

Term 2 - 2023
HISTORY AND GOVERNMENT (311)
FORM THREE (3)
Time: 2½ Hours

MARKING SCHEME

SECTION A (25 MARKS) Attempt all the questions from this section.

1. State one disadvantage of using anthropology. (1 mark)

- i) Time consuming
- ii) Expensive
- iii) Inaccurate or distorted information
- iv) Information can be biased (1×1=1)

2. Identify 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/superiority
- iv) To raid for cattle (2×1=2)

3. Give the main reason for the coming of the Portuguese. (1 mark)

- i) To find sea route to India (1×1=1)

4. List down two economic duties of a Kenyan citizen. (2 marks)

- i) Participating in development activities
- ii) Paying taxes
- iii) Protecting the environment
- iv) Fighting corruption (2×1=2)

5. Identify one colour of the National flag of Kenya. (1 mark)

- i) Red
- ii) Black
- iii) Green
- iv) White (1×1=1)

6. State two rights of an accused person during trial in a court of law in Kenya. (2 marks)

- i) Right to legal representation
- ii) One should be allowed to appeal against the ruling
- iii) One should be allowed to be heard/expression
- iv) One should not be forced to give evidence
- v) One should be present when the court proceedings are taking place
- vi) One should be given adequate time to consult with advocate/witness
- vii) One should be informed of the charge with sufficient details so as to prepare defense
- viii) Accused person is presumed innocent until proven guilty
- ix) One should be given chance to plead for leniency (2×1=2)

7. Give the main reason why the British were able to conquer Kenya. (1 mark)

- i) Military superiority (1×1=1)

8. State two roles of trade unions in the struggle for independence in Kenya. (2 marks)

- i) Mobilizing the workers to stage civil disobedience
- ii) Educating workers on their rights
- iii) Giving financial support to political parties
- iv) Creating political awareness among workers
- v) Organizing strikes and boycotts/demonstrations
- vi) Looking at the welfare of workers/presenting petitions (2×1=2)

**9. Identify one education commission established in Kenya before independence. (1 mark)**

- i) Fraser Commission, 1908
- ii) Phelps Stokes Commission, 1924
- iii) Beecher Report, 1949
- iv. Binns Commission of 1952. (1×1=1)

10. Give two characteristics of Macadamized roads. (2 marks)

- i. They were all weather roads
- ii. Durable
- iii. Straight hence reduce accident
- iv. Smooth surface hence motoring was comfortable
- v. Wide (2×1=2)

11. Identify two early sources of energy. (2 marks)

- i. Wind
- ii. Water
- iii. Wood (2×1=2)

12. Give one reason that led to decline of Meroe as an early urban center. (1 mark)

- i. Rise of Axum kingdom
- ii. Depletion of minerals like iron
- iii. Decline of trade due to stiff competition
- iv. Desertification due to cutting of the trees (1×1=1)

13. State two economic activities of the Shona during pre – colonial period. (2 marks)

- i. Crop growing/cultivation
- ii. Livestock keeping
- iii. Fishing along rivers
- iv. Trading (took part in long distance trade)
- v. Iron workers
- vi. Hunting and gathering (2×1=2)

14. Name one type of constitution. (1 mark)

- i. Written constitution
- ii. Unwritten constitution (1×1=1)

15. State two methods used by Europeans to acquire colonies in Africa. (2 marks)

- i. Through signing of treaties
- ii. Through use of chartered companies
- iii. Through trickery
- iv. Military conquest
- v. Use of missionaries
- vi. Diplomacy (2×1=2)

16. Identify the Chartered Company that was used to administer South Africa on behalf of the British colonial government. (1 mark)

- i. British South African Company (1×1=1)

17. Name two methods used by the Europeans to administer their colonies in Africa. (2 marks)

- i. Assimilation
 ii. Association
 iii. Direct
 iv. Indirect (2×1=2)

SECTION B (45 MARKS) Attempt any three questions from this section.

18. a) Give five sub – groups of the Abaluhya. (5 marks)

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|--------------|--------------|---------|
| i) Tiriki | vi) Maragoli | |
| ii) Marachi | vii) Samia | |
| iii) Banyore | viii) Idakho | |
| iv) Bukusu | ix) Sangalo | |
| v) Kisa | x) Wang'a | (5×1=5) |

b) Describe the political organization of the Borana in the 19th Century. (10 marks)

- i) Decentralized system of government
 ii) Basic political unit was the clan headed by the Council of Elders
 iii) There was a Council of Elders who was in charge of the day to day running of the clan and was the final court of appeal
 iv) The age set system was an important institution that supplied warriors
 v) They had warriors whose main duty was to protect the community against external attacks and acquire possessions from the community
 vi) The political system was based on kinship system hereditary
 vii) Kallu headed kinship/moiety (5×2=10)

19. a) State three benefits of the Omani rule along the Kenyan Coast. (3 marks)

- i) Led to expansion of trade between Kenya and Arabia
 ii) Stations were centres of learning
 iii) Led to growth of plantation Agriculture
 iv) Served as health centres/hospitals
 v) Growth of towns like Zanzibar
 vi) Linked East Africa Coast to the rest of the world
 vii) Led to spread of Islamic religion (3×1=3)

b) Explain six effects of long distance trade in Kenya. (12 marks)

- i) Led to intermarriages between the communities
 ii) Led to development/growth of urban centre
 iii) New crops introduced to the interior from the Coast for example cassava and maize
 iv) Islam and Swahili culture were spread into the interior
 v) Opened up the interior of Kenya to the foreigners/outside the world
 vi) Introduction of Sharia Law and madrassa
 vii) Led to intensification of slave trade which caused untold suffering/depopulation
 viii) Led to decline of local crafts and industries as people preferred imported products/decline in Agriculture
 ix) Led to the rise of a class of wealthy merchants like King Kivoi and Karuri wa Gakune (6×2=12)

20. a) State five recommendations of Devonshire White Paper. (5 marks)

- i) White highlands were to be reserved for European settlements only

- ii) Indians were allowed to elect five members to the legco on cpommunal roll
 - iii) Racial segregation was abolished in residential areas and restrictions on immigration lifted
 - iv) A missionary was to be nominated to the Legco to represent the interests of Africans
 - v) European possibility of having influence over the the government was reduced
 - vi) Kenya was an African country and Africans interests were to be paramount
 - vii) Colonial secretary would have strict control over the affairs of the colony
 - viii) Settlers had to maintain their representation in the Legco
- (5×1=5)

b) Explain five factors which led to migration of Africans to urban areas during the colonial period.

- i) The overcrowded / unproductive reserves created by the colonial government made living conditions difficult / unbearable thereby resulting into migrations to towns.
 - ii) Availability of better social services / amenities / health centres / education provided in towns attracted the Africans.
 - iii) The taxes imposed on Africans forced them to towns in search for jobs.
 - iv) Availability of infrastructure / piped water / paved roads / electricity attracted the Africans to towns as they hoped for a better life.
 - v) Employment / job opportunities attracted people to towns as they were promised better wages.
 - vi) Mistreatment / frustrations by the labour / public workers forced them to move to towns.
 - vii) The wide spread poverty in rural areas / reserves caused untold suffering thereby making them to migrate to towns.
 - viii) African entrepreneurs wanted to take advantage of trade markets in towns.
 - ix) Loss of land caused by the colonial land policies
- (5×2=10)

21 a) Identify three advantages of using electricity. (3 marks)

- i. Can be put into many uses e.g lighting
 - ii. Easily and conveniently controlled
 - iii. Clean source of energy
 - iv. Electric cables are flexible and can be installed per specific requirements
 - v. Can be produced from various sources
 - vi. Does not pollute the environment
- (3×1=3)

b) Outline six factors that have facilitated industrialization in South Africa. (12 marks)

- i. Availability of mineral resources e.g gold
 - ii. Availability of both skilled and unskilled labour
 - iii. Availability of markets
 - iv. Development of transport and communication systems
 - v. Political stability (end of Apartheid)
 - vi. Development of sources of energy e.g HEP
 - vii. Availability of Agricultural raw materials for agro based industries
 - viii. Government policy
 - ix. Availability of capital
- (6×2=12)

SECTION C (30 MARKS) Attempt any two questions from this section.

22 a) Outline five economic activities of the Asante during the 19th Century. (5 marks)

- i. They grew crops
- ii. They traded
- iii. Mining
- iv. They practiced art and craft/basketry/weaving

- v. They practiced iron working/blacksmithing
- vi. They practiced pottery (5×1=5)

b) Describe the social organization of the Buganda Kingdom during the pre – colonial period. (10 marks)

- i. They were organized into clans which had their own traditions
- ii. They worshipped many gods/polytheism with Katonda as their supreme God
- iii. The Kabaka was highly regarded as semi divine
- iv. They believed in life after death since they worshipped the spirit of the dead
- v. The umbilical cord/Jaw bones of the Kabaka were preserved for future remembrance
- vi. They had religious shrines where they worshipped
- vii. They had medicinemen who cured diseases
- viii. They had prophets who foretold the future
- ix. They were polygamous in order to strengthen social ties
- x. They had symbols of royalty/royal drums/spears/crowns kept at the Kabakas palace (5×2=10)

23 a) State five factors which influenced the British use of Indirect rule in Northern Nigeria. (5 marks)

- i. It was cheap/cost effective method of administration
- ii. Existence of an elaborate centralized system of government
- iii. To avoid African resistance
- iv. It had succeeded in other parts of the world e.g India
- v. They lacked enough personnel to administer the territory
- vi. Poor transport and communication network
- vii. Communication barrier between the British and the locals
- viii. The region was vast (5×1=5)

b) Explain five challenges which were experienced in the implementation of the assimilation policy in Senegal. (10 marks)

- i. It conflicted the general objective of colonization
- ii. It required social amenities/schools which were expensive to start
- iii. It was resisted by the Africans traditional rulers
- iv. It was opposed by the Frenchmen back at home since it elevated assimilated Africans to the French status
- v. The Muslims refused to be converted into Christianity thereby posing a challenge
- vi. The French citizens feared that the assimilated Africans would outnumber them in the French Parliament
- vii. Racial discrimination by the French against the assimilated Africans/refused to accept them as equals
- viii. Africans were deeply rooted in their culture hence difficult to convert them
- ix. Nationalism conflicted with the policy of assimilation
- x. Opposition from the French traders who feared competition from the African traders
- xi. Language barrier made administration difficult
- xii. Missionaries concentrated in spreading Christianity rather than assimilating Africans (5×2=10)

24. a) Give three importance of the Kenyan constitution. (3 marks)

- i) It provides a legal ground for making a country's laws.
- ii) It spells out powers of government and its relationship to the governed.
- iii) Rights and duties of citizens are defined by the constitution.
- iv) It ensures equality of all citizens.
- v) It is a symbol of unity. (3×1=3)

b) Explain six features of the independence constitution. (12 marks)

- i. It provided for a Governor General who was the Head of State on behalf of the Queen.
- ii. It provided for an independent Judiciary to ensure justice and prevent corruption.

- iii. It set up a Judicial Service Commission to appoint Judicial Officers.
- iv. It provided that, the Governor in consultation with Regional Authorities and the Prime Minister, appointing of Chief Justice.
- v. It provided for seven regional governments and whose power included land, education, health and the police.
- vi. It comprised rules and fundamental rights of citizens.
- vii. It provided for the establishment of the Public Service Commission and the Central Land Board to ensure fair and effective governance.
- viii. It provided for the Tenure of Office of the Judges and the Attorney General.
- ix. It provided for the Multi-Party democracy where the party with the majority in parliament formed the government.
- x. It defined the amendment procedure such that special majority of two third majority required to change the constitution.
- xi. It provided for the separation of powers for the three arms of government.
- xii. It was bi-cameral / provided for two chambers of parliament, Senate and House of Representatives
- xiii. It provided for the position of the Prime Minister as the head of government (6×2=12)

