

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 any 1 x 1 = 1 mark
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) any 1 x 1 = 1 mark
9. **Identify Two Education Commissions appointed by the government of Kenya to review the Education system since independence.**  
i) The Kenya Education commission/Ominde Commission of 1964.  
ii) The National Committee on Education objectives and polices/Gachathi commission of 1976.  
iii) The presidential working party on the second University/Mackay Commission of 1981.  
iv) The Kamunge Commission 1988  
v) 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.**

- i) Encouraging people to take part in traditional dances/music/festivals
- ii) Establishing/preserving cultural centres/sites
- iii) Licensing vernacular radio stations which enhance culture.
- iv) Encouraging the production/marketing of traditional handworks/crafts
- v) 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.**

- i) One must be 18 years old and above.
- ii) A person should be a Kenyan citizen with an identity card.
- iii) One must not have been convicted of any election offences or sentenced to imprisonment for a period of 12 months and above.
- iv) One must be of sound mind.

Any 2 x 1 = 2 marks

**13. Give two special courts in Kenya.**

- i) Kadhi's courts
- ii) Military courts/criminal marital
- iii) Juvenile courts/children's courts
- iv) 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.**

- i) Second bills moved by ministers.
- ii) Chairing committee meetings on all procedural motions.
- iii) Regularly consulting with the leader of official opposition.
- iv) Is in charge of the government's debating team
- v) 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/epidemics
  - 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 x 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 x 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





**KENYA NATIONAL EXAMINATIONAL COUNCIL 2010**

**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/depos.
- 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 two 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 Matabeleland.

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 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 economic e.g Bunyoro.
- v) Kabakas power were reduced in the peace of the growing educated member of the Lukiko.
- vi) Kabaka gained recognition and was referred to as his lugiliness.
- vii) Buganda an administration 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 Europeans traders while denying the same to the Africans created discontent. Any 6 x 2 = 12 marks

**SECTION C (30 Marks)**

**22. a) Give three conditions which one had to fulfil in order to become a French Citizen in Senegal.**

- i) Literate/able to read and write in French.
- ii) Able to speak in French
- iii) Be a Christian
- iv) One must have worked in the French Civil service/be loyal in the French government/military service.
- v) Practice monogamy

Any 3 x 1 = 3 marks

**b) Explain six differences between the use of British indirect rule and the French assimilation policy.**

- i) The British used traditional rulers as chiefs while the French appointed assimilated whereas chiefs to become chiefs.
- ii) African traditional rulers under British rule retained most of their powers whereas chiefs under French rule had limited powers.
- iii) British colonies were administered as separate territories while French colonies were administered as provinces of France.
- iv) 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.
- v) Africans in French colonies were military officers while the British administrators were both as provinces and non-professionals.
- vi) 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.
- vii) Assimilated Africans in French colonies became full French citizens while in the British colonies, educated Africans remained colonial subjects.
- viii) 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.**

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

**b) Explain six causes of the Cold War after 1945.**

- i) The disagreements between the Soviet Union and the United States of America over reduction of arms led to arms race.
- ii) 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.
- iii) The ideological differences pursued by the U.S.A and U.S.S.R created mistrust/suspicion among them leading to hostility.
- iv) 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

