

4.9 HISTORY & GOVERNMENT (311)

4.9.1 History & Government Paper 1 (311/1)

SECTION A: (25 marks)

1. Define the term 'pre-history'.

It is the study of the past human activities before the invention of writing/study of unrecorded past human activities.

1 x 1 = 1 mark

2. Identify **two** sub-groups of the Kalenjin speakers.

- (i) Nandi
- (ii) Tugen
- (iii) Pokot
- (iv) Kipsigis
- (v) Keiyo
- (vi) Marakwet
- (vii) Sabaot
- (viii) Terik

Any 2 x 1 = 2 marks

3. State **two** functions of the Council of Elders among the Somali.

- (i) to maintain law and order
- (ii) to settle disputes
- (iii) It was the final authority in making decisions on clan matters
- (iv) It presided over religious ceremonies.

Any 2 x 1 = 2 marks

4. State **two** economic activities of the Akamba during the pre-colonial period.

- (i) They kept livestock
- (ii) They were hunters
- (iii) They traded with their neighbours
- (iv) They engaged in pottery/basketry/weaving/carvings
- (v) They grew crops
- (vi) They were bee keepers
- (vii) They made iron implements
- (viii) They were gatherers

Any 2 x 1 = 2 marks

5. Name the winds that aided the early visitors to come to the Kenyan Coast up to 1500 AD.

North-East monsoon winds

1 x 1 = 1 mark

6. Give **two** reasons why Seyyid Said moved his capital from Muscat to Zanzibar.
- (i) In order to effectively control the East African coast
 - (ii) Zanzibar had a pleasant climate
 - (iii) Zanzibar was strategically located for the development of trade
 - (iv) Zanzibar had fertile soils/adequate rainfall/fresh water
 - (v) Offered a good defence site from outside attacks
 - (vi) Zanzibar had deep natural harbours
 - (vii) The rulers of Zanzibar were loyal to Oman.
- Any 2 x 1 = 2 marks
7. Give **two** peaceful methods of resolving conflicts in Kenya
- (i) Mediation
 - (ii) Negotiation
 - (iii) Litigation
 - (iv) Arbitration
 - (v) Conciliation/reconciliation
- Any 2 x 1 = 2 marks
8. State **two** ways in which direct democracy is exercised in Kenya.
- (i) Through a referendum
 - (ii) Through consensus/plebiscite
 - (iii) Through people's initiative
 - (iv) Exercising right to recall a non performing member of parliament
- Any 2 x 1 = 2 marks
9. Give **one** reason why the British used indirect rule in some parts of Kenya.
- (i) They lacked adequate funds
 - (ii) They had inadequate personnel
 - (iii) Did not want to stir up African resistance
 - (iv) It had been used successfully elsewhere
 - (v) The existence of traditional system of governments
- 1 x 1 = 1 mark
10. Identify **two** education commissions established in Kenya before independence.
- (i) Fraser commission of 1908
 - (ii) Phelps Stoke commission of 1924
 - (iii) Beecher commission of 1949
 - (iv) Binns commission 1952
- Any 2 x 1 = 2 marks
11. Name the body that made laws in Kenya during the colonial period.
- The Legislative Council/Legco
- 1 x 1 = 1 mark
12. Outline **two** problems experienced by political associations in Kenya up to 1939.
- (i) They lacked adequate funds
 - (ii) Their leaders were arrested/detained
 - (iii) There was infighting among leaders
 - (iv) They were ethnic based/lacked unity

- (v) Most of the leaders lacked organizational skills
- (vi) Some political associations were banned/proscribed

Any 2 x 1 = 2 marks

13. Who formed the Kenya People's Union in 1966?
Jaramogi Oginga Odinga

1 x 1 = 1 mark

14. Give **one** type of parliamentary election held in Kenya.

- (i) General election
- (ii) By-election

Any 1 x 1 = 1 mark

15. Name **one** ex-officio member of the Senate
The speaker

(1 mark)

16. State **one** feature of African Socialism in Kenya

(1 mark)

- (i) It emphasised progressive taxation
- (ii) It promotes equity
- (iii) Advocates for mutual social responsibility
- (iv) It promotes participation in democratic processes
- (v) Advocates for various forms of onwership

Any 1 x 1 = 1 mark

17. Identify **one** type of public revenue expenditure by the National Government of Kenya.

- (i) Capital expenditure
- (ii) Recurrent expenditure

Any 1 x 1 = 1 mark

SECTION B (45 marks)

18. (a) Give **five** reasons which influenced the migration of Abagusii into Kenya during the pre-colonial period. (5 marks)

- (i) Due to population pressure/increase in population
- (ii) Natural calamities/drought/famine
- (iii) Due to external attacks
- (iv) Due to internal fights/wrangles
- (v) Due to outbreaks of diseases
- (vi) Due to spirit of adventure
- (vii) To search for fertile land

Any 5 x 1 = 5 marks

- (b) Discuss **five** effects of migration and settlement of the Plain Nilotes during the pre-colonial period. (10 marks)

- (i) They exchanged/traded goods/services with the neighbouring communities so as to get what they lacked.
- (ii) They adopted cultural practices of the communities they interacted with.
- (iii) They displaced some of the communities they came into contact with.
- (iv) They absorbed/assimilated some communities leading to extinction of the absorbed groups.
- (v) Some of their military tactics were adopted by the neighbouring communities who used them for defence.

- (vi) They intermarried with their neighbouring communities thus improving their relations.
- (vii) Some of them adopted farming skills from their Bantu neighbours hence became farmers.
- (viii) There was conflict/insecurity as they competed over scarce resources.
- (ix) They influenced some neighbouring communities to adopt their social/political/religious institutions.
- (x) It led to increased population in the regions they settled.

Any 5 well explained points x 2 = 10 marks)

19. (a) State **five** reasons for the Portuguese success in the conquest of the Kenyan coast. (5 marks)

- (i) They had superior weapons
- (ii) They had better/strong naval power
- (iii) The coastal towns were not united
- (iv) They got reinforcement from Goa in India
- (v) Some towns did not offer resistance to the Portuguese invasion
- (vi) They waged surprise attacks
- (vii) They had well trained soldiers

Any 5 x 1 = 5 marks

- (b) Explain **five** social effects of Indian Ocean Trade on the people of the Kenyan coast up to 1500 AD. (10 marks)

- (i) It led to intermarriage between the coastal people and the Arabs giving rise to Swahili people
- (ii) Africans were converted to Islam by Muslim traders
- (iii) Islamic culture was adopted by the coastal people through interaction with Arabs
- (iv) It led to new architectural design along the coast
- (v) It led to the introduction of Sharia/Islamic laws along the coast - which defined the people's way of life
- (vi) It fuelled conflict between the communities as demands for slaves increased leading to insecurity
- (vii) It led to emergence of Kiswahili as a new language of communication as the locals interacted with the foreigners
- (viii) It led to the emergence of wealthy merchants who displayed high standards of living.

Any 5 well explained points x 2 = 10 marks

20. (a) Give **five** reasons for the construction of the Uganda railway. (5 marks)

- (i) To facilitate faster movement of troops into the interior
- (ii) To ensure effective administration/control over British protectorate
- (iii) To facilitate abolition of slave trade/promotion of legitimate trade
- (iv) To link the land locked Uganda with the coast/outside world
- (v) To enable British to protect her strategic interest in the region
- (vi) To facilitate exploitation of resources in the region

Any 5 x 1 = 5 marks

- (b) Explain **five** problems encountered during the construction of Uganda railway (10 marks)
- (i) There was shortage of labour as most of the Africans were not willing to provide labour/not skilled.
 - (ii) Adverse climatic conditions/dry condition/heavy rains delayed the construction work.
 - (iii) Attacks by tropical diseases weakened the workers/loss of life slowing down the work/pests.
 - (iv) There was scarcity of essential supplies which made the workers less productive
 - (v) There was hostility/resistance from African communities who were against the construction of the railway through their land.
 - (vi) The terrain/escarpment posed engineering challenges which slowed down the construction work.
 - (vii) Attack by man eaters of Tsavo/lions caused loss of lives desertions leading to delays/stoppage for some time.
 - (viii) There were delays in delivery of construction materials which delayed the construction/raised the cost of construction.
 - (ix) The transportation of some construction materials was difficult due to their bulkiness
- Any 5 points, well explained x 2 = 10 marks)

21. (a) State **five** factors that facilitated Mau Mau movement. (5 marks)
- (i) The oathing activities which united the nationalists
 - (ii) Availability of homemade guns/ammunition
 - (iii) Hilly terrain/existence of forests provided hideouts for the nationalists
 - (iv) Regular food supply/information provided to the fighters
 - (v) Availability of able/skilful leaders
 - (vi) Use of guerilla tactics to fight the colonialists.

Any 5 x 1 = 5 marks)

- (b) Explain **five** roles played by the trade union movement in the struggle for independence in Kenya. (10 marks)
- (i) It motivated the workers against oppressive colonial government policies thereby promoting anti-government sentiments
 - (ii) It served as a platform/fora for airing African grievances against the colonial government in the absence of political organizations which had been banned
 - (iii) It educated the workers on their rights hence made them agitate for political independence
 - (iv) It organized demonstrations/strikes/boycotts against the colonial government thereby promoting nationalist activities
 - (v) It provided training grounds for the leaders who led in the nationalist struggle
 - (vi) It exposed the plight of African workers to the international community leading to the condemnation of the colonial government
 - (vii) It demanded for the release of political prisoners/detainees which boosted the struggle for independence

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

SECTION C (30 marks)

22. (a) Give **three** factors that led to the introduction of multi-party democracy in Kenya in the early 1990s. (3 marks)
- (i) The alleged rigging of the 1988 elections/discontent with queuing system of voting
 - (ii) Kanu's failure to accommodate people with divergent views
 - (iii) Political changes in the Soviet Union/pressure from the international community
 - (iv) Success of multi-party in other parts of Africa
 - (v) Pressure from the churches/civil society/lawyers/intellectuals/rampant corruption.
 - (vi) Repeal of Section 2 A of the constitution
 - (vii) Recommendation of Saitoti Review Committee of 1990.
- Any 3 x 1 = 3 marks
- (b) Describe **six** achievements of multi-party democracy in Kenya. (12 marks)
- (i) It enhances checks and balances as opposition parties point out government excesses
 - (ii) It has opened up democratic space as people can air/express their views without fear of intimidation
 - (iii) It has facilitated mobilization of more people to take part in the democratic process/elections
 - (iv) It has facilitated the provision of civic education to the people thereby empowering them to make informed decisions
 - (v) It has promoted unity as members of different ethnic groups join political parties of their choice
 - (vi) The creation of many political parties has provided training grounds for political leaders
 - (vii) It has enabled provision of alternative approach to the management of government affairs
 - (viii) It has enabled the opposition to initiate/debate issues that the government may be silent on
 - (ix) It has given people voice in the selection/appointment of public officers.
- Any 6 points, well explained x 2 = 12 marks
23. (a) State **three** functions of the Chief Justice in Kenya. (3 marks)
- (i) Heads the judiciary
 - (ii) Is the president of the Supreme Court
 - (iii) Chairs the Judicial Service Commission
 - (iv) Swears in newly admitted advocates of the High Court
 - (v) Assigns duties to the judges of the supreme court
 - (vi) Swears into office the President, Deputy President and Cabinet Secretaries
- Any 3 x 1 = 3 marks
- (b) Explain **six** problems facing Judiciary in Kenya (12 marks)
- (i) Inadequate personnel/few judicial officers leading to backlog of cases
 - (ii) Alleged corruption in the courts resulting in unfair ruling make the public lose faith in judicial process

- (iii) Low level of public awareness in their rights/legal procedures making it difficult for many to access justice
- (iv) High legal fees charged limit people access to justice/expensive lawyers
- (v) Inadequate equipment/automation of legal services delay the delivery of judgement
- (vi) Inadequate funds to finance its services frustrates operations of the judiciary
- (vii) Inteference in the Judicial process by the executive and other influential personalities.

Any 6 well explained points x 2 = 12 marks

24. (a) State **three** ways in which the National Government relates with the County Governments in Kenya (3 marks)

- (i) There is mutual respect in performance/exercising their powers
 - (ii) They assist/consult/support as appropriate
 - (iii) They should implement legislation of other levels of government
 - (iv) They liaise for purposes of exchanging information/coordinating policies/administration/enhancing capacity
 - (v) They cooperate in the performance of function/exercise of power/set up joint committee/joint authority
 - (vi) They set up mechanism for settling dispute
 - (vii) National Government has powers to intervene in a county government if it is unable to perform its functions/the president may suspend a county government
- Any 3 x 1 = 3 marks)

(b) Explain **six** challenges faced by the County Governments in Kenya (12 marks)

- (i) High population in some counties making it difficult in the provision of quality services
- (ii) Poor transport/communication network hinders the movement of goods/service
- (iii) Inadequate resources make it difficult for the counties to generate enough revenue for development
- (iv) Rivalry/wrangling among leaders in the counties undermines the governments operation
- (v) Inadequate skilled personnel in some departments hampers provision of services
- (vi) Corruption/embezzlement/misuse of devolved funds slows development in the counties
- (vii) Delay in remittance of funds to the counties by the National Government hampers the smooth running of the governments
- (viii) Natural calamities in some counties leads to diversion of some resources to address the emergencies e.g floods
- (ix) Duplication of roles in the county causes conflict between the personnel of the two levels of the government.
- (x) Interference in their working by the National Government.
- (xi) Cross-county planning and development - some resources such as water or forest land may be serving more than one county. This may bring conflicts between counties.
- (xii) Structural overlaps - management of cities and urban areas differs from that of rural areas, with more services directed to cities and urban centres.

Any 6 points, well explained x 2 = 12 marks

4.9.2 History & Government Paper 2 (311/2)

SECTION A: (25 marks)

1. **Identify two branches of history**

- (i) Political history
- (ii) Social history
- (iii) Economic history

Any 2 x 1 = 2 marks

2. **State one theory that explains how early agriculture developed**

- (i) One area theory/diffusion theory/centrifugal theory
- (ii) It developed independently in different areas/independent theory

Any 1 x 1 = 1 mark)

3. **Identify two methods of irrigation used in ancient Egypt**

(2 marks)

- (i) Basin
- (ii) Shadoof
- (iii) Canal

Any 2 x 1 = 2 marks

4. **Give two features of the Roman roads by 300 AD**

- (i) They were straight
- (ii) They were well drained
- (iii) They were durable
- (iv) They had bridges/tunnels

Any 2 x 1 = 2 marks

5. **State one advantage of horn blowing as a means of communication during the pre-colonial period:**

- (i) It was used to send a variety of messages
- (ii) It was used to send messages over a long distance
- (iii) It could be used at any time

1 x 1 = 1 mark

6. **Identify the main source of energy used in the early stages of Industrial Revolution in Europe:**

- Coal

1 x 1 = 1 mark

7. **State one advantage of using steel over iron during the Industrial Revolution in Europe:**

- (i) It was harder
- (ii) It was lighter
- (iii) It was stronger
- (iv) It was flexible
- (v) It could not rust

Any 1 x 1 = 1 mark

8. **Give the main factor that contributed to the emergence of Johannesburg as a modern urban centre**
 - Discovery of gold deposits
 1 x 1 = 1 mark
9. **Identify two methods used by the European powers to acquire colonies in Africa**
 (i) Military expedition/use of force
 (ii) signing of treaties
 (iii) use of diplomacy
 (iv) treachery/use of tricks
 (v) use of companies
 (vi) Divide and rule
 Any 2 x 1 = 2 marks
10. **Name the European power that colonized Zimbabwe**
 - Britain
 1 x 1 = 1 mark
11. **Identify two types of weapons used during the cold war**
 (i) war of words/propaganda
 (ii) economic sanctions
 (iii) military assistance
 (iv) Financial/Technical aid
 Any 2 x 1 = 2 marks
12. **State one way in which members of Non-aligned movement maintain neutrality in world affairs**
 (i) By not entering into military alliances with other countries
 (ii) By maintaining independent foreign policies
 (iii) By maintaining friendly relations with other countries
 (iv) By not involving themselves in the power struggle between communist and capitalist blocs
 1 x 1 = 1 mark
13. **Give two functions of the East African Legislative Assembly of the East African Community 2001**
 (i) It makes laws/legislations
 (ii) It monitors EAC operations
 (iii) It represents interests of the member states/provides a democratic forum for debate.
 Any 2 x 1 = 2 marks
14. **State one function of the Court of Justice of the Common Market for Eastern and Southern Africa (COMESA).**
 (i) It interprets the provision of the treaty
 (ii) It ensures proper application of the treaty
 (iii) It arbitrates disputes among members
 Any 2 x 1 = 2 marks

15. **Identify two principles of the Arusha Declaration of 1967**

- (i) Self-reliance
- (ii) Nationalization of the main means of production
- (iii) Ujamaa/socialism policy
- (iv) Human equality/non-discrimination

Any 2 x 1 = 2 marks

16. **Give two categories of persons who are disqualified from contesting for a constituency seat in Britain**

- (i) Clergy of the church of England/Scotland/Ireland/Roman Catholic priests
- (ii) Aliens/foreigners
- (iii) The noble/peers/members of the House of Lords
- (iv) Members of the armed forces who are not discharged/judges/civil servants/police officers
- (v) Mentally incapacitated persons
- (vi) Persons declared bankrupt
- (vii) Persons who have committed electoral offences/corrupt persons
- (viii) Members of the Royal family
- (ix) A person serving a jail term of more than one year

Any 2 x 1 = 2 marks

17. **Name one house of parliament in India**

- (i) House of the people/lower house/Lok Sabha
- (ii) The council of the state/upper house/Rajya sabha

SECTION B (45 marks)

18. (a) **State five stages of evolution of man**

- (i) Aegyptopithecus (Egyptian ape)
- (ii) Dryopithecus africanus/Proconsul/Woodland
- (iii) Kenyapithecus (Kenyan ape)/Ramapithecus (Asian ape)
- (iv) Australopithecus (southern ape)/Zinjathropus/Nutcracker man
- (v) Homo habilis (handy man)
- (vi) Homo erectus (upright man)
- (vii) Homo sapien (intelligent man)
- (viii) Homo sapien sapiens (modern man)

Any 5 x 1 = 5 marks

(b) **Describe the way of life of human being during the Late Stone Age period**

- (i) Microlithic tools were widely used which were more efficient/effective in farming/hunting/defence
- (ii) They lived in more permanent shelter made of tree branches/leaves/grass which protected them from harsh climatic conditions/wild animals
- (iii) They practised agriculture thus were ensured regular/adequate supply of food
- (iv) Man led a more sedentary life thereby enabling them to carry out other activities
- (v) They developed a system of government in order to control the conduct of the people
- (vi) They developed religious beliefs/practices which they used to explain mysteries of nature/natural phenomena

- (vii) They practised art/craft/basketry/pottery/clothes which they used for various purposes
 - (viii) They buried/cremated their dead with their possession as an expression of their belief in life after death
 - (ix) They developed distinct languages to enhance communication
 - (x) They decorated their bodies with red ochre/painted their shelters
 - (xi) They wore a variety of garments/clothing
- Any 5 points, well explained x 2 = 10 marks

19. (a) **State five disadvantages of using barter method of trade during the Trans-saharan trade:**
- (i) It only occurred when there was double coincidence of want
 - (ii) Some goods were not divisible
 - (iii) Lack of common language undermined it
 - (iv) It lacked a common measure of value
 - (v) Some goods were bulky/difficult to carry
 - (vi) Some goods were perishable

Any 5 x 1 = 5 marks

- (b) **Describe the organisation of the Trans-saharan trade**
- (i) It involved the Berbers/Arabs from North Africa who traded with people of Western Sudan
 - (ii) There were middlemen who coordinated trading activities between the two regions/rich merchants from the North trade
 - (iii) The Tuaregs guided/protected the traders from possible attacks
 - (iv) The camels were used as the main means of transport across the desert
 - (v) The traders were organised into caravans in order to enhance security across the desert
 - (vi) Barter/silent trade was used as the traders lacked a common language
 - (vii) Trade goods were sourced from both North African and Western Sudan/Western Africa/North Africa salt , horses, guns, clothes, mirrors, Western Sudan: slaves, gold, kolanuts, ivory, animal skin, ostrich feathers.
 - (viii) There were definite trade routes followed by the traders in order to avoid getting lost
 - (ix) Kings/chiefs maintained law and order in their territory thereby creating a conducive trading environment.
 - (x) The traders made stops at the oasis to refresh themselves and let their camels drink water.
 - (xi) The rulers in Western Sudan regulated trade/controlled the amount of gold/levied taxes/received gifts.

Any 5 points well explained x 2 = 10 marks

20. (a) **Identify five forms of print media used in communication** (5 marks)
- (i) Books
 - (ii) Newspapers
 - (iii) Magazines
 - (iv) Journal/periodicals
 - (v) Newsletters
 - (vi) Brochures

- (vii) Braille
- (viii) Posters

5 x 1 = 5 marks

(b) **Explain five positive effects of telecommunication in a society** (10 marks)

- (i) It enables storage of information for future use/reference
- (ii) It enables faster transmission of information hence saves time
- (iii) It provides entertainment/recreation thereby enabling positive use of leisure time
- (iv) It enhances reality as live pictures are transmitted to the viewers
- (v) It promotes trade through e-commerce/e-banking/advertisement thus making transaction more effective/efficient
- (vi) It enhances security as crime could be easily detected using various telecommunication devices
- (vii) It creates employment opportunities enabling people to improve their standard of living/earning income
- (viii) It generates revenue to the government which enables it to undertake development
- (ix) It promotes cultural exchange thereby enhancing understanding/ improving relations between nations
- (x) It promotes water/air transport through the use of telecommunication devices that guides crew
- (xi) It has promoted space exploration through use of satellites thereby enabling better understanding of the outer space.
- (xii) It promotes education eg. by radio, television and internet
- (xiii) Accessibility to remote areas has been made possible by use of cell phones.
- (xiv) It has enhanced weather forecasting by use of satellite.
- (xv) It promotes the spread of ideas/ by use of radio, television & internet.

Any 5 points well explained x 2 = 10 marks

21. (a) **State five factors that promoted nationalism in Ghana** (5 marks)

- (i) The unemployment of young educated people.
- (ii) The existence of elite.
- (iii) High prices of consumer goods/the poor prices of cocoa.
- (iv) The discontent of the ex-servicemen.
- (v) Africans were denied trading licences
- (vi) Granting of independence to India/Pakistan.
- (vii) Influence from Pan African Movement.
- (viii) The declaration of the UN Charter.
- (ix) Inadequate representation in the legco.
- (x) Forced taxation.
- (xi) The decision by the British to built a university in Ibadan rather than in Ghana caused discontent among the Ghanaians.
- (xii) Loss of power of local traditional chiefs.
- (xiii) Need to guard against possible land alienation by the British united the Africans.
- (xiv) Forced cutting of the cocoa trees.
- (xv) Charismatic leadership provided by Kwame Nkruma united the people.

Any 5 points x 1 = 5 marks

(b) **Explain five factors that contribute to the success of the Front for the Liberation of the Mozambique (FRELIMO) in the struggle for independence in Mozambique.** (10 marks)

- (i) The local people supported the fighters thereby inspiring them
- (ii) FRELIMO cultivated its own food which ensured regular/steady supply to the fighters
- (iii) The FRELIMO fighters were familiar with the terrain which gave them advantage over the Portuguese
- (iv) Support by communist countries/USSR/China in form of weapons/ammunition/finance enabled them to continue with the struggle
- (v) The support given by the OAU to the FRELIMO encouraged the nationalists to continue with the struggle
- (vi) FRELIMO used guerilla warfare/tactics which made it difficult for the Portuguese to defeat them
- (vii) The system of administration established in the liberated areas by FRELIMO appealed to the Africans who in turn supported them
- (viii) Friendly frontline states provided bases for operation making it difficult for the Portuguese to suppress them
- (ix) The recognition of the role of women by FRELIMO
- (x) Elimination of ethnicity among the nationalists
- (xi) FRELIMO strategy of attacking from different points at the same time.
- (xii) The large army that outnumbered the Portuguese soldiers.
- (xiii) Coup in Portugal in 1974 by soldiers who were against colonial wars.

Any 5 points, well explained x 2 = 10 marks

SECTION C (30 marks)

22. (a) **Give three functions of the Lukiiko in the Kingdom of Buganda during the pre-colonial period** (3 marks)

- (i) It helped Kabaka in the administration
- (ii) It acted as final court of appeal/settled disputes
- (iii) It advised Kabaka
- (iv) It represented the people's interests
- (v) It directed the budget/collection of taxes
- (vi) It made laws

Any 3 x 1 = 3 marks

(b) **Discuss six factors that led to the growth of the Asante Empire by the 19th Century** (12 marks)

- (i) Tran-Atlantic trade generated a lot of wealth which enabled the empire to prosper
- (ii) It had able/skilled/shrewd rulers who were courageous/development conscious
- (iii) They had a symbol of unity/golden stool which bonded the people together
- (iv) Centralised system of administration ensured stability as there was clear command
- (v) Strong agricultural base ensured regular food supply leading to growth of population

- (vi) Presence of large/strong army provided defence/expanded the empire through conquest
- (vii) Availability of gold enabled the kingdom to generate wealth that was used for further development.
- (viii) The Odwira Festival brought the leaders/people together thereby making the empire more cohesive.
- (ix) The need to free themselves from the oppressive Denkiyra rule.
- (x) The unity of the Akan speaking people around Kumasi loyoko clan.

Any 6 points, well explained x 2 = 12 marks

23. (a) **Give three reasons why the United States of America (USA) did not join the First World War until 1917** (3 marks)

- (i) The Monroe doctrine prohibited USA involvement
- (ii) She had commercial/trade relations with both alliances
- (iii) The war had not interfered with her interests before 1917
- (iv) Fear of revolt by her citizens of German descent/stirring a civil war in the country

Any 3 x 1 = 3 marks

(b) **Explain six effects of the First World War** (12 marks)

- (i) It led to massive loss of human life as conflict between opposing camps continued.
- (ii) There was massive destruction of property/infrastructure thereby causing a lot of suffering/poverty/loss of livelihood.
- (iii) It led to the displacement of people thereby creating refugees/homeless people.
- (iv) It led to use of huge sums of money thereby weakening the economies of the countries involved/buying weapons/recruitment and & maintenance of soldiers/building of roads and bridges for transportation of troops.
- (v) It led to food shortages as people joined the war.
- (vi) It created insecurity/fear, animosity/suspicious among people increased.
- (vii) USA emerged as the leading world power thereby upsetting the existing balance of power in the world.
- (viii) It led to emergence of new nations eg. Hungary, Yugoslavia, Czechoslovakia, Poland, states as some former states disintegrated.
- (ix) It led to formation of the League of Nations to maintain world peace.
- (x) It led to the rise of nationalization in Africa and Asia.
- (xi) It led to spread of diseases such as STD's and pneumonia/Spanish influenza.
- (xii) It led to advancement of surgery and manufacturing of pharmaceuticals.
- (xiii) It led to development of transport eg. aircraft and motor vehicles.
- (xiv) It led to the promotion of the status of women in Europe and USA.
- (xv) Economic activities were disrupted/economic depression eg. farming industry, trade.
- (xvi) Germany's overseas colonies and investment were taken over by the League.
- (xvii) The size of Germany was reduced by an eighth ($\frac{1}{8}$) and her population by 6.4 million.
- (xviii) The political boundary of the Turkish Empire was reduced/Turkey lost Egypt,

Syria, Palestine.

- (xix) Germany and her allies were made to pay her war damages amount 6.5 billion pounds or 136 billions marks.
- (xx) Germany was to reduce her army to 100,000 men/airforce disband.

Any 6 points, well explained x 2 = 12 marks

24. (a) **State three common characteristics of the Commonwealth member states** (3 marks)

- (i) They use English as the official language.
- (ii) The English Monarch/King/Queen is recognized as the head.
- (iii) They cooperate in sports/games.
- (iv) They make consultations/exchange information eg. in financial, trade, science, education and technical assistance.
- (v) They have close economic ties
- (vi) Most of the states have similar legal/administration systems/parliamentary system.
- (vii) They have a common military tradition based on the British one.
- (viii) They enjoy universal adult suffrage.
- (ix) Members hold regular conferences of heads of state.

Any 3 x 1 = 3 marks

(b) **Describe six achievements of the commonwealth since its formation**

- (i) It maintains peace by sending peace keepers to the war-torn member countries
- (ii) It has established a fund to assist the economically poor member states to meet their needs.
- (iii) It provides technical assistance/expertise to the less developed members
- (iv) It promotes the development of education by offering scholarships/exchange programmes.
- (v) It promotes mutual understanding/cooperation among members by holding joint sports/games/cultural activities.
- (vi) It promotes consultations among member states in areas of common interests by holding joint forums.
- (vii) It has promoted good governance through holding regular meetings by the members of parliament/sending observers during elections.
- (viii) It promotes the development of the youth through the commonwealth youth programme
- (ix) It has enabled the member states to speak in one voice/have a common stand in the international fora.
- (x) It promotes trade among members states.

Any 6 points, well explained x 2 = 12 marks