

3.0 PART ONE: ANALYSIS OF DIFFICULT QUESTIONS

3.1 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 **2012 KCSE History and Government** examination was presented in two papers: **Paper 1 (311/1)** which covers the “**History and Government of Kenya**” while **paper 2 (311/2)** examines “**Themes in World History and Governments**”.

This report analyzes the performance of candidates in the year **2012** 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.

3.1.1 GENERAL CANDIDATES’ PERFORMANCE

The table below shows performance of candidates in History and Government (311) over a period of four years: **2009, 2010, 2011 and 2012**.

Table 8: Candidates’ Performance in History and Government for the last four Years

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
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
2011	1		100	51.38	17.00
	2		100	32.32	15.17
	Overall	115,923	200	83.66	30.26
2012	1		100	46.63	16.94
	2		100	35.31	16.47
	Overall	293172	200	81.90	31.69

From the table above, the following can be deduced:

- 3.1.1.1 The candidature increased from **115,923** in **2011** to **293172** in **2012**.
- 3.1.1.2 There was a drop in performance in paper 1 (**311/1**) from a mean of **51.38** in **2011** to **46.63** in **2012**. There was a slight improvement in the performance of paper 2 (**311/2**) from a mean of **32.32** in **2011** to **35.31** in **2012**.
- 3.1.1.3 The drop in the performance of papers 1 & the slight improvement in 311/2 subsequently led to a drop in the overall mean from **83.66** in **2011** to **81.90** in **2012**.
- 3.1.1.3 The best performance over the four year period was in the year **2009** which had an overall subject mean of **91.56**.

3.1.2 History & Government Paper 1 (311/1)

The performance of candidates in this paper slightly dropped from a mean of **51.38** and standard deviation of **17.00** in the year **2011** to **46.63** and a standard deviation of **16.94** in **2012**.

In this report, questions **18, 19, and 21 (in Section B)** and **22 & 24 (in Section C)** were very popular with the candidates. This was because the topics were those commonly and widely tested. The questions could also be recalled easily.

- 18** (a) State **five** causes of the Nandi resistance against the British invasion. (5 marks)
- (b) Explain **five** effects of the Maasai collaboration with the British in the early 20th Century. (10 marks)
- 19** (a) State **five** ways in which the construction of the Kenya-Uganda railway promoted economic development in Kenya during the colonial period. (5 marks)
- (b) Explain **five** problems encountered during the construction of the Kenya-Uganda railway. (10 marks)
- 21** (a) State **five** ways in which the government of Kenya has improved the health of its citizens since independence. (5 marks)
- (b) Explain **five** factors which have undermined the provision of health services by the Government of Kenya. (10 marks)
- 22** (a) Give **three** circumstances in which one's right to life may be taken away. (3 marks)
- (b) Explain **six** reasons why it is important to respect Human Rights. (12 marks)
- 24** (a) Name the **three** categories of the Kenya Defence Forces. (3 marks)
- (b) Explain **six** challenges faced by the Kenya Police Service in the course of discharging their duties. (12 marks)

However, **Questions 20 and 23** were the most unpopular question. The questions tested some areas not recently featured in the examination; for instance Kikuyu Central Association (KCA), Tom Mboya and the new structure of the Judiciary. This latter part is taken from the new Constitution (2010).

- 20** (a) Give **five** grievances of Kikuyu Central Association which were presented by Jomo Kenyatta to the Colonial Secretary in 1929. (5 marks)
- (b) Describe **five** roles played by Thomas Joseph Mboya in the development of trade union movement in Kenya. (10 marks)
- 23** (a) Give the composition of the Judicial Service Commission in Kenya. (5 marks)
- (b) Describe **five** ways through which the independence of the Judiciary is guaranteed in Kenya. (10 marks)

SECTION A

Below are some examples of questions and the glaring mistakes that were noted in the candidates' works: Under every question, we have provided specific guidance to teachers and/ or students.

Question 1

Give two limitations of using anthropology as a source of information on History and Government

Weaknesses:

- i. It is cheap and can reach many people at a go
- ii. Archaeology and Palaeontology
- iii. The fossils are rigid and are easy to break

Advice to Teachers:

Effective and thorough revision of the basics that are taught in history; some teachers, it appears assume that the students will read certain topic on their own as they are deemed to be too easy (simple)

Question 2

Identify one community in Kenya which belongs to the Southern Cushitic group

Weaknesses:

- i. The Oromo
- ii. Age set system in Kenya
- iii. The Danker

Advice to Teachers:

Teachers should make effective use of textbooks and other teaching and learning materials

Question 3

Name two Bantu groups which settled in Mount Elgon area before migrating to their present homeland

Weaknesses:

- i. Nilotes and Cushites
- ii. The Maasai and the Nandi
- iii. Western Bantu and Northern Bantu

Advice to Teachers:

Some of the responses given reveal lack of effective teaching and testing coupled with poor revision tactics since this was a very straight forward question

Question 4

State two religious functions performed by the Oloibon of the Maasai during the pre-colonial period

Weaknesses:

- i. He buried the dead
- ii. Spreading the religion and preaching to the people
- iii. The Oloibon settled land disputes between communities

Advice to Teachers:

Candidates variously mixed up the responses on the Maasai and the Nandi though cited above are irrelevant responses which are not related to the roles of their leader

Question 5

Give two factors that enabled the early visitors to come to the Kenyan coast by 1500 AD

Weaknesses:

- i. To spread Christianity
- ii. There was intermarriage between them
- iii. Availability of Uganda Railway

Advice to Teachers:

The teachers should differentiate between the reasons and factors that facilitated the coming of the early visitors to Kenya and the factors that made them to come/factors that attracted them to the East African Coast.

Question 6

Name one Arab family which ruled the Kenyan coast on behalf of Oman

Weaknesses:

- i. Yoruba
- ii. The Omanhene
- iii. The Arabians

Advice to Teachers:

The teachers should mention the three Arab families that ruled the East African Coast rather than emphasizing on one family only i.e. the Mazrui.

Question 7

Name the African community that organised long distance trade in Kenya during the colonial period

Weaknesses:

- i. The Omwanika Empire

- ii. Jomo Kenyatta
- iii. Periplus Eritrea

Advice to Teachers:

Teachers should differentiate between the African Communities which organized the Long Distance Trade in Kenya and the Communities which participated in the trade.

Question 8

Give the main reason why a Kenyan citizen should obey the law

Weaknesses:

- i. The law does not know anybody
- ii. To obey the constitution of Kenya
- iii. To avoid outbreak of war and conflict among citizens

Advice to Teachers:

When teachers are teaching on the values of Good Citizenship, they should emphasise on the importance of observing these values instead of just mentioning the values.

Question 9

Give two ways in which education has promoted national unity in Kenya

Weaknesses:

- i. By employment and through fund raising
- ii. When one offends an educated person he/she negotiates each other
- iii. Because there is free education
- iv. People read and write in schools and they write themselves

Advice to Teachers:

Responses indicate lack of textbook, lack of proper teaching and testing and seriousness by the teachers

Question 10

State two advantages of representative democracy

Weaknesses:

- i. It governs the country
- ii. It is flexible
- iii. Unites the people

Advice to Teachers:

The topics on government are at many times ignored by the teachers judging from the responses realized in the candidates' scripts.

Question 11

Give the main reason why the colonial government created African reserves in Kenya

Weaknesses:

- i. To promote tourism hence Kenya got income
- ii. Creation of reserves was a wildlife action
- iii. For tourism to bring foreign exchange

Advice to Teachers:

Teachers should effectively revise the colonial land policies and their varied effects on the social, economic and political status of the Africans

Question 12

What was the main reason for the formation of the Kenya African Democratic Union in 1960?

Weaknesses:

- i. The majority tribe feared to be dominated by the minority
- ii. To begin a union which would unite all different communities
- iii. To press for independence

Advice to Teachers:

Shows lack of preparedness and questions should be raised as to why this happens when the students are 'presumably' in school for four years

Question 13

Name the administrative head of the Kenyan Parliament

Weaknesses:

- i. The Speaker
- ii. The Commander in Chief
- iii. The Chief Justice

Advice to Teachers:

The teachers should highlight all the Senior Officials of the Legislative Arm of the government focusing on the new constitutional dispensation.

Question 14

State the main function of the Prisons department in Kenya

Weaknesses:

- i. It is to arrest all criminals
- ii. To maintain law and order
- iii. To confine prisoners convicted by the law courts

Advice to Teachers:

Judging from the wrong responses given by the students, the teachers are advised to teach the students the various reforms carried out in the Prison Department being rehabilitation centres

Question 15

Give the main reason why the Government of Kenya introduced Free Primary Education in 2003

Weaknesses:

- i. To offer bursaries/CDF fund
- ii. To make people to become illiterate
- iii. To stop slave trade
- iv. Every child to get the light because many children were outside

Advice to Teachers:

Teachers should make the students to understand the various roles and targets of the Education Sector focusing on emerging issues on education

Question 16

State two ways in which the government of Kenya ensures effective utilization of public funds

Weaknesses:

- i. Buying medicine that are public hospitals
- ii. Construction of new schools and roads

Advice to Teachers:

Teachers should make the students understand the various implications of the management of government funds including their sources.

Question 17

Give two disadvantages of Kenya's reliance on foreign aid as a source of revenue

Weaknesses:

- i. Some of the foreign aids are prisoners affects the health of citizens
- ii. They initiate the aids to be spread more in allowing ARVs
- iii. It promotes the spread of AIDS virus

Advice to Teacher:

Teachers should clearly explain and define the sources of revenue to make the students understand the concept to avoid confusion.

Question 18 a

State five causes of the Nandi resistance against the British invasion

Weaknesses:

- i. Cold climate caused respiratory disease among the British.
- ii. They were defeated because they lacked good leaders.
- iii. They were attacked by Akidas and Jembes.

Advice to Teachers:

Responses show signs of lack of preparedness on the part of both the teachers and students

Question 18 b

Explain five effects of the Maasai collaboration with the British in the early 20th Century

Weaknesses:

- i. Nabongo Mumia was made paramount chief of the Maasai
- ii. The soldiers remained loyal to Samori Toure
- iii. The death of their collaborator who was killed by the British

Advice to Teachers:

The question on the Maasai has been set before and rank as some of the questions that candidates should score commendably in. Wrong answers denote lack of proper preparation

Question 19 a

State five ways in which the construction of the Kenya-Uganda Railway promoted economic development in Kenya during the colonial period

Weaknesses:

- i. It will promote peace and harmony through the Chief's barazas
- ii. Many people learnt the skill of building
- iii. The railway promoted Kenya to know how to build their house

Advice to Teachers

Teachers should encourage and guide the students in the revision process as some topics are taken for granted

Question 19 b

Explain five problems encountered during the construction of the Kenya-Uganda railway

Weaknesses

- i. Man developed eating habits where they eat lions which were in Tsavo
- ii. There was samba eating menace
- iii. There was invasion by the Zimba people from the coast
- iv. They were attacked by the non-living

Advice to Teachers

Popular and well done by most candidates but wrong answers indicate that in some schools there are no textbooks or the teaching and testing is very poorly done.

Question 20 a

Give five grievances of Kikuyu Central Association which was presented by Jomo Kenyatta to the colonial Secretary in 1929.

Weaknesses:

- i. To stop the twin evils of slavery and slave trade
- ii. They called for land alienation
- iii. It supported Jomo Kenyatta

Advise to Teachers:

Teachers should expose the students to the different political genres in Kenya during and after the colonial period.

Question 20 b

Describe five roles played by Thomas Joseph Mboya in the development of trade union movement in Kenya.

Weaknesses:

- i. He introduced Kenya to the international trade warfare
- ii. He ordered people where trading was taking place
- iii. He struggled for Kenya to form multi-party with other leaders

Advice to Teachers:

This question was set (differently) in 2011 and candidates who revise their work effectively should have scored better. However, as the answer indicated above show, they did not!

Question 21 a

State five ways in which the government of Kenya has improved health services of its citizens since independence

Weaknesses:

- i. Draining of swamps which cause diseases like tsetse flies
- ii. Government supporting Kenyans with food during drought
- iii. Providing clean water and toilets

Advice to Teachers:

Effective revision and use of recommended textbooks

Question 21 b

Explain five factors which have undermined the provision of health services by the Government of Kenya

Weaknesses:

- i. Corruption where some people offer free services to others
- ii. Most hospitals do not have flowers in their compounds
- iii. The few doctors and nurses always need a lot of money

Advice to Teachers:

Use of discussion groups and effective revision as this question required knowledge of social issues in Kenya

SECTION C

Question 22 a

Give three circumstances in which one's right to life may be taken away

Weaknesses:

- i. When he has murdered many people e.g. Ocampo Six
- ii. One must be able to worship
- iii. Through registration, birth and naturalisation
- iv. When a woman has given birth in the womb

Advice to Teachers:

Teachers should strive to help the students distinguish between denial of rights to life and the right to citizenship.

Question 22 b

Explain six reasons why it is important to respect Human Rights

Weaknesses:

- i. The Policemen are jailed if they interfere with people
- ii. Because no one should be slaved
- iii. To obey God's command

Advice to Teachers:

Form One work should be revised regularly and also tested by the teachers.

Question 23 a

Give the composition of the Judicial Service Commission in Kenya

Weaknesses:

- i. Judicial Service Commission comprises MPs and the President
- ii. The Prime Minister and Vice President
- iii. Civil Servants and Ministers

Advice to Teachers:

Teachers are advised to expose the students on the concepts taught in the new course books based on the New Constitutional dispensation

Question 23 b

Describe five ways through which the independence of the judiciary is guaranteed in Kenya

Weaknesses:

- i. It is the Judiciary that makes the law
- ii. It amends the laws of Kenya
- iii. To punish law breakers.

Advice to Teachers:

Teachers are advised to let the students understand the topic effectively and need to encourage to access copies of the New Constitution

Question 24 a

Name three categories of the Kenya Defence Forces

Weaknesses:

- i. Kenya Land Forces, Kenya Marine and Kenya Airways
- ii. Sea Forces and Land Forces
- iii. Legislative Forces/Democratic Forces
- iv. Kenya Airways/Kenya Waterways
- v. ODM/KANU/NAC

Advice to Teachers:

Effective revision of the emerging issues and changes in governance in Kenya

Question 24 b

Explain six challenges faced by the Kenya Police in the course of discharging their duties

Weaknesses:

- i. Poor climatic conditions
- ii. The Police are lonely so they miss conjugal rights
- iii. Attacks by other countries which makes them fight always

Advice to Teachers:

Teachers should encourage the use of textbooks noting that this question and answers in the scheme appear in KLB Book 3

3.1.2 History & Government Paper 2 (311/2)

The performance of candidates in this paper slightly improved from a mean from the mean of mean of 32.32 and a standard deviation (SD) of 15.17 in 2011 to a mean of 35.31 and an SD of 16.47.

The popular question was number 24 (on the **Federal Government of the United States of America-U.S.A**). However, it was noted that though popular, some candidates gave points on *advantages* and not functions as was required by the question.

- 24 (a) Identify **three** categories of members of the Executive in the United States of America. (3 marks)
- (b) Describe **six** functions of the Federal Government of the United States of America. (12 marks)

The unpopular question was number 22 (on **French communes in Senegal** and the **British structure of colonial administration in Northern Nigeria**). The bright students were able to attempt the unpopular question and some got it right though generally the question was poorly performed.

- 22 (a) Name **three** communes which were established by the French in Senegal during the colonial period. (3 marks)
- (b) Describe the structure of the British Colonial administration in Northern Nigeria. (12 marks)

GENERAL COMMENTS.

- (i) Teachers should introduce their learners to proper use of action verbs used in testing for example state, describe, explain, etc.
- (ii) Teachers should effectively cover the syllabus within the time allocated.
- (iii) Teachers should expose their learners to application kind of questions in various topics.
- (iv) Teachers should desist from using unapproved revision materials/pamphlets and set standard tests for revision.
- (v) The teachers should teach their students to understand the rubric and adhere to it.
- (vi) The students should be exposed to current affairs and appreciate/embrace the spirit and contents of the new Constitution of Kenya (2010).
- (vii) Where applicable, teachers should organize and take students to important historical sites.
- (viii) Teachers should organize and participate in History seminars and symposia at district, county and national levels.
- (ix) Teachers should use charts and maps to teach certain concepts like trade.
- (x) Teachers and students alike should access the KNEC's annual backwash reports on KCSE so as to see common mistakes pointed out and the professional advice given therein with a view to avoiding such mistakes in future and improve the quality of teaching of History and Government. This will also better prepare candidates for the examinations.

4.0 PART TWO: THE YEAR 2012 KCSE EXAMINATION QUESTION PAPERS

4.1 HISTORY & GOVERNMENT (311)

4.1.1 History & Government Paper 1 (311/1)



SECTION A (25 marks)

Answer ALL the questions in this section.

- 1 Give **two** limitations of using anthropology as a source of information on History and Government. (2 marks)
- 2 Identify **one** community in Kenya which belongs to the Southern Cushitic group. (1 mark)
- 3 Name **two** Bantu groups in Kenya which settled in Mount Elgon area before migrating to their present homeland. (2 marks)
- 4 State **two** religious functions performed by Oloibon of the Maasai during the pre-colonial period. (2 marks)
- 5 Give **two** factors that enabled the early visitors to come to the Kenyan coast by 1500 A.D. (2 marks)
- 6 Name **one** Arab family which ruled the Kenyan coast on behalf of Oman. (1 mark)
- 7 Name the African community that organized long distance trade in Kenya during the colonial period. (1 mark)
- 8 Give the **main** reason why a Kenyan citizen should obey the law. (1 mark)
- 9 Give **two** ways in which education has promoted national unity in Kenya. (2 marks)
- 10 State **two** advantages of representative democracy. (2 marks)
- 11 Give the **main** reason why the colonial government created African reserves in Kenya. (1 mark)
- 12 What was the **main** reason for the formation of Kenya African Democratic Union in 1960? (1 mark)
- 13 Name the administrative head of the Kenyan Parliament. (1 mark)
- 14 State the **main** function of the prisons department in Kenya. (1 mark)
- 15 Give the **main** reason why the Government of Kenya introduced Free Primary Education in 2003. (1 mark)
- 16 State **two** ways in which the Government of Kenya ensures effective utilization of public funds. (2 marks)
- 17 Give **two** disadvantages of Kenya's reliance on foreign aid as a source of revenue. (2 marks)

SECTION B (45 marks)

Answer any THREE questions from this section.

- 18 (a) State **five** causes of the Nandi resistance against the British invasion. (5 marks)
- (b) Explain **five** effects of the Maasai collaboration with the British in the early 20th Century. (10 marks)
- 19 (a) State **five** ways in which the construction of the Kenya-Uganda railway promoted economic development in Kenya during the colonial period. (5 marks)
- (b) Explain **five** problems encountered during the construction of the Kenya-Uganda railway. (10 marks)
- 20 (a) Give **five** grievances of Kikuyu Central Association which were presented by Jomo Kenyatta to the Colonial Secretary in 1929. (5 marks)
- (b) Describe **five** roles played by Thomas Joseph Mboya in the development of trade union movement in Kenya. (10 marks)
- 21 (a) State **five** ways in which the government of Kenya has improved the health of its citizens since independence. (5 marks)
- (b) Explain **five** factors which have undermined the provision of health services by the Government of Kenya. (10 marks)

SECTION C (30 marks)

Answer any TWO questions from this section.

- 22 (a) Give **three** circumstances in which one's right to life may be taken away. (3 marks)
- (b) Explain **six** reasons why it is important to respect Human Rights. (12 marks)
- 23 (a) Give the composition of the Judicial Service Commission in Kenya. (5 marks)
- (b) Describe **five** ways through which the independence of the Judiciary is guaranteed in Kenya. (10 marks)
- 24 (a) Name the **three** categories of the Kenya Defence Forces. (3 marks)
- (b) Explain **six** challenges faced by the Kenya Police Service in the course of discharging their duties. (12 marks)

4.1.2 History & Government Paper 2 (311/2)

SECTION A (25 marks)

Answer all the questions in this section.

- 1 Identify **one** type of artefact that is likely to be found in an archaeological site. (1 mark)
- 2 Name **one** source of information on the Creation Theory. (1 mark)
- 3 State **two** ways in which the Sumerians in Mesopotamia reclaimed land for agriculture. (2 marks)
- 4 Give the **main** form of transport used in the Trans-Saharan Trade. (1 mark)
- 5 Name **two** groups of people that were involved in the Trans-Atlantic Trade. (2 marks)
- 6 State **two** negative effects of the development of motor vehicle transport. (2 marks)
- 7 Give **two** inventions that revolutionized the textile industry in Britain during the 18th Century. (2 marks)
- 8 Identify the **main** factor that contributed to the growth of Athens in Ancient Greece. (1 mark)
- 9 State **two** European activities in Africa before 1850. (2 marks)
- 10 State **one** way in which African collaboration with Europeans hastened colonization of Africa. (1 mark)
- 11 Give the **main** reason why the European powers held Berlin Conference of 1884 to 1885. (1 mark)
- 12 State **one** way in which the rise of dictators in Europe contributed to the outbreak of the Second World War. (1 mark)
- 13 Give **two** economic benefits enjoyed by members of the Commonwealth. (2 marks)
- 14 Give the **main** reason why the Pan African movement was formed at the beginning of the 20th Century. (1 mark)
- 15 Name **one** financial institution established by the African Union. (1 mark)
- 16 Identify **two** factors which have undermined the exploitation of mineral resources in the Democratic Republic of Congo since independence. (2 marks)
- 17 State **two** ways in which poor infrastructure has slowed down economic development in Tanzania since independence. (2 marks)

SECTION B (45 marks)

*Answer any **three** questions from this section.*

- 18** (a) State **three** disadvantages of hunting as an economic activity of the early man. (3 marks)
- (b) Explain **six** benefits of settling in villages during the Late Stone Age period. (12 marks)
- 19** (a) Give **three** uses of wind as a source of energy in the ancient times. (3 marks)
- (b) Explain **six** effects of iron working technology on African communities before the 19th century. (12 marks)
- 20** (a) State **five** economic activities of the Asante during the 19th century. (5 marks)
- (b) Describe the social organization of the Buganda Kingdom during the pre-colonial period. (10 marks)
- 21** (a) Outline **five** grievances by Africans against apartheid in South Africa. (5 marks)
- (b) Explain **five** challenges faced by African nationalists in their struggle for a majority rule in South Africa. (10 marks)

SECTION C (30 marks)

*Answer any **two** questions from this section.*

- 22** (a) Name **three** communes which were established by the French in Senegal during the colonial period. (3 marks)
- (b) Describe the structure of the British Colonial administration in Northern Nigeria. (12 marks)
- 23** (a) State **three** permanent members of the United Nations Security Council. (3 marks)
- (b) Explain **six** ways in which the United Nations provides humanitarian assistance. (12 marks)
- 24** (a) Identify **three** categories of members of the Executive in the United States of America. (3 marks)
- (b) Describe **six** functions of the Federal Government of the United States of America. (12 marks)

5.0 THE YEAR 2012 KCSE EXAMINATION MARKING SCHEMES

5.1 HISTORY & GOVERNMENT (311)

5.1.1 History & Government Paper 1 (311/1)



SECTION A (25 marks)

1. Give **two** limitations of using anthropology as a source of information on History and Government. (2 marks)
 - (i) It is time consuming
 - (ii) It is an expensive method
 - (iii) Information collected may be inaccurate/distorted
 - (iv) Information collected may be biased.Any 2 x 1 = 2 marks
2. Identify **one** community in Kenya which belongs to the southern cushitic group. (1 mark)
 - (i) Dehallo/SanyeAny 1 x 1 = 1 mark
3. Name **two** Bantu groups in Kenya which settled in Mount Elgon area before migrating to their present homeland. (2 marks)
 - (i) Abaluhya
 - (ii) Abagusii
 - (iii) AbakuriaAny 2 x 1 = 2 marks
4. State **two** religious functions performed by the Oloiboni of the Maasai during the pre-colonial period. (2 marks)
 - (i) He foretold the future/consulted God.
 - (ii) He presided over religious ceremonies/activities
 - (iii) He offered prayers on behalf of the community
 - (iv) He blessed warriors before going to war.Any 2 x 1 = 2 marks
5. Give **two** factors that enabled the early visitors to come to the Kenyan coast by 1500 A.D (2 marks)
 - (i) Existence of natural harbours
 - (ii) Accessibility of the East African Coast
 - (iii) Existence of monsoon/trade winds
 - (iv) Knowledge of boat making/sailing ship/dhows/marine technologyAny 2 x 1 = 2 marks
6. Name **one** Arab family which ruled the Kenyan coast on behalf of Oman. (1 mark)
 - (i) Mazrui
 - (ii) Nabahan
 - (iii) BusaidiAny 1 x 1 = 1 mark

7. Name the African Community that organized the long distance trade in Kenya during the pre-colonial period. (1 mark)
- The Akamba 1x1 = 1 mark
8. Give the main reason why a Kenyan citizen should obey the law. (1 mark)
- To keep peace. 1x1 = 1 mark
9. Give **two** ways in which education has promoted national unity in Kenya. (2 marks)
(i) Common curriculum/syllabus is used
(ii) Learners from different schools interact through co-curricular activities
(iii) Learners from different community/background attend the same schools
(iv) Learners in all public schools sit for a common national examination.
(v) Common medium of communication/English/Kiswahili is used in schools.
Any 2 x 1 = 2 marks
10. State **two** advantages of representative democracy . (2 marks)
(i) People elect leaders of their own choice
(ii) Supreme power is vested in the people
(iii) It is easy to make decision
(iv) Elected leaders are accountable to the people
(v) People are able to air their grievances
Any 2 x 1 = 2 marks
11. Give the main reason why the colonial government created African reserves in Kenya. (1 mark)
- To create room for European farming/settlement. (1 x 1) = 1 mark
12. What was the main reason for the formation of Kenya African Democratic Union in 1960. (1 mark)
- To protect the rights/interests of the minority groups. 1 x 1 = 1 mark
13. Name the administrative head of the Kenya Parliament. (1 mark)
- The clerk. (1x1 = 1 mark)
14. State the main function of the prisons department in Kenya. (1 mark)
- It reforms/rehabilitates convicts. 1x1 = 1 mark
15. Give the main reason why the government of Kenya introduced Free Primary Education in 2003. (1 mark)
- To enable more people access education.
(1 x 1 = 1 mark)
16. State **two** ways in which the Government of Kenya ensures effective utilization of public funds. (2 marks)
(i) It budgets for the funds /finance.
(ii) It undertakes regular auditing of funds.
(iii) It investigates /prosecutes corrupt officers through ethics and anti-corruption commission.

- (iv) It procures goods/services through open tendering system.
- (v) Parliament approves/monitors public funds.

Any 2 x 1 = 2 marks

17. Give **two** disadvantages of Kenya's reliance on foreign aid as a source of revenue. (2 marks)

- (i) It is given with conditions.
- (ii) It attracts high interest rates.
- (iii) It creates donor dependency syndrome/debt crisis
- (iv) It limits the choice of trading partners.
- (v) It delays the implementation of projects.

Any 2 x 1 = 2 marks

SECTION B (45 marks)

18. (a) State **five** causes of the Nandi resistance against the British invasion. (5 marks)

- (i) They wanted to safeguard their independence .
- (ii) They were proud people who disliked interference by strangers.
- (iii) Had successfully raided /fought their neighbours/intruders in the past.
- (iv) They disliked the whiteman's/European skin colour/dressing.
- (v) They did not want to lose their land.
- (vi) They fought to avert the fulfillment of Kimnyole's/Orkoiyot's prophecy.
- (vii) They had an able leader who inspired them to fight/resist.

Any 5 x 1 = 5 marks

(b) Explain **five** effects of the Maasai collaboration with the British in the early 20th Century.

(10 marks)

- (i) Lenana was made a paramount chief of the Maasai because of his cooperation.
- (ii) They lost land which was taken up by the British for farming/settlement.
- (iii) They were rewarded with material wealth/granted favoured status due to their cooperation.
- (iv) They lost their independence/were manipulated as their land became a British protectorate.
- (v) It led to the division/separation between those for/against collaboration thereby weakening them further.
- (vi) They were hired as mercenaries to assist the British in subduing/suppressing communities that were resisting establishment of colonial rule.
- (vii) It led to the eviction/displacement of the Maasai thereby causing untold suffering /loss of livelihood.
- (viii) It led to the disruption of their economic structure thereby causing loss of wealth.

Any 5 x 2 = 10 marks

19. (a) State **five** ways in which the construction of the Kenya Uganda Railway promoted economic development in Kenya during the colonial period. (5 marks)

- (i) It hastened transportation of goods/services.
- (ii) It promoted the growth of trade/commercial activities.

- (iii) It opened the interior for better farming/agriculture.
- (iv) It led to the growth of industries/mining.
- (v) It led to the growth/development of urban centres.
- (vi) It generated revenue to the colonial government.
- (vii) It created employment.
- (viii) Development of other forms of transport

Any 5 x 1 = 5 marks

- (b) Explain **five** problems encountered during the construction of the Kenya Uganda-Railway. (10 marks)

- (i) The harsh climate created difficult working environment thus slowing down the work.
- (ii) There was inadequate labour which led to importation of workers from India.
- (iii) The workers were attacked by tropical diseases/pests leading to their ineffectiveness/death.
- (iv) The terrain was poor/difficulty thus slowing down the constructions work.
- (v) Some communities attacked the workers/stole equipments thereby delaying the construction.
- (vi) They were attacked by wild-animals/man-eaters of Tsavo thus leading to deaths of some workers.
- (vii) The transportation of some constructions materials was difficult due to their bulkiness.
- (viii) There was irregular/delays in the supply of construction materials/equipments which slowed down the work.
- (ix) There was inadequate supply of essential/basic commodities which made life unbearable.

Any 5 x 2 = 10 marks

20. (a) Give **five** grievances of the Kikuyu Central Association which were presented by Jomo Kenyatta to the Colonial Secretary in 1929. (5 marks)

- (i) Land alienation.
- (ii) Taxation of Africans.
- (iii) Lack of African representation of LegCo
- (iv) Lack of quality/poor education for Africans.
- (v) Release of Harry Thuku.
- (vi) Abolition of forced labour.
- (vii) Abolition of Kipande system.

Any 5 x 1 = 5 marks

- (b) Describe **five** roles played by Thomas Joseph Mboya in the development of trade union movement in Kenya. (10 marks)

- (i) He was instrumental in the formation of trade union movement.
- (ii) He served as a leader in trade union organizations both locally and internationally.
- (iii) He organized protests/ demonstrations against the arrest and harassment of trade union members/workers.
- (iv) He liaised with international trade union organizations where he gained knowledge/ experience of running trade unions.
- (v) He solicited for funds to finance the activities of trade union movement in Kenya.

- (vi) He organized trade union courses/ seminars in various parts of the country to educate the workers/leaders.
- (vii) He agitated for better terms/conditions for workers.
- (viii) He attended courses on industrial relations abroad where he gained knowledge on labour relations.

Any 5 x 2 = 10 marks

21. (a) State **five** ways in which the government of Kenya has improved the health of its citizens since independence. (5 marks)

- (i) It has established/created the Ministry of Health.
- (ii) It has established hospitals/clinics/dispensaries.
- (iii) It has encouraged NGOs/religious organizations/individuals to provide health services.
- (iv) It has established medical training institutions.
- (v) It has recognized the use of herbal medicine.
- (vi) It has established National Health Insurance Fund.
- (vii) It has established Medical Research Institutes.
- (viii) It has employed health workers.
- (ix) It has subsidized the cost of healthcare/ free medical services.
- (x) It educates people on health matters.

Any 5 x 1 = 5 marks

- (b) Explain **five** factors which have undermined the provision of health services by the government of Kenya. (10 marks)

- (i) High population growth rate has limited government ability to finance health services.
 - (ii) High poverty levels among the people has hampered access to medical services due to the cost involved.
 - (iii) Lack of enough medical personnel has compromised the quality of the services provided.
 - (iv) Lack of adequate funds to provide enough medical facilities has lowered the quality of services provided.
 - (v) The continued pollution of the environment has led to increased ailments thereby jeopardising the government's efforts.
 - (vi) Malnutrition/poor diet has made it difficult for the government to maintain good health among the people.
 - (vii) The increased number of terminal diseases has led to the diversion of resources from the core health services.
 - (viii) Unforeseen high rate of accidents/injuries has strained the scarce resources.
 - (ix) Traditional/cultural practices have frustrated the government's effort to provide health care.
 - (x) Corruption in the health sector has compromised delivery of services.
 - (xi) Illegal abortions and early pregnancies endanger lives of mothers.
 - (xii) Poor transport and communication in some areas undermine the provision of services.
- Any 5 x 2 = 10 marks

SECTION C: (30 marks)

22. (a) Give **three** circumstances in which one's right to life may be taken away. (3 marks)

- (i) When sentenced to death by a court of law.
- (ii) In self-defence - somebody might kill another in the process.
- (iii) When the life of a law enforcing officer is endangered.
- (iv) When the health/ life of a mother/ pregnant woman is in danger.
- (v) During the war.
- (vi) When preventing escape of a lawfully detained person.
- (vii) When preventing a person from committing a crime/felony.
- (viii) When suppressing a riot/rebellion/mutiny.

Any 3 x 1 = 3 marks

(b) Explain six reasons why it is important to respect human rights. (12 marks)

- (i) It promotes human dignity as the rights of the people are observed.
- (ii) It promotes unity among the people by encouraging harmonious co-existence.
- (iii) It promotes the rule of law by enhancing justice/good governance in society.
- (iv) It promotes respect for other people's cultures by appreciating cultural diversity.
- (v) It promotes tolerance by accommodating other people's views/ ideas.
- (vi) It promotes democracy as other people's opinions/views are respected.
- (vii) It promotes international relations by observing conventions/ treaties on human rights.
- (viii) It promotes development by creating an enabling/conducive environment.
- (ix) It justifies special treatment of minority/disadvantaged groups/communities.
- (x) Provides guidance to state organs regarding the exercise of state powers.

Any 6 x 2 = 12 marks

23. (a) Give the composition of the Judicial Service Commission in Kenya. (5 marks)

- (i) The Chief Justice.
- (ii) One supreme court judge.
- (iii) One court of appeal judge.
- (iv) One high court judge and one magistrate.
- (v) The Attorney General.
- (vi) Two advocates, one a woman and one a man.
- (vii) A nominee of the public service commission.
- (viii) One man and one woman to represent the public.
- (ix) Chief registrar/secretary to the commission.

Any 5 □ 1 = 5 marks

(b) Describe **five** ways through which independence of the judiciary is guaranteed in Kenya. (10 marks)

- (i) It is established by the constitution as an arm of the national government.
- (ii) Its authority is guided/controlled by the constitution when carrying out its mandate.
- (iii) It draws its expenses directly from the Judges Consolidated Fund in order to ensure independence.
- (iv) Judges of the superior courts have security of tenure of office/ can only be dismissed in accordance with the constitution.

- (v) Members of the judiciary are not held accountable to their actions/decision if they are taken in the best interest of dispensing justice.
- (vi) The judges/ magistrates swear the oath of allegiance to the constitution.
- (vii) Remuneration/ benefits given to judges cannot be varied in such a way as to disadvantage them.
- (viii) The appointment of magistrates is done by the Judicial Service Commission in order to guarantee its independence.

Any 5 x 2 = 10 marks

24. (a) Name the **three** categories of the Kenya Defence forces. (3 marks)

- (i) The Kenya Army
- (ii) The Kenya Airforce
- (iii) The Kenya Navy

Any 3 x 1 = 3 marks

(b) Explain **six** challenges faced by the Kenya Police Service in the course of discharging their duties. (12 marks)

- (i) Lack of support/negative attitude from the members of the public who refuse/withhold useful information.
- (ii) Corruption among some officers renders them ineffective in discharging their duties.
- (iii) Inadequate transport facilities hampers their movement thereby making it difficult for them to respond to emergencies.
- (iv) Sophisticated weapons used by criminals threatens/ endangers police officers' lives.
- (v) Inadequate modern communication equipment makes it difficult for them to relay/ pass confidential information.
- (vi) Interference by politicians/ members of the public demoralises/ frustrates their efforts.
- (vii) Betrayal by some officers who collude with the criminals to break the law/ subvert justice.
- (viii) Inadequate training of the officers renders them incompetent in discharging their duties.
- (ix) Terrorism/increased acts of crime.
- (x) poor working and living conditions eg. poor housing/low salaries.

Any 6 x 2 = 12 marks

5.1.2 History & Government Paper 2 (311/2)

1. Identify **one** type of artefact that is likely to be found in an archeological site. (1 mark)
- (i) Tools
 - (ii) Weapons
 - (iii) Pottery
 - (iv) Ornaments.

Any 1 x 1 = 1 mark

2. Name **one** source of information on the Creation Theory of man.
- (i) The Bible
 - (ii) The Koran

1 x 1 = 1 mark

3. State **two** ways in which the Sumerians in Mesopotamia reclaimed land for agriculture. (2 marks)

- (i) They built banks/dykes along rivers to stop flooding.
- (ii) They dug ditches to drain water from swamps.
- (iii) They used canals to irrigate the land.
- (iv) They used the shadoof to draw water to irrigate the land.

Any 2 x 1 = 2 marks

4. Give the main form of transport that was used in the Trans-Saharan trade. (1 mark)
- (i) Animal transport/camel/horse.

1 x 1 = 1 mark

5. Name **two** groups of people that were involved in the Trans-Atlantic trade. (2 marks)
- (i) The Europeans
 - (ii) The Africans
 - (iii) The Americans.

Any 2 x 1 = 2 marks

6. State **two** negative effects of the development of motor vehicle transport: (2 marks)
- (i) It causes traffic jams especially in urban areas;
 - (ii) It contributes to environmental pollution;
 - (iii) It damages roads;
 - (iv) It causes accidents leading to loss of lives/injuries.

Any 2 x 1 = 2 marks

7. Give **two** inventions that revolutionized the textile industry in Britain during the 18th Century.

(2 marks)

- (i) The flying shuttle;
- (ii) The spinning jenny;
- (iii) The water frame;
- (iv) The Spinning mule;
- (v) The power loom;
- (vi) The cotton gin.
- (vii) Cylindrical printing

Any 2 x 1 = 2 marks

8. Identify the main factor that contributed to the growth of Athens in Ancient Greece. (1 mark)
- (i) Trade/ commercial activities. 1 x 1 = 1 mark
9. State **two** European activities in Africa before 1850.
- (i) They were involved in trade.
(ii) They were spreading Christianity.
(iii) They were involved in exploration.
(iv) They were involved in spreading Western Education. Any 2 x 1 = 2 marks
10. State **one** way in which African collaboration with the Europeans hastened colonization in Africa. (1 mark)
- (i) It encouraged Europeans to settle on African land/loss of African land.
(ii) It created disunity among Africans.
(iii) It assisted the Europeans in conquering other communities.
(iv) It assisted/enabled Europeans to establish their control/entrench themselves. Any 1 x 1 = 1 mark
11. Give the main reason why the European powers held Berlin conference of 1884 to 1885. (1 mark)
- To discuss how to partition/share/divide Africa among themselves. 1 x 1 = 1 mark
12. State **one** way in which the rise of dictators in Europe contributed to the outbreak of the Second World War. (1 mark)
- (i) They overthrew democratic government.
(ii) They rearmed themselves.
(iii) They engaged in acts of aggression/attacked other countries. Any 1 x 1 = 1 mark
13. Give **two** economic benefits enjoyed by the members of the commonwealth. (2 marks)
- (i) Favourable trading opportunities to members.
(ii) Financial assistance given to the poor nations.
(iii) Technical/research assistance to member countries.
(iv) Support for youth programmes/projects for development. Any 2 x 1 = 2 marks
14. Give the main reason why the Pan African movement was formed at the beginning of the 20th Century. (1 mark)
- To unite peoples of African descent. 1 x 1 = 1 mark
15. Name one financial institution established by the African Union. (1 mark)
- (i) The African Monetary Fund
(ii) The African Central Bank
(iii) The African Investment Bank Any 1 x 1 = 1 mark

16. Identify **two** factors which have undermined the exploitation of mineral resources in the Democratic Republic of Congo since independence. (2 marks)

- (i) Civil war in the country;
- (ii) Shortage of labour due to displacement of people;
- (iii) Smuggling of minerals;
- (iv) Political interference by neighbouring states;
- (v) Poor transport network.

Any 2 x 1 = 2 marks

17. State **two** ways in which poor road network has undermined economic development in Tanzania since independence. (2 marks)

- (i) It has made transportation of goods/services difficult;
- (ii) It has hindered exploitation of some resources;
- (iii) It has slowed down the movement of labour;
- (iv) It has increased the cost of transport.

SECTION B (45 marks)

18. (a) State **three** disadvantages of hunting as an economic activity of the early man. (3 marks)

- (i) It is difficult to locate/spot the animals/insecure/unreliable source;
- (ii) Animals are a threat/dangerous to humans;
- (iii) It requires many people;
- (iv) Hunting is time consuming;
- (v) It is tiresome/cumbersome;
- (vi) Animals run faster than man.

Any 3 x 1 = 3 marks

- (b) Explain **six** benefits of settling in villages during the late stone age period. (12 marks)

- (i) There was security as people could protect themselves against enemies.
- (ii) Living as a large group enabled people to work together hence accomplishing tasks with ease.
- (iii) Settling in villages assured man of permanent dwelling thereby reducing movement.
- (iv) Man began growing crops thereby ensuring regular food supply.
- (v) Man domesticated animals which provided animal products thereby reducing his hunting activities.
- (vi) Living in villages promoted interactions thereby increasing social cohesion/sharing of ideas/resources.
- (vii) People were able to exchange goods/services hence getting what they did not have that is barter trade.
- (viii) It enabled them to build better shelter thereby protecting themselves from harsh weather conditions.

Any 6 x 2 = 12 marks

19. (a) Give **three** uses of wind as a source of energy in ancient times. (3 marks)
- (i) To winnow grains;
 - (ii) To drive/turn wind mills;
 - (iii) To propel boats/sailing ships;
 - (iv) To drive water pumps;
 - (v) To dry grains.
- Any 3 x 1 = 3 marks
- (b) Explain **six** effects of iron working technology on African communities before the 19th Century. (12 marks)
- (i) The use of iron tools made cultivation of the land easier/faster as they were more efficient.
 - (ii) Iron tools were used to clear forests thereby enabling people to migrate/settle in new areas.
 - (iii) Iron weapons were used to fight other communities thereby increasing warfare/conflicts.
 - (iv) It led to the rise of professional smiths who were accorded high status in the community.
 - (v) The demand for iron tools enhanced trade between communities.
 - (vi) Communities were able to protect themselves better using iron weapons which were more effective.
 - (vii) Powerful states emerged as iron weapons were used to conquer/annex weaker communities/territories
 - (viii) Iron implements were used as a medium of exchange thereby facilitating trade transactions.
 - (ix) The use of iron tools/implements led to increased food production since more land was brought under cultivation.
 - (x) It led to the development of towns.
 - (xi) Widespread use of iron led to the decline of use of other metals.
 - (xii) Destruction of forests.
- Any 6 x 2 = 12 marks
20. (a) State **five** economic activities of the Asante during the 19th Century. (5 marks)
- (i) They grew crops for food/trade;
 - (ii) They carried out trade among themselves/other groups.
 - (iii) They were involved in mining;
 - (iv) They practised Art and Crafts/basketry/weaving;
 - (v) They practised iron working/black smithing;
 - (vi) They did hunting/gathering;
 - (vii) They practised pottery making.
 - (viii) They kept animals.
 - (ix) They practised fishing.
- Any 5 x 1 = 5 marks

(b) Describe the social organization of the Buganda Kingdom during the pre-colonial period.

(10 marks)

- (i) They were organized into clans which had their own traditions/customs.
- (ii) They worshipped many gods/polytheism.
- (iii) The people highly regarded the Kabaka whom they considered to be semi-divine.
- (iv) The people believed in life after death since they worshipped the spirits of the dead.
- (v) The umbilical cord/jaw bones of Kabaka were preserved for future remembrance.
- (vi) The people performed sacrifices during the time of misfortune/fortunes.
- (vii) They had symbols of royalty in form of royal drums/spears/crowns which were kept at the Kabaka's palace/royal regalia.
- (viii) The Kabaka presided over religious functions/rituals.
- (ix) They had religious shrines which were scattered all over the Kingdom.
- (x) They were polygamous /married many wives in order to strengthen social relations.
- (xi) They had a supreme god called Katonda.
- (xii) They were divided into classes/social stratification.
- (xiii) It was an exogamous society - had kinships which regulated marriages and sexual relationships.
- (xiv) There was division of labour/duties for men and women.

Any 5 x 2 = 10 marks

21. (a) Outline **five** grievances by Africans against apartheid in South Africa. (5 marks)

- (i) Africans were not allowed to vote for black representatives in government.
- (ii) They were prohibited from living in urban areas/sharing facilities with whites.
- (iii) The pass laws restricted African movement.
- (iv) They were confined into Bantustans/reserves.
- (v) The labour laws denied them equal employment opportunities.
- (vi) Low quality education prepared them for only low cadre jobs.
- (vii) The Land Acts gave whites exclusive rights over land.

Any 5 x 1 = 5 marks

(b) Explain **five** challenges faced by African nationalists in their struggle for a majority rule in South Africa. (10 marks)

- (i) Some nationalists were arrested/detained which crippled their activities thereby slowing down the struggle.
- (ii) The political parties were banned by the government making it difficult for the nationalists to coordinate their activities.
- (iii) The nationalists were not united, creating tension among themselves thus rendering their struggle less effective.
- (iv) The government enacted pass laws which restricted movement thus hampering their interactions.
- (v) They lacked adequate funds to finance the struggle thus slowing down their operations.
- (vi) They lacked press freedom making it difficult for them to spread their ideas.
- (vii) They lacked advanced weapons thereby making them less effective in their armed struggle.

- (viii) They had different approaches in their struggle (moderated/radical wings) thus creating a loophole which was exploited by the government.
- (ix) Some nationalists were killed which led to low morale hence slowing down the momentum of the struggle.
- (x) Use of divide and rule policy to divide Africans.
- (xi) Many nationalists were forced to flee their state.
- (xii) Nationalists were always trailed by secret police and apartheid informers.

Any 5 x 2 = 10 marks

SECTION C(30 marks)

22. (a) Name **three** communes that were established by the French in Senegal during the colonial period.

- (i) - St Louis
- (ii) - Goree'
- (iii) - Rufisque
- (iv) - Dakar

Any 3 x 1 = 3 marks

- (b) Describe the structure of the British colonial administration in Northern Africa.

(12 marks)

- (i) The colonial secretary based in London.
- (ii) Under the colonial secretary was the governor who was in-charge of the administration of the colony.
- (iii) The colony was divided into provinces headed by a Resident/Provincial Commissioner who co-ordinated administration in the provinces.
- (iv) The provinces were further subdivided into districts headed by District officers who were answerable to the Provincial Commissioner/Resident.
- (v) Districts were sub-divided into locations/Emirates headed by the Chiefs/Emirs
- (vi) There were headmen who were in-charge of the villages and assisted the Emirs in matters of administration.
- (vii) Both the Resident/Provincial Commissioner and the District Officers were British.
- (viii) Each province had a protectorate court/Court of Appeal which was presided over by the Resident.

Any 6 x 2 = 12 marks

23. (a) Name **three** permanent members of the United Nations Security Council. (3 marks)

- (i) France
- (ii) China
- (iii) Russia

- (iv) Britain/United Kingdom
- (v) United States of America

Any 3 x 1 = 3 marks

- (b) Explain **six** ways in which the United Nations provides humanitarian assistance. (12 marks)

- (i) It assists refugees / displaced persons with clothes in order to preserve human dignity.
- (ii) It assists in resettling displaced persons by negotiating for their resettlement in safe areas.
- (iii) It provides relief food in drought stricken areas in order to avert loss of lives.
- (iv) It provides medical supplies to the victims of war/other calamities so as to restore human health.
- (v) It provides shelter to the deserving cases by building houses/giving materials for construction.
- (vi) It provides education to vulnerable groups in order to promote literacy.
- (vii) It assists in evacuating people affected by flood to safer grounds to avert suffering.
- (viii) It protects refugees by ensuring their respect/observance of basic human rights.

Any 6 x 2 = 12 marks

24. (a) Identify **three** categories of members of the Executive in the United States of America. (3 marks)

- (i) The President.
- (ii) The Vice-President.
- (iii) The Cabinet.
- (iv) The Civil Service.

Any 3 x 1 = 3 marks

- (b) Describe **six** functions of the Federal Government of the United States of America. (12 marks)

- (i) It handles foreign policy matters which affects her relationship with other governments of the world.
- (ii) It indicates/arbitrates disputes involving different states of the union with the view of reaching an amicable solution.
- (iii) It conducts/regulates trade/commerce between Federal states/foreign nations.
- (iv) It is in charge of the national defence of federal states against external aggression.
- (v) It establishes federal courts which administers justice in the states of the union.
- (vi) It levies/collects taxes in various federal states.
- (vii) It can declare war with foreign government with approval by the congress.
- (viii) It makes/issues currency/regulates its value.
- (ix) It pays foreign debt owed to other nations .
- (x) It enacts legislation which governs the federation/makes laws.
- (xi) It admits new states into the federation eg. Hawaii.

Any 6 x 2=12 marks