30.7 HISTORY AND GOVERNMENT (311)

30.7.1 History and Government Paper 1 (311/1)

1.  
   - Locating pre-historic sites.  
   - Excavating/digging the site.  
   - Dating the fossils and artifacts.  
   - Recording the findings.  
   
   \( (\text{Any } 2x1 = 2 \text{ marks}) \)

2.  
   - Iteso.  
   - Samburu.  
   - Turkana.  
   - Maasai.  
   - Njemps.  
   
   \( (\text{Any } 2x1 = 2 \text{ marks}) \)

3.  
   Ethiopian highlands.  

\( (1 \text{ mark}) \)

4.  
   - The clan formed the basic political unit.  
   - Leadership was by the council of elders.  
   - Both had age-set systems.  
   - The council of elders settled disputes.  
   - They had warriors who defended their communities.  
   
   \( (\text{Any } 2x1 = 2 \text{ marks}) \)

5.  
   They wanted to participate in trade.  

\( (1 \text{ mark}) \)

6.  
   The Church Missionary Society (C.M.S).  

\( (1 \text{ mark}) \)

7.  
   - They did not want to pay taxes to the British.  
   - They had lost their independence/the British replaced the Agiriama traditional rulers with their own appointees.  
   - The British did not respect their culture, for example:- destruction of shrines/raping their women.  
   - They were forced to join the British army.  
   - They lost their land to the British.  
   - The British disrupted their trade in ivory and food stuffs.  
   
   \( (\text{Any } 2x1 = 2 \text{ marks}) \)

8.  
   - They were attracted by social amenities.  
   - Towns offered higher job prospects/better wages.  
   - Many Africans found themselves in over crowded reserves/land alienation.  
   - In order to escape hut tax/forced labour.  
   - Some Africans wanted to open up businesses in towns.  
   
   \( (\text{Any } 2x1 = 2 \text{ marks}) \)

9.  
   - They demanded equal rights with the whites.  
   - They wanted to own land in the Kenyan highlands.  
   - They opposed restrictions on their migration into Kenya.  
   
   \( (\text{Any } 1x1 = 1 \text{ mark}) \)

10.  
    - They were constantly threatened with closure by the colonial government.  
    - They lacked trained teachers.  
    - Inadequate funds/lack of facilities.
Leadership squabbles.  
Competition from the mission schools.  

(Any 2 x 1= 2 marks)

11.  
By birth.  
By registration.  
By naturalization.  

(Any 2 x 1= 2 marks)

12.  
If one makes untrue/malicious utterances about another individual/government.  
If one publishes seditious documents/Reveals Government Secrets.  
If one incites others against government/other people.  
If one talks ill against the president.  

(Any 1 x 1= 1 mark)

13.  
Parliament cannot make laws that contradict traditional customs and practices of the people.  
Parliament cannot pass a law that contradicts Kenya’s constitution.  
The president can limit the supremacy by making independent decisions.  
Parliamentary supremacy can be limited by the application of international laws.  

(Any 1 x 1= 1 mark)

14.  
The Public Investment Committee.  
The Public Accounts Committee.  

(Any 1 x 1= 1 mark)

15.  
By ensuring that all citizens are subjected to and governed by the same law.  
By ensuring that matters are handled according to the law of the land.  
By ensuring that everyone has the right to legal representation.  
By ensuring that all suspected criminals are assumed innocent until proved guilty.  

(Any 2 x 1= 2 marks)

16.  
The Chief Justice.  

(1 mark)

17.  
It helps the government to determine the sources for revenue.  
To ensure transparency in the use of public funds.  
It helps in appropriate allocation of resources to different ministries.  
To enable Kenyans and other foreign organizations to know the economic planning and expenditure of the government.  

(1 mark)

18.  
(a)  
The availability of trade items  
The demand for goods.  
Existence of enterprising merchants.  
The accessibility of the coast.  
Existence of local trade.  
There was political stability.  
Existence of natural harbours  
The occurrence of monsoon winds.  

(Any 3x1 =3 marks)

(b)  
The coastal city states organized constant rebellions against the Portuguese.  
The Portuguese administrators were corrupt/misused the funds meant to finance the administration.
Portugal was too small to provide enough soldiers and administrators to control the whole of its empire far away.
Malindi, their traditional ally refused to support the Portuguese because they were cruel to them.
Decline of the Indian ocean trade since it was the main source of income for the empire.
The annexation of Portugal by Spain weakened Portuguese control of the coast.
Intense commercial rivalry from the Dutch, the British and the French reduced the Portuguese source of revenue.
The defeat and departure of Fort Jesus by the Omani Arabs brought Portuguese rule to an end.

Any 6x2=12 marks

19. (a)
- To carry out farming in order to meet the administration of the colony.
- The climate of the white highlands was suitable for white settlement.
- The whites would be loyal to the colonial government as opposed to the Africans.
- There were large tracts of seemingly unutilized land.
- The settlers were to carry out farming in order to produce goods to be transported by the railway. This would help meet the cost of maintaining the railways.
- The government did not want the Asians to take control of the colony.

Any 3 x 1=3 marks

(b)
- They were subjected to constant raids by the African whose land had been alienated.
- They had inadequate labour force as many Africans refused to work for them.
- The settlers lacked essential agricultural skills as many had not practiced farming before.
- They were not familiar with the seasons and therefore could not predict when and what to plant.
- They had inadequate capital to invest in farming.
- They were unable to market their produce during the world wars.
- The economic depression affected the market prices.
- There was high cost of production due to animal and crop diseases.
- There was inadequate transport and communication network which affected the movement of people and goods.

Any 6x2=12 marks

20. (a)
- Local Government Workers Union.
- Domestic and Hotel Workers Union.
- East African Federation of Building and Construction Workers Union.
- Transport and Allied Workers Union.
- Garments Workers Union.

Any 3x1=3 marks

(b)
- They aired the grievances of the workers to the employers/colonial government.
- They managed to achieve better conditions for the workers through strikes and collective bargaining.
- They achieved better wages for Africans and Asians under the colonial government.
- They enlisted the support of the international community and alerted it of the oppression experienced under the colonial government.
- They educated people on their political rights through seminars and public meetings.
- They opposed racial discrimination/colour bar among the workers to enhance unity.
- Trade Unions provided training ground for national leaders who took part in the struggle for independence.
- They assisted and supported those who struggled for independence.
- They provided an alternative forum for independence struggle after the banning of political organizations by the colonial government.

Any 6x2=12 marks

21. (a)
- To ensure equal opportunities for all citizens.
- To promote democracy.
- To ensure that resources are used for the benefit of society and its members.
To encourage various forms of ownership of property.
To promote freedom from disease, ignorance and of poverty
To promote freedom of conscience and human dignity.  \(Any \ 5 \times 1 = 5 \text{ marks}\)

(b)  
- The philosophies have encouraged cooperation/unity/understanding among Kenyans.
- They have encouraged Kenyans to actively participate in development projects.
- Through the philosophies, education has been promoted by building schools, colleges and universities.
- The philosophies have encouraged mutual social responsibility among Kenyans.
- The philosophies have helped improve medical services, by constructing dispensaries, health centres and hospitals.
- The plight of the disadvantaged people has been addressed by the philosophies through organizing harambees to assist them.
- The philosophies have promoted African culture through borrowing of positive African traditions.
- The philosophies have promoted spiritual wellbeing through building of churches.  \(Any \ 5 \times 2 = 10 \text{ marks}\)

22. (a)  
- To form the government after elections/appoint the cabinet.
- To summon parliament after a general election.
- To open parliament.
- To give assent to bills.
- To dissolve parliament.
- To prorogue parliament.
- To appoint the leader of government business in the house.  \(Any \ 3 \times 1 = 3 \text{ marks}\)

(b)  
- Persistent lack of funds to run the country.
- There was widespread poverty, disease and ignorance which made it difficult for him to administer the country effectively.
- Many Kenyans lacked essential skills to provide the country with sufficient manpower. This forced him to use expatriates.
- Poor transport and communication system hampered the rate of economic development.
- People in Kenya were divided over his land policy. For some, his policy of compromising with the whites and promising to protect their land and property was too moderated.
- There was opposition from KADU which did not favour a government of national unity but wanted a majimbo system of government.
- The people’s confidence in his government was tainted by political assassination of Tom Mboya, Kariki J.M. and Pio Gama Pinto/crackdown on government critics.
- The existence of banditry (Shifta Menace) in N. Eastern/NFD posed a security problem.
- There were sharp divisions within the cabinet which made it difficult for them to come up with unanimous decisions.  \(Any \ 6 \times 2 = 12 \text{ marks}\)

23. (a)  
- To control traffic on roads.
- To inspect motor vehicles.
- To guide the flow of traffic on the roads.
- To arrest traffic offenders.
- To provide emergency assistance in case of a road accident.
- To educate the public on road safety measures.
- To conduct driving test/issues provisional driving licences.  \(Any \ 5 \times 1 = 5 \text{ marks}\)

(b)  
- The police officers have been allocated modern technological devices to help detect crime.
- They have been allocated more vehicles to ease their mobility.
- There is the introduction of professional training programmes for officers to improve their competence/capacity building.
- The raising of the academic qualification requirements for joining the police force with the aim of
improving their performance.

- The introduction of a public relations office/a police spokesperson to ensure that information is delivered effectively and efficiently to the general public.
- The introduction of community policing to help police gather information from the public so as to assist them detect crime.
- Introduction of police booths/hotlines that people can use if they have information vital to the police.
- There has been an improvement in their terms (salaries) and conditions (Housing) of service.

(Any 5x2=10 marks)

24. (a)
- Provision of civic education.
- Collecting views from the public.
- Drafting the constitution.
- The draft constitution is published for the public/disseminated.
- The Review Commission holds public hearings in all the areas for further recommendations.
- Convening of a national constitutional conference to amend or reject the recommendation.
- The agreed upon issues are re-drafted and presented to the Attorney General by the review commission.
- If certain issues are rejected at the conference, the commission organizes a referendum for the public to vote.
- The Attorney General publishes the draft constitution in form of a bill.
- It is introduced in parliament for enactment.

(Any 5 x 1=5 marks)

(b)
- It provided for a Governor General who was the head of state on behalf of the Queen.
- It provided for an independent judiciary to ensure justice and to prevent corruption.
- It set up a judicial service Commission to appoint judicial officers.
- It provided that the Governor in consultation with regional authorities and the Prime Minister appoint the Chief Justice.
- It provided for six Regional Governments and Assemblies whose power included control of land, education, health and the police.
- It entrenched rules of citizenship, fundamental rights of citizens.
- It specially provided for the establishment of the Public Service Commission and the Central Land Board to ensure fair and effective government.
- It provided for the position of a Prime Minister as the head of Government.
- It provided for the tenure of the office of the judges and the Attorney General
- It provided for a multi-party democracy where the party with the majority in parliament formed the government.
- It entrenched the amendment procedures such that a special majority of two thirds majority was required to change the constitution.
- It provided for the separation of powers for the three arms of the government/executive, judiciary and legislature.
- It provided for a bicameral house of a Senate and House of Representatives.

(Any 5x2=10 marks)

30.7.2 History and Government Paper 2 (311/2)

1.
- May contain biases/exaggerations.
- Information may be misinterpreted/misunderstood by readers.
- There may be factual errors/omissions/contradictions by the authors.
- These sources are limited to literate members of the society.
- They are expensive to obtain/procure.

(Any 2 x 1=2 marks)

2.
There were more wild animals in the grasslands/availability of food.
The climate in the grasslands was warmer.
The grasslands provided much needed water.  

3.
- Basin.
- Canal.
- Shadoof.  

4.
- Making utensils.
- Making ornaments.
- To make weapons.
- As a medium of exchange/trade item.
- It was mixed with other metals to make alloys.
- It is used for making tools.
- It is used as a trade item.
- It is used to make statues.  

5.
- Canning process.
- Pasteurization process.
- Refrigeration process.  

6.
- It’s effectiveness depends on weather.
- The message could be missed if no one is on the look out.
- It can only be used to cover short distances.
- Range of messages passed was limited.  

7.
- It’s cumbersome to transport bulky goods.
- There is a problem of storing the goods.
- It’s difficult to determine the exact values of some goods.
- There is frequent lack of double coincidence of wants.
- Some goods may not be divided into smaller quantities.  

8. It is the concentration of people in certain places which grow large to be called towns/cities.  

9.
- To maintain law and order.
- To collect taxes.
- They recruited men for military service.
- They settled disputes/tried cases in court.
- They were members of the Lukiiko.  

10. To divide up Africa among European nations in a peaceful manner.  

11.
- The Moffat treaty.
- Rudd concession.  

12. Britain.  

13.
- Assimilation.
14. It ended economic domination of the world by European countries.
   - There was massive destruction of properties.
   - It enacted unemployment.
   - It slowed down economic development of most countries/led to economic depression.
   - It led to developments in engineering.  
   (Any 2 x 1=2 marks)

15. To unite all black people to win majority rule in South Africa.
   - To encourage a united anti-racial activities/oppose apartheid.
   - To remove all forms of injustices.
   - To win a vote/franchise for all the people of South Africa.  
   (Any 2 x 1=2 marks)

16. Coordinates the activities of the other organs of the United Nations.  
   (1 mark)

17. Idiological differences among the three member states.
   - Personality differences between presidents Idd Amin of Uganda and Julius Nyerere of Tanzania.
   - The perception of Uganda and Tanzania that Kenya benefited more.
   - National pride/interests of the member states.
   - Failure to remit funds to the community by member states.
   - The closure of boundaries by the member states.  
   (Any 2 x 1=2 marks)

18. (a) People could travel faster than before.
   - They could cover long distances.
   - The chariots made travel comfortable.
   - Heavy loads could be carried over long distances.
   - Traveling became more secure.  
   (Any 3x1= 3 marks)

   (b) It is expensive to procure/maintain an aircraft.
   - Construction of airstrips requires a lot of resources and expertise.
   - The aircrafts can only land and take off in specific/designated areas thus inconveniencing the users.
   - Aircrafts cannot carry bulky/heavy goods as compared to other means of transport.
   - Air transport can only be used by the well to do members of the society thus making it inaccessible to many.
   - Its operations are affected by unfavourable weather conditions.
   - Aircrafts emit gases which contribute to the pollution of the atmosphere.
   - Travelling by air has facilitated international terrorism/drug trafficking.
   - The use of aircrafts in military warfare has resulted to destruction of property.
   - Accidents by the air crafts are fatal/chances of survival are minimal.
   - Requires a lot of expertise.  
   (Any 6x2=12 marks)

19. (a) The slaves were exchanged for European manufactured goods.
   - Prisoners of war who had been captured during local wars were sold to the slave dealers.
   - Slave traders kidnapped lonely travelers.
   - Some people were enticed and eventually sold into slavery.
   - Debtors were sold to slave traders.  
   (Any 3 x 1=3 marks)

   (b) The industrial revolution in Britain led to the replacement of human labour with machines which were more efficient.
   - The leading economists were against slave labour and argued that free labour was more productive than slave labour.
   - Philanthropists/Christian missionaries strongly campaigned against slave trade thus leading to its
America attained political independence and abolished slavery and slave trade leaving this Britain with no colonies where she would take slaves to work.

- The development of legitimate trade which subsequently replaced slave trade.
- Britain abolished slave trade and influenced other European nations to stop the practice by signing anti-slave trade treaties.
- The French revolution of 1789 impacted negatively on slave trade as the ideas of liberty and equality of all people were spread.

(Any 6x2=12 marks)

20. (a)
- African resented the forced labour introduced by the Germans.
- Africans disliked the harsh rule by Akidas and Jumbes who were hired by the Germans.
- The Germans mistreated African Rulers.
- Africans were against the introduction of tax by the Germans.
- The German officials sexually abused the African women.
- The Africans were inspired by the prophecy of Kinje Kitile Ngwale.
- The Africans wanted to repose their land from the Germans.
- The Ngoni fought to seek revenge over the Boma massacre of 1897.
- Africans wanted to regain their lost independence.
- Germans despised/looked down upon the African way of life.

(Any 5x1=5 marks)

(b)
- Africans had inferior weapons which could not match the German modern weapons.
- German soldiers were well trained as opposed to the African soldiers who used traditional methods of fighting.
- The disunity/hatred that existed among African communities made it possible for the Germans to defeat them with ease.
- The Germans used the scorched earth method which led to famine and hence weakened the Africans.
- The magic waste failed to protect the Africans from German bullets.
- Capture/imprisonment/execution of African leaders demoralised the fighters.
- German administrators received reinforcement which strengthened their fight against the Africans.
- The large/powerful communities who had been defeated by the Germans before did not join the war.
- Africans were not well coordinated/organised in their fight against the Germans.

(Any 5x2=10 marks)

21. (a)
- It promoted health services/established International Health Organisation.
- It championed for the welfare of the workers/established the International Labour Organisation.
- It provided relief to refugees/war casualties/areas hit by famine.
- It settled disputes between different European Countries.
- It supervised mandated territories.
- It organized disarmament conferences in Europe.
- It helped to reduce trade in dangerous drugs.
- It helped in economic reconstruction of European countries.

(Any 5 x 1=5 marks)

(b)
- Some European nations opposed the peace Treaty of Versailles because it favoured the allied nations that had fought against German.
- The United States of America did not support the league because it did not want to get involved in European affairs/The Monroe Doctrine.
- The membership of the organization was not all that inclusive. Some countries were left out while others were not given a chance to join.
- The league violated the objective of maintaining world peace by supporting some nations’ claims against others.
- Most members were concerned with their sovereignty as opposed to the interests of the League of Nations.
- Some members of the League adopted the policy of appeasement towards certain regimes in order to avoid confrontation thus weakening it.
Shortage of funds made it difficult for the League to implement its programmes.
The League lacked its own army to implement its decisions where peace was threatened. It depended on
the goodwill of the members who at times were not reliable.
The search for colonies diverted the members’ attention from the activities of the League of Nations.
The rise of dictatorship regimes in Europe weakened the League as these dictators refused to accept its
resolutions.
The economic depression of 1929 weakened most of the world economies, hence they were not able to
support the League financially. (Any 5x2=10 marks)

22. (a)
- To avoid resistance from the people of Northern Nigeria.
- The British had inadequate personnel for the vast territory.
- There was an established system of administration.
- There was communication barrier between the British and the local communities.
- It was difficult to reach all parts of the territory due to inadequate transport and communication systems.
- To reduce the cost of administration
- The method had successfully been used in some of their colonies. (Any 5 x 1=5 marks)

(b)
- Traditional rulers became unpopular among their people due to their new roles of collecting
taxes/forceful recruitment of fellow Africans as labourers for European/soldiers to fight in the world
wars.
- The African Chiefs became wealthier than the rest of the people because they were paid for their
services.
- It helped to preserve African cultures in Northern Nigeria because the British did not want to interfere
with the African way of life.
- It led to the abolition of slavery and slave trade in Northern Nigeria
- The British abolished the Fulani systems of taxation and replaced it with a single tax levied on each
village.
- Retention of muslim law/sharia in the North made the area lag behind. The British modified the
previous systems of administration thus making the traditional African rulers lose their independence.
(Any 5x2=10 marks)

23. (a)
- To promote unity among African states.
- To end all forms of colonialism in Africa.
- To promote human rights in African countries in line with the United Nations’ Charter.
- To promote social, economic and political cooperation in Africa in order to uplift the peoples standards
of living.
- To uphold the policy of non-alignment in international affairs.
- To uphold the policy of non-interference in the internal affairs of member states.
- To recognize/respect the territorial/sovereignty of member states.
- To promote peaceful settlement of disputes among member states. (Any 5x1=5 marks)

(b)
- The structure of the African Union is more elaborate than that of the organisation of African Unity/The
African Union has more organs than the organization of African Unity.
- African Union unlike the Organisation of African Unity has the mandate to intervene in the internal
affairs of member states who violate human rights.
- African Union is viewed as an organisation of African peoples while Organisation of African Unity was
an organisation of African executives.
- African Union has an ambitious economic development agenda for Africa where as Organisation of
African Unity was mainly concerned with political issues of the continent.
- African Union has an accountability mechanism/the African Peer Review Mechanism while the
The Organisation of African Unity was formed by independent African countries to fight colonialism whereas the African Union focuses on the challenges facing African countries today.

- The Organisation of African Unity lacked it.
- The African Union has established the court of Justice to handle cases involving victims of human rights violation within the member states while Organisation of African Unity lacked this agency.
- The African Union unlike the Organisation of African Unity has established a close working relationship with countries of the world through Information Communication Technology to enhance globalization.
- The African Union has proposed the creation of a standing African army whereas the Organization of African Unity did not think of it. (Any 5x2=10 marks)

24. (a)
- One should be a citizen of India.
- The person should be aged 35 years and above.
- The person should qualify for election as a member of the house of the people.
- One should not be a government employee/not hold any office of profit within the government.
- One must be nominated by a political party. (Any 3x1=3 marks)

(b)
- The president is the head of state with executive powers to carry out his duties.
- The president seeks advice from parliament when appointing the prime ministers.
- He/she is the commander-in-chief of the armed forces.
- He is a member of the legislative.
- He ascends to/vetoes bills before they become law.
- He establishes special councils to arbitrate on inter-state disputes.
- He dissolves parliament to call for general elections.
- He is empowered by the constitution to declare a state of emergency/rule the state by decree when the security of the state is threatened.
- He nominates the 12 members to the “Council of states”/upper house.
- He appoints state governors and supreme court judges.
- He calls the leader of the winning party after general elections to form the government.
- He is the leader of the political part that nominates him for the elections.
- He pardons offenders. (Any 6x2=12 marks)