

4.8 HISTORY & GOVERNMENT (311)

4.8.1 History & Government Paper 1 (311/1)

SECTION A (25 marks)

1. Give two ways in which archaeologists identify a pre-historic site.

- (i) Existence of a collection of artefacts/tectonic forces/erosion.
- (ii) Evidence of burial sites/cultivation/construction/fossils.
- (iii) Evidence of ruins of settlements/vision.
- (iv) Evidence of art/ paintings.
- (v) Historical research and documentation.
- (vi) Use of experience and skill.

(Any 2 x 1 = 2 marks)

2. Identify one natural factor that caused the Abagusii to migrate from Mount Elgon region to their present homeland.

- (i) Due to famine.
- (ii) Due to disease.
- (iii) Due to drought.

(Any 1 x 1 = 1 mark)

3. State the main factor that contributed to the growth of city-states along the Kenya coast before 1500 AD.

Trade between the Coast and the outside world.

(1 x 1 = 1 mark)

4. Give one way in which the translation of the Bible into vernacular languages facilitated the spread of Christianity in Kenya.

- (i) The local people could read the Bible.
- (ii) It created better understanding of the teaching of the Bible.
- (iii) More Africans could identify themselves with Christianity.

(Any 1 x 1 = 1 mark)

5. Give one economic responsibility of a Kenyan citizen.

- (i) Participating in development activities.
- (ii) Paying taxes.
- (iii) Engaging in income generation.
- (iv) Protecting the environment.
- (v) Fighting corruption.

(Any 1 x 1 = 1 mark)

6. **Give one economic factor that promotes national unity in Kenya.**

- (i) Equitable distribution of resources
- (ii) Commercial interaction/ trade.
- (iii) Equal employment opportunities.
- (iv) Use of a common currency.

(Any 1 x 1 = 1 mark)

7. **Identify one way in which elders resolve conflicts in the community.**

- (i) through arbitration.
- (ii) through mediation.
- (iii) through conciliation/reconciliation.
- (iv) negotiation.

(Any 1 x 1 = 1 mark)

8. **State two similar grievances of the Taita Hills Association and the Ukamba Members Association to the colonial government.**

- (i) They resented land alienation by the White settlers.
- (ii) They were against destocking order by the government.
- (iii) They protested forced labour.
- (iv) They were against taxation.

(Any 2 x 1 = 2 marks)

9. **Outline two ways in which the ex-soldiers of the second world war contributed to the struggle for independence in Kenya.**

- (i) They were instrumental in the formation of the Mau Mau movement.
- (ii) They trained freedom fighters in war tactics.
- (iii) They waged armed struggle against the colonial government.
- (iv) They made weapons used in the struggle.
- (v) They dispelled the myth of European supremacy.

(Any 2 x 1 = 2 marks)

10. **What was the main contribution of Prof. Wangari Maathai to the development of Kenya?**

Environmental conservation/ Tree planting.

(Any 1 x 1 = 1 mark)

11. **State two functions of the supreme court in Kenya.**

- (i) To hear/ determine disputes relating to the election of the President of Kenya.
- (ii) To hear/ determine appeals from the Court of Appeal/ other courts/ tribunals.
- (iii) To give an advisory opinion concerning County Governments.
- (iv) To handle any case/ issue which has to do with the interpretation/ application of the constitution.
- (v) To review the certification made by the Court of Appeal on a matter of general public importance.

(vi) To make rules for the exercise of its jurisdiction.

(Any 2 x 1 = 2 marks)

12. **State two qualifications that a person must fulfil in order to be allowed to register as a voter in Kenya.**

- (i) Must be a Kenyan citizen.
- (ii) Must be 18 years old or above.
- (iii) Must be of sound mind.
- (iv) Not been convicted of an election offence during the period preceding 5 years.

(Any 2 x 1 = 2 marks)

13. **State two functions of the Secretary to the cabinet in Kenya.**

- (i) He/she is in charge of cabinet office.
- (ii) Keeps minutes of the cabinet.
- (iii) Arranging the business of the cabinet/Agenda.
- (iv) Convey decisions of the cabinet to appropriate authorities/ persons.
- (v) Executes directives of the cabinet.

(Any 2 x 1 = 2 marks)

14. **Name the two branches of National Police Service in Kenya.**

- (i) The Kenya Police Service.
- (ii) The Administration Police Service.

(Any 2 x 1 = 2 marks)

15. **Give one reason for the adoption of Harambee strategy in Kenya after independence.**

- (i) To pool the scarce resources together.
- (ii) To eradicate poverty among the people.
- (iii) To promote unity among the people.

(Any 1 x 1 = 1 mark)

16. **Identify two types of land ownership in Kenya.**

- (i) Public land.
- (ii) Community land.
- (iii) Private land.

(Any 2 x 1 = 2 marks)

17. **Give the main function of the commission on Revenue Allocation in Kenya.**

To ensure equitable sharing of revenue between National and County governments/ among County governments.

(1 mark)

SECTION B (45 marks)

18. (a) **Identify the three Luo groups which migrated into Kenya during the pre-colonial period.**

- (i) Joka - Jok
- (ii) Joka - Owiny
- (iii) Joka - Omolo.

(Any 3 x 1 = 3 marks)

(b) **Describe the political organization of the Luo during the pre-colonial period.**

- (i) The family was the lowest unit and its head was the father who was referred to as **Jaduong'**.
- (ii) Several related families formed a clan.
- (iii) There were lineage councils (Buch Dhoot) which settled domestic issues.
- (iv) A council of elders existed in the clan which was responsible for settling inter-family disputes called Doho.
- (v) Clans were grouped together to form **Oganda** headed by a chief elder (Ruoth/Gweng').
- (vi) There existed a council of elders (Buch Piny) which comprised of representatives from each clan and mainly settled inter-clan disputes.
- (vii) There was a class of warriors (Thuondi) headed by a war leader (Osumba Mrwayi) and its main responsibility was to defend the community.
- (viii) The Luo was a decentralized community as they did not have an overall leader.
- (ix) Religious leaders eg. diviners, medicinemen, healers, rainmakers etc influenced their politics.

(Any 6 points well explained x 2 = 12 marks)

19. (a) **State three methods used by the British to establish colonial rule in Kenya.**

- (i) They used military force.
- (ii) They signed treaties/ agreement with some African rulers/ collaboration/ diplomacy.
- (iii) They used divide and rule tactics.
- (iv) They lured Africans with gifts/ presents/treachery.
- (v) They established bases of operation/company rule.

(Any 3 x 1 = 3 marks)

(b) **Explain six problems experienced by the Imperial British East Africa Company in Kenya.**

- (i) There was scarcity of mineral wealth and profitable export commodities which made it difficult for the company to generate enough wealth to meet the cost of administration.
- (ii) There was poor transport network which made movement of goods slow/ difficult/ expensive thereby making the enterprise less profitable.
- (iii) There was lack of proper co-ordination between the company headquarters in Britain and the officials in Kenya hence delays/ waste and misunderstandings.

- (iv) The company officials lacked the experience which was necessary for the success of the administration in the protectorate.
- (v) Some of the company officials were corrupt and therefore concentrated on their personal enrichment at the expense of the enterprise.
- (vi) Resistance from the local communities posed a great challenge to the company as it had to administer and at the same time suppress the communities.
- (vii) There was inadequate capital to carry out its operations thus making the administration of the protectorate ineffective.
- (viii) Unfavourable climatic conditions/ tropical diseases claimed lives of some of the company personnel.
- (ix) Lack of enough personnel.
- (x) Rivalry from German East Africa affected its operations.

(Any 6 points well explained x 2 = 12 marks)

20. (a) **Give reasons why Africans were put in reserves during the colonial period.**

- (i) To create a pool of African labour for settler farming/ Europeans/ public works.
- (ii) To avail land/ create space for white settlement.
- (iii) To restrict the movement of Africans.
- (iv) For easy control/ monitoring of African activities.
- (v) For easy control of African nationalism.

(Any 3 x 1 = 3 marks)

(b) **Explain six problems faced by Africans working for the European settlers during the colonial period.**

- (i) They were paid low wages which could hardly meet their expenses thereby making them lead squalor/ impoverished lives.
- (ii) The living conditions were poor as they were crowded in residential houses with inadequate sanitation.
- (iii) The working conditions were very difficult as they were sometimes mistreated/ whipped.
- (iv) They were subjected to long working hours without compensation which made them develop negative attitude towards work.
- (v) They were forced to pay taxes despite their poor remuneration/ low wages.
- (vi) There were inadequate social amenities/ schools/ health facilities to cope with the large number of workers.
- (vii) They were despised on the basis of their colour/ race and this lowered their dignity.
- (viii) They were not allowed to form workers' union as the settlers feared that they would incite/ organize strikes against them.
- (ix) They were provided with inadequate food rations which led to malnutrition.

(Any 6 points well explained x 2 = 12 marks)

21. (a) **State three challenges that have contributed to high illiteracy levels in Kenya since independence.**
- (i) Traditional/ cultural beliefs in some communities discourage people from schooling.
 - (ii) Lack of schools/ inadequate educational facilities has made education inaccessible in some regions.
 - (iii) High poverty levels in the society has made education unaffordable.
 - (iv) Misconceptions that one can succeed without education.
 - (v) Nomadic way of life in some communities has hampered provision of education.
 - (vi) Negative attitude towards adult education programmes has resulted in low enrolment.
 - (vii) Insecurity in some regions eg. Kapendo, Baragoi, Tana River etc.
- (Any 3 x 1 = 3 marks)
- (b) **Discuss six factors that have facilitated industrialisation in Kenya since independence.**
- (i) The availability of modern sources of energy has enabled the establishment of more industries which process different products.
 - (ii) Availability of both skilled/ unskilled labour from large population provides the work force required in industries.
 - (iii) Good transport and communication infrastructure has created a viable environment for industrial development as the products can be transported with ease.
 - (iv) The rich agricultural country provides raw materials required in the processing of various products.
 - (v) The existence of mineral resources has given rise to industries which process them into finished products.
 - (vi) The existence of both natural and man-made forests has promoted the development of furniture industries in many parts of the country.
 - (vii) Availability of varied tourist attractions in the country has promoted tourism as many local and international tourists visit the countryside.
 - (viii) Availability of water resources rich in fish has given rise to fish processing industries in the country.
 - (ix) Government initiative through creation of ministries of trade, commerce and industry offering technical and financial aid/support.
- (Any 6 points well explained x 2 = 12 marks)

SECTION C (30 marks)

22. (a) **State five decisions reached after the first Lancaster House conference of 1960.**
- (i) Maintenance of the 12 elective seats in the LegCo.
 - (ii) Composition of the Council of Ministers was to be changed to include 4 Africans, 3 Europeans and 1 Asian.
 - (iii) There were to be 33 open seats in the LegCo, which were to be contested/ vied for on a common roll.

- (iv) 20 seats would be reserved that is 10 for Europeans, 8 for Asians and 2 for Africans.
- (v) Formation of countrywide political parties e.g. KANU and KADU was allowed.
- (vi) The state of emergency was lifted.
- (vii) A Bill of Rights would be included in the Constitution.

(Any 5 x 1 = 5 marks)

(b) **Describe five main features of the Constitution of Kenya.**

- (i) It vests sovereign power on the people of Kenya who can exercise it directly or through their representatives.
- (ii) It contains a comprehensive Bill of Rights which has been expanded to include socio-economic and cultural rights as well as group rights.
- (iii) It spells out national values and principles of governance which guides/ binds all people / institutions.
- (iv) It contains affirmative action for women/ the youth/ persons with disabilities/ marginalised communities as it protects them from all forms of discrimination.
- (v) It defines the powers of the Executive, Legislature and Judiciary as it provides for checks/ balances in governance.
- (vi) It provides a mechanism for its implementation by creating specific organs for that purpose.
- (vii) It has provision for transitional requirements that ensure a smooth transition of government.
- (viii) It provides stringent amendment procedures in order to safeguard peoples' interests.
- (ix) It provides for devolved government by creating forty seven counties.
- (x) Citizenship - it describes what citizens are entitled to eg. acquisition and revocation of citizenship.
- (xi) It outlines the principles of Land Policy and classification.
- (xii) Leadership and Integrity - it states the responsibilities, conduct and restriction on activities of state officers.
- (xiii) National security - it establishes 3 national security organs ie. Kenya Defence Forces, National Intelligence Service and National Police Service.
- (xiv) It establishes a Bicameral Legislature composed of the National Assembly and the Senate.
- (xv) It creates an independent Judiciary composed of a system of courts with superior and subordinate courts.
- (xvi) It provides for a Public Service which stipulates the values and principles of professional ethics and accountability.

(Any 5 points well explained x 2 = 10 marks)

23. (a) **Give five reasons why human rights are important.**

- (i) They give the general public access to information necessary for protection of democracy and accountability.
- (ii) They assist in achieving a dignified life which respects human needs.

- (iii) They guide organs of state on the exercise of state power.
- (iv) They provide basis for granting special treatment to persons with special needs.
- (v) When respected, these rights reduce conflicts and enhance national integration.
- (v) They empower citizens by giving them control in decision making organs of the state.
- (vi) Rights are inherent to human beings since one has rights because they are human.

(Any 5 x 1 = 5 marks)

(b) **Explain five functions of the Kenya National Commissions on Human Rights.**

- (i) To protect respect for human rights/ develop a culture of human rights in the country.
- (ii) To receive complaints about alleged abuses of human rights from the citizens.
- (iii) To monitor/ investigate on the observance of human rights in the country and take appropriate action.
- (iv) To provide a shadow report to the United Nations on the status of observance of human rights in the country.
- (v) To formulate/ implement programmes intended to create public awareness of the rights/ obligations of citizens.
- (vi) To ensure that the country complies with international treaties/ conventions regarding human rights.
- (vii) To work with the National Gender and Equality Commission and Commission on Administrative Justice to ensure efficiency/ effectiveness/ complementarity in their activities.
- (viii) To make recommendations to the state to improve the functioning of the state organs.

(Any 5 points well explained x 2 = 10 marks)

24. (a) **State five qualifications of a presidential candidate in Kenya.**

- (i) Be of sound mind.
- (ii) A Kenyan citizen by birth.
- (iii) Not have served for more than 2 consecutive terms as president.
- (iv) Nominated by a political party or is an independent candidate.
- (v) Nominated by at least 2000 voters from each of majority of counties.
- (vi) Not have been declared bankrupt by a court of law.
- (vii) Abide by the requirements of chapter 6 of the constitution on integrity.
- (viii) Must be a registered voter.
- (ix) Be qualified to stand for election as an MP.
- (x) Does not owe allegiance to a foreign state.

(Any 5 x 1 = 5 marks)

(b) **Explain five functions of the National Assembly in Kenya.**

- (i) It makes laws that govern the country so as to ensure smooth running of the country.
- (ii) It determines the allocation of public revenue to all government sectors in order to promote development.
- (iii) It approves funds for expenditure by the national government to ensure provision of services.
- (iv) It exercises oversight over public revenue and expenditure thereby promoting accountability/ transparency.
- (v) To review the conduct in office of the executive in order to check excesses in government.
- (vi) To approve appointments made by the president to ensure merit/ professionalism/ integrity of the appointees.
- (vii) To approve declaration of war and extension of states of emergency.
- (viii) It represents peoples' interests through their elected members of parliament.
- (ix) Oversight of state organs i.e. it supervises and checks state organs ensuring proper and accountable handling of duties.

(Any 5 points well explained x 2 = 10 marks)

4.8.2 History & Government Paper 2 (311/2)

SECTION A (25 marks)

1. **Give two methods used by elders to pass information to the young generation on History and Government in the traditional African communities.**

- (i) Through proverbs;
- (ii) Through legends;
- (iii) Through stories/folktales/narratives;
- (iv) Through songs/poems;
- (v) Through riddles;
- (vi) Through myths;
- (vii) Dances.

Any 2 x 1 = (2 marks)

2. **State two disadvantages of using caves as shelters by the early human beings during the stone age period.**

- (i) The caves could collapse over them.
- (ii) Wild creatures could bite them/animals.
- (iii) Human enemies could easily attack them.
- (iv) Caves were exposed to floods/wind/cold.

Any 2 x 1 = (2 marks)

3. **State two negative effects of the land enclosure system in Britain during the 18th Century.**

- (i) It displaced the poor people/landlessness;
- (ii) It forced the poor people to migrate to urban centres;
- (iii) It increased pauperism/poverty in Europe;
- (iv) It created immigrants to other parts of the world.

Any 2 x 1 = (2 marks)

4. **Give the main reason why the camel was preferred as the means of transport during the Trans-Saharan Trade.**

- It could withstand harsh desert conditions.

(1 x 1 = 1 mark)

5. **Outline one role that was played by the middlemen during the Trans-Atlantic Trade.**

(1 mark)

- (i) They transported goods to and from the interior/porters.
- (ii) They obtained goods in the interior.
- (iii) They exchanged/traded with European traders at the coast.

(1 x 1 = 1 mark)

6. **Give two benefits of the development of the railway transport in Europe during the 19th century.**

- (i) Goods could be transported with ease.
- (ii) It enabled trade to expand.
- (iii) It led to the development of urban centres/towns.
- (iv) It promoted industrialization.
- (v) It created employment opportunities.
- (vi) It eased the movement of people.
- (vii) It was a source of government revenue.
- (viii) It led to exploitation of natural resources such as mining, fisheries and forests.

(Any 2 x 1 = 2 marks)

7. **State two advantages of using fire and smoke signals to pass messages in traditional societies.** (2 marks)

- (i) Messages could only be understood by the communities using them/ messages were limited to the users.
- (ii) They conveyed messages faster.
- (iii) It was a cheaper method of sending messages.
- (iv) Messages could reach many people/visibility.

(Any 2 x 1 = 2 marks)

8. **State two ways in which the growth of the city of Cairo was influenced by the River Nile.** (2 marks)

- (i) It was used for transport.
- (ii) It provided water for domestic/industrial use.
- (iii) The Nile Valley was fertile/agriculture.

(Any 2 x 1 = 2 marks)

9. **Identify one symbol of unity in the Shona kingdom during the pre-colonial period.** (1 mark)

- (i) Mwene Mutapa/king/emperor.
- (ii) The Royal fire.

(1 x 1 = 1 mark)

10. **State one way in which the acquisition of firearms enabled the king of Buganda to expand during the pre-colonial period.** (1 mark)

- (i) They were used to conquer/suppress neighbouring kingdoms/enemies.
- (ii) To protect the kingdom.

(1 x 1 = 1 mark)

11. **Name the leader of the Lozi who collaborated with the British in the late 19th Century.** (1 mark)

- Lewanika.

(1 x 1 = 1 mark)

12. **Identify two European activities in Africa during the 19th Century.** (2 marks)

- (i) trading/legitimate trade;
- (ii) spreading Christianity;
- (iii) exploring;
- (iv) establishing settlements;
- (v) establishing colonial rule/colonization.
- (vi) establishing Western education.
- (vii) establishing health facilities.
- (viii) mining.
- (ix) Agricultural activities.
- (x) stopping slave trade and slavery.

(Any 2 x 1 = 2 marks)

13. **Outline two similar methods used to recruit African labour in the British and French colonies in Africa.** (2 marks)

- (i) Imposition of taxes on Africans;
- (ii) They used chiefs to recruit labour;
- (iii) They introduced forced labour.

(Any 2 x 1 = 2 marks)

14. **State one economic problem that was experienced by the British colonialists in Nigeria.** (1 marks)

- (i) They lacked adequate funds;
- (ii) Poor transport/communication undermined their work;
- (iii) They lacked adequate skilled labour.

(Any 1 x 1 = 1 mark)

15. **Name the political party that led Ghana to independence from Britain in 1957.** (1 mark)

- The Convention People's Party (C.P.P.)

(1 x 1 = 1 mark)

16. **Name the country that was blamed for the outbreak of the First World War.** (1 mark)

- Germany.

(1 x 1 = 1 mark)

17. **Give the main reason why the United States of America adopted the Marshall Plan after the Second World War.** (1 mark)

- In order to influence many countries adopt capitalist ideology/economic recovery in Europe.

(1 x 1 = 1 mark)

SECTION B (45 marks)

18. (a) **State three characteristics of microlithic tools used during the Late Stone Age Period.** (3 marks)

- (i) They were small in size;
- (ii) they were more efficient;
- (iii) They were crafted/fitted with handles;
- (iv) They were used to perform multiple tasks;
- (v) They were sharp.

(Any 3 x 1 = 3 marks)

(b) **Explain six challenges faced by early humans in hunting and gathering activities.** (12 marks)

- (i) Attacks/injuries by animals discouraged them as it posed threats to their lives.
- (ii) Scarcity of animals/fruits in some cases denied them regular supply of food / calamities.
- (iii) Unfavourable weather conditions made it difficult to carry out the activities.
- (iv) Locating animals/fruits was difficult as it would involve combing large areas.
- (v) It was time consuming as it involved chasing the animals for long distances.
- (vi) Many people were required for the success of the activities.
- (vii) It was tedious as animals ran faster than human beings/wild fruits /roots could be found in far off areas.
- (viii) Poisonous fruits/roots could be gathered leading to loss of life.
- (ix) Stiff competition with wild animals/ among human beings for food.

(Any 6 points, well explained x 2 = 12 marks)

19. (a) **Give three uses of electricity in Europe during the 19th Century.** (3 marks)

- (i) Driving machines in factories;
- (ii) Providing light;
- (iii) Heating/cooking;
- (iv) Powering locomotives/trains;
- (v) Powering communication gadgets.

(Any 3 x 1 = 3 marks)

(b) **Explain six factors which promoted industrial development in India.** (12 marks)

- (i) The existence of mineral resources which were used as raw materials to establish industries.
- (ii) The existence of cottage industries/industrial base laid the foundation for industrial development as people had acquired relevant skills.
- (iii) The availability of funds/loans provided by foreign governments enabled the country to set up industries.
- (iv) Provision of technical/scientific education emphasized by the government produced skilled labour required in the industries.

- (v) Good transport/communication system made transportation of goods/services easier/cheaper thereby encouraging investment.
- (vi) The availability of various sources of energy required enabled the establishment of more industries.
- (vii) The provision of credit facilities/loans to local investors facilitated expansion of industries.
- (viii) The development plans adopted by the government emphasised industrialization thereby giving impetus to the sector.
- (ix) Political stability in the country gave people confidence to invest in industries.
- (x) Availability of market for industrial goods provided by the large population encouraged more people to venture into industrialization.
- (xi) Protective tariffs were applied in order to protect the local industries from unfair competition thereby promoting growth of industries.
- (xii) Availability of external markets/trade.
- (xiii) India's large population which provided unskilled labour.

(Any 6 points, well explained x 2 = 12 marks)

20. (a) **Outline three reasons why the policy of assimilation was easily applied in the four communes of Senegal.** (3 marks)

- (i) The people had earlier interacted with the Europeans.
- (ii) They had inter-married with the Europeans.
- (iii) Most of the people were Christians.
- (iv) People were exposed to the outside world due to the proximity to the Coast.
- (v) People were detribalised/of mixed origin/mulattoes.
- (vi) People in the communes had learnt how to speak French.

(Any 3 x 1 = 3 marks)

(b) **Explain six effects of the British direct rule in Zimbabwe.** (12 marks)

- (i) Africans lost large tracts of land to the White settlers thereby straining relations between the two groups.
- (ii) Introduction of forced labour as the White settlers required cheap labour in their farms.
- (iii) Formation of African Nationalist movements to address their grievances against White domination.
- (iv) Loss of power by traditional rulers as the British appointed their own administrators who ruled the people directly.
- (v) Imposition of taxes on Africans in order to force them to provide labour to the Whites so as to raise money.
- (vi) Africans were exposed to deplorable working conditions which exposed them to risks.
- (vii) Introduction of pass laws which restricted the movement of Africans.
- (viii) Africans were confined into reserves thereby creating room for European settlement.
- (ix) Exploitation of mineral resources/agricultural resources for the benefit of the colonial government at the expense of African development.

- (x) Loss of independence by Africans as they were subjected to British colonial rule.
- (xi) It undermined African culture/introduction of Western education/Christianity and separation of families.
- (xii) Africans were subjected to racial segregation.
- (xiii) It led to the development of transport and communication network.
- (xiv) Africans were subjected to poverty and suffering.

(Any 6 points, well explained x 2 = 12 marks)

21. (a) **State three political causes of instability in the Democratic Republic of Congo between 1960-1965.** (3 marks)

- (i) Tribalism/ethnic differences created conflicts among communities.
- (ii) Domination of public service/army by the Belgians/foreigners
- (iii) Kasai/Katanga secession from the rest of the country.
- (iv) The assassination of Patrice Lumumba.
- (v) Ideological differences between leaders divided the country.
- (vi) The army mutiny.
- (vii) Military coup in 1965 by Mobutu Sese Seko.
- (viii) Dictatorship.
- (ix) Interference by the UNO in the internal affairs of the Congo.

(Any 3 x 1 = 3 marks)

(b) **Describe six social developments that have taken place in Tanzania since independence.** (12 marks)

- (i) The establishment of more schools/colleges/universities has enabled many people to access education.
- (ii) The introduction of free universal primary education has reduced illiteracy levels among the people.
- (iii) Education system geared towards promoting socialism ideals has created an egalitarian/selfless society thus promoting equity.
- (iv) Improvement of health through the expansion/establishment of more health facilities/hospitals/dispensaries thereby promoting quality of life.
- (v) Social cohesion/unity of diverse elements has been promoted by the socialist ideology (Ujamaa) thereby creating a more stable society.
- (vi) Kiswahili has been made the national language and given more emphasis in the education system thereby breaking communication barriers/promoting interaction among the people.
- (vii) Theatre and sports have been promoted through the establishment of sporting facilities.
- (viii) Promotion of African cultural values leading to preservation of African heritage.
- (ix) The country guarantees freedom of worship.
- (x) The role of women in society was greatly appreciated eg. in educational opportunities, senior positions in government and in party leadership.

(Any 6 points, well explained x 2 = 12 marks)

SECTION C (30 marks)

22. (a) **Identify five main organs of the United Nations.** (5 marks)

- (i) The General Assembly;
- (ii) The Security Council;
- (iii) The Secretariat;
- (iv) The International Court of Justice;
- (v) The Economic and Social Council;
- (vi) The Trusteeship Council.

(Any 5 x 1 = 5 marks)

(b) **Explain five ways through which the United Nation promotes peace in the World.** (10 marks)

- (i) It sends peace-keeping missions to conflict areas in order to enforce ceasefire/ prevent further confrontation.
- (ii) It uses envoys to mediate disputes between warring groups so as to find amicable solutions to problems.
- (iii) It hears cases through the International Court of Justice between states/ individuals with a view of administering justice.
- (iv) It imposes sanctions against states that defy its resolutions in order to force them to comply.
- (v) It uses peace messengers to sensitize people on importance of peace/encourage peaceful co-existence.
- (vi) It encourages disarmament by signing arms control treaties/agreements with a view of reducing tension/suspicion between states.
- (vii) It promotes human rights/freedoms by enforcing international laws which protect people against abuse.
- (viii) It provides humanitarian assistance to the needy by giving them protection/basic needs.
- (ix) It promotes democracy and good governance in countries by providing electoral assistance/sending observers to monitor elections in order to ensure fairness/ credibility.
- (x) It condemns all forms of terrorism/putting in place mechanism of combating it through international agreements.

(Any 5 points, well explained x 2 = 10 marks)

23. (a) **State five functions of the Commission of the African Union.** (5 marks)

- (i) It implements the decision of the union;
- (ii) It co-ordinates African Union activities/meetings;
- (iii) It receives application for membership;
- (iv) It performs administrative functions of the A.U.;
- (v) It makes/initiates proposals to other organs.

(Any 5 x 1 = 5 marks)

- (b) **Discuss five achievements of the Pan-African movements.** (10 marks)
- (i) It promoted African nationalism by encouraging Africans to unite against colonial injustices.
 - (ii) It restored African dignity/confidence by demanding respect for African values.
 - (iii) It led to the formation of Organization of African Union.
 - (iv) It condemned/mobilized people to protest against European colonization/ domination of Africans eg. Mussolini in Ethiopia in 1935.
 - (v) It made Africans aware of their status in society thereby encouraging them to struggle for their rights.
 - (vi) It created a sense of unity among people of African descent by enlightening them on their common origin/similar prejudices from the Europeans.
 - (vii) It appealed/put pressure on international community to act against apartheid regime in South Africa.
 - (viii) It encouraged the formation of nationalist movements which liberated Africans from colonial rule.
 - (ix) Provided a forum for the African people to discuss their common problems both internal and external.
 - (x) It laid the basis for interest in research on African cultures.

(Any 5 points, well explained x 2 = 10 marks)

24. (a) **Give five responsibilities of the state governments in the United States of America.** (5 marks)

- (i) To maintain law and order.
- (ii) To generate revenue.
- (iii) To provide educational facilities.
- (iv) To administer justice.
- (v) To provide health facilities.
- (vi) To provide recreational facilities.
- (vii) To make/pass laws.

(Any 5 x 1 = 5 marks)

- (b) **Explain five functions of the cabinet in India.** (10 marks)

- (i) It formulates policy matters that are followed by the state/federal governments in the provision of services.
- (ii) It recommends all the major appointments made by the president in the various sectors of the government.
- (iii) It advises the president/prime minister on various matters of the state/federal government.
- (iv) It settles interdepartmental disputes in order to ensure harmonious working relations between them.
- (v) It co-ordinates activities/programmes/functions of the departments in their respective ministries.
- (vi) It defends government policies/decisions both within and outside the parliament, thereby popularising those policies.
- (vii) It approves all proposals for the legislative enactment of the government policies.
- (viii) It oversees the execution/implementation of government policies so as to ensure service delivery to the people.

Any 5, well explained x 2 = 10 marks.