

**13.1 HISTORY AND GOVERNMENT (311)**



**13.1 History and Government Paper 1 (311/1)**

**SECTION A (25 marks)**

- 1** Give **two** unwritten sources of information on History and Government. (2 marks)
- (i) Oral traditions/oral sources/riddles/myths
  - (ii) Archaeology/paleontology
  - (iii) Genetics
  - (iv) Linguistics
  - (v) Anthropology
- Any 2 x 1 = 2 marks
- 2** What was the main reason for the migration of the Eastern Bantu from Shungwaya during the pre-colonial period. (1 mark)
- Due to attacks by the Galla/attacks
- 1 x 1 = 1 mark
- 3** Give **two** reasons why Kenyan Communities fought against each other during the pre-colonial period. (2 marks)
- (i) Competition for land for cultivation/settlement.
  - (ii) Competition for water/pasture.
  - (iii) To demonstrate their military power.
  - (iv) To raid for cattle.
- Any 2 x 1 = 2 marks
- 4** Identify the **two** main item of trade from the interior of Kenya during the long distance trade. (2 marks)
- (i) Ivory
  - (ii) Slaves
- Any 2 x 1 = 2 marks
- 5** Identify **two** contributions made by the early Christian missionaries in the field of education in Kenya. (2 marks)
- (i) They set up schools/encouraged Africans to go to school.
  - (ii) They taught Africans how to read/write.
  - (iii) They taught Africans vocational skills
  - (iv) They translated the Bible into African languages
  - (v) They wrote books/dictionary
- Any 2 x 1 = 2 marks
- 6** Give the meaning of the term 'national integration'. (1 mark)
- It is the process of bringing together people of diverse backgrounds in a country.
- 1 x 1 = 1 mark
- 7** What constitutional amendment made Kenya return to a multi-party state? (1 mark)
- Repeal of section 2A of the constitution in 1991.
- 1 x 1 = 1 mark
- 8** Name the document which contain the Rights of the child in Kenya. (1 mark)
- The Children's Act of 2001.
- 1 x 1 = 1 mark
- 9** Identify **two** economic benefits of the Kenya-Uganda railway during the colonial period. (2 marks)
- (i) It facilitated the transportation of goods/services.
  - (ii) It led to the development of urban centres.

- (iii) It facilitated the movement of traders/promoted trade.
- (iv) It opened up the interior for economic development. eg. plantation agriculture and industry
- (v) It led to the creation of employment opportunities.
- (vi) It led to development of other forms of transport & communication eg. roads and telecommunication
- (vii) It was a major source of revenue for the colonial authority.
- Any 2 x 1 = 2 marks
- 10** Give **two** ways through which the white settlers acquired land in Kenya during the colonial period. (2 marks)
- (i) The colonial government provided land to the settlers.
- (ii) The white settlers bought land from the colonial government.
- (iii) The colonial government passed land legislations that encouraged white settlers to own land.
- Any 2 x 1 = 2 marks
- 11** State **two** problems faced by trade union movement during the colonial period in Kenya. (2 marks)
- (i) It had insufficient funds to run its activities.
- (ii) The colonial government harassed its leaders.
- (iii) Constant wrangling among the leaders which weakened the movement/poor leadership
- (iv) Most people did not support trade unions due to ignorance.
- Any 2 x 1 = 2 marks
- 12** State **one** change introduced by the Lyttleton constitution of 1954 that benefitted the Africans in the struggle for independence. (1 mark)
- (i) It led to the establishment of a multi-racial council of ministers to replace the Governor's executive council.
- (ii) The ban on political organisations was lifted/allowed political organisations to operate at district level.
- 1 x 1 = 1 mark
- 13** What was the main contribution of Thomas Joseph Mboya to the History of Kenya? He led/organised the trade union movement. (1 mark)
- 1 x 1 = 1 mark
- 14** State the main functions of parliament in Kenya. To make laws. (1 mark)
- 1 x 1 = 1 mark
- 15** Give **one** member of the AEMO at its inception in 1957. (1 mark)
- Daniel Arap Moi
  - Masinde Muliro
  - Lawrence Oguda
  - James Muimi/James Nzau
  - Tom Mboya
  - Ronald Ngala
  - Bernard Mate
  - Oginga Odinga
- Any 1 x 1 = 1 mark
- 16** Name the education commission that recommended the introduction of 8:4:4 education system in Kenya. (1 mark)
- Mackay Report/Commission.
- 1 x 1 = 1 mark

- 17 Give **two** external sources of Government revenue in Kenya. (2 marks)
- (i) Loans.
  - (ii) Grants.
  - (iii) Donations

Any 2 x 1 = 2 marks

**SECTION B (45 marks)**

- 18 (a) State **five** economic activities of the Borana during the pre-colonial period. (5 marks)
- (i) They participated in trade.
  - (ii) They kept livestock.
  - (iii) They hunted wild animals.
  - (iv) They were gatherers.
  - (v) They practised crafts.
  - (vi) They practised fishing.
  - (vii) They made iron tools.
  - (viii) They grew food crops.

Any 5 points x 1 = 5 marks,

- (b) Describe the social organisation of the Maasai during the pre-colonial period. (10 marks)

- (i) The lowest social unit was the family which comprised of the father, his wife/wives and children.
- (ii) Several related families formed a clan.
- (iii) The Maasai were organised into age groups/age sets which were made up of people who were circumcised at the same period.
- (iv) There was a warrior class whose duty was to defend the community/conduct raids.
- (v) The Maasai believed in the existence of a supreme God Enkai, who was the creator of the universe.
- (vi) There was a religious leader, Laibon who mediated between the community and Enkai.
- (vii) They offered sacrifices to God in special places/celebrated the Eunoto ceremony that marked graduation into Moranhood..
- (viii) They believed in the existence of ancestral spirits whom they revered.

Any 5 points x 2 = 10 marks

- 19 (a) State **three** reasons for the coming of the Portuguese to the Kenyan Coast in the 15th Century. (3 marks)
- (i) They wanted to find a sea route to India.
  - (ii) They wanted to spread christianity/reduce the Muslim influence.
  - (iii) They wanted to take part in the Coastal trade.
  - (iv) To control strategic points on the East African Coast from other European rivals/to act as a supply basis for their sailing vessels.
  - (v) Due to desire for exploration/adventure.

Any 3 x 1 = 3 marks

- (b) Explain **six** effects of the Portuguese rule on the East African Coast. (12 marks)
- (i) The Portuguese built Fort Jesus for defence purpose which later became a tourist attraction.
  - (ii) Their harsh and cruel manner of suppressing rebellions led to loss of lives.
  - (iii) They introduced new food crops which are staple foods for many Kenyans.
  - (iv) Constant rebellions against the Portuguese rule interfered which the trading activities leading to its decline.

- (v) The coastal towns that resisted Portuguese rule were destroyed and left in ruins.
- (vi) They educated the coastal people on how to use animal manure in farming and thus increasing crop yields.
- (vii) Some words borrowed from Portuguese language were used to enrich Kiswahili language.
- (viii) The Portuguese imposed heavy taxation which impoverished the coastal people.
- (ix) They fostered good relations between the EA coast and India.

Any 6 x 2 = 12 marks

20

- (a) Identify **three** methods used by the British to establish their rule in Kenya.

(3 marks)

- (i) Signing treaties between colonial agents and African rulers/collaboration.
- (ii) Use of military attacks against unfriendly communities/use of force.
- (iii) Establishing administrative stations/operational basis.
- (iv) Offering gifts to friendly chiefs/treachery.
- (v) Use of missionaries to pacify Africans through preaching.

Any 3 x 1 = 3 marks

- (b) Explain **six** results of the Nandi resistance against British occupation. (12 marks)

- (i) The land belonging to the Nandi was alienated for white settlement.
- (ii) The Nandi lost their independence as the British established their rule.
- (iii) The Nandi were resettled in reserves where they could not carry out their farming activities.
- (iv) They were forced to live as squatters on European farms where they provided cheap labour.
- (v) There was massive loss of life as the British forces raided/carried out punitive expeditions.
- (vi) The Nandi lost property which was either destroyed or confiscated by the British.
- (vii) The Nandi lost their military superiority in the region as they were subdued by the British.
- (viii) The Nandi warriors were conscripted into the colonial security forces.

Any 6 x 2 = 12 marks

21

- (a) State **five** demands made by the East African Association (EAA) to the British Colonial Government in Kenya. (5 marks)

- (i) They demanded for the return of alienated land.
- (ii) They wanted the colonial government to abolish hut/poll tax.
- (iii) They demanded for the abolition of the Kipande.
- (iv) They demanded for better working and living conditions.
- (v) They demanded that elections to the legislative council be on a common roll.
- (vi) They demanded for the abolition of forced labour.
- (vii) They demanded for more education for Africans.
- (viii) They demanded an end to compulsory destocking.
- (ix) They demanded for the revocation of the colonial status in Kenya.

Any 5 x 1 = 5 marks

- (b) Explain **five** factors that promoted the rise of African nationalism in Kenya after 1945. (10 marks)

- (i) Acquisition of Western Education by many Africans enabled them to understand political developments at international level and forcefully demanded for independence.
- (ii) The experiences of the ex-soldiers in the second world war made them realise that

- Europeans were not superior hence the demand for self rule.
- (iii) The realization by Britain that colonies were expensive to administer hence the need to grant them self rule/ The rise to power of the British Labour Party.
  - (iv) The granting of independence to India in 1947 inspired Africans to demand for political independence.
  - (v) The support given by pan-Africanists in demanding for political independence gave Africans confidence to press for political freedom.
  - (vi) The decolonization policy by the United Nations inspired African nationalists to press on for independence.
  - (vii) The failure by the colonial government to reward the ex-world war II soldiers increased the agitation for independence.
  - (viii) The signing of the Atlantic charter in 1941.

Any 5 x 2 = 10 marks

### SECTION C (30 marks)

- 22 (a) State **three** circumstances that can make a Kenyan citizen to be denied the right to life. (3 marks)

- (i) When defending one self/property.
- (ii) When effecting a lawful arrest.
- (iii) When preventing escape of a lawfully detained person.
- (iv) When preventing a person from committing a crime/felony.
- (v) In a situation of war.
- (vi) When suppressing a riot/rebellion/mutiny.

Any 3 x 1 = 3 marks

- (b) Explain **six** civic responsibilities of a Kenyan citizen. (12 marks)

- (i) A responsible citizen pays tax to enable the government meet its financial obligation.
- (ii) To participate in community development activities to improve the welfare of people in the community.
- (iii) To participate in the democratic process by electing leaders/being elected to ensure good governance.
- (iv) To obey laws so as to enhance peace in the society.
- (v) Takes care of the environment in order to promote healthy living.
- (vi) Prevents/fights corruption to promote proper utilization of resources by all.
- (vii) Promotes/protects the rights and freedom of all people in society for harmonious co-existence.
- (viii) Promotes the rule of law by reporting wrong doers/law breakers to the police.
- (ix) Participate in National debates.

Any 6 x 2 = 12 marks

- 23 (a) Give **three** reasons why general elections are important in Kenya. (3 marks)

- (i) They provide Kenyans with an opportunity to choose political leaders.
- (ii) They enable Kenyans to exercise their democratic rights.
- (iii) They offer alternative ideas of running the government through different political parties manifestos/removal of leaders who have failed.
- (iv) It is a constitutional requirement.
- (v) They make elected leaders/prospective leaders work hard to ensure that they are re-elected/elected.

Any 3 x 1 = 3 marks

- (b) Explain **six** functions of the body incharge of elections in Kenya. (12 marks)
- (i) To maintain and revise the voters register to ensure it is upto date.
  - (ii) To prepare, distribute and ensure safety of election materials/polling stations.
  - (iii) To conduct voter education in the country in order to prepare citizens for the voting exercise.
  - (iv) To conduct and supervise elections so as to ensure they are free and fair/appoint and train election officials.
  - (v) To conduct language proficiency tests for candidates interested in vying for different posts before nomination is carried out.
  - (vi) To announce and provide a time-table to be followed during the election period.
  - (vii) To receive nomination papers from the candidates cleared to vie by their political parties.
  - (viii) To announce the results and declare the winners for the respective seats.
  - (ix) Divides/delimits, names and review of electoral areas.

Any 6 x 2 = 12 marks

- 24 (a) Identify **three** social functions of local authorities. (3 marks)

- (i) They issue trade licenses.
- (ii) They provide market areas.
- (iii) They provide employment opportunities.
- (iv) They approve building plans/provision of housing services.
- (v) They impose cess/other levies.
- (vi) Provision of education services eg. nursery and Primary education.
- (vii) Provision of health/sanitation services eg. hospitals & mortuary services.
- (viii) Provision of entertainment facilities eg. stadiums, social hall & parks.
- (ix) Provision of security and fire brigade services.

Any 3 x 1 = 3 marks

- (b) Explain **six** challenges facing local authorities in Kenya. (12 marks)
- (i) Most local authorities have inadequate funds hence not able to provide quality services.
  - (ii) Increased population has led to congestion in urban centres hence overstretching the social amenities.
  - (iii) Corruption/mismanagement of funds by some officers has made it difficult for the local authorities to pay its employees and provide quality services.
  - (iv) Some local authorities are too small to be able to sustain themselves.
  - (v) Influential politicians interfere with the running of the local authorities hence making it difficult for them to operate efficiently/lack of authority from central government.
  - (vi) Increased crime rate has led to vandalization of properties belonging to local authorities hence leading to heavy losses.
  - (vii) The presence of street families/children has contributed to insecurity/puts strain on provision of social services
  - (viii) Slums have mushroomed which have interfered with proper planning leading to poor service delivery/poverty eradication.
  - (ix) Poor disposal of waste has resulted to environmental degradation leading to outbreaks of diseases/epidemics.
  - (x) Shortage of qualified manpower/personnel.
  - (xi) Traffic congestion.

Any 6 x 2 = 12 marks

## 13.2 History and Government Paper 2 (311/2)

### SECTION A (25 marks)

1. Give **two** archaeological sources of information on History and Government. (2 marks)
  - (i) Tools/utensils used by man;
  - (ii) Weapons used by man;
  - (iii) Settlements/ruins of the past/rock painting;
  - (iv) Remains of human/animals;
  - (v) Plant remains
  - (vi) Garments/Ornaments
  - (vi) Coins used by man(any 2 x 1 = 2 marks)
2. Give **two** reasons that made early human beings to live in groups during the Stone Age period. (2 marks)
  - (i) For companionship;
  - (ii) For security;
  - (iii) To share resources;
  - (iv) To help one another.(any 2 x 1 = 2 marks)
3. Identify **two** ways through which early agriculture spread in Africa. (2 marks)
  - (i) through migration;
  - (ii) through trade;
  - (iii) through intermarriages;
  - (iv) through wars.(any 2 x 1 = 2 marks)
4. State **two** limitations of using animal transport. (2 marks)
  - (i) Animals are affected by poor health/injuries/attacks by wild animals;
  - (ii) Rugged terrain/extreme weather conditions hampers the movement of animals;
  - (iii) Animal transport has limited carrying capacity;
  - (iv) Animal transport is time consuming/slow;
  - (v) Some animals are stubborn;
  - (vi) Animal transport is limited to daytime and not night time.(any 2 x 1 = 2 marks)
5. Why was silent trade practised by Trans-Saharan traders? (1 mark)
  - Due to language barrier/lack of common language.
6. Identify the main factor that led to the growth of the ancient town of Meroe. (1 mark)
  - Existence of iron ore.
7. What was the main function of the Council of elders among Africa societies during the pre-colonial period? (1 mark)
  - They mediated/settled disputes/made peace in the community.
8. State **two** social factors that led to the scramble for colonies in Africa by European powers. (2 marks)
  - (i) The need to abolish slave trade;
  - (ii) The desire to spread Christianity/protect missionaries;
  - (iii) The desire to spread western civilization/education;
  - (iv) The need to settle surplus population.(any 2 x 1 = 2 marks)
9. Name **one** African country that was not colonised by the European powers. (1 mark)
  - (i) Ethiopia
  - (ii) Liberia(any 1 x 1 = 1 marks)

10. State **two** roles played by the African Chiefs in the British Colonial administration in Nigeria. (2 marks)
- They represented the colonial government at the local level;
  - They recruited labour for public works;
  - They collected taxes for the colonial government;
  - They communicated colonial government policies to the people;
  - They tried/heard cases in the local courts. (any 2 x 1 = 2 marks)
11. Name the chartered company that administered Zimbabwe during the process of colonisation. (1 mark)
- The British South Africa Company (BSAC). (1 mark)
12. Give the **main** reason for the formation of the League of Nations in 1919. (1 mark)
- To promote/sustain world peace/security. (1 mark)
13. Give **two** economic reasons for the growth of African nationalism in Ghana. (2 marks)
- The order by the colonial government that Africans uproot cocoa trees affected by diseases;
  - The colonial government denied Africans trading licences;
  - African farmers earned low incomes from the sale of cocoa to European firms;
  - High unemployment rate for the Africans.
  - Sharp increase in prices of goods. (any 2 x 1 = 2 marks)
14. Outline **two** factors that enabled Tanzania to maintain national unity since independence. (2 marks)
- Adherence to the policy of socialism (ujamaa);
  - Application of the constitution;
  - Use of Kiswahili as a national language;
  - Leadership that was willing to embrace changes/good leadership
- (any 2 x 1 = 2 marks)
15. What is 'veto power' as used by the United Nations? (1 mark)
- A decision cannot be adopted if any of the permanent members of the Security Council votes against it. (1 mark)
16. Name **one** major political party in the united states of America. (1 mark)
- Republican party;
  - Democratic party. (1 x 1 = 1 mark)
17. Name **one** type of election held for the House of Common in Britain. (1 mark)
- General election;
  - By-election. (any 1 x 1 = 1 mark)

### SECTION B (45 marks)

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

18. (a) Give **three** physical characteristics of the Homo erectus. (3 marks)
- had upright posture/bipedal;
  - had protruding jaws;
  - was about 5 feet tall/1.52m;
  - had slopping forehead.
  - had deep set eyes/deep eye socket;
  - Had hairy body. (any 3 x 1 = 3 marks)



- (b) Explain **six** cultural practices of Homo Sapiens during the New Stone Age. (12 marks)
- (i) made microlithic tools which were small and more efficient than the earlier tools;
  - (ii) lived in rock shelters/caves/huts to protect themselves from harsh weather/wild animals;
  - (iii) Decorated shelters with animal paintings/hunting scenes;
  - (iv) Began to domesticate animals/plants in order to ensure regular food supply;
  - (v) Developed speech which made communication easier;
  - (vi) Developed government by setting up rules/laws;
  - (vii) Developed religion as evidence by the practice of burying the dead with their possessions.
  - (viii) They practised simple Art and Craft work/pottery/basketry/weaving;
  - (ix) They started a settled way of life where they established villages;
  - (x) They wore a variety of garments/clothings;
  - (xi) They decorated bodies with red ochre/wore ornaments.
- (any 6 x 2 = 12 marks)
19. (a) State **three** disadvantages of coal as a source of energy. (3 marks)
- (i) Coal is bulky to transport;
  - (ii) Coal causes pollution;
  - (iii) Mining of coal can lead to injuries/death;
  - (iv) It is a non-renewable source of energy;
  - (v) Coal was expensive to mine and transport.
- (any 3 x 1 = 3 marks)
- (b) Explain **six** effects of the scientific inventions on industry. (12 marks)
- (i) Machines have been improved which produce goods on a large scale;
  - (ii) Alternative sources of energy have been developed for use in industries;
  - (iii) Invention of steam engine has improved transportation of raw materials to the industries/finished goods to the market;
  - (iv) The development of the printing press has enabled people to read and acquire knowledge/information about industrialization;
  - (v) there has been loss of lives through industrial accidents;
  - (vi) Data processing/storage has been improved by use of computers;
  - (vii) Robots have been developed which have reduced over reliance on human labour/reduced labour costs.
  - (viii) Development of telecommunication has led to buying/selling of goods on the internet/e-commerce;
  - (ix) Research has enabled industries to recycle waste products in manufacturing usable goods.
- (any 6 x 2 = 12 marks)
20. (a) State **three** factors that contributed to the development of the Trans-Atlantic trade. (3 marks)
- (i) availability of trade items;
  - (ii) demand for slaves in the New World;
  - (iii) availability of sailing ships;
  - (iv) the discovery of the compass;
  - (v) availability of fire arms;
  - (vi) existence of trade routes/trade links.
- (3 x 1 = 3 marks)

- (b) Explain **six** negative effects of Trans-Atlantic trade on African Communities. (12 marks)
- (i) There was increased instability/conflicts among communities as traders raided for slaves;
  - (ii) Many Africans lost their lives during the slave raids;
  - (iii) Traditional industries declined as Africans acquired a taste of European goods;
  - (iv) There was increased suffering among families as their loved ones were separated/sold to slavery;
  - (v) Some kingdoms declined due to continuous attacks from their neighbours in search of trading items;
  - (vi) There was destruction of property as communities raided each other for trade items;
  - (vii) It contributed to the decline of the Trans-saharan trade as many people found it more profitable;
  - (viii) There was a decline in agricultural production as the able bodied people were taken away into slavery.
  - (ix) There was serious depopulation in west and parts of Central Africa due to slave trade;
  - (x) Trade exposed west Africa to new diseases;
  - (xi) There was fear and insecurity due to frequent raids on African settlements;
  - (xii) Weakened african Communities - could not resist colonisation;
  - (xiii) African lost confidence in their chiefs who sold them to slave dealers.

(any 6 x 2 = 12 marks)

21. (a) State **three** factors that enabled European powers to colonise Africa in the late 19<sup>th</sup> Century. (3 marks)

- (i) Disunity among African communities;
- (ii) Superior weapons used by European armies;
- (iii) Weak African communities due to wars/natural calamities;
- (iv) Some communities collaborated with the Europeans;
- (v) African ignorance about Europeans intentions;

(any 3 x 1 = 3 marks)

- b) Explain **six** effects of the partition of Africa on African communities.

- (i) Africans lost independence as Europeans established colonies;
- (ii) African economies weakened by the European exploitation of the resources;
- (iii) the African system of government were replaced by European system;
- (iv) Africans adopted European language which became official languages in the colonies;
- (v) Modern African states were created by the boundaries drawn during the partition;
- (vi) Some African communities were split by the boundaries which were drawn during the partition;
- (vii) Africans lost land as Europeans established permanent settlements.
- (viii) Africans lost their lives/property as they resisted occupation.
- (ix) African cultures were undermined through the introduction of Western education/spread of Christianity/health;

- (x) Closer ties were forged between Africans and Europeans which created over-dependance on Europe;
- (xi) Intensification of warfare among African communities;
- (xii) Infrastructure was developed to link major mining and agricultural areas;
- (xiii) Introduction of new policies eg. forced labour, taxation which were unpopular among Africans.

(any 6 x 2 = 12 marks)

### SECTION C (30 marks)

22. (a) Give **three** functions of the Kabaka of Buganda Kingdom during the pre-colonial period. (3 marks)
- (i) He was the Commander in-Chief of the armed forces;
  - (ii) Kabaka appointed/dismissed Saza chiefs/senior government official;
  - (iii) He was head of traditional religion;
  - (iv) He was the head of judiciary/final court of appeal;
  - (v) He awarded honours to officers who offered distinguished service;
- (any 3 x 1 = 3 marks)
- (b) Describe the political organisation of the Shona during the pre-colonial period. (12 marks)
- (i) The Shona were ruled by an emperor/King who had absolute authority over the subjects;
  - (ii) The emperor's position was hereditary so as to reduce succession disputes;
  - (iii) The emperor was assisted in the administration by the queen mother, the queen sister, army commander, head drummer, head door keeper or head cook ;
  - (iv) There was an advisory council whose work was to advise the emperor. ;
  - (v) there empire was divided into provinces which were headed by Provincial/lesser kings;
  - (vi) the provinces were divided into Chiefdoms ruled by chief;
  - (vii) Under the chief were headmen who were in charge of the villages.
  - (viii) The empire had a standing army whose main duty was to defend/expand the empire.
  - (ix) The king/emperor was symbol of unity as he was semi-divine .
  - (x) there existed priests who acted as spies for the emperor/king.
- (any 6 x 2 = 12 marks)
23. (a) Identify **five** ways through which the United Nations (U.N) promotes good governance in the world. (5 marks)
- (i) Sends observers to monitor national elections in various states.
  - (ii) Provides financial/logistical assistance to countries during national elections;
  - (iii) Helps countries to attain independence/establish democratic governments;
  - (iv) Sends peace keeping forces to war torn countries;
  - (v) Ensures representation of member states in the General Assembly;
  - (vi) Arbitrates disputes between countries/warring groups;
  - (vii) Monitors/condemns violation of human rights.
- (any 5 x 1 = 5 marks)

- (b) Explain **five** achievements of the Non-Aligned Movement (NAM) since its formation. (10 marks)
- (i) Provided a platform where member countries would speak with one voice in international fora.;
  - (ii) Has encouraged member countries to articulate their national interests before those of the super powers;
  - (iii) Enables the member countries to exert their voting power/influence in world affairs.;
  - (iv) Hastened the attainment of independence to those countries that were still under colonial rule;
  - (v) Has promoted peace/security by encouraging member countries to observe neutrality in super power conflicts;
  - (vi) Has played a key role in disarmament by condemning the arms race.
  - (vii) Has promoted the creation of a new international economic order by encouraging member countries to trade with any of the two super power blocs/ financial assistance from both power blockers..
  - (viii) Has given funds to the needy countries through a fund, created to address demanding circumstances.

(any 5 x 2 = 10 marks)

24. (a) State **three** objectives for the formation of Common Market for Eastern and Southern Africa (COMESA). (3 marks)

- (i) to cooperate in creating a conducive environment for foreign/cross border/domestic investment;
- (ii) to cooperate in the promotion of peace/security/stability among member states;
- (iii) to strengthen relations between COMESA members and the rest of the world/adopt a common position in international fora;
- (iv) to cooperate in realizing the objectives of the African economic community;
- (v) to promote a more balanced/harmonious development of its production/ marketing structures;
- (vi) to promote joint development in all economic fields in order to raise the living standards of the people.

(any 3 x 1 = 3 marks)

- (b) Explain **six** challenges facing the Common Market for Eastern and Southern Africa. (COMESA). (12 marks)

- (i) poor transport network has hampered movement of goods/services between member states;
- (ii) The member countries produce similar goods thus limiting the market;
- (iii) Some member countries belong to other regional economic blocks/hence not fully committed to COMESA/divided loyalty;
- (iv) Civil wars in some member states hamper smooth flow of goods due to insecurity hence lowering the volume of trade;
- (v) Border disputes among some member states make it difficult for them to cooperate;
- (vi) Some member states prefer trading with their former colonial masters thus posing stiff competition to products from COMESA region;
- (vii) Failure of some member states to harmonise tariffs has undermined free flow of goods /services;

- (viii) withdrawal of some member states has undermined the planning/financing of COMESA operations;
- (ix) Member states pursue their national interests thereby working against the objectives of COMESA;
- (x) Personality differences between the leaders eg. Museveni and Albashir;
- (xi) Quarrels over trading rights eg. Egypt and Kenya;
- (xii) Natural calamities eg. floods, drought leading to massive food shortages and famine

(any 6 x 2 = 12 marks)