

MARKING SCHEME FORM 3
311/1
HISTORY AND GOVERNMENT
PAPER 1
JULY/AUGUST 2024
TIME: 2½ HOURS

Section A (25 marks)

1. **Give the main source of information on unwritten history (2 marks)**
(i) Oral traditions
1 point @ 1 mark (1 mark)
2. **Give two functions of age set among the Agikuyu in pre-colonial Kenya (2 marks)**
(i) Protected the community
(ii) Conducted raids
Any 2 points @ 1 mark each (2 marks)
3. **Give two ways of interaction between Kenya societies in the 19th century. (2 marks)**
(i) Through trade
(ii) Through warfare
(iii) Through intermarriage
(iv) Through common festivals/ceremonies e.g. wrestling/ cultural exchange e.g. language
Any 2 points @ 1 mark each (2 marks)
4. **Identify the name of the council of elders among Mijikenda community. (1 mark)**
(i) Kambi
1 point @ 1 mark (1 mark)
5. **Why was 1957 elections important in the history of Kenya (1 mark)**
(i) It was the first elections where Africans participated
1 point @ 1 mark (1 mark)
6. **Give two contributions of the early missionaries in the field of education (2 marks)**
(i) They set up schools/encouraged Africans to go to school
(ii) They taught Africans how to read and write
(iii) They taught Africans vocational skills
(iv) They translated the Bible to African languages
(v) They wrote books/dictionary
Any 2 points @ 1 mark each (2 marks)
7. **Give two characteristics of a good constitution. (2 marks)**
(i) It should contain clear and realistic provisions for its amendments.
(ii) It should clearly spell out the rights and freedoms that the citizens are entitled to.
(iii) It should easily respond to changes in the state as soon as they occur.
(iv) It should address itself in detail to all components of the state.
(v) It should clearly define and spell out its contents in a simple language.
(vi) It should not be too rigid to amend nor too flexible to encourage interfering with its basic principles.
(vii) It should take care of all groups in the society.
(viii) It must clearly state on how resources can be managed and how wealth created is to be evenly distributed.
(ix) It should provide for a government chosen through free and fair elections.
Any 2 points @ 1 mark each (2 marks)

8. **Identify two special groups whose rights are protected by Kenyan constitution. (2 marks)**
- (i) The children
 - (ii) Persons with disabilities
 - (iii) The youth
 - (iv) Minorities and marginalized groups
 - (v) Older members of the society
- Any 2 points @ 1 mark each (2 marks)
9. **State two reasons why colonial government encouraged settler farming in Kenya (2 marks)**
- (i) They wanted to make Kenya a white man's colony so as to form the backbone of the economy.
 - (ii) The colonial government hoped that the settlers would finance administrative expenses of the colony without involving the British tax payers.
 - (iii) The settler economic activities would help the colonial government to pay for construction costs of the railway and maintain it.
 - (iv) They wanted to use the settlers to control Asian influence in Kenya.
 - (v) The settlers were expected to produce raw materials for British industries.
 - (vi) The Kenya highlands were suitable for European settlement in terms of climate and soils.
- Any 2 points @ 1 mark each (2 marks)
10. **Identify two communities that showed mixed reaction in Kenya (2 marks)**
- (i) Akamba
 - (ii) Agikuyu
 - (iii) Luo
- Any 2 points @ 1 mark each (2 marks)
11. **Identify one reason why trade unions were not formed in Kenya by 1914. (1 mark)**
- (i) Africans were denied the opportunity by the colonial administrators
 - (ii) Africans were scattered hence could not come together
 - (iii) Wage earning labourers were few
 - (iv) There were few elites to provide leadership
- Any 1 point @ 1 mark each (1 mark)
12. **Name two cash crops that Africans were prohibited from growing. (1 mark)**
- (i) Coffee
 - (ii) Tea
 - (iii) Sisal
 - (iv) Wheat
- Any 2 point @ 1 mark each (1 mark)
13. **Name the body in charge of election in Kenya. (1 mark)**
- (i) Independent Electoral and Boundaries Commission
- 1 point @ 1 mark (1 mark)
14. **Identify two features of independent schools and churches in colonial Kenya. (2 mark)**
- (i) Africans held positions of leadership.
 - (ii) They accommodated African cultures
 - (iii) Some adopted specific attires for members
- Any 2 point @ 1 mark each (1 mark)
15. **Give the political parties that represented Kenya during the 2nd Lancaster House Conference of 1962. (2 mks)**

- (i) Kenya African National Union
- (ii) Kenya African Democratic Union
- (iii) African Peoples Party

Any 2 point @ 1 mark each (1 mark)

Section B (45 marks)

16. a) Give three reasons why early visitors came to the East African Coast. (3 marks)

- (i) They came to trade
- (ii) Some came to establish settlement along the East Africa Coast
- (iii) Some came to explore the East African Coast
- (iv) They came to spread their religion e.g. Portuguese who came to spread Christianity.
- (v) Some came as refugees e.g. the Arabs/Running away from persecution and wars

Any 3 points @1 mark each (3 marks)

b) Explain six factors which led to the decline of Coastal towns after 1500A.D. (12 marks)

- (i) Disruption of trade by the Portuguese leading to the loss of revenue to sustain the towns
- (ii) Constant warfare and conflicts between the Portuguese and the local
- (iii) Invasion of Coastal settlement by Zimba warriors
- (iv) Lack of fresh water e.g. in Gedi
- (v) Increased conflicts among the city states which discouraged traders
- (vi) The dry spell hindered farming activities
- (vii) Rivalry among Europeans nations for the control of trade

Any 6 points @2 mark each (12 marks)

17. a) Give five reasons why the Maasai collaborated with the British during the colonial period in Kenya. (5 marks)

- (i) The rise of the Nandi in 1850's greatly weakened them so they could not offer any resistance to the British.
- (ii) In the 19th century, a civil war in their land greatly weakened them.
- (iii) Succession disputes between Lenana and Sendeiyo after the death of Mbatian in 1890 diverted their attention from fighting the British.
- (iv) Natural calamities like locust invasion, outbreak of cholera, pneumonia, small pox and rinderpest affected the Maasai.
- (v) To seek assistance against the Agikuyu who had sold his people to slavery.
- (vi) Lenana wanted to exert his position as a leader.
- (vii) He saw the futility of resisting a strong force after witnessing the Kedong massacre

Any 5 points @1 mark each (5 marks)

b) Explain five reasons why the Nandi resisted the British for so long. (10 marks)

- (i) The use of a well-trained, experienced and disciplined army which enabled them to face the British army with confidence
- (ii) The ability to make their own weapons which ensured constant supply during the war
- (iii) The forested and hilly terrain which made it difficult for the British soldiers to move swiftly
- (iv) The prevalence of tropical diseases reduced the efficiency of the British army
- (v) The existence of the foresighted leaders among Nandi encouraged the warriors to continue fighting
- (vi) The stable economic base enabled the Nandi to sustain their warriors during the war
- (vii) The use of Guerrilla warfare made it difficult for the British to defeat the Nandi warriors with ease

- (viii) The unity among the Nandi enabled them to sustain the resistance
- (ix) The Nandi got reinforcement from the Kipsigis against the British

Any 5 points @ 2 marks each (10 marks)

18. (a) Identify five results of Devonshire White Paper of 1923. (5 marks)

- (i) Kenya was declared an African territory and the interests of Africans became paramount whenever there was racial conflict.
- (ii) It stopped the settlers from declaring their self-independence from Britain.
- (iii) The African problems more so that of land and labour were not resolved.
- (iv) The Indians were disappointed as they were not allowed to settle in the white highlands and have political equality with the whites.
- (v) The Africans were represented in the Legislative Council by a missionary called Dr. Arthur in 1924.
- (vi) The Africans became more enlightened politically and they started forming political groups to address their grievances.
- (vii) The Indians were bitter and even declined to take up their seats in the Legislative Council or in Municipal Councils.
- (viii) The paper intensified rivalry between the settlers and the Indians.

Any 5 points @ 1 mark each (5 marks)

(b) Explain five consequences of colonial land policies in Kenya. (10 marks)

- (i) The Africans lost their land even in the reserves.
- (ii) It ended widespread African migration and settlements.
- (iii) Increased overuse of land for agriculture and livestock led to soil erosion as in Machakos and Taita.
- (iv) It led to poverty among the Africans
- (v) It created a class of landless people in the society.
- (vi) The landlessness caused rural-urban migration
- (vii) Forced labour was introduced to make Africans work for the Europeans.
- (viii) Taxation was introduced to force Africans to provide labour.
- (ix) The Kipande system was introduced by the colonialists.
- (x) Shifting practices of some African communities were curtailed/.
- (xi) Agricultural production in African areas declined.
- (xii) The land question led to African nationalism in the country

Any 5 points @ 2 marks each (10 marks)

19. (a) Give five characteristics of early political organizations in Kenya. (5 marks)

- (i) They were ethnic or tribal based
- (ii) They were urban based
- (iii) They were non militant
- (iv) They were led by missionary educated Africans
- (v) The demands mainly focused on the welfare of the people
- (vi) They addressed specific grievances affecting the ethnic groups
- (vii) They had limited membership
- (viii) They were assisted by the Asians with material and legal support

Any 5 points @ 1 mark each (5 marks)

(b) Explain five problems faced by trade union movements in Kenya during colonial period. (10 marks)

- (i) Harassment by the colonial government
- (ii) Lack of experienced leaders/poor leadership
- (iii) Lack of adequate funds
- (iv) Leadership wrangles
- (v) Mass illiteracy
- (vi) Poor transport and communication
- (vii) Practice of ethnicity within the unions affected their operations

Any 5 points @ 2 marks each (10 marks)

Section C (30 marks)

20. (a) Name *five* members of African Elected Members Organization. (5 marks)

- (i) Daniel Moi-Rift Valley
- (ii) Benard Mate- Central
- (iii) Tom Mboya- Nairobi
- (iv) Ronald Ngala- Coast
- (v) Lawrence Ogunda- Southern nyanza
- (vi) Oginga Odinga – Central Nyanza
- (vii) Masinde Muliro- North Nyanza
- (viii) James Muimi - Ukambani

Any 5 points @ 5 marks each (5 marks)

(b) Describe *five* impacts of the First Lancaster House Conference of 1960. (12 marks)

- (i) Africans were allowed to form countrywide political parties
- (ii) The composition of the council of ministers was altered to 4 africans,3 europeans and 1 asian
- (iii) 12 elective seats would remain intact
- (iv) There would be 33 open seats in the legco to be vied for on a common roll
- (v) 20 seats would be reserved 10 for whites, 8 for Asians and 2 for arabs

Any 5 points @ 2 marks each (10 marks)

21. a) State three methods that were used by African Nationalists during the struggle for independence. (3 marks)

- (i) Formation of political parties
- (ii) Use of Constitutional forum
- (iii) Use of military struggle e.g. Mau Mau warfare
- (iv) Use of trade Unions
- (v) Use of Publications an various forms of literature to voice and popularize their cause

(vi) Independent churches and schools.

Any 5 points @ 1 marks each (5 marks)

b) Explain the role of women in the Mau Mau movement. (10 mks)

(i) They physically participated in the armed resistance against the British e.g. Field Marshall Muthoni.

(ii) They composed songs to mobilized the fighters

(iii) Supplied the fighters with essentials e.g. food

(iv) Organized and coordinated rural networks to provide supplies to the fighters.

(v) Detained as spies for Mau Mau fighters

(vi) Women participated in oath taking ceremonies

(vii) They kept secret information relating to the uprising from the colonial agent despite their mistreatment.

(viii) Women took care of their families while men were busy fighting.

Any 5 points @ 2 marks each (10 marks)

22. (a) Identify five levels of conflicts (5 marks)

(vi) **Individual vs individual**

(vii) **Individual vs group**

(viii) **Individual vs state**

(ix) **Group vs group**

(x) **Group vs state**

Any 5 points @ 1 marks each (5 marks)

(b) Explain five factors that promote national unity in Kenya. (12 marks)

(i) Education

(ii) The constitution

(iii) One government

(iv) National activities

(v) The presidency

(vi) Symbols of national unity

(vii) Public holidays

Any 5 points @ 2 marks each (10 marks)