

311/1

TERM TWO

FORM 3 HISTORY AND GOVERNMENT

PAPER 1- MARKING SCHEME

TIME:2HRS 30 MINUTES

SECTION A- 25 MARKS

- 1 **Give two ways in which archaeologists identify a pre-historic site.** **(2mks)**
 - 1) Evidence of burial sites/cultivation/construction/fossils
 - 2) Evidence of ruins of settlements/vision
 - 3) Historical research and documentation
 - 4) Use of experience and skill
 - 5) Looking for areas of tectonic forces eg erosion. (Any2x1)

2. **Identify one natural factor that caused the Abagusii to migrate from Mount Elgon region to their present homeland.** **(1mk)**
 - Due to famine/drought.
 - Due to disease/epidemics
 - Due to drought

3. **State the main factor that contributed to the growth of city states along the Kenya coast before 1500 AD.** **(1mk)**

Trade between the coast and the outside world. 1x1=1

- 4 **Give one way in which the translation of the Bible into vernacular languages facilitated the spread of Christianity in Kenya.** **(1mk)**
 - (i) The local people could read the Bible
 - (ii) It created better understanding of the teaching of the Bible
 - (iii) More Africans could identify themselves with Christianity

(any 1 x 1=1mk)

5 State two characteristics of independent churches in Kenya during the colonial period. (2mks)

- i) They were formed / started by the Africans
- ii) They accommodated African cultural beliefs/values
- iii) Africans held senior positions /they were led by the Africans
- iv) The churches worked closely with the African political Associations

6 Give two economic responsibilities of a Kenyan citizen. (2mks)

- i) participating in development activities
- ii) paying taxes
- iii) engaging in income generation activities
- iv) protecting the environment
- v) fighting corruption

(2x1=2mkss)

7 Identify two problems that have been experienced in the constitution making process in Kenya. (2mks)

- inadequate funds to finance the exercise
- political interference in the whole exercise with selfish interests
- External interference by developed countries
- Illiteracy among the people with some unable to read and write

(2x1=2mks)

8. State the main reason why African resistance was defeated in Kenya during the colonial period.(1mk)

British force/ troops had superior weapons

1x1=1mks

9 Name two Independent Schools Associations which emerged in central Kenya during the colonial period. (2mks)

Kikuyu Independent Schools Association(KISA)

Kikuyu Karinga Educational Association (KKEA)

(2 x 1 = 2mks)

10 State two objectives of the missionary education in Kenya during the colonial period. (2mks)

- i) To give Africans basic technical skills to improve industrial knowledge
- 2) To give Africans basic literacy skills like how to read the bible and simple arithmetic
- 3) To improve the African agricultural skills to promote European farming
- 4) To have Africans trained as catechists to enhance the spread of Christianity

2X1=2mks

11 State two similar grievances of the Taita Hills Association and the Ukamba Members Association to the colonial government. 2mks

- I) They resented land alienation by the white settlers
- ii) They were against destocking order by the government
- iii) They protested forced labour
- iv) They were against taxation

12. Outline two ways in which the ex-soldiers of the second world war contributed to the struggle for independence in Kenya. (2mks)

- I) They were instrumental in the formation of the Mau Mau movement
- 2) They trained freedom fighters in war tactics
- 3) They waged armed struggle against the colonial government
- 4) They made weapons used in the struggle
- 5) They dispelled the myth of European supremacy

(2 x 1 = 2mks)

13. Identify two ways in which the results of the collaboration of the Maasai with British was similar to that of the Wanga. (2mks)

- The British recognized their leaders/paramount chiefs.
- Both communities lost their independence later
- The people of both communities were hired as mercenaries

- Both communities got material gains/rewards

(any 2 x 1 = 2mks)

14 Identify two trade unions which joined to form the Kenya Federation of labour during the struggle for independence in Kenya. (2mks)

- i) local government workers Union
- 2) Domestic and Hotel Workers Union
- 3) East African Federation of Building and Construction Workers Union
- 4) Transport and Allied Workers Unions
- 5) Garments Workers Unions

(2 x 1 = 2mks)

15. Name the first African to be appointed as minister in Kenya by the colonial government. (1mk)

B.A Ohanga (1x1=1mk)

SECTION B – 45 MARKS

INSTRUCTIONS

Answer any three questions from this section

16.(a) Identify the three Luo groups which migrated into Kenya during the pre-colonial period. (5mks)

- Joka-Jok
- Joka-Owiny
- Joka – Omolo

b) Describe the political organization of the Luo during the pre-colonial period. (12mks)

- i) The family was the lowest unit and its head was the father who was referred to as Juduong
- ii) Several related families formed a clan
- iii) There were lineage councils which settled domestic issues
- iv) A council of elders existed in the which was responsible for settling inter-family disputes called Doho
- v) Clans were grouped together to form Oganda headed by a chief elder Ruoth
- vi) There existed a council of elders (Buch Piny) which comprised of representatives from each clan and mainly settled inter-clan disputes.

vii) There was a class of warriors (Thuondi) headed by a war leader (Osumba Mrwayi) and its main responsibility was to defend the community.

viii) The Luo was a decentralized community as they did not have an overall leader

ix) Religious leaders eg diviners, medicinemen, healers, rainmakers etc influence their politics.

17(a) State three factors that influenced Seyyid Said's decision to transfer his capital to Zanzibar.

1. The climate in Zanzibar was pleasant as compared to Muscat which was not hot and dry throughout the year.
2. The need to control the towns along the East African coast more effectively.
3. Zanzibar had a wide deep and well-sheltered harbours in which ships could anchor.
4. Zanzibar's strategic position was convenient for trade with the mainland
5. Zanzibar had fertile soils for the cultivation of cloves
6. Zanzibar had clean and sweet water for drinking
7. Zanzibar was easily defensible as an island. (Any 3x1)

b) Explain any six social effects of the Indian Ocean trade. (12marks)

- 1) Foreign architecture. The Persian and Arab architectural styles of using stone were adopted.
- 2) Foreign eating habits were introduced along the coast eg using spices
- 3) There was intermarriage between the Arabs and Persians (Muslim traders) who settled along the East African coast. With the local Bantu giving rise to new breeds of people called Swahili with a distinct culture.
- 4) Spread of Islam. Muslim traders who settled among the Africans converted them to Islam
- 5) Islamic culture was introduced along the East African Coast e.g. Islamic schools (Madrassa) were introduced. Islamic law (sharia) was also introduced in the coastal towns
- 6) Emergence of Kiswahili language. A new language, Kiswahili, emerged with the birth of a new group of people and culture. Kiswahili was derived from Bantu and Arabic languages but was basically Bantu. It soon became the official language (Lingua franca) of the coast.
- 7) Foreign mode of dressing was introduced along the coast. Silk and cotton clothes were also adopted. Also they wore beads, copper and gold bangles and bracelets for women wore beibui-Arabian dishes were also introduced.

(6x2=12mks)

18(a) State three ways in which Africans benefitted from the Devonshire White Paper of 1923. (3mks)

- 1) Interests of Africans were given priority/were paramount

2) Racial segregation in residential areas and in urban centres was abolished

3) European demand for self government was rejected

4) A missionary was nominated to the legislative council to represent the interests of Africans.

(b) Explain six challenges faced by European settlers in Kenya during the colonial period. (12 mks)

- They were subjected to constant raids by the Africans whose land had been alienated
- They lacked essential agricultural skills as many had not practiced farming before
- They had inadequate labour force as many Africans initially refused to work for them
- They were not familiar with the seasons and therefore could not predict when and what to plant/natural calamities eg drought
- They had inadequate capital to invest in farming
- They were unable to market their produce during the world wars
- Their economic depression affected the market prices/fluctuation of prices
- There was inadequate transport and communication net-work which affected the movement of goods

(6x2=12mks)

19(a) State three problems that were faced by early political organizations. (3mks)

- Members were harassed by the colonial government
- Many leaders had little experience of running political parties
- They had no enough funds for running political affairs
- There was a lot of disunity since the majority parties were ethnic based
- There were political wrangles between the party members

(b) Explain six impacts of Mau-Mau uprising in Kenya. (12 mks)

- It made it clear to constitutional planners that Africans wanted majority rule in Kenya
- It proved to the colonial government in Kenya that they were unable to control the internal situation
- Troops and money had come from Britain to suppress the Mau Mau. Hence the responsibility for permanent settlement now vested with Britain
- Many people died in the war eg 10,000 Mau-Mau men, 2000 civilian African, 1000 government troops and 50 000 Europeans and Asians civilians died.
- Tens of thousands of Africans were herded into centralized villages and detention camps. Thousands of prisoners suffered harsh treatment.
- People lived for 10 years in fear for their lives. -It forced the government of the British to change the constitution to improve African life eg 1957, eight Africans were elected to legislative council. The

Swynnerton plan was affected to give titles of land to Africans. Africans were allowed for the first time to grow cash crops.

- Africans were divided into loyalists and mau mau supporters/ mistrust & suspicion 6 x 2 = 12 mks

SECTION C – 30 MARKS

INSTRUCTIONS

Answer any TWO questions from this section

20.(a) State three circumstances that can make a Kenyan citizen to be denied the right to life. (3mks)

- When defending oneself/ property
- When effecting a lawful arrest
- When preventing escape of a lawfully detailed person
- When preventing a person from committing a crime
- In a situation of war
- When suppressing a riot/rebellion/mutiny 3x 1 = 3mks

(b) Explain six civic responsibilities of a Kenyan citizen. (12mks)

- A responsible citizen pays tax to enable the government meet its objectives.
- To participate in the community development activities to improve the welfare of people in the community.
- To obey laws so as to enhance peace in the society
- Takes care of the environment in order to promote healthy living
- prevents corruption to promote proper utilization of resources by all.
- Promotes the rule of law by reporting wrong doers to the police
- To participate in National debates/Barazas

(Any 6x2=12mks)

21. (a) Give three reasons why national integration is important in Kenya. (3mks)

- Helps in eliminating suspicion and enhances security
- ⇒ Promotes collective responsibility
- ⇒ Enhances political stability
- ⇒ Promotes cooperation among people
- ⇒ Helps to win the confidence of the investors and donors
- ⇒ Enhances peace and harmony

(3x1=3mk)

(b) Describe six principles of democracy today.

(12mks)

- Equality among people – this should prevail regardless of their age, social status gender or creed
- Rule of law – There should be fairness before the law and all people are subjected to the same law.
- Consent of the people – leadership must accommodate the needs and aspirations of the people.
- Openness – Encourages accountability and transparency for a just society.

- Patriotism - citizens should feel proud of their nation competition – citizens should be provided with a conducive environment to complete in business and other aspects of life without exploitation
- Freedom of press – ie both print and electronic media should be given freedom to disseminate information in a responsible manner.
- Economic equality – equitable distribution of resources and reduction of poverty and unemployment.
- (any 6 x 2 = 12mks)

22.(a) Identify five requirements in the constitution making process. (5mks)

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

(any 5 x 1 = 5mks)

(b) Describe five features of the independence constitution of Kenya. (10mks)

- It provided for a Governor General who was the head of state on behalf of Queen.
- It provided for an independent Judiciary to ensure justice and to prevent corruption
- It set up a judicial service commission to appoint the chief justice
- It provides for six regional Governments and Assemblies whose power included control of land, education, health and the police.
- It provided for the position of a prime minister as the head of Government
- It provided for the tenure of the office of the judges and the Attorney General
- It provided for a bicameral House consisting of the Senate and House of Representatives.

(Any 5 X 2 = 10mks)