

FOCUS A365

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ATIKA SCHOOL

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FORM 4 | HISTORY PP1 | REVISION KITS | 8-4-4 BASED | TERM 2 & 3

ADM: NAME: CLASS:

INDEX NUMBER: DATE:

INSTRUCTIONS TO CANDIDATES

1. This paper consists of three sections; A, B and C
2. Answer all the questions in section A, three questions from section B and two questions from section C
3. Answers to all the questions must be written in the answer booklet provided.
4. This paper consist of 2 printed pages
5. Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.

SECTION A (25 MARKS) Answer ALL questions in this section.

1. What was the base of the political organization among the Cushites during the pre-colonial period (1mk)
2. Give one way in which the knowledge of iron working helped in the migration of the Bantu (1mk)
3. State one way in which the monsoon winds led to the development of trade between Kenya Coast and the outside world (1mk)
4. Give two reasons why the Portuguese attempts to introduce Christianity to the coastal People failed between 1500 – 1700 A.D (2mks)
5. When is one entitled to Kenyan citizenship by descent (1mk)
6. Identify the treaty that ended the scramble for and partition of East Africa (1mk)
7. Name one community that offered mixed reaction to the British in Kenya (1mk)
8. State two reasons why the colonial government established local native councils in Kenya (2mks)
9. State two functions of the governor during the colonial period (2mks)
10. State two ways in which the Syrnerton plan affected the African farmers during the Colonial period in Kenya. (2mks)
11. Give two objectives of missionary education in Kenya during the colonial period (2mks)
12. State one role of the civilians during the struggle for independence in Kenya (1mk)
13. Give one reason why the 1957 elections are important to the history of Kenya (1mk)
14. What major political change was introduced during the Limuru conference of 1966 (1mk)
15. Give two categories of land ownership in Kenya according to the New constitution (2mks)
16. State two social challenges facing the implementation of free education in Kenya (2mks)
17. Name two institutions that will have control of public revenue and expenditure (2mks)

SECTION B: (45 MARKS)

Answer any THREE questions from this section

18. (a) Outline five economic consequences of the long distance trade in Kenya during the pre-colonial period (5mks)
(b) Describe the features of Swahili culture (10mks)
19. (a) State five reasons why company rule failed in the British protectorate of Kenya (5mks)
(b) Discuss the results of the Wanga collaboration with the British (10mks)
20. (a) State five reasons why the British constructed the Kenya Uganda railway (5mks)
(b) Explain five impact of the colonial land policies in Kenya (10mks)
21. (a) State five roles played by women in the struggle for independence in Kenya (5mks)
(b) Explain five factors that facilitated long resistance by Mau Mau movement (10mks)

SECTION C (30 MARKS)

Answer Any TWO questions from this section.

22. (a) Identify five factors that promote National Unity (5mks)
(b) Explain five effects of conflicts in the society (10mks)
23. (a) Name three categories of correctional institutions in Kenya (3mks)
(b) Explain six ways in which reforms in the Kenyan correctional institutions are promoting human rights (12mks)
24. (a) Outline the composition of the cabinet in Kenya (3mks)
(b) Discuss the functions of the civil service in Kenya (12mks)

MARKING SCHEME

SECTION A (25 MARKS)

Answer ALL questions in this section

1. **What was the base of the political organization among the Cushites during the pre-colonial period** (1mk)
(i) Clan (any 1 x 1 = 1mk)
2. **Give one way in which the knowledge of iron working helped in the migration of the Bantu** (1mk)
(i) It enabled them to clear their way as they moved
(ii) Their superior weapons enabled them to defeat their enemies
(iii) They were able to grow enough food crops to sustain them (Any 1 x 1 = 1mk)
3. **State one way in which the monsoon winds led to the development of trade between Kenyan Coast and the outside world** (1mk)
(i) They facilitated the movement of goods to and from the Kenyan coast
(ii) They facilitated the movement of traders who established themselves along the Kenyan coast (any 1 x 1 = 1mk)
4. **Give two reasons why the Portuguese attempts to introduce Christianity to the coastal People failed between 1500 – 1700 A.D** (2mks)
(i) Islam dominated the coast
(ii) Christianity was not accommodative compared to Islam
(iii) Christianity was associated with harsh and cruel rule of the Portuguese
(iv) African resistance to Portuguese rule (any 2 x 1 = 2mks)
5. **When is one entitled to Kenyan citizenship by descent** (1mk)
(i) If his /her parents are all Kenyan citizens (any 1 x 1 = 1mk)
6. **Identify the treaty that ended the scramble for and partition of East Africa** (1mk)
(i) Heligoland treaty / Anglo-German treaty of 1890 (any 1 x 1 = 1mk)
7. **Name one community that offered mixed reaction to the British in Kenya** (1mk)
(i) The Akamba
(ii) The Agikuyu
(iii) The Luo (any 1 x 1 = 1mk)
8. **State two reasons why the colonial government established local native councils in Kenya** (2mks)
(i) Encourage and develop a sense of responsibility and duty among the Africans
(ii) Provide mechanisms through which educated Africans could articulate their request at the district level.
(iii) Ensure proper restrictions of Africans in the reserves
(iv) Provide a means through which the government would understand the African better (any 2 x 1 = 2mks)
9. **State two functions of the governor during the colonial period** (2mks)
(i) Administered the colony on behalf of the British government
(ii) Overall in charge of the colony
(iii) Supervised the provincial administration
(iv) Gave assent to Bills before they become law
(v) Appointing administrators (any 2 x 1 = 2mks)
10. **State two ways in which the Sywnnerton Plan affected the African farmers during the Colonial period in Kenya.** (2mks)
(i) Fertile African land began to be surveyed and enclosed while title deeds were issued to land owners
(ii) Africans were allowed to grow cash crops
(iii) Training and Research institutions were established in search fields as forestry Agriculture etc.
(iv) Africans were allowed to borrow loans using title deeds as security (any 2 x 1 = 2mks)
11. **Give two objectives of missionary education in Kenya during the colonial period** (2mks)
(i) To impart agricultural skills in Africans to promote settlers farming
(ii) To provide technical skills for Africans to improve industrial knowledge
(iii) To train Africans to spread Christianity
(iv) To offer Africans skills to read the Bible and do simple arithmetics (any 2 x 1 = 2mks)

- 12. State one role of the civilians during the struggle for independence in Kenya (1mk)**
(i) They supplied food to the freedom fighters
(ii) They supplied information to the freedom fighters
(iii) They gave moral support to the freedom fighters (any 1 x 1 = 1mk)
- 13. Give one reason why the 1957 elections are important to the history of Kenya (1mk)**
(i) Eight African representatives were elected to parliament for the first time to represent eight constituencies / provinces (any 1 x 1 = 1mk)
- 14. What major political change that was introduced during the Limuru conference of 1966 (1mk)**
(i) Creation of eight party vice-presidents for the eight provinces / removal of one national party vice president
(any 1 x 1 = 1mk)
- 15. Give two categories of land ownership in Kenya according to the New constitution (2mks)**
(i) Public
(ii) Private
(iii) Communal (any 2 x 1 = 2mks)
- 16. State two social challenges facing the implementation of free education in Kenya (2mks)**
(i) Over enrollment in schools
(ii) Inadequate facilities
(iii) Inadequate personnel / teachers
(iv) Corruption (mismanagement of funds)
(v) Cultural practices and beliefs e.g FGM and early marriages
(any 2 x 1 = 2mks)
- 17. Name two institutions that will have control of public revenue and expenditure (2mks)**
(i) Salaries and Remuneration Commission
(ii) Central Bank of Kenya (any 2 x 1 = 2mks)

SECTION B: (45 MARKS)

Answer any THREE questions from this section

- 18. (a) Outline five economic consequences of the long distance trade in Kenya during the pre-colonial period (5mks)**
- (i) Growth of urban centres e.g Mombasa, Mumias etc.
 - (ii) Increase in the volume of local and regional trade new goods introduced
 - (iii) A class of wealthy Africans emerged e.g Chief Kivoi
 - (iv) Foreign goods were introduced
 - (v) New crops were introduced
 - (vi) Development of plantation agriculture
 - (vii) Led to development of trade routes and market centres in the region
 - (viii) Led to the development of money economy
- (any 5 x 1 = 5mks)
- (b) Describe the features of Swahili culture (10mks)**
- (i) Language was Kiswahili based on Bantu and Arabic words
 - (ii) Religion was predominantly Islam
 - (iii) Dress consisted of Kanzus for men and Bui Bui and Khanga for women
 - (iv) Architectural designs were either Arabic, Persia or Indiana decorated with Persian logs
 - (v) Food was basically rice or millet bread
 - (vi) The economy was dominated by trade
 - (vii) They practiced mixed farming, fishing, spinning, weaving and iron working
- (any 6 x 2 = 12mks)
- 19. (a) State five reasons why company rule failed in the British protectorate of Kenya (5mks)**
- (i) The region was vast and lacked natural resources for export
 - (ii) Inadequate capital to penetrate the interior
 - (iii) Competition from other companies e.g G.E.A co.
 - (iv) The region had no navigable rivers
 - (v) Delays confusion and poor coordination of company activities
 - (vi) The company officials were corrupt and misappropriated funds
 - (vii) Hostility from African communities e.g the Nandi
 - (viii) Inexperienced company personnel, they were mainly traders not administrators
 - (ix) Attack by tropical diseases e.g malaria, sleeping sickness
 - (x) Company directors lacked the drive, initiative and administrative shrewdness
- (any 5 x 1 = 5mks)
- (b) Discuss the results of the wanga collaboration with the British (10mks)**
- (i) The wanga lost their independence as Mumia was made paramount chief
 - (ii) Mumias Kingdom gained more territory e.g Samia, Bunyala and Busoga were made part of wanga Kingdom
 - (iii) Moronga was made chief over Isukha and Idakho
 - (iv) Mumia was largely relied on by British when it came to appointments of African chiefs and headmen
 - (v) Mumia and his subjects gained material wealth from their association with the British
 - (vi) Mumias dominance during the colonial rule over other communities increased hostility between the wanga and those other communities e.g the Bukusu
 - (vii) Mumias /wanga became the administrative centre of Western province
 - (viii) Elureko became an important caravan centre and Mumia acquired guns and other exotic goods
- (any 5 x 2 = 10mks)
- 20. (a) State five reasons why the British constructed the Kenya Uganda railway (5mks)**
- (i) To establish effective control over British East Africa
 - (ii) To facilitate maximum economic exploitation of the region
 - (iii) To stop slave trade and promote legitimate trade
 - (iv) Facilitate the movement of troops and government administrators in the interior
 - (v) To link Uganda with the coast and the outside world
 - (vi) To make it possible for Britain to effectively protect the strategic interests in the region
- (any 5 x 1 = 5mks)
- (b) Explain Five impact of the colonial land policies in Kenya (10mks)**
- (i) Africans lost their land and became jobless
 - (ii) The loss led to rise of African Nationalism and resentment to the colonialists
 - (iii) The landless were settled in small, infertile native reserves

- (iv) It encouraged the squatter system for survival
- (v) It led to Rural – urban migration
- (vi) Led to introduction of the Kipande system to restrict movement of Africans
- (vii) Urbanization led to breakdown of African traditional set up
- (viii) Overpopulation in towns led to lack of employment
- (ix) Moral decay due to lack of privacy in the slums

(any 5 x 2 = 10mks)

21. (a) State Five roles played by women in the struggle for independence in Kenya (5mks)

- (i) They raised funds for supporting political activities
- (ii) They provided moral support to the freedom fighters to go on with the struggle
- (iii) They demanded for the release of detained arrested freedom fighters e.g Harry Thuku
- (iv) They took part in the armed struggle e.g Field Marshall Muthoni
- (v) Supplied food and water to the freedom fighters in their hide out
- (vi) They acted as spies for the freedom fighters
- (vii) Took part in oathing/administered oaths of secrecy
- (viii) Kept their homes intact as the men continued with the struggle
- (ix) They endured pain and suffering inflicted by the colonial government for the sake of liberation

(any 5 x 1 = 5mks)

(b) Explain Five factors that facilitated long resistance by Mau Mau movement (10mks)

- (i) Natural forests provided good hideouts
- (ii) Administration of oathing united the people and gave them courage
- (iii) The use of guerilla tactics ensured fewer loss of life in a single battle
- (iv) Support from the civilian population who supplied them with food, water and information
- (v) They had strong patriotic and capable leaders
- (vi) They had strong weapons e.g guns
- (vii) Most of the commanders had previous experience in warfare during world wars
- (viii) They received financial support from Asian and African merchants through payment of protection fee.

SECTION C (30 MARKS)

Answer Any TWO questions from this section.

- 22. (a) Identify Five factors that promote National Unity (5mks)**
(i) Constitution
(ii) National language
(iii) Fair distribution of resources
(iv) Education
(v) One president
(vi) Games and sports
(vii) Symbols of national unity
(viii) National activities
(any 5 x 1 = 5mks)
- (b) Explain Five effects of conflicts in the society (10mks)**
(i) Loss of life
(ii) Displacement of people
(iii) Leads to destruction of property
(iv) Leads to insecurity
(v) Leads to violation of peoples rights and freedoms
(vi) Interfere with economic activities in the country
(vii) Causes of lack of development
(viii) Leads to suspicion, fear and bad relations
(any 5 x 2 = 10mks)
- 23. (a) Name Three categories of correctional institutions in Kenya (3mks)**
(i) Principal / institutions
(ii) District / and // prisons
(iii) Detention camps
(iv) Youth institutions / Borstal youth
(any 3 x 1 = 3mks)
- (b) Explain Six ways in which reforms in the Kenyan correctional institutions are Promoting human rights (12mks)**
(i) Provision of better food and improved medical services
(ii) Provision of sufficient clothing and bedding
(iii) Efficient transport as new vehicles have been purchased
(iv) Direct govern,ent involvement in the affairs of prisoners
(v) The release of death row inmates
(vi) Reducing congestion in prisons
(vii) Streamlining of the hearing of cases with a view to keeping prisoners in remand for a short period as possible before sentencing them
(any 6 x 2 = 12mks)
- 24. (a) Outline the composition of the cabinet in Kenya (3mks)**
(i) President
(ii) Vice president
(iii) Ministers
(iv) Attorney General (any 3 x 1 = 3mks)
- (b) Discuss the functions of the civil service in Kenya (12mks)**
(i) They explain and interpret government policies to the people as they participate in preparation of development plan and budget
(ii) Implement government policies and programmes
(iii) They ensure continuity in the government as they don't change with new government taking office
(iv) Collect government revenue and account for government expenditure
(v) Maintain law and order in the county e.g P.C as they chair security meetings
(vi) Some offer direct service to the people e.g doctors
(vii) Link people with the central government through the provincial administration
(viii) Advice the ministers on matters of policy
(ix) Prepare development plans and the budget.
(any 6 x 2 = 12mks)