30.7 HISTORY AND GOVERNMENT (311)

30.7.1 History and Government Paper 1 (311/1)

SECTION A: (24 Marks & 1 Mark)

1. Identify one branch in the study of History and Government of Kenya.
   - Social
   - Economic
   - Political
   
   \[(Any \ 1 \times 1 = 1 \ mark)\]

2. Apart from the Maasai, name one other Plains Nilotes found in Kenya.
   - Turkana
   - Samburu
   - Njemps
   - Iteso
   
   \[(Any \ 1 \times 1 = 1 \ mark)\]

3. What was the main economic activity of the Cushites in the pre-colonial period?
   - Pastoralism/livestock keeping
   
   \[(Any \ 1 \times 1 = 1 \ mark)\]

4. State two political functions of the council of elders among the Agikuyu during the colonial period.
   - To settle disputes/maintain law & order
   - To make laws for the community
   - To punish the law breakers/wrong doers/Final court of appeal.
   - To declare war/make peace.
   - To preside over religious functions
   
   \[(Any \ 2 \times 1 = 2 \ marks)\]

5. Name two groups that rivaled the Portuguese for the control of the Kenyan coast in the 16th century.
   - Egyptians
   - Turks
   - Arabs (Oman)
   - Persians
   - The British
   - Dutch/Holland
   - French
   
   \[(Any \ 2 \times 1 = 2 \ marks)\]

6. Identify two communities which resisted the British Occupation of Kenya.
   - Agirama
   - Bukusu
   - Somali
   - Nandi
   
   \[(Any \ 2 \times 1 = 2 \ marks)\]

7. Give the main reason why poll tax was introduced in Kenya during the colonial period.
   - To force Africans to work on European settler farms.
   
   \[(Any \ 1 \times 1 = 1 \ mark)\]

8. Who was the chairman of the East African Association during the colonial period in Kenya?
   - Harry Thuku
   
   \[(Any \ 1 \times 1 = 1 \ mark)\]
9. Name the first African to be nominated to the Legislative Council in 1944 in Kenya.
   - Eliud Mathu  

10. Identify two methods used by Trade Unionists to demand for their rights during the colonial period.
    - Strikes/riots
    - Boycotts
    - Go sloms/sit-ins
    - Demonstrations
    - Petitions  

11. State the main reason why the Second Lancaster House Conference was held in 1962.
    - To come up with a constitution for independent Kenya.  

    - It united the smaller communities in Kenya
    - It educated/mobilized Africans against colonial domination.
    - It pressed for the release of Jomo Kenyatta.
    - It participated in the drawing up of the independence constitutions.  

13. State two ways through which the government has encouraged the preservation of African culture through music and dance.
    - Creation of the Ministry of Culture and Social Services
    - Allowing the various ethnic communities to perform at public gatherings.
    - Inclusion of music as a subject in the national curriculum/promoting music/drama festivals.
    - Development of Cultural Heritage Centres.
    - Allowing the media houses to play traditional music/dance.  

    - Regulates the issuing of grants
    - Monitor expenditure/auditing
    - Approves levies/taxes
    - Carries out general administrative & supervisory activities.  

15. Name the unit of the police department which is responsible for maintaining law and order at the Chief’s office.
    - The Administration Police  

16. Who appoints the Head of the Civil Service in Kenya?
    - The president.  

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17. Identify **two** characteristics of African Socialism that promote national development in Kenya.
   - Democracy
   - Equal opportunities
   - Respect for human dignity
   - Mutual social responsibility.

   \[(Any \ 2 \times 1 = 2 \ marks)\]

**SECTION B (45 marks)**

18. (a) Give the evidence which shows that the early visitors reached the Kenyan coast before the 15th century.
   - The Greeks and Chinese coins were found at the Kenyan coast.
   - There are fragments of Chinese pottery which have been preserved.
   - Documents that mention the presence of early visitors to the Kenya coast have been preserved.
   - Presence of monuments constructed by the early visitors.

   \[(Any \ 3 \times 1 = 3 \ marks)\]

(b) **Explain six results of the interaction between the people of Kenyan coast and the Arabs.**
   - Some African people living along the Kenya coast were converted to Islam
   - The volume of trade increased between the interior and the coastal towns.
   - Arabs introduced Islamic culture/architecture to the coastal people
   - The Arabs introduced new crops which were later adopted by the coastal people.
   - Demand for imported goods led to the decline of traditional industries.
   - Some communities such as the Akamba resorted to long distance trade in search of commodities.
   - There was an increase in population as many traders settled at the coast.
   - The Arabs established city states/towns at the coast.
   - The Islamic law and system of administration was introduced by Arabs at the coast.
   - There was the development Kiswahili language as a result of the interaction between Arabs and coastal people.
   - Intermarriage between Africans and Arabs led to emergency of Waswahili people

   \[(Any \ 6 \times 2 = 12 \ marks)\]

19. (a) **Give three causes of Somali resistance to the British in Kenya during the 19th century?**
   - The Somali were opposed to the division of Somaliland into the British and Italian spheres of influence which separated the clans.
   - They were opposed to punitive expeditions sent against them by the British.
   - The Somali people being Muslims were opposed to being controlled by the British who were Christians.
   - The British attempted to stop the Somali raiding activities against their neighbours.
   - The Somali were against British control of their pasture land and watering points.
   - The British wanted the Somali to drop their nomadic way of life.

   \[(Any \ 3 \times 1 = 3 \ marks)\]

(b) **Explain six negative effects of British Colonial rule on the people of Kenya.**
   - Colonial rule led to the loss of political independence.
   - Creation of reserves for Africans led to the emergence of squatters.
   - It led to the introduction of forced labour among the Africans.
   - Led to the introduction of taxation on Kenyans.

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• Creation of colonial boundaries split communities and affected their social cohesion/collapse of traditional industries.
• Africans in Kenya lost their land to Europeans settlers leading to landlessness/Exploitation of natural resources.
• Colonial rule undermined African Cultural practices.
• It destroyed traditional African political systems replacing them with appointed leaders.
• Introduced segregation/colour bar which created divisions among Kenyans.
• Led to introduction of Kipande System.

(Any 6 x 2 = 12 marks)

20. (a) Why did the colonial government deny the African the right to grow cash crops in Kenya before 1954?
• Africans were expected to provide labour on settler farms.
• European settlers did not want to compete with Africans in cash crops growing.
• The settlers claimed that Africans did not have knowledge of growing cash crops as this would lead to low quality products.
• They feared that crops diseases would spread from African farms to settlers plantations.
• European Settlers claimed that African farmers would produce low quality crops due to inadequate resources.

(Any 3 x 1 = 3 marks)

(b) Explain six problems faced by Africans in urban centres during the colonial period in Kenya
• There were inadequate housing facilities to meet the demand of the people.
• The Social Services provided to the Africans were inadequate and of poor quality
• Increased population in urban centres led to serious water shortages.
• Lack of planning of housing led to poor drainage and sanitation facilities.
• Establishment of industries in urban centres led to pollution of the environment which affected the health of the inhabitants.
• There were may unemployed people who got involved in social vices/crimes.
• Overcrowding especially in slums/shanties led to the outbreak of diseases.
• Inadequacy in housing led to the development of shanties/slums.
• Africans working in urban centres received low wages which affected their standard of living/Africans were subjected to racial discrimination.

(Any 6 x 2 = 12 marks)

21. (a) Give three reasons for the coming of European Christian Missionaries to Kenya in the 19th Century.
• To spread Christianity
• Some came to spread western culture
• They came to stop slave trade/establish legitimate trade
• To explore/gain geographical knowledge of Kenya.
• To counter the spread of Islam.

(Any 3 x 1 = 3 marks)

(b) Explain six factors that hindered the work of early Christian missionaries in Kenya.
• Lack of knowledge of local languages made it difficult for missionaries to spread Christianity.
• Tropical diseases led to ill-health/death of the missionaries slowing down their work.
• Lack of transport and communication facilities limited their movement into the interior.
• There was opposition from Muslims who were already established at the Kenyan coast.
• Lack of security led to loss of their property.
• Lack of support from the Africans due to Missionaries interference with traditional African cultural practices.
• They had inadequate funds to maintain/sustain their activities.
• They faced hostility from slave traders/raiders because of condemning the practice.
• They were few in number compared to the vast population of Africans to be converted.
• Lack of the geographical knowledge of the area which made them look for guides.
• There was inter-denominational rivalry between the catholics and the protestants.

(6 x 2 = 12 marks)

SECTION C (30 MARKS)

22. (a) Identify five elements of good citizenship in Kenya.

• Respect for other people/their property.
• Obedience to the laws of the country.
• Participation in development projects.
• Participation in the democratic/electoral processes.
• Being loyal/patriotic to one’s country.
• Practicing integrity/honesty when performing duties.
• Reporting law-breakers to the authorities.
• Efficient use of national resources.

(Any 5 x 1 = 5 marks)

(b) Explain five ways in which the Harambee philosophy has promoted the development of education in Kenya since independence.

• Many education institutions have been constructed using funds raised through harambee effort. Thus enabling many children to attend school.
• Many students have been assisted to pay school fees/pursue further studies thus enabling the needy to go on with learning.
• Physical facilities have been constructed/improved through harambee. This enables learning in a conducive environment.
• Teaching/learning materials have been purchased/donated to schools to improve the quality of education;
• Additional staff/workers in schools have been paid through harambee contributions by parents to offset the inadequacy.
• Through the Harambee spirit co-curricular activities have been supported by well wishers thus helping the learners to exploit their talents.
• School furniture has been bought through harambee effort thus making learning/teaching comfortable.
• Parents have contributed funds to supplement the government’s school feeding programme thus improving enrolment/retention.

(Any 5 x 2 = 10 marks)

23. (a) What is the importance of the rule of Law in Kenya?

• It protects rights of individuals/groups
• It spells out rules of conduct/responsibilities among people
• It promotes fairness in the administration of Justice/equality before the law.
• It creates peace and order in society.
• It gives direction on what is right or wrong.

(Any 3 x 1 = 3 marks)

(b) Describe six functions of the High Court of Kenya.

• To hear cases that cannot be heard by the lower courts
• It listens to appeals from the lower courts when the parties involved are
• not satisfied.
• It corrects/amends irregularities in decisions made by lower courts.
• It hears cases that carry death sentences/involve large sums of money
• It deals with cases involving land/succession disputes.
• It deals with disputes that take place outside Kenya’s territorial waters/maritime
• It hears appeals from decisions made by professional disciplinary tribunals involving
  advocates of the High Court and other members of the profession.
• It acts as a Constitutional Court by determining whether a case brought before it is
  constitutional or unconstitutional.
• It listens to appeals from special courts when the parties are not satisfied with the decisions
  made.
• It hears election petition cases
• It exercises divorce jurisdiction in matrimonial matters.
• It hears appeals from tribunals e.g. Rent Restrictions & Business Premises, Rents tribunal.

24. (a) State five reason that may lead to a presidential by-election in Kenya.

• President’s election may be nullified by court due to election offences.
• The serving president may die while in power.
• The president may resign
• If the president becomes physically/mentally incapacitated
• Parliament may pass a vote of no confidence in the president/government.
• If the serving president deserts/defects from the party that sponsored her/him to parliament.
• If the serving president ceases to be a Kenyan citizen.

(Any 5 x 1 = 5 marks)

(b) Explain five functions of the speaker of the National Assembly in Kenya.

• Chairs Parliamentary sessions during which he invites Members of Parliament to contribute
  to motion/debates.
• He maintains order by enforcing standing orders/rules
• He gives permission to members who wish to be absent for eight consecutive sittings.
• Swears in members of Parliament after elections before they can participate in proceedings.
• He is in charge of the general administration of the National Assembly.
• He chairs the standing order committee which interprets the standing orders of the National
  Assembly.
• He declares parliamentary seats vacant in order to pave way for general and by elections.
• He receives and accepts letters of resignation from members of parliament who have
  left/defected to other parties.
• He chairs the Parliamentary service commission which looks after the welfare of the
  members.
• He represents parliament in international for dealing with matters of common interest.

(Any 5 x 2 = 10 marks)

30.7.2 History Paper 2 (311/2)

SECTION A (25 marks)

1. Name two types of written materials used by historians as a source of history and
  government.
• Books/charts/maps/manuscripts/painting/drawings/scrolls/stone
  tablets/clay tablets.
• Newspapers/magazines.
• Diaries/biographies.
• Journals/periodicals.
2. State **two** ways in which the early man obtained food.
   - Hunting.
   - Gathering.
   - Growing crops/farming.
   - Livestock keeping/rearing animals.
   - Fishing.  
   \( \text{(Any 2x1 = 2 marks)} \)

   Simple life forms gradually develop into **higher forms** of life over millions of years.  
   \( \text{(1 x 1 = 1 mark)} \)

4. Identify the greatest contribution of Michael Faraday in the field of science.
   
   He invented electricity.  
   \( \text{(1 x 1 = 1 mark)} \)

5. Give the main use of steam power during the industrial revolution in Europe.
   
   Driving engines/machines in industries.  
   \( \text{(1 x 1 = 1 mark)} \)

6. State **two** disadvantages of using wood as a source of energy.
   - Wood is affected by rain.
   - It produces smoke/choking/pollutes the air/soot.
   - Leads to deforestation/scarcity of wood.
   - It is cumbersome to use/bulky.  
   \( \text{(Any 2 x 1 = 2 marks)} \)

7. Give **two** means of water transport used during the ancient time.
   - Sailing boats/Oar driven boats.
   - Rafts/logs.
   - Canoes.
   - Sailing ships/Dhows.  
   \( \text{(Any 2 x 1 = 2 marks)} \)

8. State **two** advantages of the use of money over barter as a medium of exchange.
   - Money is lighter to transport than goods.
   - Money is easily divisible into smaller units than the actual goods.
   - Money is convertible into electronic devices for payment unlike goods.
   - In barter trade, one cannot determine the actual value of the goods transacted/money is used to determine actual value.
   - Money can be stored for a longer period.  
   \( \text{(Any 2 x 1 = 2 marks)} \)

9. Give **two** reasons why the early urban centres in ancient Egypt developed in the Nile Valley.
   - Water from the river was used for transportation.
   - Water form the river was used for domestic use/industrial use.
   - Nile Valley contained fertile soil for farming/availability of food.
   - Nile Valley had cool temperatures which encouraged settlement.
   - Vegetation along the river provided building materials.  
   \( \text{(Any 2 x 1 = 2 marks)} \)

10. State **two** economic activities of the Shona during the pre-colonial period.
    - They grew crops/-agriculture.
    - They kept livestock.
    - They traded with Arabs and Swahili traders/took part in long distance trade/trade.
• They hunted elephants for ivory.
• They were iron workers/blacksmiths.
• They made clothes from wild cotton/bark fibers.
• They mined gold.
• They were fishermen.
• Gathered/Gathering.
• Pottery/Basketry/Carving

(Any 2 x 1 = 2 marks)

11. Define the term ‘sphere of influence’ as used by the European powers in Berlin Conference of 1884 and 1885.
Parts of Africa claimed by different European powers in-order to safeguard their Socio-economic and political interests.
(1 x 1 = 1 mark)

12. Identify one political reform introduced by President Fredrik de Klerk that led to the achievement of black majority rule in South Africa.
• He released all the political prisoners
• Repeated apartheid laws e.g pass laws.
• Allowed Africans to join political parties/participation in elections.
(Any 1 x 1 = 1 mark)

13. Give one way in which the policy of “nationalism” slowed down economic development in Tanzania during the reign of Julius Nyerere.
• Many Tanzanians developed a negative attitude to work/relied on government support.
• Most foreign investors withdraw from the country.
• Some industries collapsed.
(Any 1 x 1 = 1 mark)

14. Name the organ of the United Nations organization that promotes justice in the world.
The International Court of Justice.
(1 x 1 = 1 mark)

15. Identify one superpower that was involved in the cold war.
• United States of America. (USA)
• Union of Soviet Socialist Republics (USSR)
(Any 1 x 1 = 1 mark)

16. Name two English speaking member countries of the Economic Community of West Africa States. (ECOWAS).
• Liberia.
• Gambia.
• Ghana.
• Nigeria.
• (v) Sierra Leone.
(Any 2 x 1 = 2 marks)

17. Identify one House of the Congress in the United States of America.
• The House of Representatives.
• The Senate.
(Any 1 x 1 = 1 mark)

SECTION B (45 marks)

18. (a) Give three stages in the evolution of man before Homo Erectus.
• Aegyptopithecus/Egyptian ape.
• Dryopithecus Africanus/Proconsul/Woodland ape.
• Kenyapithecus/Ramapithecus/Kenyan ape/Asian ape.

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• Australopithecus/Zinjathropus/Man ape/Southern ape/Nut cracker.
• Homo habilis/Handy man/Practical man.

Note: Any order of responses earns marks.  

(Any 3 x 1 = 3 marks)

(b) Describe six ways in which the discovery of fire by Early Man improved his way of life.
• The fire was used to roast/cook food thus he stopped eating raw food
• Fire was used to provide warmth at night when it was cold.
• Fire was used to provide light in the dwelling/sites/caves.
• Fire improved hunting as man could use it to push animals to confined areas thus kill them easily.
• Fire was used to frighten animals from man’s dwelling places thus improved security.
• Sharpening tools/Tool making was improved through the use of fire to harden tips of tools.
• Communication between people living at different places was made possible by the use of fire and smoke signals.
• Early man preserved food by drying it over the fire.
• Fire enabled man to harden pottery which was used for storage/cooking/trade.

(Any 6 x 2 = 12 marks)

19. (a) Identify three ways in which water was used in industries during the 18th century.
• To turn waterwheels/grinding stones in flour mills.
• To wash/clean the machines/maintain cleanliness.
• To cool the machines.
• To turn spinning machines in textile industries.
• To produce steam power to drive machines.

(Any 3 x 1 = 3 marks)

(b) Explain six social effects of the industrial revolution in Europe during the 18th Century.
• Many people migrated to towns to look for jobs leading to overcrowding.
• Increased population in towns led to shortage of houses thereby resulting to the development of slums.
• There was poor sanitation which made many people to suffer from various diseases.
• The factories emitted pollutants into the air, water and land thus affecting peoples health.
• Those who did not secure employment in the industrial town engaged in crime and other social evils.
• Industrial revolution led to social stratification where the poor were discriminated by the rich.
• Women and children were exploited because they worked for long hours.
• Trade Unions developed in order to fight for the rights of industrial workers/to settle industrial disputes.
• Due to long working schedules, some industrial workers neglected their homes leading to family breakups.

(Any 6 x 2 = 12 marks)

20. (a) Identify the three methods used by the French to acquire colonies in West Africa.
• Signed treaties with the African rulers/used diplomacy.
• Played off one community against the other/divide and rule/treachery.
• Used force to conquer the African/military expeditions.

(Any 3 x 1 = 3 marks)

(b) Explain six factors that led to the defeat of Samori Toure by the French.
• The constant movements of his army and people denied them time to concentrate on gainful activities. This resulted to inadequate food supplies.
• The scorched earth policy that he used when fighting made his people to be impoverished and thus turned against him.
• Some African communities in the area supported the French against Samori Toure e.g. Tiaba of Sikasso & Ahmed Sekour of Tokolor.
• The diplomatic tactics of playing off the British against the French worked against him as the British refused to give him support when attacked by the French.
• The determination by the French to establish an overseas empire made them to use their superior weapons on Samori Toure.
• The non-Mandinka and non-Muslim communities in his empire supported the French against him because he had conquered/mistreated them.
• The British refused to support Samori Toure against the French due to their policy of non-interference.
• The French besieged Samori Capital/blocking his retreat thereby forcing him to surrender.
• The establishment of the second empire form the East denied him access to the Coast thus affecting constant supply of arms.
• The loss of Bure Gold mines denied him finances to sustain his forces.

(Any 6 x 2 = 12 marks)

21. (a) Give three reasons why it took long for Mozambique to achieve independence from Portugal.
• Portugal was reluctant to part with the economic wealth of Mozambique.
• Portugal was ruled by Kings who had no regard for human rights/brutal.
• Portugal regarded Mozambique as one of its provinces and not a colony.
• Portugal had succeeded in suppressing revolts by Africans before Nationalism took root in Mozambique.
• Lack of unity among Africans until 1940’s.
• Illiteracy among Africans in Mozambique.

(Any 3 x 1 = 3 marks)

(b) Explain six factors that favoured the success of FRELIMO nationalists during their struggle for independence in Mozambique.
• Use of guerilla tactics to attack the Portuguese from different parts of the country straining colonial resources.
• The local population was recruited in the army which out numbered the Portuguese forces.
• Mozambique was highly forested thus provided good cover for the guerrilla fighters from Portuguese war planes.
• Frelimo fighters were working on familiar ground terrain.
• The Frelimo nationalists cultivated their own food thus being self sufficient in food supplies.
• The nationalists were aided financially, materially and morally by communist countries which enabled them to continue with the struggle.
• Support by the Organization of African Unity (OAU) inspired the nationalists to keep on the struggle.
• The practice of Frelimo of setting up administrative structures in Liberated areas encouraged the Africans in Mozambique to support the struggle.
• The recognition of the role of women helped the nationalist to mobilize the communities to support the struggle.
• Elimination of ethnic differences appealed to all the Mozambicans to join in the common cause/ they were united/Use of Portuguese Language.
• The Frelimo leaders were well organized/co-ordinated the struggle effectively.
• Frelimo fighters received constant flow of information about movement of Portuguese troops.

(Any 6 x 2 = 12 marks)
SECTION C (30 marks)

22. (a) List three European countries that formed the Tripple Alliance before the outbreak of the First World War.

- Germany
- Austria-Hungary
- Italy
- Romania

(Any 3 x 1 = 3 marks)

(b) Describe six functions of the General Assembly of the United Nations (U.N).

- The General Assembly liaises with the security Council in making recommendations on maintenance of peace/security.
- Discusses issues relating to international peace and security.
- It elects jointly with the Security Council, the judges of the International Court of Justice/appoints the Secretary General.
- It receives/acts on report from Security Council and other U.N. organs.
- It approves U.N. budget/apporions the amounts of contribution to be paid by each member state.
- It admits new/suspends/dismiss member states from the U.N. with the recommendations of the Security Council.
- It elects non-permanent members of the Security/Economic and Social Councils.
- It promotes international cooperation in Political/Economic/Social fields.
- It promotes the development/codification of international law.
- It facilitates the realization of human rights/fundamental freedoms.
- It promotes higher/better standards of living among nations.

(Any 6 x 2 = 12 marks)

23. (a) State five characteristics of the Commonwealth member states.

- Members of the Commonwealth use English as the official language of communication.
- Members appreciate each others cultural values.
- Member countries co-operate in the field of education/Similar education System.
- They recognize the Queen/King of England as the head of Commonwealth.
- Member countries have similar government institutions/parliamentary system/judiciary/civil service/military.
- They participate in Commonwealth games.
- They have economic ties/the rich nations assist the poor ones with economic/technical aid.

(Any 5 x 1 = 5 marks)

(b) Explain five challenges facing Commonwealth.

- The Commonwealth is dominated by the developed nations. This undermines policies/decisions made by the less developed members.
- Lacks adequate funds to finance its operations since most of the members are form the less developed countries.
- Political instability/civil wars in many member countries in Africa and Asia has affected the performance of the association in promoting peace/good governance.
- Members of the Commonwealth have a divided loyalty/lack commitment due to their involvement in other organizations.
- Members of the Commonwealth withdraw their membership at will and hence affect smooth operation of the club.
- Ideological differences between the member countries/capitalism/communism make it difficult for the members to speak with one voice on matters of international concern.
- Personality differences between heads of states/governments have negativity affected the association.
24. (a) State three ways in which a person can become a member of Parliament of Britain.

- Election of the member to the house of commons.
- Nomination of the person by the Monarch.
- Through inheritance to the house of Lords.
- By virtue of office.
- By appointment due to outstanding performance.

(Any 3 x 1 = 3 marks)

(b) Describe six duties of the Monarch in Britain.

- The Monarch approves/assents bills before they become laws.
- The Monarch approves all appointments to important state offices.
- The Monarch is involved in enacting treaties between government and other countries in relation to foreign policy.
- The Monarch summons/prorogues/dissolves parliament in consultation with the Prime Minister.
- The Monarch gives consent to all cabinet appointments.
- The Monarch has powers to pardon people who have been accused of committing various offences.
- The Monarch advises/counsels the government.
- The Monarch confers honours to persons who have rendered distinguished/outstanding service to the state.
- The Monarch is the Commander-in-Chief of the armed forces.

(Any 6 x 2 = 12 marks)