

9.0 HISTORY & GOVERNMENT

History and government equips students with adequate knowledge that enhances their understanding of social, economic and political developments of the world. Students are expected to relate this information to the Kenyan situation. The year **2009 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)** examines “themes in world History and Government”

This report analyses the performance of candidates in the year 2009 History and Government examination papers, paying special attention to the poorly performed items. It looks at what the questions tested, the candidates’ weaknesses and possible reasons for their poor performance. It also gives advice to History and Government teachers 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: 2006, 2007, 2008 and 2009.

Table 14: Candidates’ Performance in History and Government for the Last Four Years

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2006	1		100	59.16	19.55
	2		100	42.23	17.74
	Overall	140,400	200	101.38	35.00
2007	1		100	48.04	18.60
	2		100	53.82	20.19
	Overall	165,844	200	101.85	36.00
2008	1		100	36.20	16.96
	2		100	45.75	18.33
	Overall	184,823	200	81.92	33.57
2009	1		100	49.56	16.58
	2		100	42.20	16.14
	Overall	210,622	200	91.56	31.13

From the table above, the following can be deduced:

- 9.1.1 The candidature increased from **184,823** in 2008 to **210,622** in 2009.
- 9.1.2 There was an improvement in performance in paper 1 (311/1) from a mean of **36.20** in 2008 to **49.56** in 2009. However, there was a drop in performance in paper 2 (311/2) from a mean of **45.75** in 2008 to **42.20** in 2009.
- 9.1.3 The improvement in the performance of paper 1 to a mean of **49.56** led to the increase in the overall mean to **91.56** in 2009 from **81.92** in 2008.
- 9.1.4 The best performance over the four year period was in the year 2007 which had an overall mean of **101.85**.

Some questions were performed poorly. These will be discussed in the following section.

9.2 PAPER 1 (311/1)

The performance of candidates in this paper improved from a mean of **36.20** in the year 2008 to **49.46** in the year 2009. In this report, questions **20 (a)** and **24 (b)** will be discussed as they were challenging to many candidates.

Question 20 (a)

Why did the colonial government deny the Africans the right to grow cash crops in Kenya before 1954?

The candidates were expected to give reasons why the colonial government did not allow Africans to grow cash crops.

Weaknesses

Many candidates gave irrelevant responses such as “there was lack of funds, they were seen as baboons, construction of industries, the colonial government wanted the Africans to use their own raw materials etc”.

Expected responses

- (i) Africans were expected to provide labour on settler farms.
- (ii) European settlers did not want to compete with Africans in cash crop growing.
- (iii) The settlers claimed that Africans did not have knowledge of growing cash crops as this would lead to low quality products.
- (iv) They feared that crop diseases would spread from African farms to settler plantations.
- (v) European settlers claimed African farmers would produce low quality crops due to inadequate resources.

Advise to teachers

The various wrong responses denote poor syllabus coverage or poor teaching and testing since the required answers are very basic and mainly based on common sense. Teachers should ensure that there is proper syllabus coverage and carry out revision with the candidates before sitting for the examinations.

Question 24 (b)

Explain the functions of the Speaker of the National Assembly in Kenya.

The question simply asked for the functions of the speaker of the parliament in Kenya.

Weaknesses

Some candidates gave irrelevant answer such as “welcoming the president, maintains parliamentary buildings, he is the one to pray when people want to start the meeting, he chairs the cabinet meetings”, etc.

Expected responses

- (i) Chairs parliamentary sessions during which he invites Members of Parliament to contribute to motions/ debates.
- (ii) He maintains order by enforcing standing orders/ rules.
- (iii) He gives permission to members of parliament who wish to be absent for eight consecutive sittings.
- (iv) Swears in members of Parliament after elections before they can participate in proceedings.
- (v) He is in charge of the general administration of the National Assembly.
- (vi) He chairs the Standing Order Committee which interprets the standing orders of the National Assembly.
- (vii) He declares parliamentary seats vacant in order to pave way for general and by-elections.
- (viii) He receives and accepts letters of resignation from members of parliament who have left/defected to other parties.
- (ix) He chairs the Parliamentary Service Commission which looks after the welfare of the members.
- (x) He represents parliament in international for dealing with matters of common interest.

Advice to teachers

The answers given by the candidates showed that this topic was either ignored, overlooked, assumed or was never taught at all. The teachers should ensure proper syllabus coverage and effective syllabus coverage.

9.3 GENERAL COMMENTS

- 9.3.1 Teachers should effectively cover the syllabus within the time allocated.
- 9.3.2 Teachers should desist from using unapproved revision materials and set standard tests for revision.
- 9.3.3 The teachers should teach their students to understand the rubric and follow it.
- 9.3.4 The students should be exposed to current affairs.

9.4 PAPER 2 (311/2)

The performance of candidates in this paper declined from a mean of 45.75 in 2008 to 42.20 in the year 2009. This report looks at question 22.

Question 22(a)

List three European countries that formed the Triple Alliance before the outbreak of the First World War.

Weaknesses

The candidates were not able to list the countries that formed the Triple Alliance before the outbreak of the First World War.

Expected responses

- (i) Germany.
- (ii) Austria-Hungary.
- (iii) Italy.
- (iv) Romania.

Advice to teachers

Teachers should teach the students on the First World War alliances.

Question 22 (b)

Describe six functions of the General Assembly of the United Nations (UN)

Weaknesses

The candidates gave out the objectives of the United Nations.

Expected responses

- (i) The General Assembly liaises with the Security Council in making recommendations on maintenance of peace/ security.
- (ii) Discusses issues relating to international peace/security
- (iii) It elects jointly with the Security Council, the judges of the International Court of Justice/ appoints the Secretary General.
- (iv) It receives/ acts on reports from Security Council and other UN organs.
- (v) It approves UN budget /apportions the amount of contribution to be paid by each member state.
- (vi) It admits/suspends/dismisses member states from the UN with the recommendation of the Security Council.
- (vii) It elects non-permanent members of the Security/Economic and Social Councils.
- (viii) It promotes international cooperation in political/social/economic fields.
- (ix) It promotes the development/codification of international law.
- (x) It facilitates the realization of human rights/fundamental freedoms.
- (xi) It promotes better/higher standards of living among nations.

Advice to teachers

Teachers must differentiate between the objectives of the UN and the specific functions of the General Assembly.

9.5 GENERAL COMMENTS

- 9.5.1 Teachers should effectively cover the syllabus within the time allocated.
- 9.5.2 Teachers should desist from using unapproved revision materials and set standard tests for revision.
- 9.5.3 The teachers should teach their students to understand the rubric and follow it.
- 9.5.4 The students should be exposed to current affairs.

29.7 HISTORY & GOVERNMENT (311)

29.7.1 History & Government Paper 1 (311/1)



SECTION A (25 marks)

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

- 1 Identify **one** branch in the study of History and Government of Kenya. (1 mark)
- 2 Apart from the Maasai, name **one** other plains Nilotes found in Kenya. (1 mark)
- 3 What was the **main** economic activity of the Cushites in the pre-colonial period? (1 mark)
- 4 State **two** political functions of the council of elders among the Agikuyu during the colonial period. (2 marks)
- 5 Name **two** groups that rivaled the Portuguese for the control of the Kenyan coast in the 16th Century. (2 marks)
- 6 Identify **two** communities which resisted the British occupation of Kenya. (2 marks)
- 7 Give the **main** reason why poll tax was introduced in Kenya during the colonial period. (1 mark)
- 8 Who was the chairman of the East African Association during the colonial period in Kenya? (1 mark)
- 9 Name the **first** African to be nominated to the Legislative Council in 1944 in Kenya. (1 mark)
- 10 Identify **two** methods used by Trade Unionists to demand for their rights during the colonial period. (2 marks)
- 11 State the **main** reason why the second Lancaster House Conference was held in 1962. (1 mark)
- 12 State **two** roles played by the Kenya African Democratic Union in the struggle for independence in Kenya. (2 marks)
- 13 Give **two** ways through which the government has encouraged the preservation of African culture through music and dance. (2 marks)

- 14 State **one** way through which the Minister for Local Government exercises control over Municipal Councils in Kenya. (1 mark)
- 15 Name the unit of the police department which is responsible for maintaining law and order at the Chief's office. (1 mark)
- 16 Who appoints the Head of the Civil Service in Kenya? (1 mark)
- 17 Identify **two** characteristics of African Socialism that promote national development in Kenya. (2 marks)

SECTION B (45 marks)

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

- 18 (a) Give the evidence which shows that the early visitors reached the Kenyan coast before the 15th Century. (3 marks)
- (b) Explain **six** results of the interaction between the people of the Kenyan coast and the Arabs. (12 marks)
- 19 (a) Give **three** causes of the Somali resistance to the British rule in Kenya during the 19th Century? (3 marks)
- (b) Explain **six** negative effects of British colonial rule on the people of Kenya. (12 marks)
- 20 (a) Why did the colonial government deny the Africans the right to grow cash crops in Kenya before 1954? (3 marks)
- (b) Explain **six** problems faced by Africans in urban centres during the colonial period in Kenya. (12 marks)
- 21 (a) Give **three** reasons for the coming of European Christian missionaries to Kenya in the 19th Century. (3 marks)
- (b) Explain **six** factors that hindered the work of early Christian missionaries in Kenya. (12 marks)

SECTION C (30 marks)

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

- 22 (a) Identify **five** elements of good citizenship in Kenya. (5 marks)
- (b) Explain **five** ways in which the harambee philosophy has promoted development of education in Kenya since independence. (10 marks)
- 23 (a) What is the importance of the rule of law in Kenya? (3 marks)
- (b) Describe **six** functions of the high court in Kenya. (12 marks)
- 24 (a) State **five** reasons that may lead to a presidential by-election in Kenya. (5 marks)
- (b) Explain **five** functions of the Speaker of the National Assembly in Kenya. (10 marks)

(iv) the molarity of hydrochloric acid, solution D.

(1 mark)

Table 2

	I	II	III
Final burette reading			
Initial burette reading			
Volume of solution D used (cm ³)			

(4 marks)

(b) Calculate:

(i) average volume of solution D used;

(1 mark)

(ii) moles of hydrochloric acid in the average volume of solution D used;

(1 mark)

(iii) moles of the metal carbonate, solid A in 25.0cm³ of solution A;

(2 marks)

(iv) the solubility of the metal carbonate, solid A in water.

(Relative formula mass of metal carbonate = 74, assume density of solution = 1g/cm³).

(2 marks)

2 You are provided with solid E. Carry out the following tests and write your observations and inferences in the spaces provided.

(a) Place about one-half of solid E in a dry test-tube. Heat it strongly and test any gas produced using hydrochloric acid, solution B on a glass rod.

Observations

(2 marks)

Inferences

(1 mark)

(b) Place the rest of solid E in a boiling tube. Add about 10cm³ of distilled water. Shake well and use 2cm³ portions for each of the tests below.

(i) To one portion, add aqueous ammonia dropwise until in excess.

Observations

(1 mark)

Inferences

(1 mark)

(ii) To a second portion, add about 1cm³ of hydrochloric acid, solution B.

Observations

(1 mark)

Inferences

(2 marks)

(iii) To a third portion, add two drops of aqueous lead (II) nitrate and heat the mixture to boiling.

Observations

(1 mark)

Inferences

(1 mark)

- 3 You are provided with solid F. Carry out the following tests and record your observations and inferences in the spaces provided.

- (a) Place about one half of solid F in a dry test-tube. Retain the other half of solid F for use in (b). Add all of the absolute ethanol provided to solid F in the test-tube. Shake the mixture.

Observations

(1 mark)

Inferences

(1 mark)

Divide the mixture into two portions.

- (i) Determine the P^H of the first portion using universal indicator solution and a P^H chart.

Observations

(1 mark)

Inferences

(1 mark)

- (ii) To the second portion, add one half of the solid sodium hydrogen carbonate provided.

Observations

(1 mark)

Inferences

(1 mark)

- (b) Place the remaining amount of solid F in a boiling tube. Add 10cm^3 of distilled water and shake. Boil the mixture and divide it into three portions while still warm.

- (i) To the first portion, add the remaining amount of solid sodium hydrogen carbonate.

Observations

(1 mark)

Inferences

(1 mark)

- (ii) To the second portion, add three drops of acidified potassium dichromate (VI) solution and warm.

Observations

(1 mark)

Inferences

(1 mark)

- (iii) To the third portion, add five drops of bromine water.

Observations

(1 mark)

Inferences

(1 mark)

29.7.2 History & Government Paper 2 (311/2)

SECTION A (25 marks)

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

- 1 Name two types of written materials used by historians as a source of history and government. (2 marks)
- 2 State two ways in which the early man obtained food. (2 marks)
- 3 State Charles Darwin's theory of evolution. (1 mark)
- 4 Identify the greatest contribution of Michael Faraday in the field of science. (1 mark)
- 5 Give the main use of steam power during the industrial revolution in Europe. (1 mark)
- 6 State two disadvantages of using wood as a source of energy. (2 marks)
- 7 Give two means of water transport used during the ancient times. (2 marks)
- 8 State two advantages of the use of money over barter as a medium of exchange. (2 marks)
- 9 Give two reasons why early urban centres in ancient Egypt developed in the Nile Valley. (2 marks)
- 10 State two economic activities of the Shona during the pre-colonial period. (2 marks)
- 11 Define the term 'sphere of influence' as used by the European powers in Berlin Conference of 1884 and 1885. (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. (1 mark)
- 13 Give one way in which the policy of nationalization slowed down economic development in Tanzania during the rule of Julius Nyerere. (1 mark)
- 14 Name the organ of the United Nations that promotes justice in the world. (1 mark)
- 15 Identify one superpower that was involved in the cold war. (1 mark)
- 16 Name two English speaking member countries of the Economic Community of West Africa States (ECOWAS). (2 mark)
- 17 Identify one house of Congress in the United States of America. (1 mark)

SECTION B (45 marks)

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

- 18 (a) Give **three** stages in the evolution of man before Homo Erectus. (3 marks)
- (b) Describe **six** ways in which the discovery of fire by early man improved his way of life. (12 marks)
- 19 (a) Identify **three** ways in which water was used in industries during the 18th Century. (3 marks)
- (b) Explain **six** social effects of the industrial revolution in Europe during the 18th Century. (12 marks)
- 20 (a) Identify the **three** methods used by the French to acquire colonies in West Africa. (3 marks)
- (b) Explain **six** factors that led to the defeat of Samori Toure by the French. (12 marks)
- 21 (a) Give **three** reasons why it took long for Mozambique to achieve independence from Portugal. (3 marks)
- (b) Explain **six** factors that favoured the success of FRELIMO nationalists during their struggle for independence in Mozambique. (12 marks)

SECTION C (30 marks)

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

- 22 (a) List **three** European countries that formed the Tripple Alliance before the outbreak of the First World War. (3 marks)
- (b) Describe **six** functions of the General Assembly of the United Nations. (12 marks)
- 23 (a) State **five** characteristics of the Commonwealth member states. (5 marks)
- (b) Explain **five** challenges facing the Commonwealth. (10 marks)
- 24 (a) State **three** ways in which a person can become a member of parliament in Britain. (3 marks)
- (b) Describe **six** duties of the Monarch in Britain. (12 marks)

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 x 1 = 1 mark)
2. Apart from the Maasai, name **one** other Plains Nilotes found in Kenya.
 - Turkana
 - Samburu
 - Njemps
 - Iteso

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

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

(Any 2 x 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 x 1 = 1mark)
8. Who was the chairman of the East African Association during the colonial period in Kenya?
 - Harry Thuku

(Any 1 x 1 = 1mark)

9. Name the **first** African to be nominated to the Legislative Council in 1944 in Kenya.
- Eliud Mathu (1 x 1 = 1 mark)
10. Identify **two** methods used by Trade Unionists to demand for their rights during the colonial period.
- Strikes/riots
 - Boycotts
 - Go slows/sit-ins
 - Demonstrations
 - Petitions (1 x 1 = 1 mark)
11. State the **main** reason why the Second Lancaster House Conference was held in 1962.
- To come up with a constitution for independent Kenya. (1x1 = 1 mark)
12. State **two** roles played by the Kenya African Democratic Union in the struggle for independence in 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. (Any 2 x 1 = 2 marks)
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. (Any 2 x 1 = 2 marks)
14. State **one** way through which the Minister for Local Government exercises control over Municipal Councils in Kenya.
- Regulates the issuing of grants
 - Monitor expenditure/auditing
 - Approves levies/taxes
 - Carries out general administrative & supervisory activities. (Any 1 x 1 = 1 mark)
15. Name the unit of the police department which is responsible for maintaining law and order at the Chief's office.
- The Administration Police (1 x 1 = 1 mark)
16. Who appoints the Head of the Civil Service in Kenya?
- The president. (1 x 1 = 1 mark)

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 x 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 x 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 emergence of Waswahili people

(Any 6 x 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 x 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.

- 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 many 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 ones 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 the 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 governments 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 crates 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.

- (v) Official government records. (Any 2x1 = 2 marks)
2. State **two** ways in which the early man obtained food.
 - Hunting.
 - Gathering.
 - Growing crops/farming.
 - Livestock keeping/rearing animals.
 - (v) Fishing. (Any 2x1 = 2 marks)
 3. State Charles Darwins theory of evolution.
Simple life forms gradually develop into higher forms of life over millions of years. (1 x 1 = 1 mark)
 4. Identify the greatest contribution of Michael Faraday in the field of science.
He invented electricity. (1 x 1 = 1 mark)
 5. Give the main use of steam power during industrial revolution in Europe.
Driving engines/machines in industries. (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.
 - (iv) It is cumbersome to use/bulky. (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.
 - (iv) Sailing ships/Dhows. (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. (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 from 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.
 - (v) Vegetation along the river provided building materials. (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.

- 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 from 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 strained 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/apportions 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.

- The association lacks an executive authority to enforce its decisions/has no standing army.
- The need to correct colonial injustices has created misunderstandings among the members thus making it difficult for it to effectively implement its plan.
- Racial discrimination reflected by lack of free movement/restricted visa rules adopted by some countries has undermined social cohesion.
- Some member countries put their national interest before those of the association thus making it difficult for the association to achieve its objectives.

(Any 5 x 2 = 10 marks)

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 appoints bishops/archbishops of the Church of England.
- 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)