**311/1**

**HISTORY AND GOVERNMENT**

**FORM THREE**

**PAPER 1**

**TIME: 2 ½ HOURS**

**INSTRUCTIONS TO CANDIDATES:**

This paper consists of three sections; A, B and C. Answer all questions from section A, three questions from section B and two questions in section C. All answers must be written on the answer sheets provided.

**SECTION A: (25 MARKS)**

**Answer all the questions in the spaces provided.**

1. Give one advantage of Data Banks. 1 mk)

(i) Information can be retrieved easily

(ii) Information may be printed when required

(iii) One can search form information using a variety of search terms.

2. State one way in which citizenship by registration can be deprived in Kenya. (1 mk)

(i) If proved that it was obtained through fraud or corruption

(ii) If during war in which Kenya was engaged, the person has traded or given secrets to the

enemy or assisted the enemy in any manner

(iii) If one is sentenced to imprisonment for a period of 3 years or more within 5 years from the

time of registration

(iv) If one has been convicted of treason or an offence with a penalty of at least 7 years

imprisonment or more, any time after registration.

3. Give one function of the Buch Piny among the Luo during the pre-colonial period

in Kenya. (1 mk)

(i) Settled major inter-clan conflicts

(ii) Declared war

(iii) Punish criminals such as murderers.

4. State how negative ethnicity limit National Unity. (1 mk)

(i) Makes people discriminate against others who do not belong to a particular ethnic group hence

lead to hatred and enemy, discrimination is in areas like employment and admission to schools

and allocation of resources.

5. State two characteristics of the coastal city states. (2 mks)

(I) Kiswahili language was commonly used

(ii) Islam religion

(iii) Islamic culture that is, women wore buibuis, men wore kanzus

(iv) Stone buildings using Arabic architecture

(v) Use of Islamic law that is Sharia

(vi) Trade was the main activity

(vii) Main food was rice and they used utensils like porcelain bowls, water jars etc

(viii) Towns minted their own coins.

6. Give two reasons for studying Kenyan government. (2 mks)

(i) One develops sense of patriotism

(ii) One gets informed about citizenship

(iii) Makes us aware of our rights and obligations

(iv) Makes the country plan for the future

(Mark any other relevant points

7. Give two historical sites in Kenya. (2 mks)

(i) Rusinga island

(ii) Lake Nakuru

(iii) Njoro river cave

(iv) Lake Turkana

(Any other correct site)

8. Give one group of coastal Bantus (1 mk)

(i) Mijikenda

(ii) Taita

(iii) Pokomo

9. Identify the original homeland of Eastern Cushites. (1 mk)

Ethiopian highlands

10. Identify two main items of trade from the interior of West Africa. (2 mks)

(i) Slaves

(ii) Ivory

11. Give two evidences for Chinese contacts with East African coast by 1500 AD. (i) Presence of Chinese coins

(ii) Chinese pottery

(2 mks)

12. Give the document that contains the rights of citizens. (2 mks)

Bill of rights

13. Define the term National Integration. (1 mk)

Unification of different communities and races to form one nation.

14. Distinguish between Arbitration and mediation as conflict resolution methods.

(1 mk)

Arbitration is a legal process and an arbitrator can make a decision on a matter between the two conflicting parties. In mediation, the mediator cannot impose a decision on the two conflicting parties but has to be patient until they agree.

15. State two importance of constitution in Kenya. (2 mks)

(i) Defines the structure and outlines the functions of different arms of government

(ii) Clearly states the rights and responsibilities of a Kenyan citizen

(iii) States out the responsibilities of those in power

(iv) Ensures equality of all Kenyans

(v) It is a basis of all legislations in the country.

16. What is Direct democracy. (2 mks)

It is a situation where everyone is entitled to directly participate in decision making.

17. Identify two communities that exhibited mixed reaction in Kenya. (2 mks)

(i) Agikuyu

(ii) Luo

(iii) Akamba

**SECTION B: (45 MARKS)**

**Answer any three questions from this section.**

18. (a) Give three reasons which led to the migration of the Cushites from their original Homeland into Kenya during the pre-colonial period. (3 mks)

(i) In search of pasture and water for their livestock

(ii) Due to drought and famine in their original Homeland

(iii) Due to outbreak of diseases and epidemics

(iv) Escape from constant attacks from their neighbors/external attacks/internal attacks.

(v) Due to population increase

(vi) Due to spirit of adventure/to know what was beyond the horizon

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

**Social**

(i) Organization into clans each claiming decent from a common ancestor

(ii) Practiced exogamy and allowed an outsider to be adopted in the clan

(iii)\_ Practiced circumcision of both boys and girls before puberty

(iv) Believed in existence of God called ‘Ngai’ (Mulungu)

(v) Prayed to God through ancestral spirits

(vi) Offered sacrifices to their God at shrines by elders Atumia Ithembo

(vii) Had ritual experts eg medicemen

(viii) Had social ceremonies e.g music and dance during weddings.

**Political**

(i) The Akamba were decentralized community

(ii) Smallest political unit was the homestead (Musyi)

(iii) They were grouped in clans which was the basic polit8ical unit

(iv) They had a larger territorial grouping called ‘Kivalo’

(v) The society was divided into age – grades and age-sets

(vi) The lowest age – grade was that of junior elders who defended the

community/warriors

(vii) Next in rank was the medium elder Mthele who assisted in administration/presided

over minor cases

(viii) The full elders ‘Atumia’ ma Kivalo) derived judgment and senior-most elders ‘Atumia ma Ithembo’ were involved in religious activities/advised.

19. (a) Outline five factors that facilitated the spread of Christianity in the 19th century. (5 mks) - No strong opposition from any religion in the interior/Islam was confirmed to the coastal region

- East African communities lacked organization that could resist missionary work

- Missionaries got support from the Sultan of Zanzibar, Seyyid Said

- They got support from African chiefs who gave them land and protection/helped them learn the

local language/Dr. Krapf published the first Kiswahili dictionary and Translated New Testament into Kiswahili

- Explorers gave useful information about the interior

- Setting up of mission centers, schools and medical centers to attract Africans

\ - Political stability/peaceful atmosphere in most parts of East Africa

- Missionaries lived side by side with Africans/gave Africans gifts

- Colonial government supported missionaries/financial support/building of the Kenya Uganda

railway

- Discovery of quinine a cure for tropical malaria

(b) Explain the role played by Seyyid Said in international trade. (10 mks)

- Sought a market for his grains, coconuts and ivory due to industrial revolution in Europe

- Seyyid said gave letters of introduction to the caravan traders who went to the interior

- He encouraged foreign traders to come to the coast by signing trade treaties e.g United States

1833, French 1844 and Britain 1839

- He encouraged Arab – Swahili traders to venture into the interior by giving the flag of the Sultan

for security

- Said levied a unified custom duty of 5% throughout the Arab controlled East Coast to encourage

trade.

- He introduced a small copper coin from India to supplement the silver currency (Marice Theresa

dollar)

- He employed the Indian Banyan/Baluchis (money lenders)

- He identified the British as the sole trading agents to avoid rivalries.

- Zanzibar, the Said’s capital became the cnetre of Internal Trade in East Africa/Entry point of

goods.

20. (a) Give three reasons for the Maasai collaboration with the British. (3 mks)

- Rise of the Nandi politically weakened the Maasai

- Civil wars between different Maasai groups e.g pastral Purrko and the Kwavi

- Succession disputes between Lenana and Sendeyo

- Natural calamities e.g drought diseases both human and animal

- The Kedong massacre made the Maasai fear the European military power

- Lenana wanted to protect his position as a leader

- Maasai wanted assistance from the British to get back their women and children who had been

left in the custody of the Agikuyu

(b) Explain the effects of the Agikuyu mixed reaction. (12 mks)

- Led to the animosity and hatred among the groups in Kikuyu land

- Agikuyu land was alienated as large tracks of arable land was caved out for the British with the

help of the collaborating leaders e.g Wang’ombe.

- Collaborators received Western Education and were converted to Christianity e.g Kinyanjui wa

Gathirimu

- There was loss of life and massive destruction of property

- Collaborators were enrolled by the British as home guards/colonial headmen and chiefs

- Agikuyu lost their independence

- Social stratification emerged among the Agikuyu based on material wealth i.e the Athamaki’

wealthy upper class and ‘Ahoi’ were the poor land less.

21. (a) Give five principles of democracy. (5 mks)

- Consent of the people

- Equality

- Political tolerance

- Regular, free and fair elections

- Control of the abuse of power

- Transparency

- The rule of law

- Balance

- Patriotism

- Good leadership

(b) Discuss the responsibilities of a good citizen in Kenya. (10 mks)

- Participate in public life of the community

- Respect law and order and obey the law

- Work with others to obey the welfare of the society

- Pay taxes to the government

- Contribute to development by contributing money and labour

- Allowing rulers to make decisions regarding the running of the country

- Teaching young people positive values

- Maintaining high moral and ethnic standards

(Any other relevant points)

**SECTION C: (30 MARKS)**

**Answer any two questions from this section.**

22. (a) State three symbols of National unity. (3 mks)

(i) National flag

(ii) National anthem

(iii) Court of arms

(b) Explain six factors that undermine national unity in Kenya. (12 mks)

- Tribalism

- Religious conflicts

-Racism

- Nepotism

- Corruption

- Intolerance of divergent views

- Ignorance

- Poverty

- Uneven economic development

- Greed

- Political party membership

23. (a) Outline five requirements in constitution making process in Kenya. (5 mks)

(i) Provision of civic education

(ii) Collecting views from the public

(iii) Drafting the constitution

(iv) Draft constitution is published for the public

(v) The review commission holds public meetings for further discussions]

vi) Convening of national constitutional conference to amend or reject the recommendations

(vii) Redrafting the agreed issues to the attorney general by review commission

(viii) Referendum

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

- Governor as head of Kenya on behalf of Queen

- Independency of Judiciary

- Judicial service commission

- Post of prime minister

- Federal government

- Citizenship and fundamental rights of a citizen

- Established the public service commission] - Provided for multiparty democracy

- Powers of judiciary

- Legislature

- Bicameral house of senate and House of Representatives.

24. (a) Give three methods used by Europeans to establish their rule in Kenya.

(3 mks)

- Signing treaties

- Military attacks

- Offering gifts

- Use of missionaries to pacify Africans through preaching

- Establishing administrative posts

(b) Discuss six results of the Nandi resistance during pre-colonial period.

(12 mks)

- Nandi land was alienated

- Nandi lost their independence

- Nandi s were resettled in reserves

- Nandi forced to provide labour in European farms

- Massive lost of lives

- Loss of property

- Nandi lost their military superiority in the region

- Nandi warriors were conscripted into the colonial security forces.