

KENYA NATIONAL EXAMINATIONAL COUNCIL 2010

MARKING SCHEME

HISTORY PAPER 1

SECTION A (25 marks)

1. Give the meaning of history

- The study of man's past events/activities

1 x 1 = 1 mark

2. Identify one age-grade for elders among the Akamba.

- i) Junior elders / *anake*
- ii) Intermediate elders / medium *Nthele*
- iii) Full elders / *Atumia ma Kivalo /Ithembo*
- iv) Senior elders / *Atumia ma Ithembo*

any 1 x 1 = 1 mark

3. State the first settlement area of the Luo during their migration from Sudan.

- Pubungu/Pakwach

1 x 1 = 1 mark

4. Name one early Christian Missionary who worked in Kenya.

- i) Johann Ludwig Krapf
- ii) Johann Rebman
- iii) Jacob Erhardt

any 1 x 1 = 1 mark

5. State two characteristics of Independent Churches in Kenya during the colonial period.

- i) They were formed/started by the Africans
- ii) They accommodated African cultural beliefs/values
- iii) Africans held senior positions/they were led by the Africans
- iv) The churches worked closely with the African political Associations

any 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 - Body constitution

1 x 1 = 1 mark

7. Identify one Asian who took part in the struggle for independence in Kenya.

- i) A.M. Jevanjee
 - ii) Pio Gama Pinto
 - iii) M.A. Desai
 - iv) Makhan Singh
- mark

any 1 x 1 = 1

8. Name one African political party whose leaders attended the second Lancaster House Conference in 1962.

- i) Kenya African National Union (KANU)
 - ii) Kenya African Democratic Union (KADU)
- mark

any 1 x 1 = 1

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 polices/Gachathi commission of 1976.
 - The presidential working party on the second University/Mackay Commission of 1981.
 - The Kamunge Commission 1988
 - David Koeche 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 ministries of sports, gender and culture.
- Any 2 x 1 = 2 marks
12. **Identify two ways in which the government has promoted the culture of the people of Kenya since independence.**
- 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.
- Any 2 x 1 = 2 marks
13. **Give two special courts in Kenya.**
- Kadhi's courts
 - Military courts/criminal marital
 - Juvenile courts/children's courts
 - Industrial courts/special tribunals/rent restrictions/business premises tribunal, LSK
- Any 2 x 1 = 2 mark
14. **State two duties of the leader of Government Business in Parliament in Kenya.**
- Second 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 2 x 1 = 2 marks
15. **Identify two symbols of National Unity.**

- i) The National Anthem
- ii) The Coat of Arms
- iii) The Constitution
- iv) The National Flag
- v) Parliament
- vi) The Presidency

Any 2 x 1 = 2 marks

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

- i) If one is disloyal to the state.
- ii) If during war one trades/communicates with the enemy.
- iii) If one reveals the country's secrets to another country.
- iv) If one is sentenced for a period of twelve months within five years from the date of registration.
- v) If one stays out of the country continuously for seven years without registering with the Kenyan embassy abroad.
- vi) If registration was obtained through fraud.

Any 2 x 1 = 2 marks

17. Give one type of human rights.

- i) Economic rights
- ii) Political rights
- iii) Social/cultural rights
- iv) 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.

- i) They moved in search of pasture and water for their livestock.
- ii) Due to outbreak of disease/epidermics
- iii) Pressure/raids from other communities forced them to move to safer areas.
- iv) Family/clan disputes forced them to migrate
- v) There was over population/population pressure in their original homeland.
- vi) They moved due to drought/famine
- vii) The spirit of adventure made them search for new lands.

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

- i) They displaced some communities that they found in areas that they settled.
- ii) Their settlement led to increased population in the region.
- iii) They intermarried with their neighbours. This strengthened their relations.
- iv) Some section of the Maasai (Kwavi) became cultivators/assimilated
- v) There was ethnic conflict due to cattle raids/land for settlement.
- vi) There was borrowing/exchange of cultural practices among the communities
- vii) There was increased trade between the Maasai and their neighbours.

- viii) They influenced the socio-political organization of the Nandi who created the institution of Orkoyoit similar to Oloibon of the Maasai. Any 5 x 2 = 10 marks

19. a) **Give three reasons why the early visitors came to the Kenyan Coast before 1500A.D.**

- i) They wanted to participate in the trade/control the commercial activities along the coast.
- ii) Some came as political/religious refugees
- iii) Some came as explorers/wanted to find out about the resources along the coast
- iv) They wanted to spread their religion.
- v) 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.**

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

- i) To obtain raw materials for her industries.
- ii) To stop slave trade/establish legitimate trade.
- iii) To establish market for her manufactured goods.
- iv) To protect her trading empire from other European powers.
- v) To protect Christian Missionaries who were already operating in Kenya.
- vi) To invest surplus capital in Kenya
- vii) To impose their cultivation/culture.

Any 3 x 1 = 3 marks

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

- i) Africans organized themselves to fight for the return of their land which had been alienated for Europeans settlers.
- ii) The association offered a forum for the Africans to demand representation in the Legco.

- iii) The introduction of the Kipande system limited their movement which was resented by the Africans.
- iv) Introduction of taxation was oppressive because it made Africans work for Europeans against their will.
- v) They were meant to work for long hours and yet they received low wages.
- vi) Africans were against the introduced forced labour by colonial administrators.
- vii) The prohibition of the Africans to grow cash crop denied them participation in economic development of their country.
- viii) Racial discrimination practiced by the European created ill-feelings among the Africans.
- ix) The limited educational opportunities of the Africans made them to feel inferior.
- x) The desire of Africans to maintain their independence without foreign interferences.
- xi) The introduction of the destocking policy/undermining African culture. Any $6 \times 2 = 12$ marks

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

- i) Resettling people in the irrigation schemes.
- ii) Encouraging people to form co-operative societies/land buying companies.
- iii) Opening up the former white highlands to willing buyers
- iv) Giving/providing loans to those who were willing to buy land.
- v) Consolidation/adjudication of land to enable farmers to maximize production.
- vi) Issuing of land title deeds to make ownership legal/lease land transfers. Any $3 \times 1 = 3$ marks

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

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

SECTION C (30 marks)

22. a) Give the structure of the provincial administration in Kenya.

- i) The province is headed by a provincial commissioner.
- ii) The province is divided into districts each headed by a District Commissioner.
- iii) The District is sub-divided into divisions each headed by a District Officer/Divisional officer.
- iv) The Division is divided into locations each headed by a Chief
- v) 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.

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

23. a) Give three reasons why the constitution is important in Kenya.

- i) It defines the structure/outlines the functions and powers of various branches of government.
- ii) It clearly states the rights/responsibilities of individuals.
- iii) It spells out the responsibilities of those in power/limits their authority/promotes good governance.
- iv) It ensures equality of all Kenyans.
- v) 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.

- i) Lack of impartiality during trials may lead to unfair judgement.
- ii) Censoring judges publicly on decisions made in court may influence the final judgement/political interference.
- iii) Corrupt practices in courts of law may lead to unfair/oppressive decisions.
- iv) Confining suspects in remand for longer periods without presenting them to a court of law for prosecutions.
- v) Failure to protect the legal rights of the ordinary people when they conflict with the rich and powerful.
- vi) Lack of commitment/inability by the police to carry out thorough investigations on suspected criminal activities.

- vii) The inability of ordinary people to meet the costs of prolonged court cases.
- viii) Lack of knowledge regarding legal procedures hence find themselves implicated unfairly.
- ix) Failure by the legal officers to attend to cases promptly due to pressure of work/inadequate legal officers to handle the many cases.
- x) Use of outdated colonial laws which do not address the current/contemporary issues/lack of modern technology.
- xi) 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.

- i) Each government ministry prepares its estimates.
- ii) The Ministries are forwarded to the ministry of finance.
- iii) The Ministry of Finance compiles the estimates into a single budget/the proposed budget.
- iv) The proposed/compiled budget is discussed by the cabinet.
- v) The government announces the budget day.
- vi) The Minister of Finance presents/reads the budget before parliament.
- vii) Parliament discusses/debates/approves the budget. Any 5 x 1 = 5 marks

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

- i) It enables the government to identify sources of revenue that will be required to meet its financial obligations.
- ii) It enables the government to explain to the public that tax structure/set the tax levels.
- iii) It ensures that there is a balance in the country's revenue and expenditure hence avoiding budget deficit.
- iv) The government is able to identify ways of spending without any wastage.
- v) Parliament is able to monitor public resource utilization through its watchdog committees.
- vi) It enables the government to identify/prioritize the development projects to finance in the coming year.
- vii) The government is able to assess its performance in the previous year and improve where necessary.
- viii) The government is able to set aside some funds to be used in case of emergencies in the course of the financial year.
- ix) 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.
- x) The government is able to win confidence among local and international development partners/donors through its plans and policies spelt out in the budget.
- xi) Ensure equitable share of resources and balanced development. Any 5 x 2 = 10 marks

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MARKING SCHEME

HISTORY PAPER 2

SECTION A (25 marks)

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

2. **State two uses of stone tools by early people during the Old Stone Age period.**
 - i) For skinning animals after hunting.
 - ii) For digging uproots
 - iii) For cutting meat
 - iv) For sharpening one/wood
 - v) For scraping animals skins/softening
 - vi) For killing animals during hunting
 - vii) For protecting/defence 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.**
 - i) Iron
 - ii) Gold
 - iii) Copper
 - iv) Silver
 - v) Bronze

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

5. **Give the two main items of the Trans-Saharan trade.**
 - i) Gold
 - ii) Salt

6. **Give tow social functions of the ancient city of Athens in Greece.**
 - i) It was a cultural centre/music/art/theatre
 - ii) It was an educational centre
 - iii) It was a sports centre
 - iv) It was a religious centre Any 2 x 1 = 2 marks

7. **Name any chartered company that was used to administer Tanganyika during the process of colonisation.**
- The German East Africa Company 1 x 1 = 1 mark
8. **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
9. **State two functions of the Lukiko in Buganda Kingdom during the 19th Century.**
i) It advised the Kabaka.
ii) It represented the wishes of the people.
iii) It assisted in settling disputes/acted as final court of appeal.
iv) It directed the collection of taxes/how the wealth of the kingdom would be spent.
v) It was the law formulating body in the Kingdom.
vi) It assisted/no general/administration Any 2 x 1 = 2 marks
10. **Give one economic reason which made European Countries to scramble for colonies in Africa.**
i) To obtain raw materials for the industries.
ii) To search for markets for the manufactured goods.
iii) 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.**
i) The Ndebele Indunas were made headmen.
ii) The Shona police were removed from Matebeleland. Any 1 x 1 = 1 mark
13. **Identify two economic results of the First World War.**
i) European governments spent huge sums of money.
ii) There was massive destruction of property.
iii) It led to economic depression/unemployment/starvation/unemployment. Any 2 x 1 = 2 marks
14. **Give two principal organs of the United Nations.**
i) The General Assembly
ii) The Security Council
iii) The Economic and Social Council
iv) The Secretariat
v) The Trusteeship Council
vi) 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.**
i) He established the universities of Dar-es-Salaam and Sokoine
ii) He made Kiswahili the medium of instruction in schools.
iii) He made education to be free and compulsory from primary school to university.
iv) He popularized the philosophy of "Education for self reliance"

v) 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.

- i) A country should be independent.
- ii) A country should not be a member of either NATO or WARSAW pact military.

17. Identify one parliamentary duty of the Monarch in Britain.

- i) Summons parliament after a general election.
- ii) Prologues parliament
- iii) Dissolves parliament
- iv) Assents bills of parliament
- v) Nominates members to the House of Lords. Any 1 x 1 = 1 mark

SECTION B = (45 marks)

18. a) State five reasons why early people domesticated crops and animals during the Neolithic period.

- i) Due to increased Human population more food was required.
- ii) There was competition for food between human beings and animals.
- iii) Over hunting developed stocks of animal on which human beings relied on for food.
- iv) Hunting and gathering had become tiresome/insecure.
- v) Calamities such as bush fire/floods destroyed vegetation/drove away animals.
- vi) Some crops and animals had economic value.
- vii) Animals were domesticated to provide security.
- viii) 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 to Africa today.

- i) Many parts of Africa experience little or no rain at all over several years leading to crop failure and hence food shortages/natural hazards.
- ii) The rapid population growth rate has overtaken food production rate resulting into food shortages.
- iii) Inadequate/food storage facilities had contributed to food wastages as farmers cannot store store food for a long period.
- iv) Poor state of roads in many African countries hinders transportation of food from the areas of surplus to those of deficit.
- v) Low prices of food stuff has discouraged many farmers who may have invested so much capital leading to food shortages.
- vi) Many farmers in Africa lack enough capital to buy required farm inputs.
- vii) Due to crop diseases and pest, a lot of food is destroyed either on the farms or in stores resulting to food shortages.
- viii) The emphasis on cash crop farming at the expense of food crops has contributed to low food production leading to food shortages.
- ix) Environmental degradation through deforestation/overgrazing of animals had led to soil erosion leading to wasteland, hence low food production/desertification.
- x) Civil wars in many African countries have displaced people from their farms and therefore diverted their attention from farming resulting in food shortages.

- xi) Poor food policies have discouraged farmers as they are not given enough incentives in case of crop failure/poor economic planning.
- xii) 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.
- xiii) HIV and AIDS pandemic has impacted negatively on the labour force in food production.
- xiv) Poor land tenure system/land fragmentation has reduced the acreage that would have been used for production scarcity.
- xv) Over reliance/dependence on famine relief food/other forms of aid has made people not to look for permanent solutions to food shortages.
- xvi) Lack of modern farming methods has led to low food production. Any 5 x 2 = 10 marks

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

- i) They were paid low wages/salaries
- ii) They worked for long hours
- iii) They were exposed to accidents
- iv) Accidents victims were laid off without compensation.
- v) Inadequate housing made them live in slums.
- vi) 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.

- i) The availability of many sources of energy to provide the required power of industrialization.
- ii) The existence of varied mineral resources to sustain the process of industrialization.
- iii) The presence of well developed transport network/infrastructure to facilitate the movement of raw materials and finished industrial goods to the market.
- iv) The availability of both internal and external markets for their manufactured goods.
- v) 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.
- vii) The government's sound industrial policies which encouraged both local and foreign investors to boost industrialization.
- viii) The high quality of goods has led to increased demand for South Africans manufactured goods.
- ix) The political instability 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 rule in Africa.**

- i) Military conquest/expeditions
- ii) They signed treaties/agreements with African rulers/diplomacy/collaboration
- iii) Deception/treachery/luring Africans with European goods.
- iv) Chartered trading companies
- v) Playing off communities against each other in order to weaken.

b) Explain results of the collaboration between the Buganda Agreements of 1900.

- i) It led to the loss of independence.

- ii) Introduction of Christianity and European influence in Buganda.
- iii) Islamic influence declined.
- iv) Buganda got protection from the British against their traditional enemies e.g. Bunyoro.
- v) Kabakas power were reduced in the presence of the growing educated members of the Lukiko.
- vi) Kabaka gained recognition and was referred to as his lugililness.
- vii) Buganda an administrative position in the colonial administration and was used to conquer other communities.
- viii) Buganda advanced more economically than other communities as it acquired European manufactured goods e.g. cloth, guns.
- ix) Buganda 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.**

- i) They formed political parties.
- ii) They used boycotts/demonstrations/strikes/go-slows.
- iii) They organized political rallies to mobilise mass support.
- iv) They used newspapers to articulate their views.
- v) They used the legislative council
- vi) They composed songs/poems to attack colonialism.
- vii) They used trade unions.
- viii) They used international forum. Any 3 x 1 = 3 marks

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

- i) Inadequate African representation in the Legislative council based discontent among the Ghanaians.
- ii) Loss of powers by the traditional African chiefs created discontent against the colonial government.
- iii) The need to guard against possible land alienation by the British united the Africans.
- iv) Introduction of taxation by the colonial government was resented by Ghanaians.
- v) The meagre earnings by Africans from the sale of cocoa to Europeans created discontent among them.
- vi) The order by the colonial government that farmers uproot their crops due to prevalence of the “swollen shoot” disease upset them.
- vii) Then involvement of the ex-servicemen in the Second World War inspired them to fight for their independence.
- viii) The attainment of independence by India/Pakistan in 1947 encouraged the Ghanaians to demand for their right to govern themselves.
- ix) The existence of young educated Ghanaians who had understood the ideals of democracy/freedom who inspired the masses towards a worthy cause.
- x) High rate of unemployment among the Africans created resentment/discontent.
- xi) The United Nations Charter’s declaration of the importance of political independence for all people inspired the Ghanaians and other leaders.
- xii) The charismatic leadership provided by Kwame Nkrumah united the people in their struggle against colonial domination.
- xiii) The selective granting of trading licenses to European 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 fulfil in order to become a French Citizen in Senegal.**
- Literate/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 whereas chiefs 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 French colonies were administered as provinces of France.
 - Most French administrators were represented in the French Chamber of Deputies in France while in British colonies Laws were made by the Colonial Legislative Assemblies.
 - Africans in French colonies were military officers while the British administrators were both as provinces and non-professionals.
 - Laws used to govern French colonies were made in the chamber of Deputies in France while 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 central powers.
 - She dropped atomic bombs at Hiroshima and Nagasaki which forced Japan to surrender.
- 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/Iron curtain policy by the USSR.
 - 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 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.

- v) The involvement of both United States of America and U.S.S.R in European conflicts in the late 1940s created tension among them.
 - vi) America's Marshall plan to revive European economies after the war made U.S.S.R to counteract by arming a similar one/comical thus enhancing tension.
 - vii) Formation of military alliances/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.
 - viii) Construction of the Berlin wall by U.S.S.R in Germany to block Western after the Second World War.
- Any 6 x 2 = 12 marks

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

- i) Is the head of secretariat.
- ii) Authorizes expenditure on behalf of the members.
- iii) Is the secretary to the summit/take minutes
- iv) Keep records of the proceedings.
- v) Implements decisions adopted by East African Community Summit.
- vi) 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.**

- i) There is wider market for different types of goods produced by each member states.
 - ii) The citizens of member states buy goods at fair prices due to low tariffs levied on goods.
 - iii) Opening of border closed establishing a common visa/East African passport has boosted free movement of people within the region.
 - iv) The community provides a forum for heads of states to discuss issues harmoniously thus promoting mutual understanding/co-operation/friendship.
 - v) There are employment opportunities for people of member countries in the established common services.
 - vi) Establishment of the common market create room for enhanced economic development of member countries/spurs greater industrial growth.
 - vii) The member countries are working together towards establishing East African Federation in order to apply common laws.
 - viii) There is improvement in transport and communication network to facilitate the movement of people and goods.
- Any 6 x 2 = 12 marks

2011 HISTORY

MARKING SCHEME PAPER 1 SECTION A (25 marks)

- 1 Give **two** unwritten sources of information on History and Government. (2 marks)
- Oral traditions/oral source
 - Archaeology/paleontology
 - Genetics
 - Linguistics
 - Anthropology
- 2 What was the main reason for the migration of the Eastern Bantu from Shugwaya during Pre-colonial period. (1 mark)
- Any 2x1 = 2 marks
- Due to attacks by the Galla
- 3 Give **two** reasons why Kenyan Communities fought against each other during the pre-Colonial period. (2 marks)
- 1x1=1 mark
- Competition for land for cultivation/settlement.
 - Competition for water/pasture.
 - To demonstrate their military power.
 - To raid for cattle.
- 4 Identify the **two** main items of trade from the interior of Kenya during the long distance Trade. (2 marks)
- Any 2x1=2 marks
- Ivory
 - Slaves
- 5 Identify **two** contributions made by the early Christian Missionaries in the field of Education in Kenya. (2 marks)

- i. They set up schools/encouraged Africans to go to school.
- ii. They taught Africans how to read/write.
- iii. They taught Africans vocational Skills.
- iv. They translated the Bible into African Languages
- v. They wrote books/dictionary

Any 2x1 = 2 marks

6 Give the meaning of the term 'national integration' (1 mark)

- i. It is the process of bringing together people of diverse backgrounds in a country. (1x1=1 mark)

7 What constitutional amendment made Kenya return to a multi-party state? (1 mark)

- i. Repeal of section 2A of the constitution in 1991. (1x1=1 mark)

8 Name the document which contains the Rights of the Child in Kenya. (1 mark)

- i. The Children's Act of 2001

9 Identify **two** economic benefits of the Kenya-Uganda railway during the colonial period. (2 marks)

- i. It facilitated the transportation of goods/services.
- ii. It led to the development of urban centres.
- iii. It facilitated the movement of traders/promoted trade.
- iv. It opened up the interior for economic development e.g Plantation Agri & Industry
- v. It led to the creation of employment opportunities.
- vi. It led to the development of other forms of transport & communication e.g roads & telecommunication
- vii. It was the major source of revenue for colonial Authority

10 Give **two** ways through which the white settlers acquired land in Kenya during the Colonial period. (2 marks)

- i. The colonial government provided land to the settlers.
- ii. The white settlers bought land from the colonial government.
- iii. The colonial government passed land legislations that encouraged white settlers to own land.

Any 2x1=2 marks

11 State **two** problems faced by trade union movement during the colonial period in Kenya. (2 marks)

- i. It had insufficient funds to run its activities.
- ii. The colonial government harassed its leaders.
- iii. Constant wrangling among the leaders which weakened the movement/poor leadership.
- iv. Most people did not support trade unions due to ignorance.

Any 2x1 =2 marks

12 State **one** change introduced by the Lyttleton constitution of 1954 that benefitted the

- Africans in the struggle for independence. (1 mark)
- i. It led to the establishment of a multi-racial council of ministers to replace the Governor's executive council.
 - ii. The ban on political organizations was lifted/allowed political organizations to operate at district level.
- 1x1 = 1 mark
- 13 What was the main contribution of Thomas Joseph Mboya to the History of Kenya?
- i. He led/organized the trade union movement.
- 1x1 = 1 mark
- 14 State the main functions of parliament in Kenya. (1 mark)
- i. To make laws
- 1x1 = 1 mark
- 15 Give **one** member of the AEMO at its inception in 1957. (1 mark)
- i. Daniel Arap Moi
 - ii. Masinde muliro
 - iii. Lawrence Oguda
 - iv. James muimi
 - v. Tom Mboya
 - vi. Ronald Ngala
 - vii. Bernard Mate
 - viii. Oginga Odinga
- Any 1x1=1 mark
- 16 Name the education commission that recommended the introduction of 8.4.4 education System in Kenya. (1 mark)
- i. Mackay Report/Commission.
- 1x1 = 1 mark
- 17 Give **two** external sources of Government revenue in Kenya. (2 marks)
- i. Loans.
 - ii. Grants.
 - iii. Donations.
- Any 2x1 = 2 marks

SECTION B (45 marks)

- 18 (a) State five economic activities of the Borana during the pre-colonial period. (5 marks)
- i. They participated in trade.
 - ii. They kept livestock.
 - iii. They hunted wild animals.
 - iv. They were gathers.

- v. They practiced crafts.
- vi. They practiced fishing.
- vii. They made iron tools.
- viii. They grew food crops.

Any 5 marks x 1 = 5 marks

(b) Describe the social organization of the Maasai during the pre-colonial period. (10 marks)

- i. The lowest social unit was the family which comprised of the father, his wife/wives and children.
- ii. Several related families formed a clan.
- iii. The Maasai were organized into age groups age sets which were made up of people who were circumcised at the same period.
- iv. There was a warrior class whose duty was to defend the community/conduct raids.
- v. The Maasai believed in the existence of a supreme God Enkai, who was the creator of the universe.
- vi. There was a religious leader, Laibon who mediated between the community and Enkai.
- vii. They offered sacrifices to God in special places/celebrated the century that mark graduation of Martin
- viii. They believed in the existence of ancestral spirits whom they revered.

Any 5 points x2 = 10 marks

19 (a) State **three** reasons for the coming of the Portuguese to the Kenyan Coast in the 15th Century.

- i. They wanted to find a sea route to India.
- ii. They wanted to spread Christianity/reduce the Muslim influence.
- iii. They wanted to take part in the Coastal trade.
- iv. To control strategic points on the East-African Coast from other European rivals/to act as a supply base for their sailing vessels.
- v. Due to desire for exploration/adventure.

Any 3x1 = 3 marks

(b) Explain **six** effects of the Portuguese rule on the East African Coast. (12 marks)

- i. The Portuguese built fort Jesus for defence purpose which later became a tourist attraction.
- ii. Their harsh and cruel manner of suppressing rebellions led to loss of lives.
- iii. They introduced new food crops which are staple foods for many Kenyans.
- iv. Constant rebellions against the Portuguese rule interfered with the trading activities leading to its decline.
- v. The coastal towns that resisted Portuguese rule were destroyed and left in ruins.
- vi. They educated the coastal people on how to use animal manure in farming and thus increasing crop yields.

- vii. Some words borrowed from Portuguese language were used to enrich Kiswaili language.
- viii. The Portuguese imposed heavy taxation which impoverished the coastal people.
- ix. They fostered good relation between the E.A and India

Any 6x2 = 12 marks

- 20 (a) Identify **three** methods used by the British to establish their rule in Kenya. (3 marks)

- i. Signing treaties between colonial agents and Africans rulers/collaboration.
- ii. Use of military attacks against unfriendly communities/ use of force
- iii. Establishing administrative stations/operational basis.
- iv. Offering gifts to friendly chiefs/treachery.
- v. Use of missionaries to pacify Africans through preaching.

Any 3x1=3 marks

- (b) Explain **six** results of the Nandi resistance against British occupation. (12 marks)

- i. The land belonging to the Nandi was alienated for white settlement.
- ii. The Nandi lost their independence as the British established their rule.
- iii. The Nandi were resettled in reserves where they could not carry out their farming activities.
- iv. They were forced to live as squatters on European farms where they provided cheap labour.
- v. There was massive loss of life as the British forces raided/carried out punitive expeditions.
- vi. The Nandi lost property which was either destroyed or confiscated by the British.
- vii. The Nandi lost their military superiority in the region as they were subdued by the British.
- viii. The Nandi warriors were conscripted into the colonial security forces.

Any 6x2 = 12 marks

- 21 (a) State **five** demands made by the East African Association (EAA) to the British Colonial Government in Kenya. (5 marks)

- i. They demanded for the return of alienated land.
- ii. They wanted the colonial government to abolish hut/poll tax.
- iii. They demanded for the abolition of the Kipande.
- iv. They demanded for better working and living conditions.
- v. They demanded that elections to the legislative council be on a common roll.
- vi. They demanded for the abolition of forced labour.
- vii. They demanded for more education for Africans.
- viii. They demanded an end to compulsory destocking.
- ix. They demanded for the revocation of colonial status

Any 5x1 = 5 marks

- (b) Explain **five** factors that promoted the rise of African nationalism in Kenya after

1954

(10 mrks)

- i. Acquisition of Western Education by many Africans enabled them to understand political developments at international level and forcefully demanded for independence.
- ii. The experiences of the ex-soldiers in the second world war made them realize that Europeans were not superior hence the demand for self rule.
- iii. The realization by Britain that colonies were expensive to administer hence the need to grant them self rule. The rise of power of the British labour per
- iv. The granting of independence to India in 1947 inspired Africans to demand for political independence.
- v. The support given by pan-Africansists in demanding for political independence gave Africans confidence to press for political freedom.
- vi. The decolonization policy by the United Nations inspired African nationalists to press on for independence.
- vii. The failure by the colonial government to reward the ex-world war II soldiers increased the agitation for independence.
- viii. Signing of Atlantic charts in 1941

Any 5x2 = 10 marks

SECTION C (30 marks)

- 22 (a) State **three** circumstances that can make a Kenyan citizen to be denied the right To life. (3 marks)

- i. When defending one self/property
- ii. When effecting a lawful arrest
- iii. When preventing escape of a lawfully detailed person
- iv. When preventing a person from committing a crime/folony
- v. In a situation of war
- vi. When suppressing a riot/rebellion/mutiny

Any 3x1 = 3 marks

- (b) Explain **six** Civic responsibilities of a Kenyan citizen. (12 marks)

- i. A responsible citizen pays tax to enable the government meet its financial obligation
- ii. To participate in community development activities to improve the welfare of people in the community.
- iii. To participate in the democratic process by electing leaders/being elected to ensure good governance.
- iv. To obey laws so as to enhance peace in the society.
- v. Takes care of the environment in order to promote healthy living.
- vi. Prevents/fights corruption to promote proper utilization of resources by all.
- vii. Promote/protects the rights and freedom of all people in society for harmonious co-existence.
- viii. Promotes the rule of law by reporting wrong doers/law breakers to the police.

- ix. To participate in National debates/Barazas.

Any 6x2 =12 marks

- 23 (a) Give **three** reasons why general elections are important in Kenya. (3 marks)

- i. They provide Kenyans with an opportunity to choose political leaders.
- ii. They enable Kenyans to exercise their democratic rights.
- iii. They offer alternative ideas of running the government through different political parties manifestos.
- iv. It is a constitutional requirement.
- v. They make elected leaders/prospective leaders work hard to ensure that they are reelected/ elected.

Any 3x1 =3 marks

- (b) Explain **six** functions of the body in charge of elections in Kenya. (12 marks)

- i. To maintain and revise the voters' register to ensure it is up to date.
- ii. To prepare, distribute and ensure safety of election materials/pooling stations.
- iii. To conduct voter education in the country in order to prepare citizen for the voting exercise.
- iv. To conduct and supervise elections so as to ensure they are free and fair.
- v. To conduct language proficiency tests for candidates interested in for different posts before nomination is carried out.
- vi. To announce and provide a time-table to be followed during the election period.
- vii. To receive nomination papers from the candidates cleared to vie by the political parties.
- viii. To announce the results and declare the winners for the respective seats.

- 24 (a) Identify **three** social functions of local authorities. (3 marks)

- i. They issue trade licenses.
- ii. They provide market areas.
- iii. They provide employment opportunities.
- iv. They approve building plans/provision of housing services.
- v. They impose cess/other levies.
- vi. Provision of education services e.g. ministry of primary schools
- vii. Provision of health/sanitation services e.g.
- viii. Provision of security and fire bridge services

Any 3x1 = 3 marks

- (b) Explain **six** challenges facing local authorities in Kenya. (12 marks)

- i. Most local authorities have inadequate funds hence not able to provide quality services.
- ii. Increased population has led to congestion in urban centres hence overstressing the social amenities.
- iii. Corruption/mismanagement of funds by some officers has made it difficult for the local authorities to pay its employees and provide quality services.
- iv. Some local authorities are too small to be able to sustain themselves.

- v. Influential politicians interfere with the running of the local authorities hence making it difficult for them to operate efficiently. Lack of authority from central Government.
- vi. Increased crime rate has led to vandalization of properties belonging to local authorities hence leading to heavy losses.
- vii. The presence of street families/children has contributed to insecurity/put strain on provision of social services.
- viii. Slums have mushroomed which have interfered with proper planning leading to poor service delivery/poverty eradication.
- ix. Poor disposal of waste has resulted to environment degradation leading to outbreaks of diseases/epidemics.
- x. Shortage of quality material/shortage of personnel.
- xi. Traffic congestion.

HISTORY 2011

MARKING SCHEME PAPER 2

SECTION A (25marks)

- 1 Give **two** archaeological sources of information on History and Government.
(2marks)
- i. Tools/utensils/ornaments/onions used by man

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- ii. Weapons used by man
- iii. Settlements/ruins of the past/rock paintings
- iv. Remains of human/animals
- v. Plant remains.
- vi. Garments/ornaments
- vii. Coins used by man

Any 2x1 =2 marks

2 Give **two** reasons that made early human beings to live in groups during the Stone Age Period. (2 marks)

- i. For companionship
- ii. For security
- iii. To share resources
- iv. To help one another

Any 2x1 =2 marks

3 Identify **two** ways through which early agriculture spread in Africa. (2 marks)

- i. Through migration
- ii. Through trade
- iii. Through intermarriages
- iv. Through wars

4 State **two** limitations of using animal transport. (2 marks)

- i. Animal are affected by poor health/injuries/attacked by wild animals
- ii. Rugged terrain/extreme weather conditions hampers the movement of animals
- iii. Animal transport has limited carrying capacity
- iv. Animal transport is time consuming/slow
- v. Animal transport is cumbersome. Some animals are stubborn
- vi. Animal transport is limited to day-time and not right time.

5 Why was silent trade practiced by Trans-Saharan traders? (Open) (1 mark)

- Due to language barrier/ lack of common language.

6 Identify the main factor that led to the growth of an ancient town of Meroe. (1 mark)

- Existence of iron ore.

7 What was the main function of the Council of elders among Africa societies during the Pre-colonial period? (1 mark)

- They mediated/settled disputes/made peace in the community.

8 State **two** social factors that led to the scramble for colonies in Africa by European Powers. (2 marks)

- i. The need to abolish slave trade

- ii. The desire to spread Christianity/to protect missionaries
 - iii. The desire to spread western civilian/education/western civilization
 - iv. The need to settle surplus population (any 2x1 = 2 marks)
- 9 Name **one** African country that was not colonized by the European powers. (1 mark)
- i. Ethiopia
 - ii. Liberia (any 1x1 =1 marks)
- 10 state **two** roles played by the African Chiefs in the British Colonial administration in Nigeria. (2 marks)
- i. They represented the colonial government at the local level
 - ii. They recruited labour for public works
 - iii. They collected taxes for the colonial government
 - iv. They communicated colonial government policies to the people
 - v. They tried/heard cases in the local courts (any 2x1 = 2 marks)
- 11 Name the chartered company that administered Zimbabwe during the process of Colonization. (1 mark)
- The British South Africa Company (BSAC) (1 mark)
- 12 Give the main reason for the formation of the League of Nations in 1919. (1 mark)
- To promote/sustain World peace/security. To prevent the occurrence of another war.(1 mark)
- 13 Give **two** economic reasons for the growth of African nationalism in Ghana. (2 marks)
- i. The order by the colonial government that Africans uproot cocoa trees affected by diseases
 - ii. The colonial government denied Africans trading licenses
 - iii. African farmers earned low incomes from the sale of cocoa to European firms
 - iv. High unemployment rate for the Africans.
 - v. Sharp increase in prices of goods. (any 2x1 = 2 marks)
- 14 Outline **two** factors that enable Tanzania to maintain national unity since independence.
- i. Adherence to the policy of socialism (ujamaa)
 - ii. Application of the constitution
 - iii. Use of Kiswahili as a national language
 - iv. Leadership that was willing to embrace changes. Good leadership.(any 2x1= 2 marks)
- 15 What is 'veto power' as used by the United Nation? (1 mark)
- A decision cannot be adopted if any of the permanent members of the Security Council votes against it. (1 mark)
- 16 Name **one** Major political party in the united state of America. (1 mark)
- i. Republic party

- ii. Democratic party (any 1x1 =1 mark)
- 17 Name **one** type of election held for the House of Common in Britain. (1mark)
 - i. General election
 - ii. By-election (any 1x1 = 1 mark)

SECTION B (45 marks)

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

- 18 (a) Give **three** physical characteristics of the Home erectus. (3 marks)
 - i. Had upright posture/bipedal
 - ii. Had protruding jaws
 - iii. Was about 5 feet tall/1.5 m
 - iv. Had slopping forehead
 - v. Had deep set eyes/deep eye sockets
 - vi. Had hairy body (any 3x1 = 3 marks)
- (b) Explain six cultural practices of Homo Sapiens during the New Stone Age (12marks)
 - i. Made microlithic tools which were small and more efficient that the earlier tools
 - ii. Lived in rock shelters/cave/hats to protect themselves from harsh weather/wild animals
 - iii. Decorated shelters with animal paintings/hunting scenes
 - iv. Began to domesticate animals/plants in order to ensure regular food supply
 - v. Developed speech which made communication easier
 - vi. Developed government by setting up rules/laws
 - vii. Developed religion as evidence by the practice of burying the dead with their possessions
 - viii. They practiced simple Art and Craft work/pottery/basketry/weaving
 - ix. They started a settle way of life where they established villages
 - x. They were a variety of garments/ clothing
 - xi. They decorated their bodies with red ochre/wore orama (any 6x2 =12 marks)
- 19 (a) state **three** disadvantages of coal as a source of energy. (3 marks)
 - i. Coal is bulky to transport
 - ii. Coal causes pollution
 - iii. Mining of coal can lead to injuries/death
 - iv. It is a non-renewable source of energy
 - v. Coal was expensive to mine and transport (any 3x1 = 3 marks)
- (b) Explain **six** effects of the scientific inventions on industry. (12 marks)

- i. Machines have been improved which produce goods on a large scale
- ii. Alternative sources of energy have been developed for use in industries
- iii. Invention of steam engine has improved transportation of raw materials to the industries/finished goods to the market
- iv. The development of the printing press has enabled people to read and acquire knowledge/information about industrialization
- v. There has been loss of lives through industrial accidents
- vi. Data processing/ storage has been improved by use of computers
- vii. Robots have been developed which have reduced over reliance on human labour/reduced labour costs.
- viii. Development of telecommunication has led to buying/selling of goods on the internet/e-commerce
- ix. Research has enabled industries to recycle waste products in manufacturing usable goods

(Any 6x2 = 12 marks)

- 20 (a) State **three** factors that contributed to the development of the Trans-Atlantic Trade. (3 marks)

- i. Availability of trade items
- ii. Demand for slaves in the New World
- iii. Availability of sailing ships
- iv. The discovery of the compass
- v. Availability of fire arms
- vi. Existence of trade routes/links

(3x1 = 3 marks)

- (b) Explain **six** negative effects of Trans-Atlantic trade on African Communities. (12 marks)

- i. There was increased instability/conflicts among communities as traders raided for slaves
- ii. Many Africans lost their lives during the slave raids
- iii. Traditional industries declined as Africans acquired a taste of European goods
- iv. There was increased suffering among families as their loved ones were separated/sold to slavery
- v. Some kingdom declined due to continuous attacks from their neighbours in search of trading items
- vi. There was destruction of property as communities raided each other for trade items
- vii. It contributed to the decline of the Trans-Sahara trade as many people found it more profitable
- viii. There was a decline in agricultural production as the able bodies people were taken away into slavery.
- ix. There was serious depopulation in west and parts of Central Africa due to slave trade.
- x. Africans lost confidence in their who sold them to slave dealers
- xi. The trade exposed W.A to new diseases
- xii. There was fear and insecurity due to frequent raids on African settlements
- xiii. Weakened African communities could not resist colonial

(any 6x2 = 12 marks)

21 (a) State **three** factors that enables European powers to colonise Africa in the late 19th Century.

- i. Disunity among African Communities
- ii. Superior weapons used by European armies
- iii. Weak African communities due to wars/natural calamities
- iv. Some communities collaborated with the Europeans
- v. African ignorance about Europeans intentions (any 3x1 = 3 marks)

(b) Explain **six** effects of the partition of Africa on African communities.

- i. Africans lost independence as European established colonies
- ii. African economies weakened by the European exploitation of the resources
- iii. The Africans system of government were replaced by European system
- iv. Africans adopted European language which became official languages in the colonies
- v. Modern African state were created by the boundaries drawn during the partition
- vi. Some African communities were split by the boundaries which were drawn during the partition
- vii. Africans lost land as Europeans established permanent settlements
- viii. Africans lost their lives/property as they resisted occupation
- ix. African culture were undermined through the introduction of Western education/spread of Christianity/health
- x. Closer ties were forged between Africans and Europeans which created overdependence on Europe.
- xi. Intensification of warfare among African community
- xii. Infrastructure was developed in ling major mini and Agricultural areas
- xiii. Introduction of new policies e.g. forced labor

22 (a) Give **three** functions of the Kabaka of Buganda Kingdom during the pre-colonial Period.

- i. He was the Commander in-Chief of the armed forces
- ii. Kabaka appointed/dismissed Saza chiefs/senior government official
- iii. He was head of traditional religion
- iv. He was the head of judiciary/final court of appeal
- v. He awarded honours to officers who offered distinguished service/land as award (any 3x1 =3 marks)

(b) Describe the political organization of the Shona During the pre-colonial period.

- i. The shone were ruled by an emperor/King who had absolute authority over the subjects
- ii. The emperor's position was hereditary so as to reduce succession dispute

- iii. The emperor was assisted in the administration by the queen mother, the queen sister, army commander, head drummer, head door keeper or head cook
 - iv. There was an advisory council whose work was to advise the emperor
 - v. The empire was divided into provinces which were headed by Provincial/lesser kings
 - vi. The provinces were divided into Chiefdoms ruled by chief
 - vii. Under the chief were headmen who were in charge of the villages
 - viii. The empire had a standing army whose main duty was to defend/expand the empire
 - ix. The king/Emperor was symbol of unity as he was semi-divine
 - x. There existed priests who acted as spies for the emperor/king (any 6x2 = 12 marks)
- 23 (a) Identify **five** ways through which the United Nations (U.N) promotes good Governance in the world. (5 marks)
- i. Send observers to monitor national elections in various states
 - ii. Provides financial/logistical assistance to countries during national elections
 - iii. Helped countries to attain independence/establish democratic government
 - iv. Sends peace keeping forces to war torn countries
 - v. Ensures representation of member states in the general Assembly
 - vi. Arbitrates disputes between countries/warring groups.
 - vii. Monitors/condemns violation of human rights (any 5x1 = 5 marks)
- (b) Explain **five** achievements of the Non-aligned movement (NAM) since its Formation. (10 marks)
- i. Provided a platform where member countries would speak with one voice in international for a
 - ii. He encouraged member countries to articulate their national interests before those of the super power
 - iii. Enables the member countries to exert their voting power/influence in world affairs
 - iv. Hastened the attainment of independence to those countries that were still under colonial rule
 - v. Has promoted peace/security by encouraging member countries to observe neutrality in super power conflicts
 - vi. Has played a key role in disarmament by condemning the arms race.
 - vii. Has promoted the creation of a new international economic order by encouraging member countries to trade with any of the two super power blocs/financial assistance from each power bloc
 - viii. Has given funds to the needy countries through a fund, created to address demanding circumstances. (any 5x2 = 10 marks)
- 24 (a) State **three** objectives for the formation of Common Market for Eastern and Southern Africa (COMESA) (3 marks)

- i. To cooperate in creating a conducive environment for foreign/cross border/domestic investment
- ii. To cooperate in the promotion of peace/security/stability among member states
- iii. To strengthen relations between COMESA members and the rest of the world/adopt a common position in international for a
- iv. To cooperate in realizing the objectives of the African economics community
- v. To promote a more balanced/harmonious development of its production/marketing structures
- vi. To promote joint development in all economic fields in order to raise the living standards of the people. (any 3x1 = 3 marks)

(b) Explain **six** challenges facing the Common Market for Eastern and Southern Africa. (COMESA) (12 marks)

- i. Poor transport network has hampered movement of goods/services between member states
- ii. The member countries produce similar goods thus limiting the market
- iii. Some member countries belong to other regional economic blocks/hence not fully committed to COMESA
- iv. Civil wars in some members states hamper smooth flow of goods due to insecurity hence lowering the volume of trade
- v. Border disputes among some members states make it difficult for them to cooperate
- vi. Some members states prefer trading with their former colonial masters thus posing stiff competition to products from COMESA region
- vii. Failure of some member states to harmonize tariffs has undermined free flow of goods/services
- viii. Withdrawal of some members' states has undermined the planning/financial of COMESA operations.
- ix. Member states pursue their national interests thereby working against the objectives of COMESA
- x. Personality differences btw leaders e.g. museveni and Al-Bashir
- xi. Quarrels over trading rights under COMESA Egypt and Kenya.
- xii. Natural calamities e.g. draughts, floods leading to massive food shortages and famine.

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