

**13.0 HISTORY AND GOVERNMENT (311)**

**13.1 History and Government Paper 1 (311/1)**

**SECTION A (25 marks)**

- 1 Give **two** unwritten sources of information on History and Government. (2 marks)
- (i) Oral traditions/oral sources/riddles/myths
  - (ii) Archaeology/paleontology
  - (iii) Genetics
  - (iv) Linguistics
  - (v) Anthropology
- Any 2 x 1=2 marks
- 2 What was the main reason for the migration of the Eastern Bantu from Shungwaya during the pre-colonial period. (1 mark)
- Due to attacks by the Galla/attacks
- 1 x 1=1 mark
- 3 Give **two** reasons why Kenyan Communities fought against each other during the pre-colonial period. (2 marks)
- (i) Competition for land for cultivation/settlement.
  - (ii) Competition for water/pasture.
  - (iii) To demonstrate their military power.
  - (iv) To raid for cattle.
- Any 2 x 1 = 2 marks
- 4 Identify the **two** main item of trade from the interior of Kenya during the long distance trade. (2 marks)
- (i) Ivory
  - (ii) Slaves
- Any 2 x 1=2 marks
- 5 Identify **two** contributions made by the early Christian missionaries in the field of education in Kenya. (2 marks)
- (i) They set up schools/encouraged Africans to go to school.
  - (ii) They taught Africans how to read/write.
  - (iii) They taught Africans vocational skills
  - (iv) They translated the Bible into African languages
  - (v) They wrote books/dictionary
- Any 2 x 1=2 marks
- 6 Give the meaning of the term 'national integration'. (1 mark)
- It is the process of bringing together people of diverse backgrounds in a country.
- 1 x 1 = 1 mark
- 7 What constitutional amendment made Kenya return to a multi-party state? (1 mark)
- Repeal of section 2A of the constitution in 1991.
- 1 x 1 = 1 mark
- 8 Name the document which contain the Rights of the child in Kenya. (1 mark)
- The Children's Act of 2001.
- 1 x 1 = 1 mark
- 9 Identify **two** economic benefits of the Kenya-Uganda railway during the colonial period. (2 marks)
- (i) It facilitated the transportation of goods/services.
  - (ii) It led to the development of urban centres.

- (iii) It facilitated the movement of traders/promoted trade.
- (iv) It opened up the interior for economic development. eg. plantation agriculture and industry
- (v) It led to the creation of employment opportunities.
- (vi) It led to development of other forms of transport & communication eg. roads and telecommunication
- (vii) It was a major source of revenue for the colonial authority.

Any 2 x 1=2 marks

**10** Give **two** ways through which the white settlers acquired land in Kenya during the colonial period. (2 marks)

- (i) The colonial government provided land to the settlers.
- (ii) The white settlers bought land from the colonial government.
- (iii) The colonial government passed land legislations that encouraged white settlers to own land.

Any 2 x 1=2 marks

**11** State **two** problems faced by trade union movement during the colonial period in Kenya. (2 marks)

- (i) It had insufficient funds to run its activities.
- (ii) The colonial government harassed its leaders.
- (iii) Constant wrangling among the leaders which weakened the movement/poor leadership
- (iv) Most people did not support trade unions due to ignorance.

Any 2 x 1 = 2 marks

**12** State **one** change introduced by the Lyttleton constitution of 1954 that benefitted the Africans in the struggle for independence. (1 mark)

- (i) It led to the establishment of a multi-racial council of ministers to replace the Governor's executive council.
- (ii) The ban on political organisations was lifted/allowed political organisations to operate at district level.

1 x 1 = 1 mark

**13** What was the main contribution of Thomas Joseph Mboya to the History of Kenya? He led/organised the trade union movement.

1 x 1 = 1 mark

**14** State the main functions of parliament in Kenya. To make laws. (1 mark)

1 x 1 = 1 mark

**15** Give **one** member of the AEMO at its inception in 1957. (1 mark)

- Daniel Arap Moi
- Masinde Muliro
- Lawrence Oguda
- James Muimi/James Nzau
- Tom Mboya
- Ronald Ngala
- Bernard Mate
- Oginga Odinga

Any 1 x 1 = 1 mark

**16** Name the education commission that recommended the introduction of 8:4:4 education system in Kenya. Mackay Report/Commission. (1 mark)

1 x 1=1 mark

- 17 Give **two** external sources of Government revenue in Kenya. (2 marks)
- (i) Loans.
  - (ii) Grants.
  - (iii) Donations

Any 2 x 1 = 2 marks

**SECTION B (45 marks)**

- 18 (a) State **five** economic activities of the Borana during the pre-colonial period. (5 marks)
- (i) They participated in trade.
  - (ii) They kept livestock.
  - (iii) They hunted wild animals.
  - (iv) They were gatherers.
  - (v) They practised crafts.
  - (vi) They practised fishing.
  - (vii) They made iron tools.
  - (viii) They grew food crops.

Any 5 points x 1 = 5 marks

- (b) Describe the social organisation of the Maasai during the pre-colonial period. (10 marks)
- (i) The lowest social unit was the family which comprised of the father, his wife/wives and children.
  - (ii) Several related families formed a clan.
  - (iii) The Maasai were organised into age groups/age sets which were made up of people who were circumcised at the same period.
  - (iv) There was a warrior class whose duty was to defend the community/conduct raids.
  - (v) The Maasai believed in the existence of a supreme God Enkai, who was the creator of the universe.
  - (vi) There was a religious leader, Laibon who mediated between the community and Enkai.
  - (vii) They offered sacrifices to God in special places/celebrated the Eunoto ceremony that marked graduation into Moranhood ..
  - (viii) They believed in the existence of ancestral spirits whom they revered.

Any 5 points x 2 = 10 marks

- 19 (a) State **three** reasons for the coming of the Portuguese to the Kenyan Coast in the 15th Century. (3 marks)
- (i) They wanted to find a sea route to India.
  - (ii) They wanted to spread christianity/reduce the Muslim influence.
  - (iii) They wanted to take part in the Coastal trade.
  - (iv) To control strategic points on the East African Coast from other European rivals/to act as a supply basis for their sailing vessels.
  - (v) Due to desire for exploration/adventure.

Any 3 x 1 = 3 marks

- (b) Explain **six** effects of the Portuguese rule on the East African Coast. (12 marks)
- (i) The Portuguese built Fort Jesus for defence purpose which later became a tourist attraction.
  - (ii) Their harsh and cruel manner of suppressing rebellions led to loss of lives.
  - (iii) They introduced new food crops which are staple foods for many Kenyans.
  - (iv) Constant rebellions against the Portuguese rule interfered with the trading activities leading to its decline.

- (v) The coastal towns that resisted Portuguese rule were destroyed and left in ruins.
- (vi) They educated the coastal people on how to use animal manure in farming and thus increasing crop yields.
- (vii) Some words borrowed from Portuguese language were used to enrich Kiswahili language.
- (viii) The Portuguese imposed heavy taxation which impoverished the coastal people.
- (ix) They fostered good relations between the EA coast and India.

Any 6 x 2 = 12 marks

20

- (a) Identify **three** methods used by the British to establish their rule in Kenya.

(3 marks)

- (i) Signing treaties between colonial agents and African rulers/collaboration.
- (ii) Use of military attacks against unfriendly communities/use of force.
- (iii) Establishing administrative stations/operational basis.
- (iv) Offering gifts to friendly chiefs/treachery.
- (v) Use of missionaries to pacify Africans through preaching.

Any 3 x 1 = 3 marks

- (b) Explain **six** results of the Nandi resistance against British occupation. (12 marks)

- (i) The land belonging to the Nandi was alienated for white settlement.
- (ii) The Nandi lost their independence as the British established their rule.
- (iii) The Nandi were resettled in reserves where they could not carry out their farming activities.
- (iv) They were forced to live as squatters on European farms where they provided cheap labour.
- (v) There was massive loss of life as the British forces raided/carried out punitive expeditions.
- (vi) The Nandi lost property which was either destroyed or confiscated by the British.
- (vii) The Nandi lost their military superiority in the region as they were subdued by the British.
- (viii) The Nandi warriors were conscripted into the colonial security forces.

Any 6 x 2 = 12 marks

21

- (a) State **five** demands made by the East African Association (EAA) to the British Colonial Government in Kenya. (5 marks)

- (i) They demanded for the return of alienated land.
- (ii) They wanted the colonial government to abolish hut/poll tax.
- (iii) They demanded for the abolition of the Kipande.
- (iv) They demanded for better working and living conditions.
- (v) They demanded that elections to the legislative council be on a common roll.
- (vi) They demanded for the abolition of forced labour.
- (vii) They demanded for more education for Africans.
- (viii) They demanded an end to compulsory destocking.
- (ix) They demanded for the revocation of the colonial status in Kenya.

Any 5 x 1 = 5 marks

- (b) Explain **five** factors that promoted the rise of African nationalism in Kenya after 1945. (10 marks)

- (i) Acquisition of Western Education by many Africans enabled them to understand political developments at international level and forcefully demanded for independence.
- (ii) The experiences of the ex-soldiers in the second world war made them realise that

- Europeans were not superior hence the demand for self rule.
- (iii) The realization by Britain that colonies were expensive to administer hence the need to grant them self rule/ The rise to power of the British Labour Party.
  - (iv) The granting of independence to India in 1947 inspired Africans to demand for political independence.
  - (v) The support given by pan-Africanists in demanding for political independence gave Africans confidence to press for political freedom.
  - (vi) The decolonization policy by the United Nations inspired African nationalists to press on for independence:
  - (vii) The failure by the colonial government to reward the ex-world war II soldiers increased the agitation for independence.
  - (viii) The signing of the Atlantic charter in 1941.

Any 5 x 2 = 10 marks

### SECTION C (30 marks)

- 22** (a) State **three** circumstances that can make a Kenyan citizen to be denied the right to life. (3 marks)
- (i) When defending one self/property.
  - (ii) When effecting a lawful arrest.
  - (iii) When preventing escape of a lawfully detained person.
  - (iv) When preventing a person from committing a crime/felony.
  - (v) In a situation of war.
  - (vi) When suppressing a riot/rebellion/mutiny.
- Any 3 x 1 = 3 marks
- (b) Explain **six** civic responsibilities of a Kenyan citizen. (12 marks)
- (i) A responsible citizen pays tax to enable the government meet its financial obligation.
  - (ii) To participate in community development activities to improve the welfare of people in the community.
  - (iii) To participate in the democratic process by electing leaders/being elected to ensure good governance.
  - (iv) To obey laws so as to enhance peace in the society.
  - (v) Takes care of the environment in order to promote healthy living. Prevents/fights corruption to promote proper utilization of resources by all. Promotes/protects the rights and freedom of all people in society for harmonious co-existence.
  - (vi) Promotes the rule of law by reporting wrong doers/law breakers to the police.
  - (viii) Participate in National debates.
  - (ix) Participate in National debates.
- Any 6 x 2 = 12 marks
- 23** (a) Give **three** reasons why general elections are important in Kenya. (3 marks)
- (i) They provide Kenyans with an opportunity to choose political leaders.
  - (ii) They enable Kenyans to exercise their democratic rights.
  - (iii) They offer alternative ideas of running the government through different political parties manifestos/removal of leaders who have failed.
  - (iv) It is a constitutional requirement.
  - (v) They make elected leaders/prospective leaders work hard to ensure that they are re-elected/elected.
- Any 3 x 1 = 3 marks

- (b) Explain **six** functions of the body incharge of elections in Kenya. (12 marks)
- (i) To maintain and revise the voters' register to ensure it is upto date.
  - (ii) To prepare, distribute and ensure safety of election materials/polling stations.
  - (iii) To conduct voter education in the country in order to prepare citizens for the voting exercise.
  - (iv) To conduct and supervise elections so as to ensure they are free and fair/appoint and train election officials.
  - (v) To conduct language proficiency tests for candidates interested in vying for different posts before nomination is carried out.
  - (vi) To announce and provide a time-table to be followed during the election period.
  - (vii) To receive nomination papers from the candidates cleared to vie by their political parties.
  - (viii) To announce the results and declare the winners for the respective seats.
  - (ix) Divides/delimits, names and review of electoral areas.

Any 6x 2=12 marks

24

- (a) Identify **three** social functions of local authorities. (3 marks)
- (i) They issue trade licenses.
  - (ii) They provide market areas.
  - (iii) They provide employment opportunities.
  - (iv) They approve building plans/provision of housing services.
  - (v) They impose cess/other levies.
  - (vi) Provision of education services eg. nursery and Primary education.
  - (vii) Provision of health/sanitation services eg. hospitals & mortuary services.
  - (viii) Provision of entertainment facilities eg. stadiums, social hall & parks.
  - (ix) Provision of security and fire brigade services.

Any 3 x 1 = 3 marks

- (b) Explain **six** challenges facing local authorities in Kenya. (12 marks)
- (i) Most local authorities have inadequate funds hence not able to provide quality services.
  - (ii) Increased population has led to congestion in urban centres hence overstretching the social amenities.
  - (iii) Corruption/mismanagement of funds by some officers has made it difficult for the local authorities to pay its employees and provide quality services.
  - (iv) Some local authorities are too small to be able to sustain themselves.
  - (v) Influential politicians interfere with the running of the local authorities hence making it difficult for them to operate efficiently/lack of authority from central government.
  - (vi) Increased crime rate has led to vandalization of properties belonging to local authorities hence leading to heavy losses.
  - (vii) The presence of street families/children has contributed to insecurity/puts strain on provision of social services
  - (viii) Slums have mushroomed which have interfered with proper planning leading to poor service delivery/poverty eradication.
  - (ix) Poor disposal of waste has resulted to environmental degradation leading to outbreaks of diseases/epidemics.
  - (x) Shortage of qualified manpower/personnel.
  - (xi) Traffic congestion.

Any 6x 2= 12 marks