

NAME _____

INDEX NUMBER _____

CANDIDATES SIGNATURE _____

DATE _____

311/1
HISTORY AND GOVERNMENT
PAPER I
JULY/ AUGUST 2011
2 ½ HOURS

MAKUENI/ KATHONZWENI JOINT EXAMINATION
Kenya Certificate of Secondary Education.
HISTORY AND GOVERNMENT
PAPER 1
JULY/ AUGUST 2011

SECTION A (25 MARKS)

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

1. What is economic history? (1mark)
2. State two groups that belong to the southern Cushites. (2marks)
3. Identify two main commodities of trade obtained in the interior of Kenya in the 19th century. (2marks)
4. Identify two ways in which the Abagusii interacted with the Abaluyia. (2marks)
5. Give two negative impacts of the coming Arabs along the Kenyan coast (2marks)
6. Give one reason why the Portuguese used the long route to come to East Africa. (1mark)
7. Identify two reasons why the second Lancaster House conference was organized (2marks)
8. State two methods used by the British to acquire colonies in Kenya. (2marks)
9. Name two communities which showed mixed reaction to the British rule in Kenya. (2marks)
10. State the main provision of Elgin Pledge of 1906. (1mark)
11. State the main duties of the colonial chief (2marks)
12. Identify one category of human rights. (1mark)
13. Name one National Philosophy in Kenya. (1mark)
14. Name the first vice president of independent Kenya. (1mark)

15. What is the last stage in law making process in Kenya? (1mark)
16. State one characteristic of African socialism that promote National development in Kenya (1mark)
17. Give one type of government expenditure. (1mark)

SECTION B (45 MARKS)

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

18. (a) Apart from the Somali in Kenya name other three communities that belong to the Eastern cushites. (3marks)
(b) Explain the political organization of the Somali in Kenya during the pre- colonial period (12marks)
19. (a) State three steps in the Portuguese conquest of East African Coast. (3marks)
(b) Explain factors that led to the decline of the Portuguese rule on the Kenyan Coast (12marks)
20. (a) Give three reasons why Uganda railway was constructed. (3marks)
(b) Explain six problems encountered during the construction of the Uganda railway (12marks)
21. (a) State five roles played by women in the struggle for independence in Kenya. (5marks)
(b) Explain the factors which hastened the achievement of independence in Kenya (10marks)

SECTION C (30 MARKS)

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

22. (a) Give three ways in which Education promote unity in Kenya. (3marks)
(b) Explain six advantages of National Integration. (12marks)
23. (a) Name three branches of the Kenya police. (3marks)
(b) Explain six major reforms that have been undertaken to improve the work of the police in Kenya. (12marks)
24. (a) State any three stages in the preparation of the National Budget in Kenya (3marks)
(b) Explain the challenges facing the government of Kenya in raising government revenue. (12marks)

311/1
HISTORY AND GOVERNMENT
PAPER I
JULY/ AUGUST 2011

1. **What is economic history?**
Is the study of man's means of production e.g. farming, fishing. (1point 1mark= 1mark)
2. **State two groups that belong to the southern cushites.**
 - ❖ Sanye/ Dhahalo.
 - ❖ Bonnie. (Any 2 points 1mark = 2 marks)
3. **Identify two main commodities of trade obtained in the interior of Kenya.**
 - ❖ Ivory.
 - ❖ Slaves.
 - ❖ Rhinoceros horns.
 - ❖ Hides and skins.
 - ❖ Ostrich feathers.
 - ❖ Leopard skins.
 - ❖ Tortoise shells. (Any 2 points 1mark= 2marks)
4. **Identify two ways in which the Abaluyia interacted with the Abagusii**
 - ❖ Inter-marriage.
 - ❖ Through trade.
 - ❖ War/ conflicts/ raids
 - ❖ Common festivals/ ceremonies
 - ❖ Sports. (Any 2 points 1 mark = 2marks)
5. **Give two negative effects of the coming of Arabs along the Kenyan Coast.**
 - ❖ Increase in slave trade.
 - ❖ Erosion of African culture.
 - ❖ Land alienation.
 - ❖ War among Kenyan communities.
 - ❖ Decline in local industries e.g. weaving (Any 2 points 1mark=2marks)
6. **Give one reason why the Portuguese used the long route to come to East Africa.**
 - ❖ They were being attacked by the Oromo twiks.
 - ❖ The twiks required them to pay high taxes.
 - ❖ The Suez Canal had not been constructed. (Any 2points 1mark = 2marks)
7. **Identify two reasons why the second Lancaster House Conference was organized.**
 - ❖ To draft the independence constitution
 - ❖ Sort out differences between K.A.N.U and K.A.D.U.
 - ❖ Draw the timetable for the independence. (Any 2 points 1mark= 3marks)
8. **State two methods used by the British to acquire colonies in Kenya.**
 - ❖ Signing treaties/ use of missionaries.
 - ❖ Collaboration/ diplomacy.
 - ❖ Establishment of administration bases/ forts.
 - ❖ Treachery. (Any 2 points 1mark = 2marks)
9. **Name two communities which showed mixed reaction to the British in Kenya.**
 - ❖ The Akamba
 - ❖ Agikuyu.
 - ❖ Luo (2points 1mark = 2marks)
10. **State the main provision of Elgin pledge of 1906.**
The white Highlands were reserved for Europeans only. (1point 1mark= 1mark)
11. **Main duties of colonial chiefs.**
 - ❖ Recruiting African labour.
 - ❖ Collecting taxes.
 - ❖ Maintaining law and order. (Any 2 points 1 mark = 2marks)
12. **Identify one category of human rights.**
 - ❖ Political rights.
 - ❖ Social rights.
 - ❖ Economic rights.
 - ❖ Solidarity rights (Any 1 point 1 mark = 1mark)
13. **Name one National Philosophy.**
 - ❖ Harambee.

- ❖ Nyayo.
 - ❖ African socialism. (Any 1 point 1 mark = 1mark)
- 14. First vice president of independent Kenya**
Oginga-Odinga. (1point 1 mark= 1mark)
- 15. The last stage in law making process in Kenya.**
Publication in the Kenya Gazette/ Gazettement.
- 16. State one characteristics of African socialism that promote National development in Kenya.**
- ❖ Democracy.
 - ❖ Equal opportunities.
 - ❖ Respect for human dignity.
 - ❖ Mutual social respect. (Any 1 point 1 mark = 1mark)
- 17. Give two types of government expenditure.**
- ❖ Capital
 - ❖ Recurrent. (1 point 1 mark)
- 18. (a) Apart from the Somali in Kenya name other three communities that belong to the Eastern Cushites.**
- ❖ Borana.
 - ❖ Oromo
 - ❖ Rendile
 - ❖ Burji (Any 3 points 1 mark= 3marks)
- (b) Explain the political organization of the Somali in Kenya during the pre- colonial period.**
- ❖ The clan was the basic unit of the clan.
 - ❖ Had a council of elders.
 - ❖ The council of elders settled disputes and presided over religious matters.
 - ❖ They had political leaders called Sultan whose main role is mainly advisory.
 - ❖ They had warriors whose role was mainly to defend the community.
 - ❖ They had Age- set and all male members belonged to one.
 - ❖ They had specialists e.g. sheikhs and medicine men who were highly respected and their opinions were sought before undertaking important decisions. (Any 6 points 2 marks = 12 marks)
- 19. (a) State three steps in the Portuguese conquest of the East African coast.**
- ❖ In 1500 Pedro Alvares Gabral conquered Sofala.
 - ❖ In 1502 Vasco Da Gama attacked the town of Kilwa and demanded tribute.
 - ❖ In 1503 Zanzibar and other coastal towns were conquered by Ruy Laufenco Ravasco and forced them to pay tribute.
 - ❖ In 1505 Mombasa and Kilwa were conquered by Francisco D'Almeida.
 - ❖ Between 1506- 1507 Lamu was conquered by Tristao da Cunha.
 - ❖ 1509 Mafia Pemba and Zanzibar were brought under Portuguese ruling. (Any 3 points 1 mark = 3 marks)
- (b) Explain the factors that led to the decline of the Portuguese rule on the Kenyan coast.**
- ❖ Decline of Indian Ocean trade denied them revenue to support administration activities.
 - ❖ The Portuguese officials were corrupt and pocketed all the funds.
 - ❖ Ruthless/ cruel Portuguese officials made the coastal people not to co- operate.
 - ❖ Constant rebellions against the Portuguese weakened their control.
 - ❖ Rivalry between Portuguese and other Europeans e.g. British and the Dutch.
 - ❖ Portugal was a small country which could not provide enough soldiers to administer and control overseas dominions.
 - ❖ Distance between Portugal and East was long and delayed supply of reinforcement to quell riots.
 - ❖ Lack of enough personnel.
 - ❖ Invasion by the Zimba tribe.
 - ❖ Invasion by Muslim nations e.g. Turkey.
 - ❖ Attack by the Oman Arabs.
 - ❖ Annexation of Portugal by Spain/ conquest of Portugal by Spain made her interests in East Africa decline. (Any 6 points 2 marks = 12 marks)
- 20. (a) Three reasons why Uganda railway was constructed.**
- ❖ Economic exploitation: - facilitate export/ imports/ promote trade.
 - ❖ Open the interior to the outside world.
 - ❖ Spread Christianity.
 - ❖ Political reasons: - in line with Berlin Act (development)
 - ❖ Easy spread of troops to the interior.
 - ❖ Open Kenya by linking the area with Uganda which was a source of R.Nile.

(Any 3 points 1mark = 3marks)

(b) Explain six problems encountered during construction of Ugandan railway.

- ❖ High cost of materials.
- ❖ Man- eaters of Tsavo. Lions attacked the builders.
- ❖ Attack by hostile communities e.g. Nandi.
- ❖ The Taru and Nyika plateau was hot/ desert.
- ❖ The terrain was unsuitable at Rift Valley (not flat)
- ❖ Lack of essential materials e.g. water and food.
- ❖ Lack of labour as Africans were unwilling to work
- ❖ The distance from Britain to East Africa was long and this delayed materials.

(Any 6 points 2 marks = 12 marks)

21. (a) State five roles played by women in the struggle for independence in Kenya.

- ❖ They raised funds for supporting political activities.
- ❖ They provided moral support to the freedom fighters to go on with the struggle.
- ❖ They demanded for the release of detained/ arrested freedom fighters e.g. Harry Thuku.
- ❖ They took part in armed struggle where some were even leaders e.g. field marshall, muthoni and nduta wakore, mekatilili wa menza.
- ❖ Supplied food and water to the freedom fighters in their hide outs.
- ❖ They acted as spies for the freedom fighters.
- ❖ Took part in oathing/ administered oaths of secrecy.
- ❖ Kept their homes intact as the men continued with the struggle.
- ❖ They endured pain and suffering inflicted by the colonial government for the sake of liberation.

(Any 5 points 1 mark= 5marks)

(b) Explain the factors which hastened the achievement of independence in Kenya.

- ❖ The 1914 Atlantic charter identified colonialism as one of the factors that could lead to another war. All the signatories agreed if all nations were granted the right to self determination it would prevent occurrence of another major war.
- ❖ Emergence of U.S.A and U.S.S.R as super powers urged the colonizing powers to grant their colonies independence.
- ❖ The labour party which came to power in 1945 in Britain showed colonies as a burden to the British tax payers. So they had to do away with it.
- ❖ Ex- service men. The soldiers who returned from the Second World War and had their promises not fulfilled started the struggle for independence.
- ❖ Achievement of independence by India 1947, Ghana 1957 made Kenyan's know that independence was achievable.
- ❖ The United Nations organization 1945 made many Nationalists use it as a forum from which to demand independence for their countries.
- ❖ Constitutional changes e.g. Lettlyton and Lennox Boyd constitution.
- ❖ Pan Africanism spearheaded the struggle for independence. As a result Kenyatta travelled back in 1946.
- ❖ The trade unions helped to pressure the colonial government to pressurize the colonial government to grant independence to Africans.
- ❖ The African elected at the Legco e.g. Eliud mathu and ohanga put more pressure on colonial authority to grant Kenya independence.
- ❖ The political parties e.g. K.A.N.U, K.A.D.U and A.P.P helped to increase pressure on colonial government to grant Kenya independence.
- ❖ The independent churches and schools were used as a forum to air the views of nationalists.
- ❖ The Mau Mau rebellion was used to get independence by militant means.
- ❖ Attending of international conference e.g. Lancaster house conference 1945.

(Any5 points 2 marks = 10 marks)

SECTION C

22. (a) Ways in which education promote national unity in Kenya.

- ❖ Same curriculum offered in the country.
- ❖ Students from different background schooling together.
- ❖ Provision of teachers/ equipment by same government

(3 points 1 mark = 3marks)

(b) Six advantages of National integration.

- ❖ Socialization of different people/ different back ground.
- ❖ Promote security.
- ❖ Remove inter- tribal suspicion.

- ❖ Encourages investment due to peace.
- ❖ Promote social and economic development (games/ trade).
- ❖ Promote patriotism and nationalism.
- ❖ Fuses all Kenyans together. **(Any 6 points 2marks= 12marks)**

23. (a) Three branches of Kenya police.

- ❖ Regular police.
- ❖ Traffic police.
- ❖ C.I.D (Criminal investigation department)
- ❖ NSIS (National security intelligence service.
- ❖ Anti- narcotic police.
- ❖ General Service Unit.
- ❖ Police reserves.
- ❖ Interpol.
- ❖ Special crime prevention unit/ flying squad.
- ❖ Prosecution unit. **(Any 3 points 1 mark = 3marks)**

(b) Six major reforms in Kenya police.

- ❖ Better salaries.
- ❖ Better and modern equipment.
- ❖ Modernisations such as information technology
- ❖ Professional training in various fields.
- ❖ More period inn training upto 15 months with new curriculum.
- ❖ Better entry requirements at recruitment.
- ❖ Police oversight body established.
- ❖ Name changed to Kenya police service with new formations and command.
- ❖ During a training, integration to emerging issues e.g. human rights.

(Any 6 points 2 marks =12 marks)

24. (a) State any three stages in the preparation of the National budget.

- ❖ Each government ministry prepares its estimates.
- ❖ Forwarding the estimates to the ministry for finance.
- ❖ The finance ministry compiles the estimates into a single budget/ the proposed budget.
- ❖ The proposed budget is discussed by the cabinet.
- ❖ The minister for finance reads the budget before the parliament.
- ❖ The parliament approves the budget.

(Any 3 points 1 mark = 3mks)

(b) Explain the challenges facing the government in raising revenue.

- ❖ Embezzlement of funds by some government officers.
- ❖ Some companies and people give wrong information in wealth declaration thereby reducing the amounts due for taxation.
- ❖ Some government officers who gather the information collude with unscrupulous citizens to cheat about their incomes.
- ❖ Lack of information on how to invest with the government through treasury bills, post office bonds, shares at the Nairobi stock exchange (NSE).
- ❖ Many individuals, companies and organizations evade paying taxes.
- ❖ Many rich individuals keep their money in foreign countries instead of investing in Kenya.
- ❖ Foreign donors give strict conditions which must be fulfilled before funds are released.
- ❖ Foreign loans are given at very high interest rates.

(Any 6 points 2 marks= 12 marks)

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INDEX NUMBER _____

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DATE _____

311/2
HISTORY AND GOVERNMENT
PAPER 2
JULY/ AUGUST 2011
2 ½ HOURS

MAKUENI KATHONZWENI JOINT EXAMINATION
Kenya Certificate of Secondary Education.
HISTORY AND GOVERNMENT
PAPER 2
JULY/ AUGUST 2011

This paper consists of 3 printed pages

Turn over

SECTION A (25 MARKS)

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

1. Give two electronic sources of history. (2marks)
2. State one historic site in Africa. (1mark)
3. State two distinct characteristics of Homo erectus. (2marks)
4. State one theory about the origin of man. (1mark)
5. Name two crops grown in Mesopotamia. (2marks)
6. Give two ways in which the lives of small scale farmers was changed by the Agrarian revolution (2marks)
7. Who invented the electric dynamo? (1mark)
8. Name two anti- slavery crusaders before slavery was abolished. (1mark)
9. State the main factor that influenced Johannesburg as an urban centre. (1mark)
10. Name two leaders who led in MajiMaji uprising. (2marks)
11. Name two communes in Senegal where assimilation was applied. (2marks)

12. Name the title of Buganda political leader in the 19th century. (1mark)
13. Name two nationalist who struggled for the independence of Mozambique. (2marks)
14. What was the D- day during the World War II? (1mark)
15. Identify two places in Africa where the cold war was witnessed. (2marks)
16. Identify one house of the congress in the United States of America. (1mark)

SECTION B (45 MARKS)

Answer any THREE questions from this section

17. (a) State three reasons why Africa is considered as the cradle of mankind. (3marks)
 (b) Explain the culture of early man during the Old Stone Age. (12marks)
18. (a) State three modern means of communication. (3marks)
 (b) Explain six negative impacts of telecommunication today. (12marks)
19. (a) Give the roles played by the Tuaregs during the Trans- Saharan trade. (3 marks)
 (b) Explain six factors that led to the development of Trans- Saharan trade (12marks)
20. (a) State three reasons why Samori Toure resisted the French colonization in West Africa between 1882-1898. (3marks)
 (b) Explain the factors which enabled Samori Toure to resist the French for a long time. (12marks)

SECTION C

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

21. (a) Give three reasons that made British to use direct rule in Zimbabwe. (3marks)
 (b) Explain the effects of British direct rule in Zimbabwe. (12 marks)
22. (a) Name three specialized agencies of United Nations Organization (3marks)
 (b) Explain six factors that have undermined the United Nations organization (12 marks)
23. (a) Identify three conditions that a candidate must meet to qualify as a presidential candidate in the United States of America. (3marks)
 (b) Explain the advantages of the use of federalism in the government of the United States of America. (12marks)

**311/2
HISTORY AND GOVERNMENT
PAPER 2
JULY/ AUGUST 2011**

**MAKUENI/KATHONZWENI JOINT EXAMINATION
Kenya Certificate of Secondary Education.
HISTORY AND GOVERNMENT
PAPER 2
JULY/ AUGUST 2011.**

MARKING SCHEME.

- 1. State two Electronic sources of historical information .**
 - ❖ Microfilms
 - ❖ Radio.
 - ❖ Television
 - ❖ Videos
 - ❖ Computerized data base. (Any 2 points 1 mark= 2marks)
- 2. State one historic site in Africa.**
 - ❖ Faiyum Depression in Egypt.
 - ❖ Rusinga island in Kenya.
 - ❖ Olduvai Gorge in Tanzania.
 - ❖ Harar in Ethiopia.
 - ❖ Samburu hills in Kenya. (Any 1 point 1 mark = 1 mark)
- 3. State two distinct characteristics of Homo erectus.**
 - ❖ Homo erectus had a big brain capacity/ high thinking capacity.
 - ❖ Homo erectus walked upright /bipedalism.
 - ❖ Homo erectus had the ability to grasp objects. (Any 2 points 1 mark = 2 marks)
- 4. State one theory about the origin of man.**
 - ❖ Creation theory
 - ❖ Evolution theory
 - ❖ Mythical/ traditional theory (Any 1 point 1 mark = 1 point).
- 5. Crops grown in Mesopotamia.**
 - ❖ Barley
 - ❖ Wheat.
 - ❖ Vines
 - ❖ Figs
 - ❖ Oats.
- 6. Give two ways in which the lives of small scale farmers was changed by the Agrarian revolution.**
 - ❖ They lost their land due to the enclosure system and land consolidation.
 - ❖ The small scale farmers were forced to move to the urban centres to look for jobs.
 - ❖ Some small scale farmers were forced to migrate overseas such as Canada, U.S.A, Australia and South Africa. (Any 2 points 1mark = 2 marks)
- 7. Invented electric dynamo.**

Michael faraday.
- 8. Anti- slavery crusaders**
 - ❖ William Wilberforce.
 - ❖ Granville sharp.
- 9. State the main factor that influenced Johannesburg as an urban centre.**

Discovery of gold. (1point 1 mark = 1 mark)
- 10. Two leaders of MajiMaji uprising.**
 - ❖ Kinjekitile Ngwale
 - ❖ Mpande Abdullah
- 11. Two communes in Senegal where assimilation was applied**
 - ❖ St. louis.

- ❖ Goree
- ❖ Rufisque.
- ❖ Dakar

12. Name the political leaders of the Buganda in the 19th

- ❖ Saza chiefs.
- ❖ Gombolora chiefs
- ❖ Miluka chiefs
- ❖ Batongoles
- ❖ Bataka chiefs (Any 1 point 1 mark = 1mark)

13. Two nationalists who struggled for independence in Mozambique.

- ❖ Eduardo Chirambo Mordlane.
- ❖ Smora Machel
- ❖ Joachim Chissano

14. What was the D-day?

The liberation of France by the Allies

15. Identify two places in Africa where the cold war was witnessed.

- ❖ Angola where Cuban troops supported the government against Jonas Savimbi.
- ❖ Mobutu's regime was also supported by U.S.A/ Democratic Republic of Congo/Patrice Lumumba
- ❖ Ethiopia. (2 points 1 mark = marks)

16. Identify one house of the congress in the United States of America.

- ❖ The House of Representatives.
- ❖ The senate. (Any 1 point 1 mark)

SECTION B (45MARKS)

17. (a) State three reasons why Africa is considered as the cradle of mankind.

- ❖ The climate in Africa supported abundant plant and animal life/ presence of savannah grasslands.
- ❖ Man's earliest remains have been found in Africa evidenced by the many historical sites.
- ❖ Man's earliest material cultures have been found in Africa.
- ❖ Man was roaming in East Africa before the formation of the Rift valley.
- ❖ Permanent rivers that provided early man with water supplies.
- ❖ Many caves and valleys provided shelter. (Any 3 points 1 mark= 3marks)

(b) Explain the culture of early man during the Old Stone Age period.

- ❖ They made simple stone tools for domestic use/ Oldulvan tools.
- ❖ They lived in small groups in order to assist each other.
- ❖ They obtained their food through hunting and gathering.
- ❖ They used simple hunting methods such as chasing wild animals and laying traps.
- ❖ They ate raw food because fire had not yet been discovered.
- ❖ They had no specific dwelling places.
- ❖ They sheltered themselves from predators by climbing tree and hiding in caves.
- ❖ They wore no clothing but their hairy bodies kept them warm.
- ❖ They lived near rivers and lakes.
- ❖ They communicated by use of gestures and whistling. (Any 6 points 2 marks = 12 marks)

18. (a) Modern means of communication.

- ❖ Tele phone
- ❖ Television
- ❖ Radio
- ❖ E –mail
- ❖ pager
- ❖ Telex
- ❖ Internet
- ❖ Fax (1 x 3 = 3 marks)

(b) Six negative effects of telecommunication.

- ❖ Affect the culture/ cultural imperialism
- ❖ Addiction/ time wastage e.g. watching TVs'
- ❖ Pornography affecting morals
- ❖ Misuse encouraging terrorism.
- ❖ Fraud especially the banking sector.
- ❖ Encourage violence in society.
- ❖ Promote alcoholism when people watch T.V they copy destruction of body parts e.g. the ears.
- ❖ Radio activity in the Body.

- ❖ Promote insecurity increase of misuse in wars. (2 x 6 = 12 marks)
19. (a) **Role played by the Tuaregs during Trans-Saharan trade**
- ❖ Acted as guides.
 - ❖ Provided security.
 - ❖ Secured food/ accommodation
 - ❖ Acted as interpreters.
 - ❖ Maintained oasis (water) points. (1 x 3 = 3 marks)
- (b) **Six factors that led to development of Trans-Saharan trade.**
- ❖ Availability of rich merchants who provided capital.
 - ❖ Availability of trade items from both regions. (Salt, gold)
 - ❖ Demand for goods from both regions (West Africa/North Africa)
 - ❖ Local trade acted as a base for the trade.
 - ❖ The Tuaregs provided security and maintained oasis.
 - ❖ Able leadership of Mansa Musa; Askia Mohammed who provided peace and security.
 - ❖ Presence of pack animals- camels and horse.
 - ❖ Oasis provided water. (2 x 6 = 12 marks)
20. (a) **State three reasons why Samore resisted the French colonization in west between 1882 and 1898.**
- ❖ Samore Toure wanted to preserve his independence.
 - ❖ Wanted to safeguard his gold mines.
 - ❖ Wanted to crush the French who were expanding eastwards.
 - ❖ Wanted to secure North ward trade routes that supplied him with horses.
 - ❖ French alliance with Tiebba of Sikasso.
 - ❖ Refusal of the British to declare his empire their territory (Any 3 points 1 mark= 3marks)
- (b) **Explain six factors which enabled Samore Toure to resist the French for a long time**
- ❖ The use of guerilla war tactics.
 - ❖ Had a well organised army.
 - ❖ Had modern weapons which were acquired from the Europeans and he also manufactured some locally
 - ❖ The use of scorched earth policy.
 - ❖ Some of his soldiers had served in the French army and were familiar with the French war tactics.
 - ❖ Use of horses by his soldiers enhanced their effectiveness.
 - ❖ Samore soldiers were familiar with the terrain.
 - ❖ He used Islam as a unifying factor/ he was jihadist who jihad was based on trade.
 - ❖ He was an orator and could create public hysteria which made his people work very hard.
 - ❖ Economic stability. He got a lot of wealth from trade/ had gold mines at bioze
 - ❖ Use of diplomacy/ treaty signing e.g. the Bissandugu treaty 1886 to get time to organize himself.
 - ❖ Samore shifted his empire and capital inland to give himself more time to re-organize his forces.
 - ❖ He was a competent military leader who inspired his soldiers democratically in assignment of duties.
 - ❖ He paid his soldiers well. (Any 6 points 2 marks = 12 marks)

SECTION C.

21. (a) **Give three reasons that made British use direct rule to rule Zimbabwe.**
- ❖ They wanted to control the economy of Zimbabwe to maximize profits.
 - ❖ To ensure complete control of the Africans.
 - ❖ The indigenous political institutions based on induna system had been destroyed during the British occupation of Zimbabwe.
 - ❖ Existence of the British south African company personnel on the spot who were familiar with the area as well as the British system of administration/ they had enough administrators.
 - ❖ There were many ethnic groups with diverse socio-cultural systems which made it difficult for the British to apply indirect rule. (Any 3 points 1 mark = 3marks)
- (b) **Explain the effects of the British direct rule in Zimbabwe.**
- ❖ Land alienation resulting to displacement of Africans by the white settlers.
 - ❖ African traditional rulers lost their political autonomy and served as puppets of the British/ loss of independence.
 - ❖ The day to day running of the colony was vested in the hands of the British without much reference to the Africans interests.
 - ❖ Africans were subjected to heavy taxation.
 - ❖ The British South African company was given too much power in the administration of the colony.
 - ❖ It undermined African traditional economy as some Africans worked in the White farms.
 - ❖ Led to development of transport network/ infrastructure.
 - ❖ It led to introduction of new crops in the area.

- ❖ It undermined African culture.
- ❖ Establishment of white settlement subjected Africans to poverty and suffering.
- ❖ They were denied freedom of movement by being confined to the reserves and required to carry identity cards.
- ❖ Led to the rise of African nationalism. **(Any 6 point 2 marks= 12marks)**

22. (a) Specialized agencies of United Nations Organization.

- ❖ International monetary fund.
- ❖ International bank of reconstruction and development.
- ❖ United Nations International Children Education fund
- ❖ International Labour Organization.
- ❖ World Health Organization.
- ❖ Food and Agricultural Organization
- ❖ United Nation Development Programme.
- ❖ UNESCO.
- ❖ United Nation Environmental Programme/ Habitat

(b) Explain six factors that undermine the United Nation Organisation.

- ❖ Veto power given to permanent members encourages them to further their own interest.
- ❖ National interest overrides international concerns.
- ❖ Lack of funds. Members fail to remit funds.
- ❖ Conflicting ideologies/ different system of government block implementation of policies.
- ❖ Natural disasters/ epidemics e.g. Floods, Drought, diseases.
- ❖ Civil wars/ in a number of countries affect peace and political stability.
- ❖ Border conflicts between member states- Pakistan and India.
- ❖ Armament whereby countries have continued to manufacture dangerous weapons (nuclear and atomic weapons).
- ❖ Lack of a standing army to implement resolution like peace keeping.
- ❖ Member states belong to other organizations or power blocks e.g. West African countries belong to Ecowas; Arab countries belong to Arab league.

23. (a) Identify three conditions to be met by a presidential candidate in the United States of America.

- ❖ He/ she must be an American by birth/ natural born citizen
- ❖ Must have lived in U.S.A for 14 years
- ❖ Must be 35 years of age and above **(3points 1 mark = 3 marks)**

(b) Explain the advantages of the government of United States of America.

- ❖ Helps in solving common problems together.
- ❖ Use of common currency eases trade between different states.
- ❖ It ensures that interests of smaller states and groups are protected/ security/ checks and balances the systems between the central government and the small states.
- ❖ A federal system of government makes it possible for several states to work as one political unit.
- ❖ It makes it possible for member states to benefit from the federal pool of resources/ economies of scale.
- ❖ Each state can specialize in production.
- ❖ It creates a large internal **market** for goods produced by member states.

(Any 6 points 2 marks = 12 marks)

