

5.0 THE YEAR 2012 KCSE EXAMINATION MARKING SCHEMES

5.1 HISTORY & GOVERNMENT (311)

5.1.1 History & Government Paper 1 (311/1)



SECTION A (25 marks)

1. Give **two** limitations of using anthropology as a source of information on History and Government. (2 marks)
 - (i) It is time consuming
 - (ii) It is an expensive method
 - (iii) Information collected may be inaccurate/distorted
 - (iv) Information collected may be biased.Any 2 x 1 = 2 marks

2. Identify **one** community in Kenya which belongs to the southern cushitic group. (1 mark)
 - (i) Dehallo/SanyeAny 1 x 1 = 1 mark

3. Name **two** Bantu groups in Kenya which settled in Mount Elgon area before migrating to their present homeland. (2 marks)
 - (i) Abaluhya
 - (ii) Abagusii
 - (iii) AbakuriaAny 2 x 1 = 2 marks

4. State **two** religious functions performed by the Oloiboni of the Maasai during the pre-colonial period. (2 marks)
 - (i) He foretold the future/consulted God.
 - (ii) He presided over religious ceremonies/activities
 - (iii) He offered prayers on behalf of the community
 - (iv) He blessed warriors before going to war.Any 2 x 1 = 2 marks

5. Give **two** factors that enabled the early visitors to come to the Kenyan coast by 1500 A.D (2 marks)
 - (i) Existence of natural harbours
 - (ii) Accessibility of the East African Coast
 - (iii) Existence of monsoon/trade winds
 - (iv) Knowledge of boat making/sailing ship/dhows/marine technologyAny 2 x 1 = 2 marks

6. Name **one** Arab family which ruled the Kenyan coast on behalf of Oman. (1 mark)
 - (i) Mazrui
 - (ii) Nabahan
 - (iii) BusaidiAny 1 x 1 = 1 mark

7. Name the African Community that organized the long distance trade in Kenya during the pre-colonial period. (1 mark)
 - The Akamba 1x1 = 1 mark
8. Give the main reason why a Kenyan citizen should obey the law. (1 mark)
 - To keep peace. 1x1 = 1 mark
9. Give **two** ways in which education has promoted national unity in Kenya. (2 marks)
 (i) Common curriculum/syllabus is used
 (ii) Learners from different schools interact through co-curricular activities
 (iii) Learners from different community/background attend the same schools
 (iv) Learners in all public schools sit for a common national examination.
 (v) Common medium of communication/English/Kiswahili is used in schools.
 Any 2 x 1 = 2 marks
10. State **two** advantages of representative democracy . (2 marks)
 (i) People elect leaders of their own choice
 (ii) Supreme power is vested in the people
 (iii) It is easy to make decision
 (iv) Elected leaders are accountable to the people
 (v) People are able to air their grievances
 Any 2 x 1 = 2 marks
11. Give the main reason why the colonial government created African reserves in Kenya. (1 mark)
 - To create room for European farming/settlement. (1 x 1) = 1 mark
12. What was the main reason for the formation of Kenya African Democratic Union in 1960. (1 mark)
 - To protect the rights/interests of the minority groups. 1 x 1 = 1 mark
13. Name the administrative head of the Kenya Parliament. (1 mark)
 - The clerk. (1x1 = 1 mark)
14. State the main function of the prisons department in Kenya. (1 mark)
 - It reforms/rehabilitates convicts. 1x1 = 1 mark
15. Give the main reason why the government of Kenya introduced Free Primary Education in 2003. (1 mark)
 - To enable more people access education.
 (1 x 1 = 1 mark)
16. State **two** ways in which the Government of Kenya ensures effective utilization of public funds. (2 marks)
 (i) It budgets for the funds /finance.
 (ii) It undertakes regular auditing of funds.
 (iii) It investigates /prosecutes corrupt officers through ethics and anti-corruption commission.

- (iv) It procures goods/services through open tendering system.
- (v) Parliament approves/monitors public funds.

Any 2 x 1 = 2 marks

17. Give **two** disadvantages of Kenya's reliance on foreign aid as a source of revenue. (2 marks)

- (i) It is given with conditions.
- (ii) It attracts high interest rates.
- (iii) It creates donor dependency syndrome/debt crisis
- (iv) It limits the choice of trading partners.
- (v) It delays the implementation of projects.

Any 2 x 1 = 2 marks

SECTION B (45 marks)

18. (a) State **five** causes of the Nandi resistance against the British invasion. (5 marks)

- (i) They wanted to safeguard their independence .
- (ii) They were proud people who disliked interference by strangers.
- (iii) Had successfully raided /fought their neighbours/intruders in the past.
- (iv) They disliked the whiteman's/European skin colour/dressing.
- (v) They did not want to lose their land.
- (vi) They fought to avert the fulfillment of Kimnyole's/Orkoiyot's prophecy.
- (vii) They had an able leader who inspired them to fight/resist.

Any 5 x 1 = 5 marks

(b) Explain **five** effects of the Maasai collaboration with the British in the early 20th Century.

(10 marks)

- (i) Lenana was made a paramount chief of the Maasai because of his cooperation.
- (ii) They lost land which was taken up by the British for farming/settlement.
- (iii) They were rewarded with material wealth/granted favoured status due to their cooperation.
- (iv) They lost their independence/were manipulated as their land became a British protectorate.
- (v) It led to the division/separation between those for/against collaboration thereby weakening them further.
- (vi) They were hired as mercenaries to assist the British in subduing/suppressing communities that were resisting establishment of colonial rule.
- (vii) It led to the eviction/displacement of the Maasai thereby causing untold suffering /loss of livelihood.
- (viii) It led to the disruption of their economic structure thereby causing loss of wealth.

Any 5 x 2 = 10 marks

19. (a) State **five** ways in which the construction of the Kenya Uganda Railway promoted economic development in Kenya during the colonial period. (5 marks)

- (i) It hastened transportation of goods/services.
- (ii) It promoted the growth of trade/commercial activities.

- (iii) It opened the interior for better farming/agriculture.
- (iv) It led to the growth of industries/mining.
- (v) It led to the growth/development of urban centres.
- (vi) It generated revenue to the colonial government.
- (vii) It created employment.
- (viii) Development of other forms of transport

Any 5 x 1 = 5 marks

- (b) Explain **five** problems encountered during the construction of the Kenya Uganda-Railway. (10 marks)

- (i) The harsh climate created difficult working environment thus slowing down the work.
- (ii) There was inadequate labour which led to importation of workers from India.
- (iii) The workers were attacked by tropical diseases/pests leading to their ineffectiveness/death.
- (iv) The terrain was poor/difficulty thus slowing down the constructions work.
- (v) Some communities attacked the workers/stole equipments thereby delaying the construction.
- (vi) They were attacked by wild-animals/man-eaters of Tsavo thus leading to deaths of some workers.
- (vii) The transportation of some constructions materials was difficult due to their bulkiness.
- (viii) There was irregular/delays in the supply of construction materials/equipments which slowed down the work.
- (ix) There was inadequate supply of essential/basic commodities which made life unbearable.

Any 5 x 2 = 10 marks

20. (a) Give **five** grievances of the Kikuyu Central Association which were presented by Jomo Kenyatta to the Colonial Secretary in 1929. (5 marks)

- (i) Land alienation.
- (ii) Taxation of Africans.
- (iii) Lack of African representation of LegCo
- (iv) Lack of quality/poor education for Africans.
- (v) Release of Harry Thuku.
- (vi) Abolition of forced labour.
- (vii) Abolition of Kipande system.

Any 5 x 1 = 5 marks

- (b) Describe **five** roles played by Thomas Joseph Mboya in the development of trade union movement in Kenya. (10 marks)

- (i) He was instrumental in the formation of trade union movement.
- (ii) He served as a leader in trade union organizations both locally and internationally.
- (iii) He organized protests/ demonstrations against the arrest and harassment of trade union members/workers.
- (iv) He liaised with international trade union organizations where he gained knowledge/ experience of running trade unions.
- (v) He solicited for funds to finance the activities of trade union movement in Kenya.

- (vi) He organized trade union courses/ seminars in various parts of the country to educate the workers/leaders.
- (vii) He agitated for better terms/conditions for workers.
- (viii) He attended courses on industrial relations abroad where he gained knowledge on labour relations.

Any 5 x 2 = 10 marks

21. (a) State **five** ways in which the government of Kenya has improved the health of its citizens since independence. (5 marks)

- (i) It has established/created the Ministry of Health.
- (ii) It has established hospitals/clinics/dispensaries.
- (iii) It has encouraged NGOs/religious organizations/individuals to provide health services.
- (iv) It has established medical training institutions.
- (v) It has recognized the use of herbal medicine.
- (vi) It has established National Health Insurance Fund.
- (vii) It has established Medical Research Institutes.
- (viii) It has employed health workers.
- (ix) It has subsidized the cost of healthcare/ free medical services.
- (x) It educates people on health matters.

Any 5 x 1 = 5 marks

- (b) Explain **five** factors which have undermined the provision of health services by the government of Kenya. (10 marks)

- (i) High population growth rate has limited government ability to finance health services.
 - (ii) High poverty levels among the people has hampered access to medical services due to the cost involved.
 - (iii) Lack of enough medical personnel has compromised the quality of the services provided.
 - (iv) Lack of adequate funds to provide enough medical facilities has lowered the quality of services provided.
 - (v) The continued pollution of the environment has led to increased ailments thereby jeopardising the government's efforts.
 - (vi) Malnutrition/poor diet has made it difficult for the government to maintain good health among the people.
 - (vii) The increased number of terminal diseases has led to the diversion of resources from the core health services.
 - (viii) Unforeseen high rate of accidents/injuries has strained the scarce resources.
 - (ix) Traditional/cultural practices have frustrated the government's effort to provide health care.
 - (x) Corruption in the health sector has compromised delivery of services.
 - (xi) Illegal abortions and early pregnancies endanger lives of mothers.
 - (xii) Poor transport and communication in some areas undermine the provision of services.
- Any 5 x 2 = 10 marks

SECTION C: (30 marks)

22. (a) Give **three** circumstances in which one's right to life may be taken away. (3 marks)

- (i) When sentenced to death by a court of law.
- (ii) In self-defence - somebody might kill another in the process.
- (iii) When the life of a law enforcing officer is endangered.
- (iv) When the health/ life of a mother/ pregnant woman is in danger.
- (v) During the war.
- (vi) When preventing escape of a lawfully detained person.
- (vii) When preventing a person from committing a crime/felony.
- (viii) When suppressing a riot/rebellion/mutiny.

Any 3 x 1 = 3 marks

(b) Explain six reasons why it is important to respect human rights. (12 marks)

- (i) It promotes human dignity as the rights of the people are observed.
- (ii) It promotes unity among the people by encouraging harmonious co-existence.
- (iii) It promotes the rule of law by enhancing justice/good governance in society.
- (iv) It promotes respect for other people's cultures by appreciating cultural diversity.
- (v) It promotes tolerance by accommodating other people's views/ ideas.
- (vi) It promotes democracy as other people's opinions/views are respected.
- (vii) It promotes international relations by observing conventions/ treaties on human rights.
- (viii) It promotes development by creating an enabling/conducive environment.
- (ix) It justifies special treatment of minority/disadvantaged groups/communities.
- (x) Provides guidance to state organs regarding the exercise of state powers.

Any 6 x 2 = 12 marks

23. (a) Give the composition of the Judicial Service Commission in Kenya. (5 marks)

- (i) The Chief Justice.
- (ii) One supreme court judge.
- (iii) One court of appeal judge.
- (iv) One high court judge and one magistrate.
- (v) The Attorney General.
- (vi) Two advocates, one a woman and one a man.
- (vii) A nominee of the public service commission.
- (viii) One man and one woman to represent the public.
- (ix) Chief registrar/secretary to the commission.

Any 5 x 1 = 5 marks

(b) Describe **five** ways through which independence of the judiciary is guaranteed in Kenya. (10 marks)

- (i) It is established by the constitution as an arm of the national government.
- (ii) Its authority is guided/controlled by the constitution when carrying out its mandate.
- (iii) It draws its expenses directly from the Judges Consolidated Fund in order to ensure independence.
- (iv) Judges of the superior courts have security of tenure of office/ can only be dismissed in accordance with the constitution.

- (v) Members of the judiciary are not held accountable to their actions/decision if they are taken in the best interest of dispensing justice.
- (vi) The judges/ magistrates swear the oath of allegiance to the constitution.
- (vii) Remuneration/ benefits given to judges cannot be varied in such a way as to disadvantage them.
- (viii) The appointment of magistrates is done by the Judicial Service Commission in order to guarantee its independence.

Any 5 x 2 = 10 marks

24. (a) Name the **three** categories of the Kenya Defence forces. (3 marks)

- (i) The Kenya Army
- (ii) The Kenya Airforce
- (iii) The Kenya Navy

Any 3 x 1 = 3 marks

(b) Explain **six** challenges faced by the Kenya Police Service in the course of discharging their duties. (12 marks)

- (i) Lack of support/negative attitude from the members of the public who refuse/withhold useful information.
- (ii) Corruption among some officers renders them ineffective in discharging their duties.
- (iii) Inadequate transport facilities hampers their movement thereby making it difficult for them to respond to emergencies.
- (iv) Sophisticated weapons used by criminals threatens/ endangers police officers' lives.
- (v) Inadequate modern communication equipment makes it difficult for them to relay/ pass confidential information.
- (vi) Interference by politicians/ members of the public demoralises/ frustrates their efforts.
- (vii) Betrayal by some officers who collude with the criminals to break the law/ subvert justice.
- (viii) Inadequate training of the officers renders them incompetent in discharging their duties.
- (ix) Terrorism/increased acts of crime.
- (x) poor working and living conditions eg. poor housing/low salaries.

Any 6 x 2 = 12 marks

5.1.2 History & Government Paper 2 (311/2)

1. Identify **one** type of artefact that is likely to be found in an archeological site. (1 mark)
- (i) Tools
 - (ii) Weapons
 - (iii) Pottery
 - (iv) Ornaments.
- Any 1 x 1 = 1 mark
2. Name **one** source of information on the Creation Theory of man.
- (i) The Bible
 - (ii) The Koran
- 1 x 1 = 1 mark
3. State **two** ways in which the Sumerians in Mesopotamia reclaimed land for agriculture. (2 marks)
- (i) They built banks/dykes along rivers to stop flooding.
 - (ii) They dug ditches to drain water from swamps.
 - (iii) They used canals to irrigate the land.
 - (iv) They used the shadoof to draw water to irrigate the land.
- Any 2 x 1 = 2 marks
4. Give the main form of transport that was used in the Trans-Saharan trade. (1 mark)
- (i) Animal transport/camel/horse.
- 1 x 1=1 mark
5. Name **two** groups of people that were involved in the Trans-Atlantic trade. (2 marks)
- (i) The Europeans
 - (ii) The Africans
 - (iii) The Americans.
- Any 2 x 1= 2 marks
6. State **two** negative effects of the development of motor vehicle transport: (2 marks)
- (i) It causes traffic jams especially in urban areas;
 - (ii) It contributes to environmental pollution;
 - (iii) It damages roads;
 - (iv) It causes accidents leading to loss of lives/injuries.
- Any 2 x 1= 2 marks
7. Give **two** inventions that revolutionalized the textile industry in Britain during the 18th Century. (2 marks)
- (i) The flying shuttle;
 - (ii) The spinning jenny;
 - (iii) The water frame;
 - (iv) The Spinning mule;
 - (v) The power loom;
 - (vi) The cotton gin.
 - (vii) Cylindrical printing
- Any 2 x 1 = 2 marks

8. Identify the main factor that contributed to the growth of Athens in Ancient Greece. (1 mark)
- (i) Trade/ commercial activities. 1 x 1= 1 mark
9. State **two** European activities in Africa before 1850. Any 2 x 1= 2 marks
- (i) They were involved in trade.
- (ii) They were spreading Christianity.
- (iii) They were involved in exploration.
- (iv) They were involved in spreading Western Education.
10. State **one** way in which African collaboration with the Europeans hastened colonization in Africa. (1 mark)
- (i) It encouraged Europeans to settle on African land/loss of African land.
- (ii) It created disunity among Africans.
- (iii) It assisted the Europeans in conquering other communities.
- (iv) It assisted/enabled Europeans to establish their control/entrench themselves. Any 1 x 1 = 1 mark
11. Give the main reason why the European powers held Berlin conference of 1884 to 1885. (1 mark)
- To discuss how to partition/share/divide Africa among themselves. 1 x 1 = 1 mark
12. State **one** way in which the rise of dictators in Europe contributed to the outbreak of the Second World War. (1 mark)
- (i) They overthrew democratic government.
- (ii) They rearmed themselves.
- (iii) They engaged in acts of aggression/attacked other countries. Any 1 x 1= 1 mark
13. Give **two** economic benefits enjoyed by the members of the commonwealth. (2 marks)
- (i) Favourable trading opportunities to members.
- (ii) Financial assistance given to the poor nations.
- (iii) Technical/research assistance to member countries.
- (iv) Support for youth programmes/projects for development. Any 2 x 1= 2 marks
14. Give the main reason why the Pan African movement was formed at the beginning of the 20th Century. (1 mark)
- To unite peoples of African descent. 1 x 1=1 mark
15. Name one financial institution established by the African Union. (1 mark)
- (i) The African Monetary Fund
- (ii) The African Central Bank
- (iii) The African Investment Bank Any 1 x 1 = 1 mark

16. Identify **two** factors which have undermined the exploitation of mineral resources in the Democratic Republic of Congo since independence. (2 marks)

- (i) Civil war in the country;
- (ii) Shortage of labour due to displacement of people;
- (iii) Smuggling of minerals;
- (iv) Political interference by neighbouring states;
- (v) Poor transport network.

Any 2 x 1 = 2 marks

17. State **two** ways in which poor road network has undermined economic development in Tanzania since independence. (2 marks)

- (i) It has made transportation of goods/services difficult;
- (ii) It has hindered exploitation of some resources;
- (iii) It has slowed down the movement of labour;
- (iv) It has increased the cost of transport.

SECTION B (45 marks)

18. (a) State **three** disadvantages of hunting as an economic activity of the early man. (3 marks)

- (i) It is difficult to locate/spot the animals/insecure/unreliable source;
- (ii) Animals are a threat/dangerous to humans;
- (iii) It requires many people;
- (iv) Hunting is time consuming;
- (v) It is tiresome/cumbersome;
- (vi) Animals run faster than man.

Any 3 x 1 = 3 marks

(b) Explain **six** benefits of settling in villages during the late stone age period. (12 marks)

- (i) There was security as people could protect themselves against enemies.
- (ii) Living as a large group enabled people to work together hence accomplishing tasks with ease.
- (iii) Settling in villages assured man of permanent dwelling thereby reducing movement.
- (iv) Man began growing crops thereby ensuring regular food supply.
- (v) Man domesticated animals which provided animal products thereby reducing his hunting activities.
- (vi) Living in villages promoted interactions thereby increasing social cohesion/sharing of ideas/resources.
- (vii) People were able to exchange goods/services hence getting what they did not have that is barter trade.
- (viii) It enabled them to build better shelter thereby protecting themselves from harsh weather conditions.

Any 6 x 2 = 12 marks

19. (a) Give **three** uses of wind as a source of energy in ancient times. (3 marks)

- (i) To winnow grains;
- (ii) To drive/turn wind mills;
- (iii) To propel boats/sailing ships;
- (iv) To drive water pumps;
- (v) To dry grains.

Any 3 x 1 = 3 marks

(b) Explain **six** effects of iron working technology on African communities before the 19th Century. (12 marks)

- (i) The use of iron tools made cultivation of the land easier/faster as they were more efficient.
- (ii) Iron tools were used to clear forests thereby enabling people to migrate/settle in new areas.
- (iii) Iron weapons were used to fight other communities thereby increasing warfare/conflicts.
- (iv) It led to the rise of professional smiths who were accorded high status in the community.
- (v) The demand for iron tools enhanced trade between communities.
- (vi) Communities were able to protect themselves better using iron weapons which were more effective.
- (vii) Powerful states emerged as iron weapons were used to conquer/annex weaker communities/territories
- (viii) Iron implements were used as a medium of exchange thereby facilitating trade transactions.
- (ix) The use of iron tools/implements led to increased food production since more land was brought under cultivation.
- (x) It led to the development of towns.
- (xi) Widespread use of iron led to the decline of use of other metals.
- (xii) Destruction of forests.

Any 6 x 2 = 12 marks

20. (a) State **five** economic activities of the Asante during the 19th Century. (5 marks)

- (i) They grew crops for food/trade;
- (ii) They carried out trade among themselves/other groups.
- (iii) They were involved in mining;
- (iv) They practised Art and Crafts/basketry/weaving;
- (v) They practised iron working/black smithing;
- (vi) They did hunting/gathering;
- (vii) They practised pottery making.
- (viii) They kept animals.
- (ix) They practised fishing.

Any 5 x 1 = 5 marks

(b) Describe the social organization of the Buganda Kingdom during the pre-colonial period.

(10 marks)

- (i) They were organized into clans which had their own traditions/customs.
- (ii) They worshipped many gods/polytheism.
- (iii) The people highly regarded the Kabaka whom they considered to be semi-divine.
- (iv) The people believed in life after death since they worshipped the spirits of the dead.
- (v) The umbilical cord/jaw bones of Kabaka were preserved for future remembrance.
- (vi) The people performed sacrifices during the time of misfortune/fortunes.
- (vii) They had symbols of royalty in form of royal drums/spears/crowns which were kept at the Kabaka's palace/royal regalia.
- (viii) The Kabaka presided over religious functions/rituals.
- (ix) They had religious shrines which were scattered all over the Kingdom.
- (x) They were polygamous /married many wives in order to strengthen social relations.
- (xi) They had a supreme god called Katonda.
- (xii) They were divided into classes/social stratification.
- (xiii) It was an exogamous society - had kinships which regulated marriages and sexual relationships.
- (xiv) There was division of labour/duties for men and women.

Any 5 x 2 = 10 marks

21. (a) Outline **five** grievances by Africans against apartheid in South Africa. (5 marks)

- (i) Africans were not allowed to vote for black representatives in government.
- (ii) They were prohibited from living in urban areas/sharing facilities with whites.
- (iii) The pass laws restricted African movement.
- (iv) They were confined into Bantustans/reserves.
- (v) The labour laws denied them equal employment opportunities.
- (vi) Low quality education prepared them for only low cadre jobs.
- (vii) The Land Acts gave whites exclusive rights over land.

Any 5 x 1 = 5 marks

(b) Explain **five** challenges faced by African nationalists in their struggle for a majority rule in South Africa. (10 marks)

- (i) Some nationalists were arrested/detained which crippled their activities thereby slowing down the struggle.
- (ii) The political parties were banned by the government making it difficult for the nationalists to coordinate their activities.
- (iii) The nationalists were not united, creating tension among themselves thus rendering their struggle less effective.
- (iv) The government enacted pass laws which restricted movement thus hampering their interactions.
- (v) They lacked adequate funds to finance the struggle thus slowing down their operations.
- (vi) They lacked press freedom making it difficult for them to spread their ideas.
- (vii) They lacked advanced weapons thereby making them less effective in their armed struggle.

- (viii) They had different approaches in their struggle (moderated/radical wings) thus creating a loophole which was exploited by the government.
- (ix) Some nationalists were killed which led to low morale hence slowing down the momentum of the struggle.
- (x) Use of divide and rule policy to divide Africans.
- (xi) Many nationalists were forced to flee their state.
- (xii) Nationalists were always trailed by secret police and apartheid informers.

Any 5 x 2 = 10 marks

SECTION C(30 marks)

22. (a) Name **three** communes that were established by the French in Senegal during the colonial period.

- (i) - St Louis
- (ii) - Goree'
- (iii) - Rufisque
- (iv) - Dakar

Any 3 x 1 = 3 marks

- (b) Describe the structure of the British colonial administration in Northern Africa.

(12 marks)

- (i) The colonial secretary based in London.
- (ii) Under the colonial secretary was the governor who was in-charge of the administration of the colony.
- (iii) The colony was divided into provinces headed by a Resident/Provincial Commissioner who co-ordinated administration in the provinces.
- (iv) The provinces were further subdivided into districts headed by District officers who were answerable to the Provincial Commissioner/Resident.
- (v) Districts were sub-divided into locations/Emirates headed by the Chiefs/Emirs
- (vi) There were headmen who were in-charge of the villages and assisted the Emirs in matters of administration.
- (vii) Both the Resident/Provincial Commissioner and the District Officers were British.
- (viii) Each province had a protectorate court/Court of Appeal which was presided over by the Resident.

Any 6 x 2 = 12 marks

23. (a) Name **three** permanent members of the United Nations Security Council. (3 marks)

- (i) France
- (ii) China
- (iii) Russia

- (iv) Britain/United Kingdom
- (v) United States of America

Any 3 x 1 = 3 marks

- (b) Explain **six** ways in which the United Nations provides humanitarian assistance. (12 marks)

- (i) It assists refugees / displaced persons with clothes in order to preserve human dignity.
- (ii) It assists in resettling displaced persons by negotiating for their resettlement in safe areas.
- (iii) It provides relief food in drought stricken areas in order to avert loss of lives.
- (iv) It provides medical supplies to the victims of war/other calamities so as to restore human health.
- (v) It provides shelter to the deserving cases by building houses/giving materials for construction.
- (vi) It provides education to vulnerable groups in order to promote literacy.
- (vii) It assists in evacuating people affected by flood to safer grounds to avert suffering.
- (viii) It protects refugees by ensuring their respect/observance of basic human rights.

Any 6 x 2 = 12 marks

24. (a) Identify **three** categories of members of the Executive in the United States of America. (3 marks)

- (i) The President.
- (ii) The Vice-President.
- (iii) The Cabinet.
- (iv) The Civil Service.

Any 3 x 1 = 3 marks

- (b) Describe **six** functions of the Federal Government of the United States of America. (12 marks)

- (i) It handles foreign policy matters which affects her relationship with other governments of the world.
- (ii) It indicates/arbitrates disputes involving different states of the union with the view of reaching an amicable solution.
- (iii) It conducts/regulates trade/commerce between Federal states/foreign nations.
- (iv) It is in charge of the national defence of federal states against external aggression.
- (v) It establishes federal courts which administers justice in the states of the union.
- (vi) It levies/collects taxes in various federal states.
- (vii) It can declare war with foreign government with approval by the congress.
- (viii) It makes/issues currency/regulates its value.
- (ix) It pays foreign debt owed to other nations .
- (x) It enacts legislation which governs the federation/makes laws.
- (xi) It admits new states into the federation eg. Hawaii.

Any 6 x 2=12 marks