in crime.
- Use of outdated colonial laws which do not address the current/contemporary issues/lack of modern technology.
- Lack of one common law derails the effective administration of justice.

Any 6 x 2 = 12 marks

24. (a) Identify **five** stages in the preparation of the national budget.

- Each government ministry prepares its estimates,
- The Ministries estimates are forwarded to the ministry of finance.
- The Ministry of Finance compiles the estimates into a single budget/the proposed budget.
- The proposed/compiled budget is discussed by the cabinet.
- The government announces the budget day.
- The Minister of Finance presents/reads the budget before parliament.
- Parliament discusses/debates/approves the budget.

Any 5 x 1 = 5 marks

(b) Explain **five** reasons why it is important for the government to prepare the national budget annually.

- It enables the government to identify sources of revenue that will be required to meet its financial obligations.
 - It enables the government to explain to the public the tax structure/set the tax levels.
- It ensures that there is a balance in the country's revenue and expenditure hence avoiding budget deficit.
- The government is able to identify ways of spending without any wastage.
- Parliament is able to monitor public resource utilization through its watchdog committees.
- It enables the government to identify/prioritize the development projects to finance in the coming year.
- The government is able to assess its performance in the previous year and improve where necessary.
- The government is able to set aside some funds to be used in case of emergencies in the course of the financial year.
- The budget provides useful information to individuals/organizations that may be interested in keeping track of government expenditure/enhances accountability and transparency in the eyes of the public.
- The government is able to win confidence among local and international development partners/donors through its plans and policies spelt out in the budget.
- To ensure equitable share of resources and balanced development.

30.8.2 History and Government Paper 2 (311/2)

SECTION A : 25 marks

1. State the scientific theory that explains the origin of human beings.
The Evolution theory. *1 x 1 = 1 mark*

2. State **two** uses of stone tools by early people during the old stone age period.
 - For skinning animals after hunting.
 - For digging up roots.
 - For cutting meat.
 - For sharpening bone / wood.
 - For scraping animals skins/softening.
 - For killing animals during hunting.*Any 2 x 1 = 2 marks*

3. Identify the method used to plant cereal crops when early agriculture began.
The broadcasting method. *1 x 1 = 1 mark*

4. Name **two** metals that were used as currency in pre-colonial Africa.
 - Iron
 - Gold
 - Copper
 - Silver
 - Bronze*Any 2 x 1 = 2 marks*

5. State **one** advantage of using the pipeline over vehicles in transporting oil.
 - The pipeline delivers oil faster than vehicles.
 - It is safer to transport oil by pipeline than vehicles.
 - The pipeline ensures regular/continuous supply of oil to required areas/depots.
 - It is easier to maintain the pipeline than vehicles.*1 x 1 = 1 mark*

6. Give the **two** main items of the Trans-Sahara trade
 - Gold
 - Salt

7. Identify **two** social functions of the ancient city of Athens in Greece.
 - It was a cultural centre/music/art/theatre
 - It was an educational centre.
 - It was a sports centre.
 - It was a religious centre.*Any 2 x 1 = 2 marks*

8. Name the chartered company that was used to administer Tanganyika during the process of colonisation.
The German East Africa Company. *1 x 1 = 1 mark*

9. Which was the **main** factor that unified the communities of the Shona Kingdom during the pre-colonial period?
The Mwari religious cult/mlimo/religion. *1 x 1 = 1 mark*

10. State **two** functions of the Lukiko in Buganda Kingdom during the 19th Century.
- It advised the Kabaka.
 - It represented the wishes of the people.
 - It assisted in settling disputes/it acted as the final court of appeal.
 - It directed the collection of taxes/how the wealth of the Kingdom would be spent.
 - It was the law formulating body in the Kingdom.
 - They helped the Kabaka in general administration.
- Any 2 x 1 = 2 marks*
11. Give one economic reason which made European Countries to scramble for colonies in Africa.
- To obtain raw materials for their industries.
 - To search for markets for the manufactured goods.
 - To acquire areas to invest their surplus capital.
- Any 1 x 1 = 1 mark*
12. State **one** way in which the Ndebele benefited after the British-Ndebele War of 1893 to 1896.
- The Ndebele Indunas were made headmen.
 - The Shona police were removed from Matebeleland.
- Any 1 x 1 = 1 mark*
13. Identify **two** economic results of the First World War.
- European governments spent huge sums of money.
 - There was massive destruction of property.
 - It led to economic depression/unemployment/starvation/inflation.
- Any 2 x 1 = 2 marks*
14. Give **two** principal organs of the United Nations.
- The General Assembly.
 - The Security Council.
 - The Economic and Social Council.
 - The Secretariat.
 - The Trusteeship Council.
 - The International Court of Justice.
- Any 2 x 1 = 2 marks*
15. Identify **two** ways in which Mwalimu Julius Nyerere promoted the development of education in Tanzania after independence.
- He established the universities of Dar - es-Salaam and Sokoine.
 - He made Kiswahili the medium of instruction in schools.
 - He made education to be free/compulsory primary education.
 - He popularised the philosophy of "Education for self-reliance".
 - He introduced Adult education.
- Any 2 x 1 = 2 marks*
16. State **one** condition that a country should fulfill in order to become a member of the Non-Aligned Movement.
- A country should be independent.
 - A country should not be a member of either NATO or WARSAW pact military alliance.
- Any 1 x 1 = 1 mark.*
17. Identify **one** parliamentary duty of the Monarch in Britain.
- summons parliament after a general election.
 - prologues parliament.
 - dissolves parliament.
 - Assenting of bills.
 - Nominates members to the House of Lords
- Any 1 x 1 = 1 mark.*

SECTIONS B (45 marks)

(a) State **five** reasons why early people domesticated crops and animals during the neo-lithic Period

- Due to increased human population more food was required,
- There was competition for food between human beings and animals.
- Over hunting depleted stocks of animal on which human beings relied on for food
- Hunting and gathering had become tiresome/insecure.
- Calamities such as bush fire/floods destroyed vegetation/drove away animals.
- Some crops and animals had economic value.
- Animals were domesticated to provide security.
- There was a change in climate which caused aridity/weather sometimes hindered gathering and hunting.

Any 5 x 1 = 5 marks

(b) Explain **five** causes of food shortages in Africa today.

- Many parts of Africa experience little or no rain at all over several years leading to crop failure and hence food shortages/natural hazards.
- The rapid population growth rate has overtaken food production rate resulting into food shortages.
- Inadequate/food storage facilities had contributed to food wastages as farmers cannot store food for a long period.
- Poor state of roads in many African countries hinders transportation of food from the areas of surplus to those of deficit.
- Low prices of food stuff has discouraged many farmers who may have invested so much capital leading to food shortages.
- Many farmers in Africa lack enough capital to buy required farm inputs and therefore do not undertake modern farming methods leading to low food production.
- Due to crop diseases and pests, a lot of food is destroyed either on the farms or in stores resulting to food shortages.
- The emphasis on cash crop farming at the expense of food crops has contributed to low food production leading to food shortages.
- Environmental degradation through deforestation / overgrazing of animals has led to soil erosion leading to wasteland, hence low food production./desertification
- Civil wars in many African countries have displaced people from their farms and therefore diverted their attention from farming resulting in food shortages.
 - Poor food policies have discouraged farmers as they are not given enough incentives incase of crop failure.
 - The young able-bodied persons migrate to urban centres thus leaving farming to the aged who are not able to contribute much towards food production.
 - HIV and AIDS pandemic has impacted negatively on the labour force in food production.
 - Poor land tenure system /land fragmentation has reduced the acreage that would have been used for food production.
 - Many farmers have abandoned the growing of drought resistant crops which would be used in times of food scarcity.
 - Over- reliance / dependence on famine relief food and other forms of aid has made people not to look for permanent solutions to food shortages.
 - Lack of modern farming methods

Any 5 x 2 = 10 marks

19. (a) Give **three** problems faced by factory workers in Europe during the Industrial revolution.

- They were paid low wages/salaries.
- They worked for long hours.
- They were exposed to accidents.
- Accident victims were laid off without compensation.
- Inadequate housing made them live in slums.
- They suffered from diseases due to poor sanitation/pollution.

Any 3 x 1 = 3 marks

(b) Explain **six** factors that have promoted industrialization in South Africa.

- The availability of many sources of energy to provide the required power of industrialization.
- The existence of varied mineral resources to sustain the process of industrialization.
- The presence of well developed transport network/infrastructure to facilitate the movement of raw materials and finished industrial goods to the market.
- The availability of both internal and external markets for their manufactured goods.
- The availability of both skilled and unskilled manpower required for industrialization.

(vi) The availability of capital generated from South Africa trade in other goods has enabled her to set up industries.

- The government's sound industrial policies which encouraged both local and foreign investors to boost industrialization.
- The high quality of goods has led to increased demand for South African manufactured goods.
- The prevailing stability in the country since the end of apartheid era has created a conducive environment for industrial development.

Any 6 x 2 = 12 marks

20. (a) Give **three** methods used by European powers to establish colonial role in Africa.

- Military conquest / expeditions
- They signed treaties / agreements with African rulers / diplomacy/collaboration
- Deception / treachery / luring Africans with European goods,
- Chartered trading companies.
- laying off communities against each other in order to weaken and cause disunity among them / divide and rule.

Any 3 x 1 = 3 marks

(b) Explain **six** results of the Buganda Agreement of 1900.

- It led to loss of independence.
- Introduction of Christianity and European influence in Buganda.
- Islamic influence declined in Buganda.
- Buganda got protection from the British against their traditional enemies.
- Kabaka's powers were reduced.
- Kabaka gained some recognition and was referred to as his highness.
- Buganda were given an advantageous position in the colonial administration and were used to conquer other communities.
- The Kabaka was privileged in that the British would not impose any new tax on the Buganda without his consent.
- The political institution of Buganda were recognized by the colonial government as

retained.

- The Baganda advanced more economically than other communities as they acquired European manufactured goods e.g guns and cloth.
- They benefited from western education and medicine.

Any 6 x 2 = 12 marks

21. (a) State **three** ways used by nationalists in Ghana to fight for independence.

- They formed political parties.
- They used boycotts/demonstrations/strikes/go-slows.
- They organized political rallies to mobilise mass support.
- They used newspapers to articulate their views.
- They used the legislative council.
- They composed songs / poems to attack colonialism.
- Use of trade unions.
- Use of international fora

Any 3 x 1 = 3 marks.

(b) Explain **six** factors that led to the development of African Nationalism in Ghana.

- Inadequate African representation in the Legislative council caused discontent among the Ghanaians.
- Loss of powers by the traditional African chiefs created discontent against the colonial government.
- The need to guard against possible land alienation by the British united the Africans.
- Introduction of taxation by the colonial government was resented by Ghanaians.
- The meagre earnings by Africans from the sale of cocoa to Europeans created discontent among them.
- The order by the colonial government that farmers uproot their cocoa due to prevalence of the "swollen shoot" disease upset them.
- The involvement of the ex-servicemen in the second world war inspired them to fight for their independence.
- The attainment of independence by India and Pakistan in 1947 encouraged the Ghanaians to demand for their right to govern themselves.
- The existence of young educated Ghanaians who had understood the ideals of democracy/freedom who inspired the masses towards a worthy cause.
- High rate of unemployment among the Africans created resentment/discontent.
- The United Nations Charter's declaration of the importance of political independence for all people inspired the Ghanaians.
- The charismatic leadership provided by Kwame Nkrumah and other leaders united the people in their struggle against colonial domination.
- The selective granting of trading licences to Europeans traders while denying the same to the Africans created discontent.

Any 6 x 2 = 12 marks

SECTION C: 30 marks

- 22 (a) Give **three** conditions which one had to fulfill in order to become a French Citizen in Senegal.
- Literature/able to read and write in French
 - Able to speak in French
 - Be a Christian
 - One must have worked in the French Civil Service/be loyal in the French Government/military service.
 - Practice monogamy

Any 3 x 1 = 3 marks

- (b) Explain **six** differences between the use of British indirect rule and the French assimilation policy.
- The British used traditional rulers as chiefs while the French appointed assimilated persons to become chiefs.
 - African traditional rulers under British rule retained most of their powers whereas chiefs under French rule had limited powers.
 - British colonies were administered as separate territories while the French colonies were administered as provinces of France.
 - Most French administrators were military officers while the British administrators were both professional and non-professionals.
 - Africans in French colonies were represented in the French Chamber of Deputies while those in British colonies were not represented in the British House of Commons.
 - Laws used to govern French colonies were made in the chamber of Deputies in France while in British colonies, laws were made by the Colonial Legislative Assemblies.
 - Assimilated Africans in French colonies became full French citizens while in the British colonies, educated Africans remained colonial subjects.
 - British indirect rule preserved African cultures while assimilation undermined African culture.

Any 6 x 2 = 12 marks

- 23.a) State the role played by United States of America in ending the Second World War.

- The U.S.A provided modern military equipment to the allied forces.
- She gave financial support to the allied forces.
- She provided military personnel to the allied powers.
- U.S.A. blockaded the Panama Canal against the axis powers.
- She dropped atomic bombs at Hiroshima and Nagasaki which forced Japan to surrender.

Any 3 x 1 = 3 marks

- (b) Explain **six** causes of the Cold War after 1945.
- The disagreements between the Soviet Union and the United States of America over reduction of arms led to arms race.
 - The occupation of Eastern Europe by Soviet Union caused fear among U.S.A. and its allies in Western Europe.
 - The ideological differences pursued by the U.S.A. and U.S.S.R. created mistrust/suspicion among them leading to hostility.
 - The domination of both United Nations by United States of America and her allies was checked by U.S.S.R. through the use of her veto power thus increasing the tension/the iron curtain policy..
 - The involvement of both United States of America and U.S.S.R. in European conflicts in the late 1940s created tension among them.
 - America's marshal plan to revive European economies after the war made U.S.S.R to counteract by forming a similar one, COMECON thus enhancing tension.
 - Formation of military alliance/N.A.T.O by United States of America and her allies led to U.S.S.R. and her allies to form a similar alliance, -Warsaw pact thus intensifying the rivalry.

Construction of Berl

- in War by U.S.S.R. in Germany to block Western influence led to increased tension.
- Differences over the status of Germans after World War II

Any 6 x 2 - 12 marks

24. (a) Identify **three** duties performed by the Secretary General of the new East African Community established in 2001.

- Is the head of secretariat.
- Authorizes expenditure on behalf of the members,
- Is the secretary to the summit/take minutes.
- Keeps records of the proceedings.
- Implements decisions adopted by East African Community Summit,
- Prepares agenda for the meeting.

Any 3 x 1 = 3 marks

(b) Explain **six** benefits of the new East African Community established in 2001 to its members.

- There is a wider market for different types of goods produced by each member state.
- The citizens of member states buy goods at fair prices due to low tariffs levied on goods.
- Opening of border / establishing a common visa/East African passport has boosted free movement of people within the region.
- The community provides a forum for heads of states to discuss issues harmoniously, thus promoting mutual understanding / co-operation / friendship
- There are employment opportunities for people of member countries in the established common services.
- Establishment of the common market create room for enhanced economic development of member countries / spurs greater industrial growth.
- The member countries are working together towards establishing East African Federation in order to apply common laws.
- There is improvement in transport and communication network to facilitate the movement of people and goods.

Any 6 x 2 = 12 marks