



9.0: HISTORY AND GOVERNMENT (311)

History and Government equips students with knowledge that enables them to understand the *social, economic and political developments of the world*. Students are expected to relate the information to the Kenyan situation. The year 2006 KCSE History and Government examination was presented in two papers. *Paper 1 (311/1)* covers the “*History and Government of Kenya*” while *Paper 2 (311/2)* is on the “*Themes in World History and Government*”. This report analyses the performance of the candidates in the year 2006 History and Government examination paying special attention to the poorly performed items. The report further gives expected responses and gives advice to both the teachers and candidates with the aim of improving future performance in the subject.

9.1 GENERAL CANDIDATES’ PERFORMANCE

The table below shows performance of candidates in History and Government (311) over a period of four years, 2003, 2004, 2005 and 2006.

Table 12: Candidates’ Performance in History and Government for the Last Four Years.

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2003	1		100	52.64	18.90
	2		100	49.55	19.65
	Overall	96,045	200	102.19	38.55
2004	1		100	61.82	19.90
	2		100	52.24	19.30
	Overall	115,060	200	114.03	37.00
2005	1		100	56.71	19.76
	2		100	45.81	19.88
	Overall	142,924	200	102.51	38.00
2006	1		100	59.16	19.55
	2		100	42.23	17.74
	Overall	143,400	200	101.38	35.00

From the table above, the following observations can be made:

- i) The candidature in History and Government has continued to grow over the years.
- ii) Whereas the performance in paper 1 (311/1) improved from a mean of *56.71* in the year 2005 to *59.16* in the year 2006, performance of paper 2 (311/2) declined from a mean of *45.81* in the year 2005 to *42.23* in the year 2006.
- iii) There was a slight drop in the overall performance of candidates in the subject as shown by a mean of *101.38* in the year 2006 as compared to *102.51* in the year 2005.

Questions which were poorly performed by candidates are discussed below.

9.2 PAPER 1 (311/1)

The performance of candidates’ in this paper improved from a mean of *56.71* in the year 2005 to *59.16* in the year 2006. In the year 2006 KCSE History and Government *Paper 1 (311/1)*, there were questions which posed challenges to the candidates. These questions are discussed here below.

Question 19 (a)

What were the activities of the Imperial British East Africa Company (IBEACo.) between 1888 and 1895?

Candidates were expected to give the activities of the Imperial British East Africa Company (IBEACo.) between 1888 and 1895.

Weaknesses

Majority of candidates gave irrelevant responses which included *“create empires”, “spread of christianity”, “settled disputes in the Congo Free State”, “manufactured clothes, cement, coffee,” etc.*

Expected Responses

- It provided information about the interior of East Africa.
- It traded with the local communities/promoted legitimate trade.
- It built the Uganda railway.
- It suppressed African resistance against the British.
- It discouraged slave trading.
- It pioneered the construction of roads/improved infrastructure.
- It established administrative posts/maintained law and order.

Advice to Teachers

Teachers are advised to explain the term *“IBEACo.”* and show its role as a political and economic agent in the administration of the region. Candidates need to be reminded to avoid irrelevant responses.

Question 19(b)

Why did the Imperial British East Africa Company rule come to an end in 1895?

Candidates were expected to give reasons that made the Imperial British East Africa rule to come to an end in 1895.

Weaknesses

A good number of candidates gave irrelevant responses which included *“they were attacked by man eaters of Tsavo”, “attacked by disease and wild animals”, “they lacked water and food”, “rise of United States of America and Union of Soviet Socialist Republic”*. In general the candidates lacked the historical facts needed to answer this question.

Expected Responses

- The area was too vast for the few officials to manage.
- The company lacked adequate funds/capital for its day to day activities.
- Company officials were affected by unfavourable climate conditions/tropical diseases.
- Poor infrastructure hindered its effectiveness.
- Rivalry from the German East Africa Company affected its operations.
- Some African communities resisted/rebelled against the company rule.
- There was mismanagement of funds by the company officials/corruption.

Advice to Teachers

Teachers are advised to encourage candidates to read widely in order to gather the relevant facts to help them answer questions.

Question 21 (a)

Give five political reasons that led to the colonization of Kenya by the British during the 19th Century.

Weaknesses

A good number of candidates mixed economic, social and political reasons instead of sticking to the demands of the question. They therefore ended up giving irrelevant responses like *“lack of unity among Kenyans”*, *“poor military training among Africans”*, *“Britain had a well trained army”* etc.

Expected Responses

- The British had the desire to acquire colonies in Africa.
- The British wanted to impose their rule to show their superiority.
- They wanted to protect their nationals who were already in Africa.
- The need to maintain the balance of power in Europe after the unification of German made Britain to look for colonies in Africa.

Advice to Teachers

Teachers should be specific when handling this topic on colonization i.e. economic, political and social reasons for the colonization of Kenya in the 19th century.

Question 21 (b)

What factors enabled missionaries to carry out their activities in Kenya by 1920?

Candidates were required to give the factors that enabled the missionaries to carry out their activities in Kenya by 1920.

Weaknesses

Candidates gave irrelevant facts which included *“usage of monsoon winds”*, *“trade”*, *“possession of superior weapons”*, *“favourable climate”* etc.

Expected Responses

- Political stability/protection provided conducive environment for missionary activities.
- Lack of strong opposition from other religions made Africans to become converts.
- The discovery of quinine which was a cure for malaria facilitated missionary work.
- African converts became evangelists and thus spread Christianity.
- The construction of the Uganda railway made their movement into the interior easier.

Advice to Teachers

Teachers should encourage candidates to read and understand the question and its demands before attempting it.

9.3 PAPER 2 (311/2)

9.3.1 Section A

Question 6

State the main contribution of the discovery of Chloroform in the field of medicine.

Weaknesses

Very few candidates answered this question correctly. Majority of the candidates guessed the answers and to some of them, chloroform was seen as a cure for malaria.

Expected Response

It reduced pain during operations.

Advice to Teachers

Teachers need to coach candidates on the expectation of questions which need value judgment.

Question 11

Give one reason why the Africans in Tanganyika were against the use of Akidas by the German colonial administrators.

Weaknesses

Candidates' responses displayed lack of knowledge as they mistook 'Akidas' for "Germans".

Expected Responses

- Akidas were foreigners.
- Akidas took Africans chances in administering their country.
- Akidas were brutal/harsh to the Africans/flogging/whipping Africans.

Advice to Teachers

Teachers should teach all syllabus content in detail.

Question 14

Give the main reason for the failure of the League of Nations.

Weaknesses

Many candidates gave several reasons for the failure of the League of Nations instead of just one (main) reason.

Expected Response

The re-armament of Germany.

Advice to Teachers

Teachers should assist learners to understand how to answer evaluation questions.

Question 16

State two political challenges that Tanzania faced during the rule of President Mwalimu Julius Nyerere.

This question required candidates to have knowledge on the rule of President Mwalimu Julius Nyerere.

Weaknesses

Most candidates' responses were on the economic challenges instead of the political.

Expected Responses

- President Idi Amin attacked Tanzania.
- 1964 army mutiny over delayed African promotions.
- The country hosted large numbers of refugees from war torn neighbouring countries/influx of refugees from war torn neighbouring countries.
- The failure of the Ujamaa Policy.
- The Association of Abeid Karume.

Advice to Teachers

Teachers should bring out the different aspects i.e. political, social and economic challenges when dealing with this area.

9.3.2 Section B

Question 20 (a)

Give three reasons why Lobengula was defeated by the British in 1893.

This question required candidates to have knowledge on Lobengula's defeat by the British.

Weaknesses

Most candidates lacked the correct historical facts and confused "*Lobengula*" with "*Lewanika*" and "*Samori Toure*".

Expected Responses

- The British Army was better organized than the Ndebele.
- The Shona supported the British against the Ndebele.
- The British had a better trained army.
- The British had superior weapons compared to the Ndebele.
- The British army got reinforcements from South Africa.

Advice to Teachers

Teachers are advised to research more on the topic to enable them teach it better.

Question 21 (b)

Describe the problems which undermined the activities of the nationalists in Mozambique.

Weaknesses

The topic was tested for the first time and many candidates showed lack of preparedness. They had inadequate historical facts.

Expected Responses

- Portugal outlawed political movements.
- The South African apartheid government assisted the Portuguese to fight the nationalists.

- They lacked basic needs such as food, clothes and medicine.
- Lacked adequate funds to organize their activities.
- Ideological differences led to the formation of rival guerrilla movements such as *COREMO* and *FRELIMO*.

Advice to Teachers

Both teachers and candidates need to read widely in this area.

9.3.3 Section C

Question 22(b)

Describe the social organization of Asante Kingdom in the eighteenth Century.

This question required candidates to have knowledge on the Asante Kingdom.

Weaknesses

Candidates' responses showed a lack of knowledge in this topic. A description of the Shona was evident instead of the Asante. Candidates gave the political and not social organization of the Asante.

Expected Responses

- The Kingdom was composed of many communities who spoke the Akan language.
- The Asante were organized in clans.
- The community was bound together by the Golden stool.
- The society was divided into social classes.
- The Kings were regarded as semi-divine.

Advice to Teachers

Teachers should teach according to the instructional objectives in the syllabus. They should guide candidates to understand and be able to distinguish the political from social aspects.

9.4 GENERAL COMMENTS

Generally the performance in History & Government paper 1 (311/1) was quite good. However, candidates are advised to read widely so as to get historical facts correct. The following issues also need to be taken into account so as to improve performance in the subject in the future:

- 9.4.1 Candidates should read questions and understand the task before attempting them. This is especially important in questions that demand political, social or economic aspects.
- 9.4.2 Candidates should be encouraged to read widely especially in the new areas of the syllabus. This is more so in topics that are related to History & Government paper 2 (311/2).
- 9.4.3 Candidates should follow rules and regulations regarding rubric so as to avoid been penalized in future.

23.7 HISTORY & GOVERNMENT

23.7.1 History & Government Paper 1 (311/1)

**311/1
HISTORY AND
GOVERNMENT
Paper 1
Oct./Nov. 2006
2½ hours**



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**THE KENYA NATIONAL EXAMINATIONS COUNCIL
Kenya Certificate of Secondary Education
HISTORY AND GOVERNMENT
Paper 1
2½ hours**

*This paper consists of **THREE** sections: A, B and C.*

*Answer **ALL** the questions in section A, three questions from section B and two questions from section C.*

Answers to all the questions must be written in the answer booklet provided.

Candidates should check the question paper to ensure that all the pages are printed as indicated and no questions are missing.

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Turn over

SECTION A (25 marks)

Answer ALL the questions in this section in the answer booklet provided.

- 1 Identify two sources of Kenyan history. (2 marks)
- 2 Name one community in Kenya that belongs to the River-lake Nilotes. (1 mark)
- 3 State two economic activities of the Abagusii in Kenya during the pre-colonial period. (2 marks)
- 4 Give one reason which led to the decline of Gedi during the 15th Century. (1 mark)
- 5 Name the type of constitution used in Kenya. (1 mark)
- 6 Identify two peaceful ways of resolving conflicts. (2 marks)
- 7 What is direct democracy? (1 mark)
- 8 Identify two developmental rights of children. (2 marks)
- 9 Name the document which contains the rights of citizens in Kenya. (1 mark)
- 10 Identify one method used by the British to administer Kenya colony between 1920 and 1963. (1 mark)
- 11 State two ways through which European settlers in Kenya were able to get labour force during the colonial period. (2 marks)
- 12 Name two political parties which were formed in Kenya between 1960 and 1963. (2 marks)
- 13 Give one reason why an aspiring candidate for a parliamentary seat in Kenya must be nominated by a political party. (1 mark)
- 14 Give two reasons why corruption is being discouraged in Kenya. (2 marks)
- 15 Identify one national philosophy adopted at independence to promote social justice in Kenya. (1 mark)
- 16 Name two types of local authorities in Kenya. (2 marks)
- 17 Give one example of indirect taxes in Kenya. (1 mark)

SECTION B (45 marks)

Answer three questions from this section in the answer booklet provided.

- 18** (a) Why did the Highland Nilotes migrate from their original homeland during the pre-colonial period? (5 marks)
- (b) Explain five results of the migration and settlement of the Highland Nilotes in Kenya. (10 marks)
- 19** (a) What were the activities of the Imperial British East Africa Company (IBEAC Co.) between 1888 and 1895? (5 marks)
- (b) Why did the Imperial British East Africa Company rule come to an end in 1895? (10 marks)
- 20** (a) State five problems that faced the early political organisations in Kenya upto 1939. (5 marks)
- (b) Explain the role played by women in the struggle for independence in Kenya. (10 marks)
- 21** (a) Give five political reasons that led to the colonization of Kenya by the British during the 19th Century. (5 marks)
- (b) What factors enabled missionaries to carry out their activities in Kenya by 1920? (10 marks)

SECTION C (30 marks)

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

- 22** (a) What five situations can make a registered voter in Kenya to be denied the right to vote? (5 marks)
- (b) Explain the rights of an accused person during trial in a court of law in Kenya. (10 marks)
- 23** (a) What is the composition of the Executive Arm of Government in Kenya? (3 marks)
- (b) Describe six functions of the Civil Service in Kenya. (12 marks)
- 24** (a) What are the units of the Kenya Police Force? (5 marks)
- (b) Explain five factors which make it difficult for the prisons department in Kenya to work effectively. (10 marks)

23.7.2 History & Government Paper 2 (311/2)

**311/2
HISTORY AND
GOVERNMENT
Paper 2
Oct./Nov. 2006
2½ hours**

**THE KENYA NATIONAL EXAMINATIONS COUNCIL
Kenya Certificate of Secondary Education
HISTORY AND GOVERNMENT
Paper 2
2½ hours**

*This paper consists of **THREE** sections: **A, B and C.**
Answer ALL the questions in section A, three questions from section B and two questions from section C.
Answers to all the questions must be written in the answer booklet provided.*

Candidates should check the question paper to ensure that all the pages are printed as indicated and no questions are missing.

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Turn over

SECTION A (25 marks)

Answer all the questions in this section in the answer booklet provided.

- 1 Give one reason why Homo Habilis was referred to as 'able man.' (1 mark)
- 2 Identify one area in Africa where agriculture began. (1 mark)
- 3 Identify one type of trade. (1 mark)
- 4 Identify two improvements which were made on Macadimized roads in the nineteenth Century. (2 marks)
- 5 State two advantages of the use of electricity in industries during the Industrial Revolution. (2 marks)
- 6 State the main contribution of the discovery of Chloroform in the field of medicine. (1 mark)
- 7 Identify two factors that led to the growth of Athens as an urban centre. (2 marks)
- 8 Name two officials who assisted the ruler of the Shona to administer the Kingdom. (2 marks)
- 9 What is the difference between the scramble and partition of Africa in the nineteenth century? (2 marks)
- 10 Name one colony of Britain in West Africa. (1 mark)
- 11 Give one reason why the Africans in Tanganyika were against the use of Akidas by the German colonial administrators. (1 mark)
- 12 Identify two peaceful methods which the nationalists in South Africa used in the struggle for independence. (2 marks)
- 13 Give one reason why the United States of America (U.S.A.) did not join the First World War until 1917. (1 mark)
- 14 Give the main reason for the failure of the League of Nations. (1 mark)
- 15 State two achievements of Pan-Africanism between 1945 and 1963. (2 marks)
- 16 State two political challenges that Tanzania faced during the rule of President Mwalimu Julius Nyerere. (2 marks)
- 17 Who is the head of Government in India? (1 mark)

SECTION B (45 marks)

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

- 18 (a) What were the physical changes which occurred in early human beings as they evolved from ape-like creatures to modern people? (5 marks)
- (b) Describe the way of life of early human beings during the Old Stone Age period. (10 marks)
- 19 (a) Give three factors which should be considered when sending a message. (3 marks)
- (b) Explain the effects of Telecommunications on modern society. (12 marks)
- 20 (a) Give three reasons why Lobengula was defeated by the British in 1893. (3 marks)
- (b) What were the results of the British-Ndebele War of 1893? (12 marks)
- 21 (a) What five reasons encouraged nationalists in Mozambique to use armed struggle to attain independence? (5 marks)
- (b) Describe the problems which undermined the activities of the nationalists in Mozambique. (10 marks)

SECTION C (30 marks)

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

- 22 (a) Give three ways through which trade contributed to the rise of the Asante Kingdom in the 18th Century. (3 marks)
- (b) Describe the social organization of Asante Kingdom in the eighteenth Century. (12 marks)
- 23 (a) Give three categories of members of parliament in Britain. (3 marks)
- (b) What are the duties of the Prime Minister in Britain? (12 marks)
- 24 (a) Give three organs of Economic Community of West African States (ECOWAS). (3 marks)
- (b) What are the achievements of Economic Community of West African States (ECOWAS). (12 marks)

24.7 HISTORY & GOVERNMENT

24.7.1 History & Government Paper 1(311/1)

SECTION A (25 marks)



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1. Identify two sources of Kenyan history.
 - Archaeology.
 - Anthropology.
 - Linguistics.
 - Oral tradition.
 - Written sources.
 - Geology.
 - Rock paintings/Art.

(Any 2 x 1 = 2 marks)

2. Name one community in Kenya that belongs to the River-Lake Nilotes.
 - The Luo.

(1 x 1 = 1 mark)

3. State two economic activities of the Abagusii in Kenya during the Pre-Colonial period.
 - They grew crops.
 - They kept livestock.
 - They hunted animals and gathered wild fruits.
 - They traded with their neighbours.
 - They made handicrafts.

(Any 2 x 1 = 2 marks)

4. Give one reason which led to the decline of Gedi during the 15th century.
 - External attacks.
 - Inadequate water supply.

(Any 1 x 1 = 1 mark)

5. Name the type of constitution used in Kenya.
 - Written.

(1 x 1 = 1 mark)

6. Identify two peaceful ways of resolving conflict.
 - Negotiation.
 - Mediation.
 - Arbitration.
 - Litigation.

(Any 2 x 1 = 2 marks)

7. What is direct democracy?
It is a government where people themselves make rules/decisions that affect their welfare.

(1 x 1 = 1 mark)

8. Identify two developmental rights of children.
 - Right to Education
 - Right to leisure.
 - Right to participate in cultural and artistic activities.
 - Right to express themselves.

(Any 2 x 1 = 2 marks)

9. Name the document which contains the rights of citizens in Kenya?
The constitution of Kenya.

(1 x 1 = 1 mark)

10. Identify one method used by the British to administer Kenya Colony between 1920 and 1963.
 - Direct rule.
 - Indirect rule.

(Any 1 x 1 = 1 mark)

11. State two ways through which European settlers in Kenya were able to get labour force during the colonial period.
 - Forced recruitment/conscription.

- Through introduction of taxation by the British government.
 - Through the introduction of Kipande system.
 - Creation of African reserves. *(Any 2 x 1 = 2 marks)*
12. Name **two** political parties which were formed in Kenya between 1960 and 1963.
- Kenya African National Union. (KANU)
 - Kenya African Democratic Union. (KADU)
 - African Peoples Party. (APP)
 - New Kenya Party. (NKP) *(Any 2 x 1 = 2 marks)*
13. Give **one** reason why an aspiring candidate for a parliamentary seat in Kenya must be nominated by a political party.
- In order to limit the number of candidates.
 - So as to identify party candidates.
 - To adhere to constitutional requirements/rules. *(Any 1 x 1 = 1 mark)*
14. Give **two** reasons why corruption is being discouraged in Kenya.
- To promote economic development.
 - To promote peace and stability.
 - To promote national unity.
 - To provide fair distribution of national resources.
 - To gain International Confidence. *(Any 2 x 1 = 2 marks)*
15. Identify **one** national philosophy adopted at independence to promote social justice in Kenya.
- African socialism.
 - Harambee. *(Any 1 x 1 = 1 mark)*
16. Name **two** types of local authorities in Kenya.
- City Council.
 - Municipal Council.
 - Town Council.
 - Urban Council.
 - County Council. *(Any 2 x 1 = 2 marks)*
17. Give **one** example of indirect taxes in Kenya.
- Sales taxes.
 - Value Added Tax.
 - Cess. *(Any 1 x 1 = 1 mark)*

SECTION B (45 marks)

18. (a) Why did the Highland Nilotes migrate from their original homeland during the pre-colonial period?
- They moved in search of water and pasture for their livestock.
 - The outbreak of diseases/epidemics forced them to move.
 - Attacks from other communities forced them to move/external attacks.
 - There was population pressure in their original homeland.
 - They moved due to draught and famine.
 - Family/Clan disputes/conflicts forced them to migrate/internal conflicts.
 - They moved for adventure. *(Any 5 x 1 = 5 marks)*
- (b) Explain **five** results of the migration and settlement of the Highland Nilotes in Kenya.
- They displaced some communities they found in the areas where they settled e.g. Abagusii, the Kwavi Maasai and the Abaluyia.
 - Some Highland Nilotes were absorbed/assimilated by the Bantu such as the Teriki and the Tachoni.

- The Highland Nilotes traded with their neighbours/they exchanged animal products for grains from the Abaluyia and the Abagusii. This led to the expansion of trade in the region.
- Their settlement increased the population of the region.
- The highland Nilotes intermarried with the Luo, Abagusii and Abaluyia. This strengthened their relations.
- There were ethnic wars/conflicts due to cattle raids.
- There was cultural exchange leading to enrichment of their lives.

(Any 5 x 2 = 10 marks)

19. (a) What were the activities of the Imperial British East Africa Company (IBEACo.) between 1888 and 1895?

- It traded with the local communities.
- It established administrative posts.
- It discouraged slave trading.
- It provided information about the interior of East Africa.
- It built the Uganda railway.
- It secured the British sphere of influence.
- It suppressed African resistance against the British.
- It pioneered the construction of roads.

(Any 5 x 1 = 5 marks)

(b) Why did the Imperial British East Africa Company (IBEACo.) rule come to an end in 1895?

- The Company lacked qualified administrators.
- There was mismanagement of funds by the company officials/corruption.
- The area was too vast for the few officials to manage.
- Some African communities resisted/rebelled against the Company rule.
- The Company lacked adequate funds/capital for its day to day activities.
- There was poor communication between the company officials and the colonial office in Britain/poor coordination.
- Company officials were affected by unfavourable climatic conditions/tropical diseases.
- Rivalry from the German East Africa Company affected its operations.
- Poor infrastructure hindered its effectiveness.

(Any 5 x 2 = 10 marks)

20. (a) State five problems that faced the early political organisations in Kenya up to 1939.

- Arrest and deportation of their leaders.
- The organisations were banned by the Colonial government.
- They were ineffective because of ethnicity.
- The organisations lacked the support of the masses.
- They lacked funds to promote their activities.
- The leaders lacked organisational skills.
- The members were denied the freedom of association.
- The organisations were denied access to the media.

(Any 5 x 1 = 5 marks)

(b) Explain the role played by women in the struggle for independence in Kenya.

- They raised funds for supporting political activities.
- They provided moral support to the freedom fighters to go on with the struggle.
- They demanded for the release of detained/arrested freedom fighters e.g. Harry Thuku.
- They took part in the armed struggle where some were even leaders e.g. field Marshal Muthoni and Nduta wa Kore, Mekatilili.
- They supplied food and arms to the freedom fighters in their hideouts.
- They acted as spies for the freedom fighters.
- They took part in oathing/administered oaths of secrecy.
- They kept their homes intact as the men continued with the struggle.
- They endured pain and suffering inflicted by the Colonial government for the sake of liberation.

(Any 5 x 2 = 10 marks)

21. (a) Give five political reasons that led to the colonization of Kenya by the British during the 19th century.
- The British had the desire to acquire colonies in Africa.
 - They wanted to protect their nationals who were already in Africa.
 - The British wanted to impose their rule to show their superiority.
 - Rivalry between Britain and Germany made the British move faster to acquire Kenya.
 - The rise of Nationalism in Europe influenced the British to acquire Kenya as a source of prestige and status.
 - The need to maintain the balance of power in Europe after the unification of German made Britain to look for colonies in Africa.
 - The East African coast and the source of the Nile were of strategic importance to Britain.
- (Any 5 x 1 = 5 marks)*

- (b) What factors enabled Christian Missionaries to carry out their activities in Kenya by 1920?
- The construction of the Uganda railway made their movement into the interior easier.
 - Political stability provided conducive environment for missionary activities.
 - Seyyid Said provided support to the missionary.
 - Lack of strong opposition from other religions made Africans accept Christianity easily.
 - Establishment of churches, schools and health centres attracted Africans who became converts.
 - Translation of the Bible into local languages enhanced missionary activities.
 - The discovery of quinine which was a cure for malaria facilitated missionary work.
 - Some African rulers were friendly to missionaries therefore they supported missionary activities.
 - African converts became evangelists and thus spreading Christianity.
- (Any 5 x 2 = 10 marks)*

SECTION C (30 marks)

- 22.(a) What five situations can make a registered voter to be denied the right to vote in Kenya?
- When one is in custody.
 - When one is insane/unsound mind.
 - When one presents oneself in a constituency where one is not registered.
 - When one is discovered to have registered twice.
 - When one does not have a voter's card on the voting day.
 - When one does not have a National Identification Card on the voting day/one has a defective National Identification Card.
 - When ones name does not appear in the voters register.
 - When one is time barred/late.
- (Any 5 x 1 = 5 marks)*
- (b) Explain the rights of an accused person during trial in a court of law in Kenya.
- The accused person is presumed innocent until proven guilty.
 - He/she should be informed of the charge with sufficient detail so as to prepare a defence.
 - One should be given adequate time to consult with the advocate/witness.
 - One should be present when court proceedings are taking place.
 - One should be given a chance to plead for leniency.
 - One should not be forced to give evidence.
 - One should be allowed to be heard.
 - One should be allowed to appeal against the ruling.
- (Any 5 x 2 = 10 marks)*
- 23.(a) What is the composition of the Executive Arm of Government in Kenya?
The Executive consists of the President.
- It also consists of the Vice President.
 - The Ministers.
 - The Civil Servants.
 - The Attorney General.
- (Any 3 x 1= 3 marks)*

- (b) Describe six functions of the Civil Service in Kenya.
- Civil Servants Interpret and explain government policies to the people.
 - They implement government policies and programmes.
 - Civil Servants such as permanent secretaries advise their respective Ministers on matters of government policy.
 - They collect government revenue.
 - They maintain law and order.
 - Civil Servants prepare development plans.
 - Civil Servants link the people with the central government through the Provincial administration.
 - Civil Servants keep the government operations running after the dissolution of parliament.
 - Senior Civil Servants ensure proper use of public funds. **(Any 6 x 2 = 12 marks)**

- 24.(a) What are the units of the Kenya police force?
- Traffic police which controls traffic and inspects vehicles.
 - Regular police who maintains law and order.
 - The criminal investigation department.
 - Anti-stock theft unit.
 - The General Service Unit.
 - Anti-Narcotics Unit.
 - Tourism police.
 - National Intelligence Service.
 - Special crime prevention unit. **(Any 5 x 1 = 5 marks)**

- (b) Explain five factors that make it difficult for the prisons department in Kenya to work effectively.
- Inadequate/dilapidated facilities have led to congestion and frequent outbreak of diseases.
 - Increase in the number of Prisoners has led to poor living conditions.
 - Inadequate finances has led to provision of poor services such as food.
 - Inadequate number of Prison warders leads to overworking hence brutal handling of prisoners.
 - Poor living conditions of Prison officers has demoralised them and affected their performance of duty.
 - Corruption in Prisons has forced some prisoners to pay so as to get better services.
 - Shortage of trained counsellors to assist in reforming the inmates effectively.
 - Inadequate food, medical facilities and clothing for inmates.
 - Some inmates have become hardened thus difficult to rehabilitate. **(Any 5 x 2 = 10 marks)**

24.7.2 History & Government Paper 2(311/2)

SECTION A (25 marks)

1. Give one reason why Homo Habilis was referred to as 'able man'.
Because of the ability to make tools. *(Any 1 x 1 = 1 mark)*
2. Identify one area in Africa where agriculture began.
Along the Nile Valley in Egypt. *(1 x 1 = 1 mark)*
3. Identify one type of trade.
 - Local trade.
 - Regional trade.
 - International trade.*(Any 1 x 1 = 1 mark)*
4. Identify two improvements which were made on macadamized roads in the nineteenth century.
 - Tar was put on the top surface.
 - Roads were widened to create highways.
 - Roads were straightened.
 - The roads were strengthened by adding more layers of gravel/stones. *(Any 2 x 1 = 2 marks)*
5. State two advantages of use of electricity in industries during the Industrial Revolution.
 - The supply could be regulated.
 - It could be used in different ways.
 - It could be used far from the source/industries could be established anywhere.
 - There was a clean working environment.
 - The cost of production of goods was made cheaper. *(Any 2 x 1 = 2 marks)*
6. State the main contribution of the discovery of chloroform in the field of medicine.
It reduced pain during operation. *(1 x 1 = 1 mark)*
7. Identify two factors that led to the growth of Athens as an urban centre.
 - It was surrounded by mountains and the sea making it secure.
 - It was a centre of learning and art which attracted people.
 - It was a religious/cultural centre.
 - It was a trading centre/commercial centre
 - There were valleys with fertile soils for food production.
 - It had good port facilities. *(Any 2 x 1 = 2 marks)*
8. Name two officials who assisted the ruler of the Shona to administer the Kingdom.
 - The head cook.
 - Head Gate Keeper/door keeper.
 - The court steward/chamberlain.
 - The Queen Mother
 - The head drummer
 - The head of the Army *(Any 2 x 1 = 2 marks)*
9. What is the difference between the scramble and partition of Africa in the nineteenth Century?
The scramble was the struggle by Africa whereas partition was sharing/ dividing up of Africa into European spheres of Influence. *(2 x 1 = 2 marks)*
10. Name one colony of Britain in West Africa.
 - Nigeria.
 - Ghana.

- The Gambia.
 - Sierra Leone. *(Any 1 x 1 = 1 mark)*
11. Give **one** reason why the Africans in Tanganyika were against the use of Akidas in the German colonial administrators.
- Akidas were foreigners.
 - Akidas took Africans' chance in Administering their country.
 - Akidas were brutal/harsh to the Africans. *(Any 1 x 1 = 1 mark)*
12. Identify **two** peaceful methods which the nationalists used in South Africa in the struggle for Independence.
- Demonstrations/boycotts.
 - Sending petitions to the British government
 - Seeking support from Organization of African Unity and United Nations.
 - Forming political parties. *(Any 2 x 1 = 2 marks)*
13. Give **one** reason why the United States of America (U.S.A.) did not join the First World War until 1917.
- She did not want to get involved in European affairs.
 - She feared the war would be fought in America because of German population.
 - American interests had not been interfered with *(Any 1 x 1 = 1 mark)*
14. Give the **main** reason for the failure of the League of Nations.
The rearmament of Germany. *(1 x 1 = 1 mark)*
14. State **two** achievements of Pan-Africanism between 1945 and 1963.
- It promoted the spirit of togetherness among Africans all over the world.
 - It gave moral support to African nationalists during the struggle for independence.
 - It provided a forum for Africans to discuss Common matters.
 - It led to the establishment of the Organization of African Unity (O.A.U). *(Any 2 x 1 = 2 marks)*
16. State **two** political challenges that faced Tanzania during the rule of President Mwalimu Julius Nyerere.
- 1964 any mutiny over delayed African promotions.
 - Protests by University of Dar-es-Salaam in 1966 over National Youth Service.
 - President Idi Amin attacked Tanzania.
 - The country hosted large numbers of refugees from war torn neighbouring countries.
 - The failure of the Ujamaa Policy. *(Any 2 x 1 = 2 marks)*
17. Who is the head of Government in India?
The prime minister. *(1 x 1 = 1 mark)*

SECTION B (45 marks)

18. (a) What were the physical changes which occurred in early human beings as they evolved from ape-like creatures to modern people?
- The skull was enlarged to accommodate the bigger brain.
 - The jaws and teeth became smaller.
 - The arms and hands became shorter.
 - The creatures assumed an upright posture/bipedal.
 - The feet and toes reduced in size.
 - The creatures had less hair on the body.
 - They became taller.
 - They had slender body. *(Any 5 x 1 = 5 marks)*

- (b) Describe the way of life of Early Human beings during the Old Stone Age period.
- They made simple stone tools for domestic use.
 - They lived in small groups in order to assist each other.
 - They obtained their food through hunting and gathering.
 - They used simple hunting methods such as chasing wild animals and laying traps.
 - They ate raw meat because fire had not discovered.
 - They had no specific dwelling places.
 - They sheltered themselves from predators by climbing trees and hiding in caves.
 - They wore no clothing but their hairy bodies kept them warm.
 - They lived near rivers and lakes.
 - They communicated by use of gestures and whistling. *(Any 5 x 2 = 10 marks)*
19. (a) Give **three** factors which should be considered when sending a message.
- The urgency of the message/time.
 - The complexity of the message/simplicity.
 - The distance between the sender and receiver of the message.
 - The cost of the means to be used.
 - Confidentiality of the message.
 - Clarity of the message.
 - The availability of communication facilities. *(Any 3 x 1 = 3 marks)*
- (b) Explain the effects of Telecommunications on modern society.
- The messages are conveyed over long distances.
 - It has led to spread of ideas to different parts of the world/the world has become a global village.
 - Television, videos, computers and cinemas transmit entertainment through pictures.
 - Telecommunication systems are a medium of transmitting education programmes all over the world.
 - Weather forecasting navigation and space exploration have been made easy by use of satellites.
 - Information can be relayed through radio, or television to a remote places easily/or use of cell phone.
 - It has promoted tourism/trade through advertisement on radio, television and computers.
 - Security has improved through cameras/close circuit TV.
 - Modern weapons use telecommunication services which are efficient/reliable.
 - Various job opportunities have been created.
 - Communication devises have made tax collection/revenue collection easier for the government.
 - Management/storage of information has been made easier through the use of computers/internet. *(Any 6 x 2 = 12 marks)*
20. (a) Give **three** reasons why Lobengula was defeated by the British in 1893?
- The British had superior weapons compared to the Ndebele.
 - The British army was better organised than the Ndebele.
 - The British got reinforcements South Africa.
 - The Shona supported the British against the Ndebele.
 - Lobengula and his soldiers were weakened by small pox. *(Any 3 x 1 = 3marks)*
- (b) What were the results of the British- Ndebele war of 1893.
- The Ndebele lost their independence/company rule was established over matabeleland.
 - There was massive loss of life.

- The Ndebele lost a lot of property.
- Bulawayo, the capital of the Ndebele Kingdom was destroyed.
- The Ndebele lost land to British settlers and miners/the Ndebele were moved to reserves.
- The economic activities of the Ndebele such as agriculture, trade and mining were disrupted.
- There was widespread fear and insecurity among the Ndebele.
- The war provoked anti-British feelings which partly contributed to the chimurenga wars of 1896 and 1897.
- The Ndebele military power was weakened.
- The Shona were made policemen over the Ndebele.
- The Ndebele were subjected to taxation and forced labour.

(Any 6 x 2 = 12 marks)

21. (a) What five reasons encouraged the nationalists in Mozambique to use armed struggle to attain Independence?

- Portugal refused to listen to the grievances of the Africans.
- The nationalists were trained in fighting skills.
- The liberation committee of the Organisation of African Unity (O.A.U) supported the nationalists with finance and weapons.
- The nationalists were supported and encouraged by communist countries.
- The success of Mau Mau freedom fighters in Kenya inspired them.
- The country was forested and conducive for guerrilla warfare.
- The United Nations (UN) denounced colonialism thus boosting the morale of the nationalists.

(Any 5 x 1 = 5 marks)

(b) Describe the problems which undermined the activities of the nationalists in Mozambique.

- They lacked basic needs such as food, clothes and medicine.
- Personal ambitions caused disunity among the nationalists.
- Ideological differences led to the formation of rival guerrilla movements such as MANU, COREMO and FRELIMO.
- The nationalists were demoralised due to the assassination of their leader Eduardo Mondlane.
- The Portuguese government ruthlessly suppressed the nationalist movement.
- The South African apartheid government assisted the Portuguese to fight the nationalists.
- Portugal outlawed political movements.
- The Christian church in Mozambique condemned the nationalist movement.

(Any 5 x 2 = 10 marks)

SECTION C (30 marks)

22. (a) Give three ways through which trade contributed to the rise of Asante Kingdom during the eighteenth century.

- Wealth acquired from trade enabled the kingdom to grow.
- They acquired weapons which were used to expand the kingdom.
- Wealth from trade boosted the King's prestige/fame.
- The need for goods for export encouraged the kings to conquer more territories.
- The King used wealth from trade to reward loyal provincial rulers.

(Any 3 x 1 = 3 marks)

(b) Describe the social organisation of Asante Kingdom in the eighteenth century.

- The kingdom was composed of many communities who spoke the Akan language.

- The Asante were organised in clans.
 - Marriage between members of the same clan was prohibited.
 - Inheritance of property was matrilineal.
 - The community was bound together by the Golden stool.
 - There was an annual cultural festival (odwira) held at Kumasi to honour the ancestors.
 - The society was divided into social classes.
 - The Asante were polytheists/worshipped many gods and goddesses.
 - The kings were regarded as semi-divine.
 - The ancestors mediated between god and the people. *(Any 6 x 2 = 12 marks)*
23. (a) Give **three** categories of members of parliament in Britain.
- Members elected by universal suffrage.
 - Members nominated by the monarch.
 - Hereditary peers.
 - Senior statesmen/knighted peers/life peers.
 - Senior leaders of the church of England. *(Any 3 x 1 = 3 marks)*
- (b) What are the duties of the Prime Minister in Britain?
- Appoints/dismisses ministers with the consent of the monarch.
 - Recommends to the monarch the appointment of high ranking officers in the government/award of civil honours.
 - Chairs cabinet meetings.
 - Settles disputes between various government ministries/departments.
 - Heads the government.
 - Oversees the implementation of cabinet decisions.
 - Leads the house of commons.
 - The Prime Minister with the support of parliament can change, amend and repeal laws.
 - Represents the country in international forums/conferences. *(Any 6 x 2 = 12 marks)*
24. (a) Give **three** organs of the Economic Community of West African States (ECOWAS).
- There is the authority of Heads of States and Heads of governments.
 - The tribunal.
 - Executive secretariat.
 - Specialised commissions. *(Any 3 x 1 = 3 marks)*
- (b) What are the achievements of Economic Community of W. Africa States (ECOWAS) since its formations?
- It has tried to foster/initiate peace among the countries which were unstable e.g. Liberia, Sierra Leone.
 - It has fostered peace through its military wing.
 - It has promoted mutual co-operation.
 - It has promoted inter-regional trade within the region.
 - It has promoted cultural exchange among the member states.
 - It has improved regional Transport/Communication systems/links.
 - Improved agriculture through sharing of technological know-how.
 - It has facilitated free movement of people in the region.
 - There is an increase in job opportunities in the region. *(Any 6 x 2 = 12 marks)*