

## 24.7 HISTORY & GOVERNMENT

### 24.7.1 History & Government Paper 1(311/1)

#### SECTION A (25 marks)



**MANYAM FRANCHISE**

Discover! Learn! Apply

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.

*(1x 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 15<sup>th</sup> 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 19<sup>th</sup> 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)*